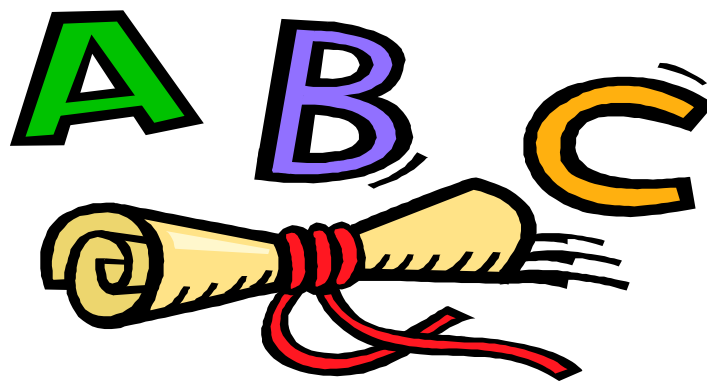


Biddeford School Department

Response to Intervention

K – 12 District-Level Plan





BIDDEFORD SCHOOL DEPARTMENT

Response to Intervention Committee Members

Denise D'Entremont	BIS Guidance Counselor
Peg Donovan	Title I Assistant Director
Dorothy Marecaux	Sp Ed Director
Britton Wolfe	BHS Principal
Jackie Adams	Title I Home School Coordinator
Paulette Bonneau	JFK Principal
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TABLE OF CONTENTS

I. Introduction	3
1. District Educational Philosophy	3
2. Response To Intervention	3
3. Definition of Response to Intervention Services	4
4. Compliance	5
5. RTI Services Commitment	5
II. Determination of Eligibility for Response to Intervention	5
1. Procedures used to determine Eligibility	5
2. Degrees of Need	6
III. Description of Response to Intervention	7
1. Tiers of Service	7
2. Entrance Criteria for Response to Intervention	7
3. Discontinuation of Response to Intervention	8
4. Components of Response to Intervention	8
IV. Process for the Initiation of Response to Intervention	8
V. Plan for Parent Contact and Involvement	10
Appendix	
• Record of Forms Distributed	11
• Parent Communication Form	12
• Parent Notification Letter – Elementary	13
• Parent Notification Letter – Secondary	14
• Continuation of Services Letter	15
• Discontinuation of Services Letter	16

I. Introduction – Response to Intervention is intended to assist all students who are at risk of not achieving proficiency on the State English Language Arts, Mathematics, Science, or Social Studies Learning Standards assessments, or who are identified as not meeting designated performance levels on other assessments.

1. District Educational Philosophy - The Biddeford School Committee and Superintendent recognize its responsibility to assist each student in completing his/her individual learning cycles, and to encourage exploration and recognition of personal academic, physical and aesthetic potential. Committee members accept the continuous commitment to build skills, knowledge, attitudes and values that will prepare each student for an effective and enjoyable lifetime of work, learning, leisure and responsible citizenry. Members are also committed to developing the abilities in each student, which will enable him/her to function effectively in an ever-changing world. Board members understand the value of effective communication among parents, staff members, prospective employers, social agencies, and other stakeholder groups. They encourage rich dialogue leading to an appropriate learning plan for each district's students.

Board members recognize variations in learning styles, and abilities among district students. They will ensure a robust understanding of differences among students, and the provision of appropriate instruction and supports for each.

2. Response To Intervention – In 2009 district leaders adopted a Response to Intervention (RTI) model for use in supporting students with varying academic difficulties. It combines protocol methodology and problem-solving, and includes a group of interventions used throughout the district. A problem-solving team looks at issues to be addressed with students requiring support and determines the intervention/s to be used. Data is collected from a universal screening process and a determination is made as to whether the issues to be addressed are curricular, instructional, or student-specific.

Once the intervention is determined, a specified time period is set aside for implementation. Progress-monitoring follows and data is taken over specified time periods, dependent upon which tier of intervention [See Table 1] is being used, and a decision rubric is applied to determine whether to end, continue, or modify the intervention. If the rubric determines the intervention has not been successful, then the intervention is intensified and/or changed to a different intervention, and new data and more intensive progress monitoring are applied.

The Biddeford School Department RTI model is a three-tier intervention model with a decision rubric at the end of each tier. If the interventions are not successful through all three tiers, then it can be safely determined that while the curriculum and instruction are sound, the problem area most likely lies within the individual student. The determination of sound curriculum is based on the effectiveness of the curriculum for the vast majority of students. The effectiveness of the instructional component is based on data for the success of the instruction for the vast majority of students. Once data support the conclusion that curriculum and instruction are sound, students become the primary concern.

The interventions are chosen from a list of scientifically-based research methodologies designed for specific areas of concern. Staff members are trained in implementing the interventions as well as in determining which interventions to use. The team uses the problem-solving approach to determine which interventions to use and to apply the decision rubric to establish the efficacy of the intervention.

Table 1 – Response to Intervention Three Tier System			
Consideration	Primary Instruction	Secondary Instruction	Tertiary Instruction
Definition Differentiated Instruction and flexible skills grouping	The comprehensive curriculum and reading instruction and strategies in the general education setting, including on-going professional development and assessment three times per year to determine whether students are meeting benchmarks	Instruction and strategies designed to enhance and support Primary Instruction beyond the classroom allocation.	Specifically designed and customized reading instruction that is extended beyond the time allocated for primary Instruction – may require extensive and on-going intervention
Focus	For all K-- 12students	For students identified at risk for reading difficulties and who have not responded to Primary Instruction	For students with marked difficulties in reading or reading disabilities who have not responded adequately to Primary Instruction or Secondary Intervention
Program	Basal reading program with guided reading with leveled texts. Differentiated curriculum and instruction.	Additional guided reading or small group support emphasizing the essential components of reading including SPIRE, Computer instructional programs, LLI, Sstems 44	Sustained, intensive reading instruction emphasizing the essential components of reading and addressing student needs.
Instruction	Many opportunities to practice embedded reading throughout the school day	Additional attention, focus and support. Additional opportunities to practice embedded reading throughout the school day. Review student needs frequently	Carefully designed and implemented, explicit, systematic instruction
Interventionist	General Education Teacher	Intervention provided by personnel determined by school: General Education, Reading Teacher, Title teachers	Intensive intervention provided by personnel determined by school: Reading Teacher,, Special Education Teacher or Literacy Coach
Setting	General education classroom	General education classroom or appropriate setting determined by school	Appropriate setting determined by school
Grouping	Grouping appropriate for implementing comprehensive program effectively including whole and small group work	Homogenous small group instruction (e.g. 1:1 – 1:6)	Homogenous very small group instruction (e.g. 1:1 – 1:4)
Time	Minimum of 80 minutes per day	Minimum of 20 minutes per day extra (Time adjusted based on student needs) recommend daily Forty-four minutes for System 44 and 30 minutes for LLI	Extensive time based on student needs
Assessment	Screening three times per year with DRA, Fountas and Pinnell PM Benchmark and Early Learning Screening and writing prompts, running records and NWEA	Progress monitoring every three weeks to ensure adequate progress and learning – Running records on guided reading books and DRA as appropriate	Progress monitoring to ensure adequate progress and learning – assessment appropriate to intervention used to address student needs.

3. Definition of Response to Intervention – Response to Intervention (RTI), or pre-referral procedures reflected in Maine Unified Special Education Regulations, Section III, requires a multi-step process of providing interventions and supports to students who struggle to meet appropriate behavior and learning benchmarks.

The two components of RTI are:

- **Additional Instruction** – Differentiated instruction that is supplemental to regular classroom instruction through extra time and/or increasing student-teacher contact time.

- **Student Support** – the supports needed to address barriers to improve academic performance, such as attendance improvement, counseling, behavioral plans, study skills and targeted interventions.

4. Compliance – The Biddeford School policy complies with federal NCLB legislation:

Goal One - To meet the academic and behavioral needs of at-risk students by securing resources, providing support programs and activities, following the federal entitlement and “Leave No Child Behind” guidelines, and federal “Individuals with Disabilities Education Act (IDEIA)”, MUSER, State of Maine regulations so their academic achievement meets TCSD’s performance measure levels.

Goal Two – Implement and assess the impact of the Biddeford School’s current Response to Intervention Plan, especially its student identification process, student support plan and management procedures/processes, and exit criteria.

5. Response to Intervention (RTI) Commitment - The district will provide Response to Intervention to all district students determined through its screening and/or diagnostic assessment procedures, which are at risk of academic failure in English Language Arts, Mathematics. District RTI services are designed for students who:

- **K through Grade 3** - (1) lack reading readiness based on one or more appraisals including knowledge of sounds, letters and numbers (2) are at risk of not achieving the State designated performance levels in English Language Arts and/or Mathematics based on Biddeford’s procedures and formative assessments including NWEA in grade 3.
- **Grades 4 through 5**– (1) score below the State designated performance level on one or more of the State elementary or intermediate assessments in English Language Arts, Mathematics or (2) are at risk of not achieving the Maine State designated performance levels in English Language Arts and/or Mathematics, or (3) are limited English proficient (LEP) and at risk of not achieving Maine State learning standards in English Language Arts, Mathematics.
- **Grades 6 through 12** - (1) score below the Maine State designated performance level on one or more of the Maine secondary assessments in English Language Arts, Mathematics or (2) are at risk of not achieving the Maine examinations for required for graduation, or (3) are limited English proficient (LEP) and at risk of not achieving Maine State learning standards in English Language Arts, Mathematics based on Maine Assessments and PSAT and SAT scores.

II. Determination of Eligibility for Response to Intervention

- **1. Procedures used to determine eligibility** – Need is determined on an individual basis through one or more of the procedures listed below. Tests of technical quality, and performance on Maine standardized assessments (NECAP), are presented in Measures and Time Frames, found in the attachments. In grades where no Maine State assessments are given K-2 students will be eligible for RTI if they are determined to be at risk of not meeting Maine State Learning Standards, according to criteria established by the school. The school procedures will always be used when a student is absent for all or part of a Maine State assessment, or when a student transfers from out-of-state or the country. Classroom-based measures, such as diagnostic assessments, early reading/Literacy assessments, subject skill, concept, knowledge assessments, and assessment portfolios and the NWEA tests will be used in determining eligibility.
- **Review of Tests of Technical Quality** - Student performance on standardized assessment instruments, which is indicative of risk of not achieving Maine State

Learning Standards, or meeting designated performance levels on Maine State assessments. Test of Technical Quality include:

- Early Pre-Reading Screening
 - Running Records (Grades 1 and 2)
 - Informal Reading Inventory (Grades 1 – 4)
 - DRA's
 - NWEA (Grades 2 - 8)
 - Fountas and Pinnell Benchmark (Grades K-8)
 - Core Program Assessments (Grades 6 – 12)
 - PSAT and SAT (10- 12)
 - Writing prompts
- **Review of Classroom Performance** – Student performance which, in the judgment of one or more district professional staff member/s is indicative of at-risk of not achieving Maine State Learning Standards, or meeting designated performance levels on Maine State assessments.
 - Participation, class work, homework
 - Report Card Grades
 - Student Performance and Demonstrations
 - Student Records
 - Review of goals for Students with Disabilities
 - **Review of Pupil Personnel Needs** – Professional determination of needs for Pupil Personnel Services to address barriers to academic achievement, or issues relating to attendance, discipline, health, family and mobility.
 - **Review of Performance on all Maine Assessment**
 - Students in Grades 3 through 8 will eligible for RTI when they score below designated performance levels on elementary or intermediate Maine State assessments (NECAP)
 - Students in Grades 9 through 12 are eligible if scoring below the approved passing grade on any Maine examination required for graduation – ELA, Math,
 - **2. Degrees of Need** – Identification of the appropriate student need level: High, Medium and Low, leads to the school's RTI response Table 2 below includes descriptors and frequencies for service for each level.

Table 2 – Degrees of Academic Intervention Service Need – These Need Levels correspond to the Three Degrees of Response in the District's Response to Intervention Model			
Student Need	RTI Tier	Descriptor	Frequency of Services
Low	Primary Intervention	Students need monitoring in 1-4 core subject areas – students are borderline passing	Direct-Instruction within the classroom setting – Small to large group instruction (For assessment and review)
Moderate	Secondary Intervention	Students need substantial support in 1 to 4 core subject areas – Students are in danger of or are failing the supported subject area	2x – 3x per week (To assist with and identify student progress), Small group instruction
High	Tertiary Intervention (Intense)	Students need intense support in 1 to 4 core subject areas	5 x per week 80 minutes per day (For intense instruction to meet skills and goals required for the supported subject area) Individual and small group instruction

III. Description of Response to Intervention – Response to Intervention is intended to assist all students who are at risk of not achieving the Maine State Learning Results (NECAP) in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on Maine State assessments. Response to Intervention will be made available to students with disabilities on the same basis as non-disabled students, and will be consistent with their individualized education programs.

Response to Intervention administered in the core curriculum areas will be aligned with the Maine Learning Results Standards and performance indicators (NECAP) and will follow the Biddeford School Department's curriculum-pacing maps. All teachers will be provided with the opportunities to engage in professional development in the areas of reading, writing, differentiated instruction, cultural diversity, and data analysis. The duration, frequency, and intensity of services will be determined by individual student need. When service is provided in small group instruction settings, class size will be limited to a maximum of eight students, whenever possible. Materials used in RTI must supplement materials used in the core classrooms. Differentiated instruction should be implemented in all cases, regardless of duration, frequency, and intensity of service.

1. Tiers of Service – Response to Intervention are provided in one of three tiers, which are listed below, and response to RTI considerations in **Table 1** and student need categories in **Table TWO**.

- **Tier I – Primary Instruction, supporting students with low need** - This is the core curriculum for each subject area. This is selected by the district with a school-level component.
- **Tier II – Secondary Instruction, supporting students with moderate need** – This level is intended for students who are struggling and need additional instruction beyond Tier I. Programs or supports (i.e., Instructional Services outside the classroom) that can be individualized and matched to students with emerging academic or behavioral difficulties. Biweekly/tri-weekly progress monitoring measures need to be selected to match interventions.
- **Tier III – Tertiary Instruction, supporting students with high need** - The most intensive programs (intensive RTI services) reserved for students with severe and chronic academic or behavioral problems that have not responded to Tier I, or Tier II support.

2. Entrance Criteria for Response to Intervention – Assessments used to establish RTI for students are presented by grade in the following table:

Biddeford School Department 2009-2010 Assessment Schedule	
September	<ul style="list-style-type: none"> • Writing Prompt Grades 1-9 • K Screening
October	<ul style="list-style-type: none"> • NECAP Grades 3-8 • PSAT Grade 10 • DRA Grads 1-2
November	<ul style="list-style-type: none"> • NWEA Grades 2-9 • DRA Grades 3-5 (as needed based on NWEA data)

January	<ul style="list-style-type: none"> • Writing Prompt Grade 9
March	<ul style="list-style-type: none"> • MHSA Augmentation Grade 11 Science/Math
April	<ul style="list-style-type: none"> • MWEA Grades 2-9
May	<ul style="list-style-type: none"> • Writing Prompt Grades K-8 • SAT Grade 11 • Phonological Awareness Test (Kindergarten) • DRA Grades 1-3 (Grades 4-5 as needed based on NWEA data) • MEA Grades 5 & 8 Science

3. Criteria for discontinuation of services will be meeting or exceeding designated performance levels on Maine assessments (NECAP), scoring at or above identified levels on DRA, NWEA or the PSAT and SAT examinations. Student performance on locally developed assessments and reviews of pupil personnel need will also be considered in the determination to discontinue RTI.

4. Components of Response to Intervention – The three components of RTI are instructional support service, student support service, and behavioral supports. The factors and issues, which influence student achievement and are considered when addressing student needs are: attendance, behavior and discipline, family related issues, health related issues, nutrition related issues, mobility and transfer, speech/language, occupational and physical therapy, mental health, social and/or psychological issues, physical issues such as vision, or hearing, teacher, administrator, parents, counselor, & staff concerns, student records, classroom performance, report cards, and medical diagnosis.

IV Process for the Initiation of Response to Intervention

- **Instructional Support Service INCLUDE AND ARE NOT LIMITED TO THE FOLLOWING:**
 - Instructional Modifications
 - Differentiated Instruction
 - Small Group Instruction (Title IA, remedial support, etc.)
 - Smaller Student-to-Staff Ratio
 - Smaller Class Size
 - Study Skills Support
 - Co-Teaching
 - Extra time for focused instruction
 - Staffing/scheduling to increase student-teacher instructional contact time
 - Individualized Instruction/Tutoring
 - Time Management Instruction & Support
 - Extended Instructional Time
 - Parent/Team Conferences
 - Progress Sheets/Quarterly Reports
 - Subject-specific Lab Classes, scheduled during student's day
 - After School Programs
 - SPIRE reading approach
 - System 44
 - Fast math
 - Read 180
 - LLI – Fountas and Pinnell

- **Student Support Services INCLUDE AND ARE NOT LIMITED TO THE FOLLOWING:**
 - Counseling Services
 - Parent/Family Support and Referral
 - Drug/Alcohol Counseling and Referral
 - Health-related Issues Support & Referral
 - Nutritional Support and Referral
 - Mobility/Transfer Issue Support & Referral
 - Speech/Language Support & Referral
 - Occupational Therapy Support & Referral
 - Mental Health-Related Issues Support & Referral
 - Attendance Improvement Services
 - Professional Collaboration (teachers & counselors)
 - Student “Advisors”
 - Community Program Links
 - Plato
 - Credit Recovery plans
- **Behavioral Supports INCLUDE AND ARE NOT LIMITED TO THE FOLLOWING:**
 - **Interventions to:**
 - Remedy attendance problems,
 - Deter behaviors that interfere with learning,
 - Resolve family-related issues,
 - Addresses other social, psychological, emotional, and physical issues that pose as a barrier to student achievement.
 - Development of district procedures, actions, and intervention to prevent mobility and transfer difficulties that become barriers to learning and prevent drop-outs.

Steps to the 3- Tiers of RTI

TIER I

Teacher Level Plan

- 1) Teacher tries multiple strategies to help the struggling child.
- 2) Teacher takes concerns to team and grade level meeting; team brainstorms and suggests interventions or alternative materials.
- 3) Teacher chooses an intervention and alternative materials and begins working with the child in the general education classroom.
- 4) Teacher reports progress as a result of the intervention back to the grade level team meeting. Team makes recommendation to continue intervention if progress is noted; or team recommends an alternative intervention or materials.
- 5) Teacher reports lack of progress to the team group, and teacher and team recommend moving student to SAT/RTI Team for discussion.
- 6) Teacher continues intervention in the general education classroom

Intervention and Documentation

- 1) Teacher brings evidence of learning with scores from benchmarking assessments and formative classroom assessments to the team meetings
- 2) Parents are notified of concerns and attempts to intervene
- 3) SAT documentation is prepared
- 4) RTI documentation forms prepared

SAT/RTI Team Review Process

- Teacher submits SAT Review forms along with any assessment data and RTI forms
- Teacher evidences progress due to RTI interventions to date

TIER II

SAT Team Intervention

- 1) SAT/RTI Team reviews student concerns/progress or lack thereof for discussion
- 2) SAT/RTI Team determines and recommends additional intervention
- 3) SAT/RTI Team may request additional data
- 4) SAT/RTI Team may refer to additional ELA or Math support services
- *If the child already receives additional ELA or Math support service, those providers will submit their assessment data and intervention strategies to the SAT/RTI Team and must prove what has not been successful to date.
- 5) SAT/RTI Team may make recommendation for more intensive services which might include SPED referral

TIER III

- SAT/RTI Team makes recommendation for more intensive services
- SAT/RTI Team makes recommendation for additional testing
- SAT/RTI Team makes recommendation for SPED testing

V. Plan for Parental Contact and Involvement – The building principal (or designee) will be responsible for parent notification indicating a need for Response to Intervention levels two and three. This notification will be made in writing and will include a summary of the services being provided to the student including when the services will be provided. The reasons (s) for RTI will be reviewed, and the consequences of not achieving the Maine Standards will be stated.

Parents will also be kept apprised of their child's progress through written reports, parent conferences, and/or phone consultations. The teacher or support staff person providing RTI services to the student will be responsible for the above-required communications with parents.

Parents will be invited to meet with RTI teachers or content teachers at conference times. Parents are invited to meet in person, discuss via phone, or in writing their student's progress in RTI. In addition, parents will be provided with: data related to need(s) of his/her student, specific evidence supporting the initiation of RTI, documentation supporting the continuation or termination of services. All parent contact will be documented by the RTI teacher and stored in the student's folder.

When RTI is discontinued, the parent will be notified in writing that the services will be ending, and will be given the criteria for ending services.

Biddeford Schools Department
Grades K - 12
Response to Intervention

Record of Forms Distributed
Tier II or Tier III Interventions

Student's Name _____

Student ID Number _____

Grade _____

RTI Grade Level/ Team Meeting Date _____

Notification Letter:

Recommendation for RTI Sent _____ Follow-up _____

Continuation of Service Sent _____ Follow-up _____

Termination of Service Sent _____ Follow-up _____

Trimester Progress Report Sent:

Year I Year II Year III

First trimester Date Sent _____ _____ _____

Second trimester Date Sent _____ _____ _____

Third trimester Date Sent _____ _____ _____

Biddeford Schools Department

Response to Intervention
SAMPLE
Parent Communication Form
(Parents must be notified on a quarterly basis)

Student: _____ Telephone # _____

Parent/Guardian _____

Date	Form of Contact	Issues Discussed & Outcome	Staff Member
	<input type="checkbox"/> Letter <input type="checkbox"/> Phone <input type="checkbox"/> Other		
	<input type="checkbox"/> Letter <input type="checkbox"/> Phone <input type="checkbox"/> Other		
	<input type="checkbox"/> Letter <input type="checkbox"/> Phone <input type="checkbox"/> Other		
	<input type="checkbox"/> Letter <input type="checkbox"/> Phone <input type="checkbox"/> Other		
	<input type="checkbox"/> Letter <input type="checkbox"/> Phone <input type="checkbox"/> Other		
	<input type="checkbox"/> Letter <input type="checkbox"/> Phone <input type="checkbox"/> Other		

SAMPLE Parent
Notification
(Elementary)

Date: _____

Dear Parent/Guardian:

This letter is to inform you that your child, _____,
in grade _____, will be receiving targeted RTI academic/behavioral support in the area(s) of
_____ for the following reason(s)

The intervention strategy/service will be _____. The goal of this
intervention is for your child to be able to:

The duration of this intervention will be _____ at which time we will reassess your
child's progress.

We welcome the opportunity to discuss this matter with you at a mutually convenient time.
Should you have any questions, please contact your child's teacher, _____ at: (207) _____
Please encourage your child to discuss what he/she is learning during this time period.

Sincerely Yours,

Principal

SAMPLE Parent Notification (Secondary)

Date: _____

Dear Parent/Guardian:

The Maine State Education Department has mandated schools to provide Response to Intervention (RTI) to students believed to be at risk of not succeeding on the Maine State Assessments in: English Language Arts (ELA), Mathematics.

Your child, _____ has been identified as needing extra help.
Response to Intervention will be provided in the area(s) of:

due to his/her score on the _____.
If you have questions about the results, please call _____ at _____.

Please be advised that your child must satisfactorily meet the established Maine State standards in English Language Arts (ELA), Mathematics. These standards will be assessed at various grade levels during your child's secondary education. Failure to satisfactorily achieve these standards during your child's secondary education will prevent him/her from receiving a Maine State high school diploma. RTI is being recommended at this time to better prepare your child to meet these standards.

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the Maine State graduation requirements.

Sincerely,

Principal

Date: _____

RE: Continuation of Response to Intervention

Dear Parent/Guardian:

This letter is to inform you that your child, _____,
in grade _____, will be continuing to receive targeted RTI academic and/or behavioral
support in the area(s) of _____ for the following
reason(s) _____

The intervention strategy/service will be _____. The goal of this
intervention is for your child to be able to:

The duration of this intervention will be _____ at which time we will reassess your
child's progress.

Please be advised that your child must satisfactorily meet the established Maine State
standards in English Language Arts (ELA), Mathematics. These standards will be assessed at
various grade levels during your child's education. Failure to satisfactorily achieve these
standards may result in your child's continued participation in RTI and at the secondary level
prevent him/her from receiving a Maine State high school diploma.

We welcome the opportunity to discuss this matter with you at a mutually convenient time.
Should you have any questions, please contact our RTI teacher,
at:

Please encourage your child to discuss what he/she is learning during this time period.

Sincerely Yours,

Principal

Date: _____

RE: Discontinuation of Response to Intervention

Dear Parent/ Guardian:

We are pleased to inform you that your child, _____, has shown improvement in _____ through the use of a variety of intervention strategies/services. Your child will no longer be receiving the RTI service(s). We will continue to monitor your child's progress and look for continued success.

We welcome the opportunity to discuss this matter with you at a mutually convenient time.

Should you have any questions, please contact our RTI teacher

_____ at: _____. All your hard work and support are greatly appreciated. Please continue to work with your child on homework assignments and encourage your child to read each day.

Sincerely,

Principal