



# Response to Intervention

for the

## NDCEL Summer Conference

June 18, 2008

### AGENDA

- New Statewide RTI Task Force
- Upcoming Professional Development Trainings
- How to Involve Regular Education Staff in RTI
- Response to Intervention Tools
  - Self-Assessment Checklist – Are We Ready?
  - Universal Screening Worksheet
  - Student Intervention Plans
- Available Funding for RTI Initiatives
- 15% Early Intervention Services (EIS) Funding
- Using Title I Funds to Help Support RTI Initiatives in a Targeted Assistance School
- New Resources
  - Questions and Answers
  - Narratives for 
  - Sample 
  - Recommended Websites
- RTI Model Using Exclusion from Supplement, Not Supplant, Provision
- Collaboration of RTI and PBS

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## **Upcoming RTI Professional Development Opportunities**

- The Missouri River Education Cooperative (a REA operated through the Bismarck Public School District) will provide three tiers of training workshops ranging from those teachers and schools desiring a basic knowledge, to those teachers and schools taking some initial steps in using RTI, to those teachers and schools wanting advanced training. Four one-day Tier I initial trainings will be provided at four regional sites. One Tier II graduate level class and one Tier III training will be provided. To access additional information and a registration form, visit their website at [www.mrec.k12.nd.us/index.html](http://www.mrec.k12.nd.us/index.html)
- Title I Fall Conference – October 8-10, 2008. There will be a session on RTI at the annual Title I Fall Conference. The USDE is expected to release guidance on RTI and Title I in the fall. This guidance will be shared and highlighted at this session.
- NDCEL Fall Conference – George Bastche will be a keynote speaker on RTI and may possibly present at related break-out sessions.
- The North Dakota Department of Public Instruction Special Education Unit will again be contracting with Dr. Kim Gibbons to work with North Dakota trainers on RTI. The trainers are Brenda Jordan, Linda Jenkins, and Owen Stockdill. Four full-day training sessions will be offered during the school year for teams from selected buildings. The training will focus on the use of data to make decisions within a Problem Solving Model. This training program is sequential. Therefore, in order to participate, teams must commit to attending all sessions and completing assigned activities on time.

These training sessions for the 2008-2009 school year are going to be offered in both Bismarck-Mandan and in Fargo. For additional information, please visit Special Education's RTI website at [www.dpi.state.nd.us/speced/personnel/index.shtm](http://www.dpi.state.nd.us/speced/personnel/index.shtm).

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## **How to Involve Regular Education Teachers in the RTI Process**

- Don't portray RTI as a Special Education initiative. RTI is a process that allows all educators – regular education, Title I, Special Education, paraprofessionals – to work together to identify at-risk students early on and then provide evidence-based interventions to meet students' needs.
- The school principal should be the instructional leader who supports RTI, facilitates collaboration among all staff, and ultimately is the point person responsible for RTI implementation. Don't put your Special Education or Title I staff in charge of implementing RTI.
- Send team representatives from both regular education and special services to RTI professional development opportunities. Require personnel to come back and share the information they received at the RTI trainings with all staff.
- Don't just train Title I staff on reading and math interventions for struggling students. Regular education and special education staff also need training on interventions or strategies to help at-risk students, since they all work with at-risk students. Use Title I, Title II, and special education funds to bring in high quality professional development to train all staff on interventions that work with at-risk students.
- Create RTI study groups as high quality professional development to encourage collaboration among all staff. Time needs to be built into the weekly schedules for these staff to meet and develop a shared language and common understanding. When these individuals come together and focus on student learning, the range of knowledge, resources, and experience they bring to the process are blended together for a more powerful impact on all of their students. These study groups need to be inclusive of all staff – regular education, Special Education, and Title I.
- The progress monitoring component of RTI is an opportune way to get all staff working together. Staff can all share the responsibilities of progress monitoring. All staff should meet and collaborate on the assessments that will be used to progress monitor, how often assessments will be administered, the method that will be used to evaluate, and how the results will be shared with staff and parents.



# Response to Intervention Tools

**NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION**

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# Response to Intervention Checklist Are We Ready?

A self-evaluation tool to determine readiness to implement RTI

Indicator	Commitment	
	Yes	No
<b>1. Leadership</b>		
a. There is strong support from district and school administration.		
b. Administration has a plan for adequate resources. (staff, time, materials)		
<b>2. Curriculum</b>		
a. A high quality core reading/math program has been adopted.		
b. Personnel exist with expertise and knowledge on research based practices.		
<b>3. Assessment</b>		
a. There is an established data collection and management system.		
b. Capacity and willingness exists to implement progress monitoring.		
<b>4. Teaming</b>		
a. All staff are on board with the RTI concept.		
b. All staff (general ed., special ed., special services) are willing to work together.		
<b>5. Capacity</b>		
a. Personnel exist to collect and analyze data.		
b. Personnel exist to provide interventions for Tiers II and III.		
c. Time will be made for ongoing training and support.		
<b>6. Professional Development</b>		
a. There is a willingness by all staff to participate in high quality professional development.		
b. There is an understanding that professional development must be inclusive of analyzing data, effective program monitoring, and evidence based instructional practices.		
<b>7. Tiers</b>		
a. There is a clear definition of Tier I – roles and responsibilities.		
b. There is a clear definition of Tier II – roles and responsibilities.		
c. There is a clear definition of Tier III – roles and responsibilities.		



# Student Intervention Plan

Student Name \_\_\_\_\_

Teacher \_\_\_\_\_

District \_\_\_\_\_

School \_\_\_\_\_

*Directions: This form is to be completed for each student who receives intervention instruction in addition to the core reading program (Tier 1).*

<b>Screening Data Indicating Need for Further Interventions (Attach data and summarize)</b>	<b>Interventions</b>	<b>Timeline</b>	<b>Progress Monitoring Plan</b>
<b>Person Responsible:</b> _____	<b>Person Responsible:</b> _____	<b>Person Responsible:</b> _____	<b>Person Responsible:</b> _____
Comments:			

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

# Student Intervention Plan

Student Name \_\_\_\_\_ Teacher \_\_\_\_\_

District \_\_\_\_\_ School \_\_\_\_\_

*Directions: This form is to be completed for each student who receives intervention instruction in addition to the core reading program (Tier II).*

## Screening Test Results

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## Interventions

Individual Student Goals	Interventions to Obtain Goal	Timeline	Individual Responsible

## Progress Monitoring Results

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

## Chart Progress Monitoring Results (After Intervention)

Baseline	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

## Evaluation

- Based on significant progress, student will be removed from Tier II services.
- Based on progress monitoring results, student will continue in Tier II service model with instructional interventions as currently identified and implemented.
- Based on lack of progress, the student's Tier II plan will be modified.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 Teacher Signature                      Date                      Parent Signature                      Date

## Possible Funding Sources to Support RTI Initiatives

There are a variety of possible funding sources to help school districts support RTI initiatives. Some of these funding streams may include:

### 1. Use Your Federal Title Funds

- Title I – Title I funds, under certain circumstances, can be used to help support the RTI process. The cost of professional development can be cost shared among several federal programs. Title I paid staff can assist in working with identified students to provide intervening services. Resources and materials can be shared among programs.
- Title II A – Title II A funds designated for professional development could be used to support professional development in the RTI process.
- Title V – These funds are very flexible and can be used to support a variety of innovative educational activities, including RTI.

2. REAP (Rural Education Achievement Program Initiative) – These funds target small rural districts. Eligible school districts are allowed to combine the funding under several Titles and can use these funds for any authorized activity. If your school is eligible, these funds can be combined into Title II A or Title V to support RTI.

3. Transferability – These funds target larger urban districts. Eligible school districts are allowed to combine some of the federal funding under several Titles and use these funds for any authorized activity. If your school is eligible, these funds can be combined into Title II A or Title V and used to support RTI.

4. IDEA – An LEA is allowed to use not more than 15% of their IDEA Part B funds to develop and implement EIS in an RTI model. EIS funds are to be used for those children who are not currently receiving special education services under IDEA. This could include students who were previously eligible for special education but who are not receiving it now, who may need additional support, academically or behaviorally. In North Dakota, IDEA Part B funds go to the special education units. If you are interested in utilizing IDEA Part B funds to provide EIS, you should contact your local special education director. EIS is part of the IDEA Part B application that unit directors complete.

5. Program Improvement Funds – Schools and districts in program improvement may receive additional funds to help them make Adequate Yearly Progress. Using these additional program improvement dollars to support RTI would be an allowable use of these funds.

6. Small Rural Schools Achievement Program Funds through REAP – Eligible schools can apply for these additional funds through the U.S. Department of Education. These funds can be used for authorized activities under the Title programs and can support any of the supplemental activities under the federal programs, including RTI.

7. General Funds – Another avenue for funding RTI is your district's general funds. If your school staff really believes the RTI process will make a difference, you should consider collecting the data and showing how it will improve student achievement, approach your school board, and request funds to sustain it.
8. Pool Your Resources – In North Dakota, it is becoming quite common for districts to cooperate and share services. Federal regulations allow school districts to pool their resources to share services among several schools. One district would simply agree to be the fiscal agent and the funds would flow through that district to pay for the shared activities. A district could pool their funds to support professional development on RTI or hire another reading or math specialist to work with identified students. Another viable option would be to share resources through your local Regional Educational Association (REA).
9. Reallocated Title I Funds – These funds are available to school districts that would like to add to their Title I program, but need additional funds to accomplish their plan. The funds must supplement your current local and Title I budget. These funds are made available in September and could be used to support any additional activity that will enhance services for Title I students.

## **What Are Early Intervening Services?**

Early Intervening Services—in this module, EIS for short—are not the same thing as early intervention. These are two very different initiatives, although, to be fair, both are about intervening early. Early intervention is for babies and toddlers with disabilities; EIS are about catching problems early in school-aged children. EIS are aimed at grades K-12, with an emphasis on grades K-3. EIS are about identifying children who are struggling to learn—especially apparent in the early grades and in core tasks like reading and math—and quickly intervening to provide support. Under IDEA 2004, school districts may use up to 15% of their Part B funds to develop and provide early intervening services to children who are not currently identified as “children with disabilities,” but who need academic or behavioral support to succeed in a general education environment. EIS are not services designated for children with disabilities—in fact, if a child has been determined eligible for special education and related services, that child would not be eligible for EIS.

The rationale behind using IDEA funds to pay for EIS is that the earlier that school staff can identify children’ learning problems or difficulties, the quicker and less expensive will be the task of helping those children catch up. The longer a child goes without assistance, the longer the remediation time and the more intense those services will have to be. From the child, administrative, fiscal, and instructional perspectives, providing EIS makes very good sense.

## **How Much Can a Local Educational Agency (LEA) Spend and How Does a LEA Access the Funding?**

An LEA is allowed to use not more than 15% of their IDEA Part B funds to develop and implement EIS. In North Dakota, IDEA Part B funds go to the special education units. If you are interested in utilizing IDEA Part B funds to provide EIS you should contact your local special education unit director. EIS is part of the IDEA Part B application that unit directors complete.

## **Uses of EIS Funds**

1. Providing educational and behavioral evaluations, services, and supports — including scientifically-based literacy instruction.
2. Providing professional development for teachers and other school staff may also be a part of implementing EIS.
3. The funds are intended to build the school staff’s capacity for delivering scientifically-based academic and behavioral interventions, including, among other skills:
  - scientifically based literacy instruction,
  - instruction on the use of adaptive and instructional software (where appropriate).

## **May LEAs Use EIS Funds to Purchase Supplementary Instructional Materials?**

Yes, the terms “services” and “supports” in §300.226(b)(2) are broad enough to include the use of supplemental instructional materials. (71 Fed. Reg. at 46628)

## **What Does “Scientifically Based” Mean?**

‘Scientifically based’ is a term of significance in NCLB that has now been integrated into IDEA as part of the purposeful aligning of the two acts. The term is defined in NCLB—referred to in IDEA as ESEA, the Elementary and Secondary Education Act—and adopted in IDEA 2004’s regulation at §300.35, Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that—

1. Employs systematic, empirical methods that draw on observation or experiment;
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

## **Which Children are EIS Intended to Be Used For?**

EIS funds are to be used for those children who are not currently receiving special education and related services under IDEA. This could include students who were previously eligible for special education, but who are not receiving it now, who may need additional support, academically or behaviorally.

## **Reporting Requirements on EIS**

LEAs choosing to use EIS funds must report:

- Number of students served by early intervening services
- Number of students who subsequently receive special education and related services under IDEA in preceding 2-year period

Note: More information on EIS can be found at: [www.nichcy.org/training/6-discussion.doc](http://www.nichcy.org/training/6-discussion.doc)

# ***Using Title I Funds to Help Support RTI Initiatives in a Targeted Assistance School***

<b>What is Allowable</b>	<b>What is Not Allowable</b>
<ul style="list-style-type: none"> <li>■ Using Title I funds for professional development pertaining to interventions that can be applied to at-risk students by regular education teachers and specialists for the grades supported by Title I services.</li> </ul>	<ul style="list-style-type: none"> <li>■ Using Title I funds for professional development pertaining to the core reading or math program.</li> </ul>
<ul style="list-style-type: none"> <li>■ Title I teachers going into the classroom and providing at-risk students identified for Title I with supplemental assistance in reading and math.</li> </ul>	<ul style="list-style-type: none"> <li>■ Title I teachers going into the classroom and team teaching with regular education staff.</li> </ul>
<ul style="list-style-type: none"> <li>■ Using Title I staff to assist in the universal screening assessments that will identify which students are in need of Tier II services.</li> </ul>	<ul style="list-style-type: none"> <li>■ Using Title I funds to pay for the universal screening assessments that will identify which students are in need of tiered services.</li> </ul>
<ul style="list-style-type: none"> <li>■ Title I teachers working with students in Tiers II and III who met the Title I selection criteria and whose parents have been notified.</li> </ul>	<ul style="list-style-type: none"> <li>■ Title I teachers working with all or any student within the classroom.</li> </ul>
<ul style="list-style-type: none"> <li>■ The classroom teacher rotating their time through several groups of students while the Title I staff gives Title I students additional instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>■ Regular education teachers, Special Education, Title I staff dividing students into three groups and each being responsible for providing instruction to their group.</li> </ul>



# Response to Intervention

## New Resources

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### RTI – Questions and Answers

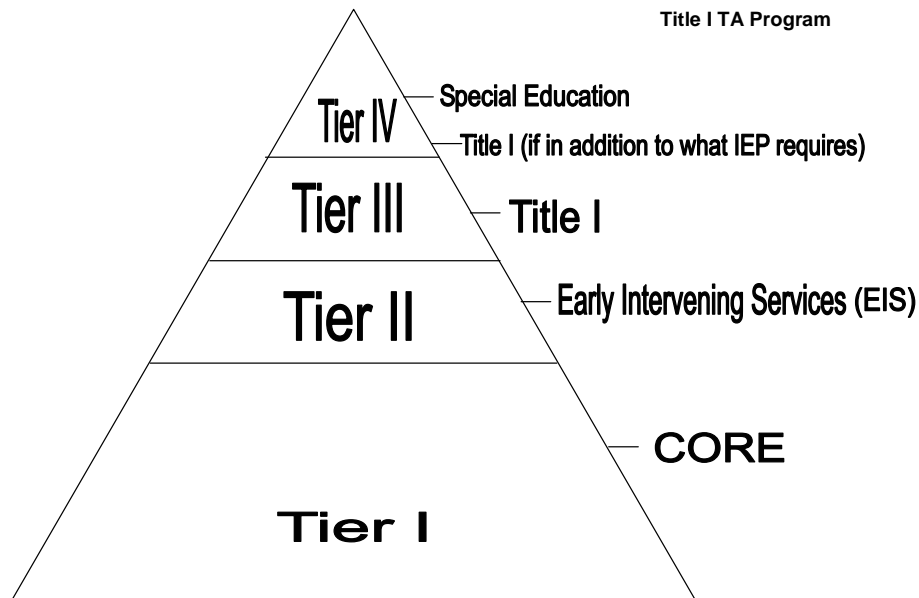
<b>Q.</b>	<b>How many schools in North Dakota employ the RTI concept?</b>
<b>A.</b>	<p>The North Dakota Department of Public Instruction currently does not collect information regarding the number of schools that employ the RTI concept. Beginning with the 2008-2009 school year, districts will need to indicate on the Federal Title Programs Consolidated Application if any of their schools use the RTI model in conjunction with their Title I program.</p> <p>According to our records, an unduplicated count of 75 districts and 102 schools have attended various department-sponsored RTI trainings within the past few years.</p>
<b>Q.</b>	<b>Is RTI going to be mandated?</b>
<b>A.</b>	<p>At this time, North Dakota has no plans to mandate the use of the RTI concept. If RTI were to be mandated, then certain federal funds, including Title I, would no longer be able to help support the model as it would violate the supplement not supplant regulation. The current IDEA regulations do not mandate RTI as a method of identifying students for special education. Unless mandated by the U.S. Department of Education in the future, RTI will remain optional in North Dakota.</p>
<b>Q.</b>	<b>Can RTI work in a Title I targeted assistance program?</b>
<b>A.</b>	<p>Most definitely, RTI can work in a Title I targeted assistance program. There are certain regulations that must be adhered to, but as long as there is specific Title I student selection criteria and Title I services are supplemental, the two can be coordinated quite easily.</p>
<b>Q.</b>	<b>Given that Title I students are usually identified in the fall and remain in Title I for the year, and that students typically move in and out of tiers in a RTI model, how can these issues be resolved?</b>
<b>A.</b>	<p>The issue of fluidity is a common question in discussions of coordinating Title I and RTI. There is no regulation stating how long students must receive Title I services. Students may move in and out of Title I as long as:</p> <ul style="list-style-type: none"> <li>✓ Schools specify the assessments that will be used for progress monitoring which will determine if students are in need of more assistance</li> <li>✓ Schools clearly specify the selection criteria and exit criteria</li> <li>✓ Parents are notified upon selection and when exited from the program</li> </ul>

<b>Q.</b>	<b>Can Title I teachers in a targeted assistance program provide intervention assistance within the classroom?</b>
<b>A.</b>	There is a section in the Title I law which states that Title I students may be served simultaneously and in the same educational setting as non-eligible children. This is typically referred to as the in-class model of instruction. What is important to remember is that the regular education teacher is responsible for the core instruction. Title I services should never be provided in the core instruction. After the core instruction, if students are assigned independent work or participate in center activities, Title I personnel may then work within the classroom to provide Title I students with supplemental assistance.
<b>Q.</b>	<b>Can Title I funds pay for RTI professional development?</b>
<b>A.</b>	Title I funds may be used to pay for RTI professional development if the following circumstances are met: <ul style="list-style-type: none"> <li>✓ The professional development is focused on at-risk students</li> <li>✓ The cost is reasonable</li> <li>✓ The participants are reflective of grades served in Title I</li> <li>✓ The professional development supports the intervention, not the core instruction</li> </ul>
<b>Q.</b>	<b>Can RTI be used in any school?</b>
<b>A.</b>	RTI fits very nicely with schools that are implementing Reading First, PBS, and Title I schoolwide programming. However, the RTI model can be used effectively in any school. The RTI model is a research-based effective method of identifying struggling learners, providing intervention services, and continuously monitoring progress. It is a common sense process which will benefit all schools.
<b>Q.</b>	<b>What if there are too many students for Title I staff to assist in Tier II?</b>
<b>A.</b>	Title I teachers must adhere to caseload requirements in targeted assistance schools. If there are too many students identified for Tier II interventions for Title I staff to assist, there are several options available. <p>One option would be for schools to use the 15% EIS funds for special education staff time to work with students in Tier II. Under this scenario, Title I and special education staff would both work together to serve students identified for Tier II services.</p> <p>Another option would be for schools to utilize the exclusion provision under Title I which allows districts to withhold supplemental state or local funds for programs that meet the intent and purpose of Title I. Under this scenario, Title I staff and locally state-funded staff would work together to serve students identified for Tier II services.</p>

<b>Q.</b>	<b>How can this message be brought to regular education (classroom) teachers in order to help facilitate RTI as a regular education initiative?</b>
<b>A.</b>	Having support and buy-in from all staff – Title I, special education, and regular education – is critical to the success of any RTI model. The state Title I office has created a handout that outlines suggestions for involving regular education teachers in the RTI process. Log on to <a href="http://www.dpi.state.nd.us/title1/response.shtm">www.dpi.state.nd.us/title1/response.shtm</a> for access to this handout.
<b>Q.</b>	<b>Who should make up each individual’s RTI team? Should Title I and special education staff be part of the team?</b>
<b>A.</b>	It is difficult to prescribe who should be on a RTI team, because each school has its own unique staff. Title I and special education staff play an important role in providing supplemental services to students in Tiers II and III. Depending on their role, it may be beneficial to have these staff as members of the RTI team.
<b>Q.</b>	<b>If testing materials were a shared purchase but Title I staff do the universal testing for identification, is that okay?</b>
<b>A.</b>	Title I funds cannot be used to purchase testing materials for the universal screening process or to determine which students are eligible for Title I services. However, Title I staff can most definitely be involved in testing students in the universal screening process to determine which students are in need of additional academic services.
<b>Q.</b>	<b>How long do you continue to implement RTI if a student is not making progress? What’s next?</b>
<b>A.</b>	A referral for special education should occur when data from a minimum of two or three evidence-based interventions, implemented with fidelity and over time, indicates that the student is not achieving or progressing adequately for the student’s age or meeting State approved grade-level standards. We recommend a minimum of two small group interventions and one individual intervention with at least four data points below the aim line prior to a referral for special education evaluation.
<b>Q.</b>	<b>Can the Title I teacher help general education students as well as Title I students when going into the classroom in a targeted assistance school?</b>
<b>A.</b>	No. In a targeted assistance school, Title I teachers are required to identify which students are at risk of not being proficient and then target additional instruction or intervention to those identified students.
<b>Q.</b>	<b>Do schools have actual RTI procedural handbooks and how were they compiled?</b>
<b>A.</b>	Bismarck and Fargo Public School Districts have addressed many of the

	<p>components related to RTI. They have written documentation of how their process should be carried out. There is also guidance provided in the ND State Guidelines: Identification and Evaluation of Students with Specific Learning Disabilities at <a href="http://www.dpi.state.nd.us/speced/guide/SLDGuide07.pdf">www.dpi.state.nd.us/speced/guide/SLDGuide07.pdf</a>.</p>
<b>Q.</b>	<b>If RTI is not successful and the student really needs an IEP, how do they get onto one? Can the RTI just be rolled over to an IEP? How long should this process take?</b>
<b>A.</b>	<p>If the student is not progressing adequately, the LEA may determine it is necessary to refer the student for an evaluation to determine if the child is eligible for special education. The data collected during the RTI process can be one component that is used to assist in determining eligibility for special education. The multidisciplinary team is still required to address the necessary elements of a comprehensive evaluation. There is no specific timeline set for how long the process should take. It may be different for each student.</p>
<b>Q.</b>	<b>Can assessments/evaluations be paid for through schoolwide Title I funds?</b>
<b>A.</b>	<p>As long as the RTI process is included in a schoolwide school's plan and consolidated application, it is allowable for assessments, evaluations, and any other costs to be paid with schoolwide Title I funds.</p>
<b>Q.</b>	<b>How can a special educator work with students without an IEP?</b>
<b>A.</b>	<p>Under IDEA 2004, school districts may use up to 15% of their Part B funds to develop and provide early intervening services to children who are not currently identified as "children with disabilities" but who need academic or behavioral support to succeed in a general education environment. Early intervening services (EIS) are about catching problems early in school-aged children. EIS are aimed at grades K-12, with an emphasis on K-3. EIS are about identifying children who are struggling to learn – especially apparent in the early grades and in tasks like reading and math – and quickly intervening to provide support. EIS are not services designated for children with disabilities – in fact, if a child has been determined eligible for special education and related services, that child would not be eligible for EIS. The rationale behind using IDEA funds to pay for EIS is that the earlier that school staff can identify children's learning problems or difficulties, the quicker and less expensive will be the task of helping those children catch up. The longer a child goes without assistance, the longer the remediation time and the more intense those services will have to be. From child, administrative, fiscal, and instructional perspectives, providing EIS makes very good sense.</p>

## Scenario Two



USDE Title I Presentation, February 2008

In Scenario Two of an RTI Model in a targeted assistance school, the regular classroom teachers provide the core instruction in reading or math. Tier II is addressed through early intervening services (EIS). Under IDEA 2004, school districts may use up to 15% of their Part B funds to develop and provide early intervening services to children who are not currently identified as “children with disabilities,” but who need academic or behavioral support to succeed in a general education environment. EIS are about catching problems early in school-aged children. EIS are aimed at grades K-12, with an emphasis on grades K-3. EIS are about identifying children who are struggling to learn – especially apparent in the early grades and in core tasks like reading and math – and quickly intervening to provide support. EIS are not services designated for children with disabilities – in fact, if a child has been determined eligible for special education and related services, that child would not be eligible for EIS.

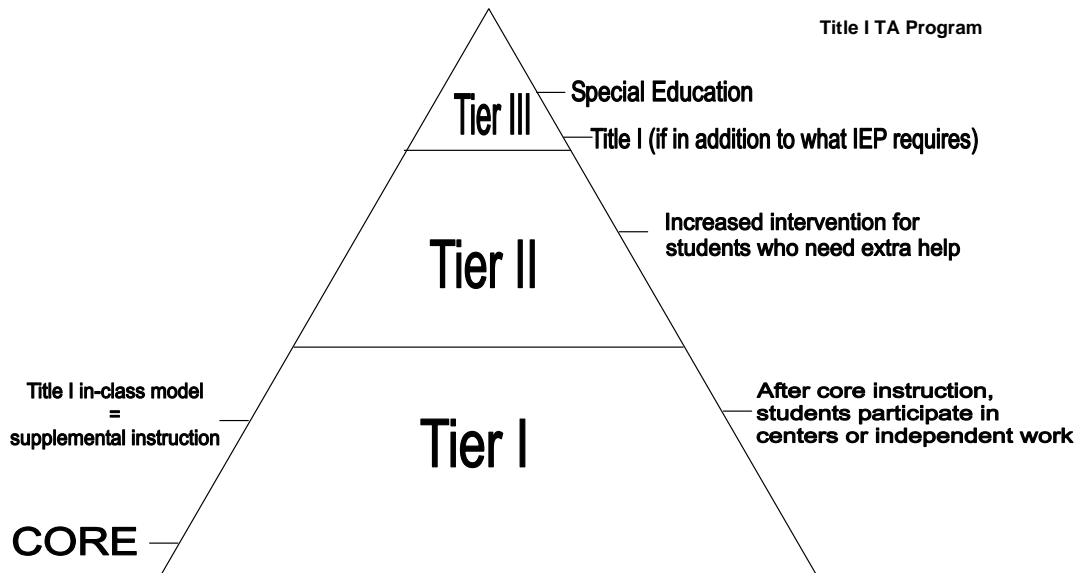
Students that are still struggling after receiving the core academic instruction from the classroom teacher and additional interventions through EIS may be identified for Tier III services. It is more than likely that these will be your Title I students identified through a student selection process. Title I students identified for Tier III interventions may receive services in a variety of ways and settings. In Title I, there are several choices or instructional modes of service delivery; they include pull-out, in-class, or extended day. All Title I schools must ensure that services provided by Title I personnel, regardless of the model of delivery used, are supplemental. Supplemental Title I services provide greater instructional intensity and opportunity to learn.

Any or all of the following scenarios may take place in Tier III with Title I students:

- Small groups of Title I students are pulled together within the classroom setting to work on supplemental materials.
- Title I personnel teach demonstration lessons on areas of specialty to the entire classroom of students.
- Title I teachers work with targeted students one-on-one in the back of the classroom.
- Title I personnel work with regular classroom teachers in lesson planning to ensure that the Title I supplemental activities and strategies are aligned with the regular classroom lessons.
- Title I personnel work with targeted students during an independent work period to reinforce skills after the regular classroom teacher has just delivered a lesson.
- Title I teachers prepare additional/supplemental materials that Title I students can utilize for reinforcement as needed.
- Title I students receive small group instruction or one-on-one tutoring in a high quality academic after school program.
- The Title I teacher pulls small groups of students to the Title I room. This type of assistance allows individual teacher styles and philosophies to be used; provides a special environment for students; provides more individualized attention to targeted students; provides for a quieter, less disruptive environment; provides access to a variety of computers to work with small groups of students; and provides Title I students access to a variety of materials, games, etc., to help supplement certain skills.
- The Title I teacher spends the preceding week pre-teaching the story that will be read and discussed the following week in the regular classroom. They read the story together in the Title I room. The Title I teacher pulls words from the story that the students may have difficulty reading. The group discusses their definition and plays flashcard games to master the words. The Title I teacher creates supplemental extension lessons to reinforce comprehension skills. When the students read the story in the regular classroom, they start with an advantage, their self-esteem is enhanced, and they are better able to keep up with the other students on activities done in the regular classroom.

Students that are still struggling after receiving interventions in Tier III, move to Tier IV. In Tier IV, students receive a greater intensity of services. Services may be delivered on a one to one basis. There may be a special education referral. Modifications may be made to the instruction and or assessments that these students receive. Students should either be on an IEP or have in intensive individual learning plan.

## Scenario Three



USDE Title I Presentation, February 2008

Title I law states that Title I students may be served simultaneously and in the same educational setting as non-eligible students who have similar educational needs (i.e., in-class Title I instruction).

In Scenario Three in a targeted assistance school, Title I teachers use the in-class model of instruction to provide supplemental educational assistance to identified Title I students. Title I teachers need to ensure that all services provided to Title I students are above and beyond the core instruction. For example, in Scenario Three, you will find the regular education teacher provides the core academic instruction. Afterwards, students may either do independent work or rotate to various centers throughout the room. The regular education teacher meets separately with small groups of students to provide further small group instruction or assess student understanding. The regular education teacher needs to ensure that all students get the benefit of this additional instruction.

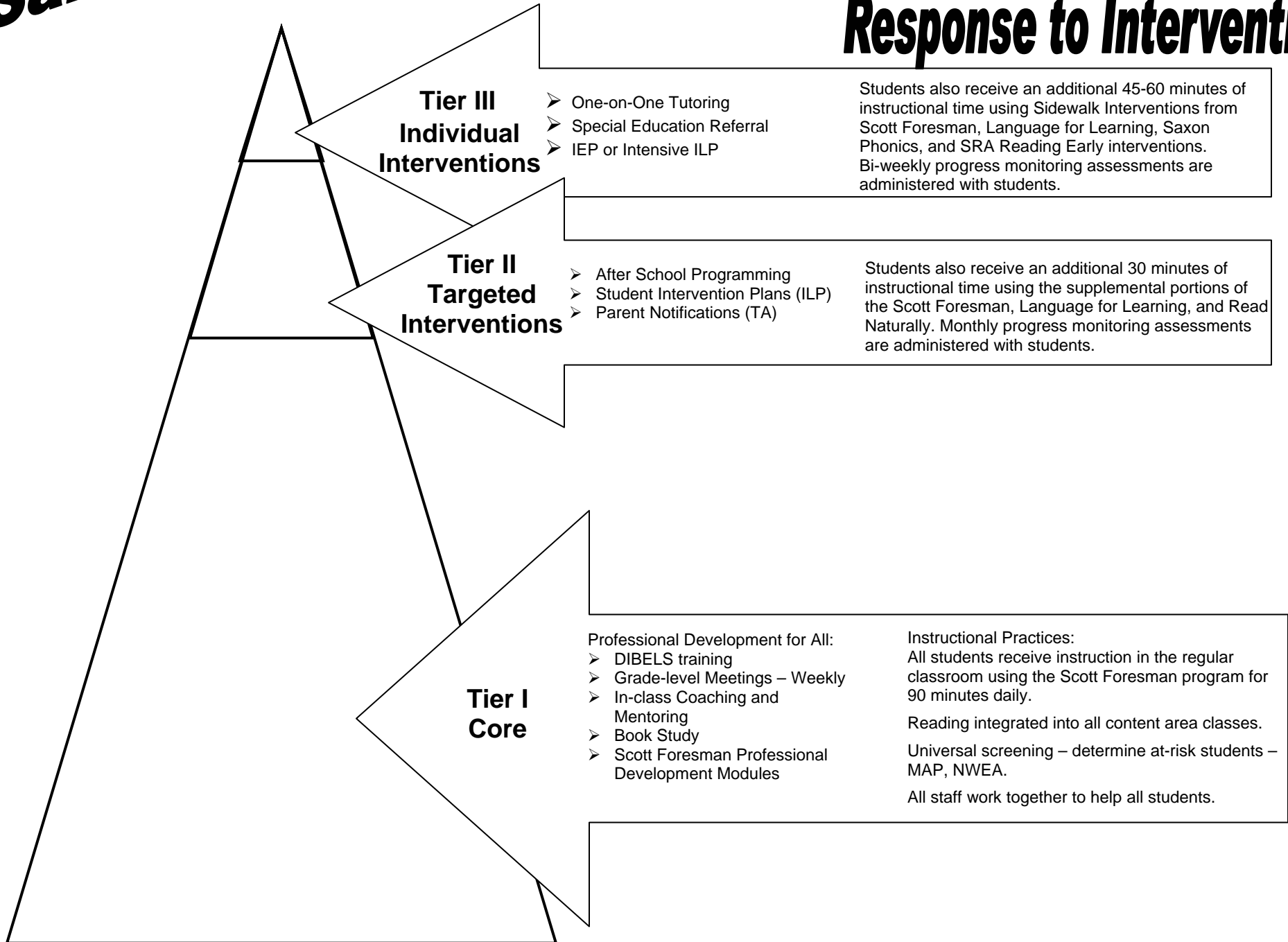
Title I staff then work within the classroom setting with small groups of Title I students to further supplement instruction, expand upon the daily lesson, or possibly use visual or kinesthetic materials to teach the same lesson using a separate strategy.

In addition to the supplemental interventions within the classrooms, students identified for Tier II services may receive additional interventions in a pull-out setting or possibly after school. Students identified for Tier III services may receive one-on-one assistance and may have modifications made to their instruction and assignments.

**Sample**

North Dakota Department of Public Instruction  
Dr. Wayne G. Sanstead, State Superintendent  
600 E. Boulevard Ave., Dept. 201  
Bismarck, ND 58505-0440

# Response to Intervention



North Dakota Department of Public Instruction  
Dr. Wayne G. Sanstead, State Superintendent  
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Bismarck, ND 58505-0440

## **Recommended RTI Websites**

National Center on Response to Intervention

[www.rti4success.org/](http://www.rti4success.org/)

Intervention Central: Your Site for Response to Intervention Resources

[www.interventioncentral.org](http://www.interventioncentral.org)

Washington State Special Education, Response to Intervention

<http://k12.wa.us/SpecialEd/RTI.aspx>

West Virginia Department of Education, Response to Intervention

<http://wvde.state.wv.us/ose/Rtl.html>

RTI Action Network

[www.rtinetwork.org/](http://www.rtinetwork.org/)

National Association of State Directors of Special Education, Incorporated

[www.nasdse.org](http://www.nasdse.org)

National Research Center on Learning Disabilities

[www.nrclid.org/](http://www.nrclid.org/)

North Dakota Department of Public Instruction, Special Education

[www.dpi.state.nd.us/speced/personnel/index.shtm](http://www.dpi.state.nd.us/speced/personnel/index.shtm)

North Dakota Department of Public Instruction, Title I

[www.dpi.state.nd.us/title1/response.shtm](http://www.dpi.state.nd.us/title1/response.shtm)

## RTI Model Using the Exclusion from Supplement not Supplant Provision In a Title I Targeted Assistance Program

The supplement, not supplant, requirement is a key regulation in the *No Child Left Behind* (NCLB) Act. Supplement, not supplant, means that Title I funds are used to implement programs and services that would not be available if it were not for these federal funds. In other words, if Title I funds were not available to do this activity, the district would not do it.

Typically, if programs or activities are being implemented in schools that do not receive Title I funds AND are being paid for with state or local funds AND these programs or activities are being paid with Title I funds in Title I buildings, then a supplanting violation had occurred. However, Section 200.79 of the federal regulations makes a special exception for supplemental state and local funds from the supplement, not supplant, requirement.

An LEA may exclude from its compliance with the supplement, not supplant, requirement, any supplemental state or local funds expended in any school for programs that meet the intents and purposes of Title I Part A. A targeted assistance-like program meets the intent and purpose of Title I if it:

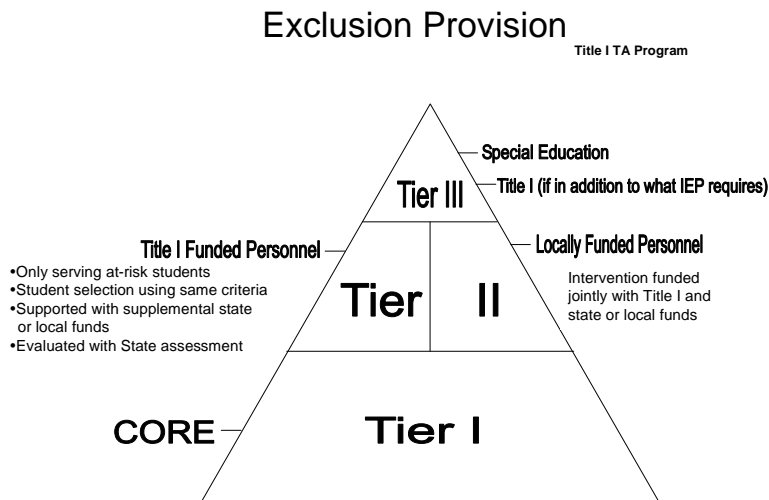
- Uses the state's assessment system under Section 200.2 to review the effectiveness of the program,
- Serves only students who are failing, or most at risk of failing, to meet the state's challenging student academic achievement standards, and
- Provides supplementary services designed to meet the special educational needs of the students who are participating in the program to support their achievement toward meeting the state's student academic achievement standards.

### Considerations

Although the federal regulations allow for this exclusion from the supplement, not supplant requirement, districts must keep in mind the following key point:

- Districts must be able to provide documentation that the program or activity is funded by supplemental local funds, specifically set aside for this purpose. Documentation would most likely be in the form of board minutes outlining the amount of supplemental local funds set aside and defining their purpose. In addition, the documentation should indicate the amount they set aside, lists the building to receive the funds, and specify the purpose of the funds.

The following sample depicts the type of language that should be used in board minutes: "Discussion was held regarding the needs of at-risk students at Anytown Elementary School. It was moved, seconded, and approved to use supplemental local funds, in the amount of \$ \_\_\_\_\_ for the 2008-2009 school year to provide an intervention specialist at the following elementary school(s). The purpose of these funds is to provide supplemental services for at-risk students to support their achievement toward meeting the state's student academic achievement standards."



## Collaboration of RTI and PBS

### What is RTI?

Response to Intervention (RTI) is the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions. RTI can be applied to decisions in general, remedial, and/or special education, creating a well-integrated system of instruction/intervention guided by student outcome data.

### What is PBS?

Positive Behavioral Support (PBS) emphasizes on schools providing proactive strategies for defining, teaching, and supporting appropriate student behaviors in school while creating a positive school environment. PBS uses cohesive behavioral supports in all areas of the educational arena to assist students.

### Why should the programs work together?

Below are a few reasons to encourage the academic focus of RTI and the behavioral focus of PBS to work jointly towards student success.

- ✘ School environments that are positive, preventive, predictable, and effective: a) are safer, healthier, and more caring; b) have enhanced learning and teaching; and c) can provide a continuum of behavior support for all students.
- ✘ Effective instruction incorporates research-validated methods that are designed and delivered with a high degree of fidelity over time and across settings.
- ✘ Effective practices are only as good as the systems that support adults who use them.
- ✘ Data-based decisions lead to interventions that are more effective over a sustained period of time.

### Academic Systems

#### Intensive, Individual Academic Interventions

- ✘ 1-5% of students
- ✘ Individual students
- ✘ Assessment based
- ✘ High intensity

#### Targeted Group Academic Interventions

- ✘ 5-10% of students
- ✘ High efficiency
- ✘ Rapid response

#### Universal Academic Interventions

- ✘ 80-90% of students
- ✘ Interventions for all settings and all students
- ✘ Preventive and proactive

### Behavioral Systems

#### Intensive, Individual Behavioral Interventions

- ✘ 1-5% of students
- ✘ Individual students
- ✘ Assessment based
- ✘ Intense, durable procedures

#### Targeted Group Behavioral Interventions

- ✘ 5-10% of students
- ✘ High efficiency
- ✘ Rapid response

#### Universal Behavioral Interventions

- ✘ 80-90% of students
- ✘ Interventions for all settings and all students
- ✘ Preventive and proactive

### Website Resources

- ✘ Positive Behavioral Interventions and Supports—[www.pbis.org/main.htm](http://www.pbis.org/main.htm)
- ✘ Association of Positive Behavioral Support—[www.apbs.org](http://www.apbs.org)
- ✘ Schoolwide Information System (SWIS)—[www.swis.org](http://www.swis.org)

# SAMPLE Levels of PBS

## Individual Student

- Special Education Referral
- Attendance Home Visit
- Wrap Around Services
- Weekly Intensive Progress Monitoring
- Functional Behavioral Assessment and Behavior Plan
- Individual Counseling
- Teacher/Parent/Student Meetings

## Targeted Group

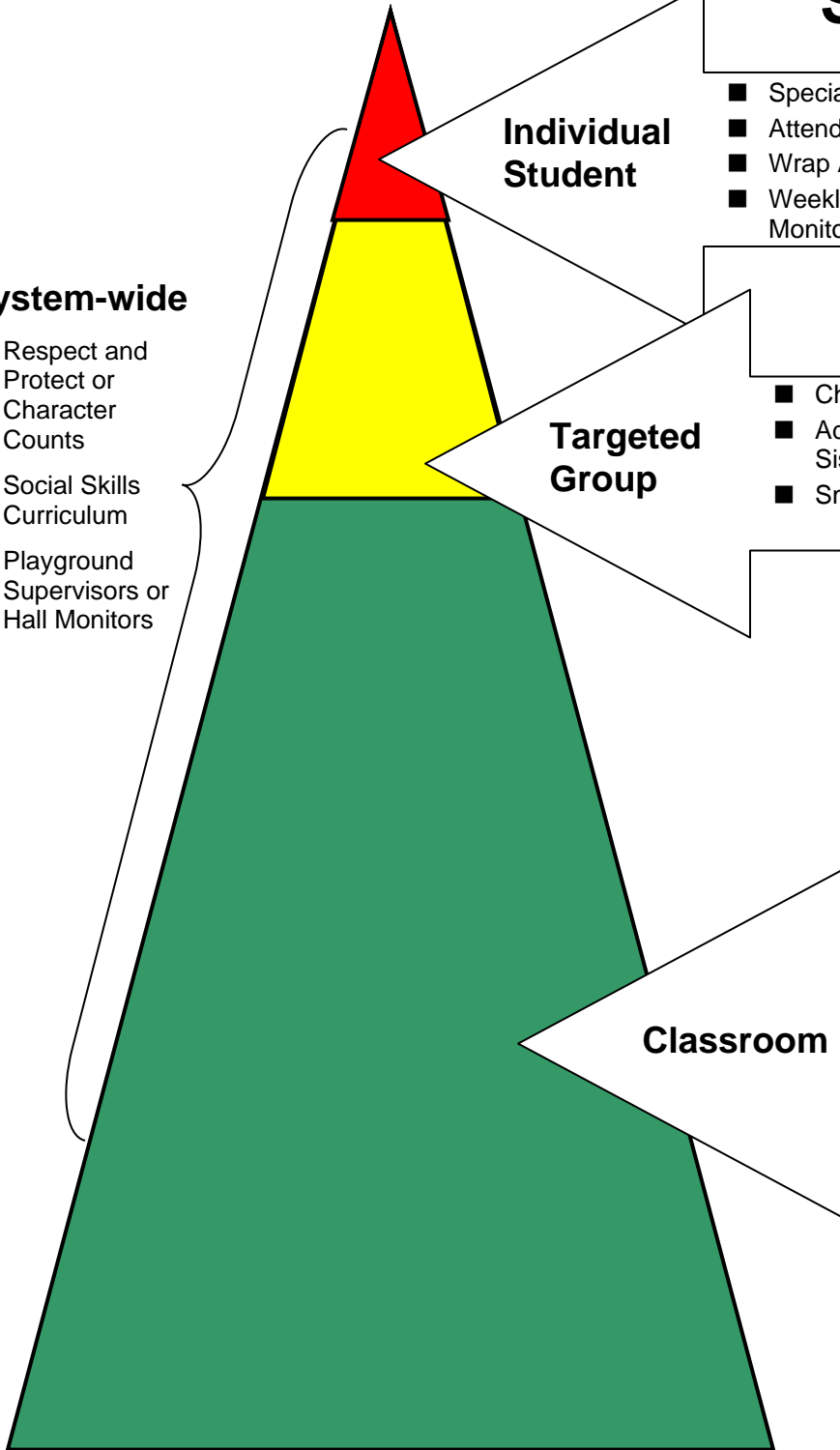
- Check In/Check Out Process
- Adult Mentors or Big Brother/Big Sister Support
- Small Group Social Skills
- Frequent Progress Monitoring
- Attendance Phone Calls
- Referral to TAT or BLST

## Classroom

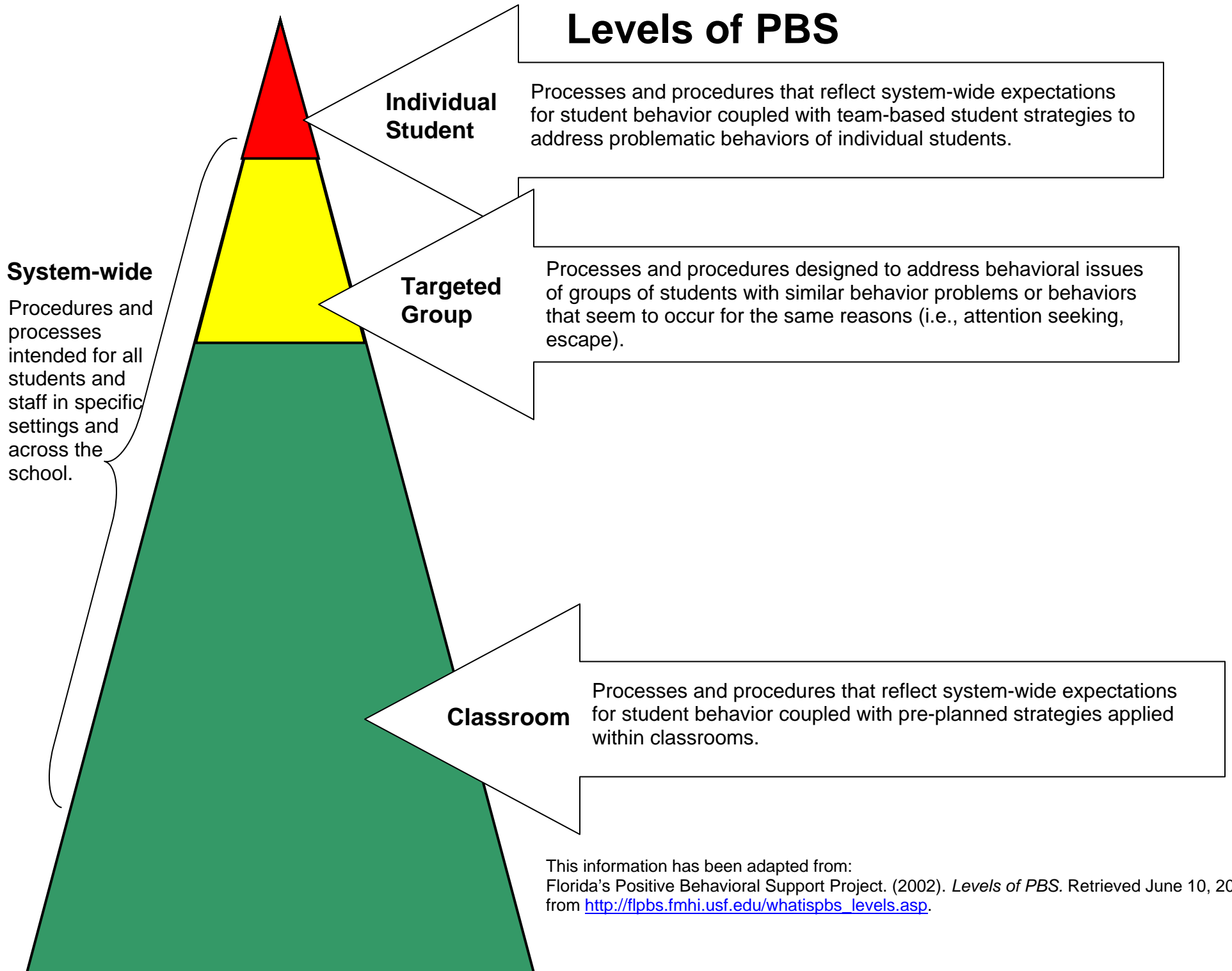
- Benchmark Progress Monitoring
- Behavior/Social Skills Lessons
- Incentive Coupons
- General Classroom Rules

## System-wide

- Respect and Protect or Character Counts
- Social Skills Curriculum
- Playground Supervisors or Hall Monitors



# Levels of PBS



This information has been adapted from:  
Florida's Positive Behavioral Support Project. (2002). *Levels of PBS*. Retrieved June 10, 2008  
from [http://flpbs.fmhi.usf.edu/whatispbs\\_levels.asp](http://flpbs.fmhi.usf.edu/whatispbs_levels.asp).