**Oregon Response to Instruction and Intervention**

**RTI Math Handbook Guidelines**

**2016-2018**

**Introduction:** Clear documentation of RTI practices and procedures is necessary to ensure full and sustainable implementation. This documents outlines the essential, minimum components that must be included in your “Math RTI Handbook”. Your Math Handbook should be a supplement to your Elementary RTI Handbook that provides details on the practices and procedures that are unique to Math. “Function” is more important than “form” with this handbook, and you are encouraged to describe your RTI functions as directly, simply, and clearly as possible, using existing protocols and tools when available. The purpose is to provide all staff with a common reference that guides practice and maintains consistency across grade levels, schools, and the district.

**2016-17 RTI Handbook Guidelines**

(Each District is expected to produce a ***draft*** of these components by June 30, 2017. These components can be addressed in the order and format that best suites district infrastructure and needs)

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| **RTI Essential Components**  | **Minimum Required Elements for District Handbook** | **Complete?** |
| Core Program | 1. Description of the Core Program Standards of Practice
* Time: Amount of time each day in core instruction
* Materials: What core program & which components?
* Instruction: Expectations for instructional practices (including GLAD or SIOP as necessary)
1. Standard Math Protocol (Core Section)
2. Description of process for monitoring Core instruction
3. Walkthrough Tools (to observe Core)
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| Screening  | 1. Description of the screening process
* Who is involved?
* How often?
* Which measures?
* What occurs?
1. Description of process to monitor fidelity of administration of the screener
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| Interventions with fidelity | 1. Standard Math Protocol that details the district approved curricula at each tier
* Core Math Program Time & Options
* Strategic Intervention Time & Options
* Intensive Intervention Time & Options
1. Decision Rules for change of intervention
* Exit interventions when…
* Change interventions when…
* Individualize interventions when…
* Refer for special education when…
1. Parent brochure that describes the RTI process to parents (Can use brochure developed for reading if available/appropriate)
* Overall district instructional program
* Who needs additional instruction
* Parent participation
* When children continue to have difficulty
* Description of RTI process
1. Description of process for monitoring intervention fidelity
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| Progress Monitoring | 1. Description of progress monitoring process
* Which measures?
* Who gets monitored?
* How often?
* What occurs?
* Team membership?
1. Description of process for monitoring administration
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* Please include a Table of Contents with the RTI Handbook.
* A ***draft*** version of these RTI Handbook components due June 30, 2017
* Please review handbook progress with your ORTIi coach in the winter and spring.

**2017-18 RTI Handbook Guidelines**

(Each District is expected to produce a ***final*** draft of these components, and the previous components described above, by June 30, 2018. These components can be addressed in the order and format that best suites district infrastructure and needs)

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| **RTI Essential Components**  | **Minimum Required Elements for District Handbook** | **Complete?** |
| Teaming and Data Based Decision Making | 1. Description of 100% Data Meeting Process
* Team membership?
* How often?
* What occurs?
* How monitored?
* 100% Meeting Protocol
* Plan for disaggregating and using sub-group data
1. Description of the Intervention Placement Process
* Who is involved?
* How often?
* How are students identified?
* What occurs?
* DecisionRule for percent of students served in interventions
* Decision Rules for placement of students in interventions
* Student Intervention Profile: Form that documents a student’s interventions
1. Description of Group Intervention Review Meeting Process
* Who attends
* How often meetings occur
* What occurs?
* Decision Rules for changing interventions
* Protocol: Group Intervention Review Meeting (20% Meeting)
* Description of process for monitoring Group Intervention Review Meetings
1. Description of the Problem Solving Process
* Who is involved?
* Why this occurs?
* What occurs?
* How often this occurs?
* Problem Solving Meeting Protocol and supporting documents
* Description of process for monitoring Problem Solving Meetings
* RTI Problem Solving Meeting Letter (informs parents about a meeting to individualize their child’s intervention)
* RTI purpose
* Student’s Name
* Meeting date
* Contact information at school
* Contact information at district
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| SLD Decision Making | 1. Description of the special education referral and evaluation process for suspicion of SLD
* Referral
* Evaluation planning meeting
* Conduct comprehensive evaluation if needed
* Eligibility determination meeting
* Criteria for SLD Decision Making using RTI
* Low skills
* Slow progress
* Instructional need
* Exclusionary factors
* IEP Meeting
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| **COMPLETED FULL RTI HANDBOOK** | **All sections** | **Final due** **June 30, 2018** |

* Please include a Table of Contents with the RTI Handbook.
* Yearly RTI Handbook components due June 30 of each year
* Please review handbook progress with your ORTIi coach in the winter and spring.

Please send each section and the full handbook via email to your ORTIi Coach **and** Christie Rivas at crivas@ttsd.k12.or.us