

Specific Learning Disability (SLD)

Decision Making within an RtI System



Nicole Nakayama
Kate Lode
Teresa Collins
ORTI Spring Conference
Eugene, Oregon April, 2017

Welcome


- ❖ Nicole Nakayama School Psychologist
- ❖ Teresa Collins Special Education TOSA
- ❖ Kate Lode Literacy TOSA/Instructional Coach

Agenda:

- ▶ Objectives
- ▶ Springfield Public Schools: Who We Are
- ▶ Building Our RtI Infrastructure
 - ▶ History/Timeline
 - ▶ Impacts to RtI System Infrastructure
- ▶ Rebuilding: Future Forward District Momentum
- ▶ SLD Eligibility
- ▶ Questions and Contact Information

Outcomes for Today:

- ▶ Explore Springfield Public Schools' vision for RtI and Multi-Tiered Systems of Support.
- ▶ Recognize the level of collaboration needed when undertaking new efforts within a school district.
- ▶ Become familiar with the eligibility process for Specific Learning Disability within Springfield Public Schools:
 - ▶ School Team responsibilities
 - ▶ Role of individual staff members



Our commitment:
To help every student be fully prepared to achieve success after graduation—ready for college, a career or whatever comes next.

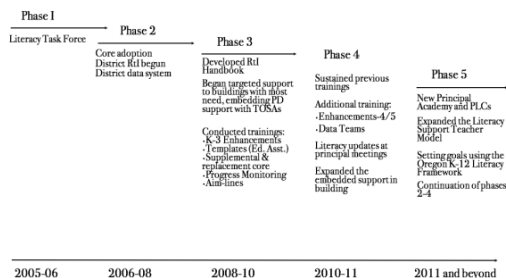
Strong Academics | Teamwork | Opportunities

Every Student a Graduate Prepared for a Bright and Successful Future

SPS Facts

- 10,600 engaged students
- 1,500 nurturing, caring staff
- 600 dedicated, highly trained teachers
- 22 student-focused principals
- 5 community-spirited school board members
- 200+ technology-infused classrooms
- 12 elementary schools
- 5 middle schools, including a leadership-focused charter middle school
- 5 high school options
 - 2 comprehensive high schools
 - 1 small learning community high school
 - 1 arts-focused charter high school
 - 1 leadership-focused charter high school
- 185 square miles serving Springfield and east/central Lane County

RtI Model Implementation Phases



Former Elementary Director's Philosophy:
Train all of your groups or
someone will be left out.



Phase 1: 2005-2006

Literacy Task Force

Representative Team

Developed Elementary Literacy Report (K-5) and Adolescent Literacy
 Report (6-8)

Phase 2: 2006-2008

Elementary

Core Curriculum selection and adoption

Implementation of Core district-wide

EasyCBM Adoption

Introduction to RtI district-wide

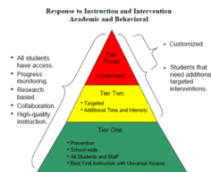
Phase 3: 2008-2010

Elementary

Core Enhancement training K-3
 Intervention Program training sessions
 In-building Support on request
 Training/Support Meetings for building leaders (Literacy Support Teachers, Title, Sped)
 Progress Monitoring/Aimline training for small groups (School Psychologists, LSTs)
 RTI Handbook Development and Training

Training for Building Leaders

- ▶ Who: Literacy Support Teachers, Title Specialist, Behavior and Academic Special Education Teachers
- ▶ When: 1X per Month 4-6pm
- ▶ What Content Covered: RTI processes



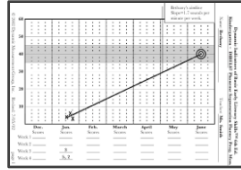
Phase 4: 2010-2011

Elementary

Literacy Professional Development Calendar
 Core Enhancement training for new certified K-3
 Template Training for classified K-3
 Training/Support Meetings for building leaders (LSTs, Title, Sped)
 Building administrators – reading instruction overview sessions
 Intervention material training sessions
 Data for Decision-Making training

Initial RTI Training

- ▶ Who: Building RtI Teams (Principal, Title, LST, Special Ed, School Psychologist, Classroom Teacher)
- ▶ When: 3X per year (Fall, Winter, Spring)
- ▶ What Content Covered:
Data Teaming



Phase 4 - Job Specific Meetings

- ▶ Literacy Support Teacher (LST) and Title Teacher
 - ▶ 1X per month
 - ▶ Tier 2 Focus Topics: profiling, groupings, interventions, what constitutes a change, progress monitoring
- ▶ Special Education Teachers
 - ▶ 1X per month
 - ▶ Tier 3 Focus Topics: Special Education issues and compliance, profiling, groupings, interventions, what constitutes a change, progress monitoring
- ▶ School Psychologist
 - ▶ 1X per month
 - ▶ Shortened version of Specialist Topics (profiling, groupings, interventions, what constitutes a change, progress monitoring)
- ▶ Principals
 - ▶ 1X per month, 10-15 minutes at Elementary Principals Meeting
 - ▶ Summary of topics being covered in other groups



Phase 5: 2011-2012

Elementary

- Core Enhancement training for new certified
- Template training for new classified
- Intervention program training sessions
- Training/support meetings for building support staff (Literacy Support Teachers, Title, Sped)
- EasyCBM website and measure training
- In-building support (4-6 schools supported each year by district RtI specialists)

New Principals' Academy

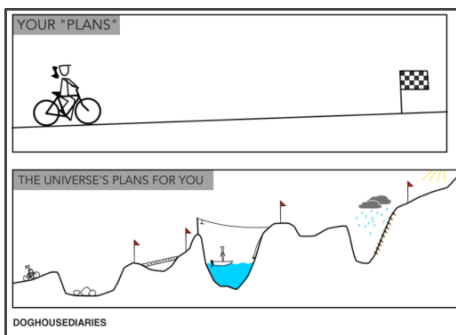
Monthly meetings for new principals and/or new to elementary-level

Topics included:

- Building Team Responsibilities (BLT) – function in the building
- Oregon K-12 Literacy Framework Assessment plan (OAKS, easyCBM, diagnostic)
- “To Do” checklists for fall, winter, spring planning
- Special Education/Title I teacher expectations – information pertaining to scheduling, assessment, instruction, EA supervision, & lesson planning
- Assessment schedule for building
- Walk-Throughs: General Features of Instruction – “look fors” of effective instruction

Phase 6: 2012 and beyond

- EasyCBM website and measure training
- Intervention program training sessions
- Training/support meetings for building support staff (Literacy Support Teachers, Title, Sped)
- 2012-2013: 2x/month meetings with school psychologists/TOSAs
- 2012-2013: District Literacy Leadership Team and New Principals' Academy - put on hold



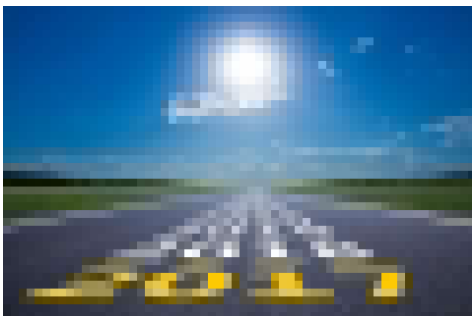
Impacts to RtI System and Structures

- ▶ District & Building Level Administrative Staff Turnover
 - ▶ Impacted District Level Vision
 - ▶ Paused Projects
- ▶ District Budget Reduction
 - ▶ Reduced Embedded Support
 - ▶ Paused Curriculum Adoption
 - ▶ Minimized Professional Development/Trainings
- ▶ Building Closures
 - ▶ Staff Transfers



Impacts to RtI System and Structures

- ▶ District & Building Level Staff Turnover and Reductions
 - ▶ Impacted Knowledge Base
 - ▶ Decreased Level of Experience
- ▶ ORTI Grant Funding ended
 - ▶ RtI/Literacy Support for Buildings
 - ▶ Fidelity Checks
 - ▶ Reduced District Level Professional Development/Trainings
- ▶ Change to School Board Membership
 - ▶ Shift in Vision for the District

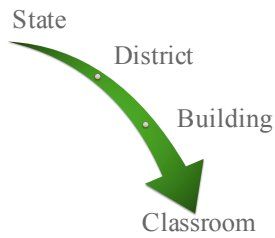


Future Forward District Momentum

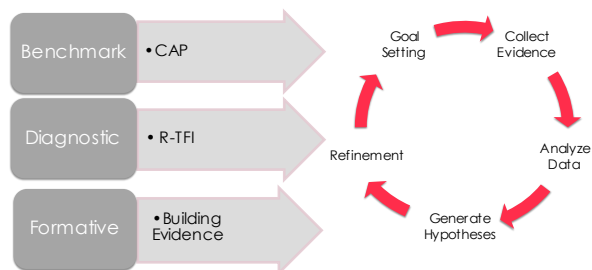


- ▶ Resetting Systems
 - ▶ Multi-Tiered Systems of Support (MTSS)
- ▶ Restored the District Literacy Leadership Team
 - ▶ Formed Workgroup to Develop Stages of Implementation for MTSS Literacy
- ▶ District Capacity Assessment
- ▶ Building Level Facilitation of Reading-Tiered Fidelity Inventory (R-TFI)
 - ▶ Articulating Instructional Goals Within Comprehensive Achievement Plans

Vision: Student Growth and Success



CAP & R-TFI

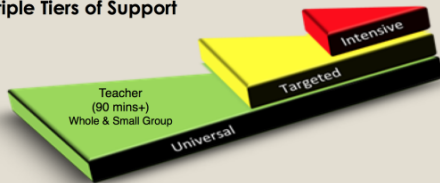


Future Forward District Momentum



- ▶ Restore Embedded Support for Buildings
 - ▶ Instructional Coaching Model Development
- ▶ Language Arts Curriculum Renewal
 - ▶ *HMH Journeys 2017*
- ▶ Deepening Understanding of MTSS for Literacy and RtI Process
 - ▶ Continue to Strengthen Job Specific Meetings
 - ▶ Job Specific District Directed Professional Development
- ▶ Enhancing Knowledge of Effective Instructional Strategies
 - ▶ District Directed Professional Development in Literacy Core Instruction
 - ▶ Skillful Teacher Training

Multiple Tiers of Support



Tier 1

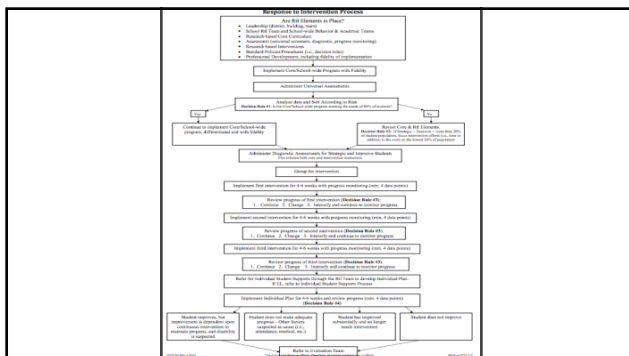
- Every student receives **universal** supports

Tier 2

- Some students receive **targeted** supports

Tier 3

- Few students receive **intensive** supports

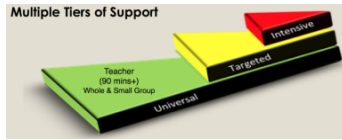


Instruction within RtI Structure:

Tier 1:

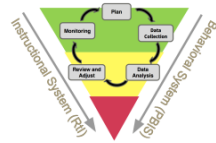
- Grade Level Instructional Focus
- CCSS
- Whole Group
- Flexible Groups
- Effective Instructional Strategies

Multiple Tiers of Support



Tier 2:

- Target Skill Instructional Focus
- Diagnostic Data
- Designed to Accelerate Skill Development Toward Grade Level Standard
- Small Groups (4-16:1)



Response to Intervention (RtI)

- ▶ Team Responsibilities for Interventions
 - ▶ Grade Level Team
 - ▶ RtI Data Team
 - ▶ School Based Specialist/Assessment Team
 - ▶ Individual Student Support



4th Intervention Process

- ▶ Initial Individual Student Support (ISS) Meeting
 - ▶ Attendees
 - ▶ Facilitation
 - ▶ Information needed
 - ▶ Conversation
- ▶ Follow up ISS meeting
 - ▶ Attendees
 - ▶ Facilitation
 - ▶ Conversation
 - ▶ Next Steps

Individual Student Support Worksheet	
Members present: Administrator, Classroom Teacher, Counselor, Parent(s), RtI Support Teacher, School Nurse, School Psychologist, SPED Teacher(s), Speech-Language Pathologist	
Student: _____	Today's Date: _____
Teacher/Grade: _____	Birth Date/Age: _____
Case Manager: _____	
Number of Grade Level Interventions: _____ Referred to ISS: _____	
1. History/Background - previous schools, attendance, medical issues, programs, etc.	
2. Define the Problem (See Academic Concerns Worksheet for Data)	
Current Level of Performance	
• Reading	

Moving to Eligibility

- ▶ Gather and Collect Additional Data
- ▶ Strength and Weaknesses Model
 - ▶ Specific Learning Disability Report



Role of General Education Teacher / Title I Specialist

- ▶ Core and small group instruction information
- ▶ In-program assessments and progress monitoring data
- ▶ Intervention history

Role of Special Education Teacher

- ▶ Gather and synthesize information
- ▶ Conduct additional assessments

Role of School Psychologist

- ▶ Conduct observation
- ▶ Conduct additional assessment
- ▶ Consult with special education teacher to make data-based recommendations for eligibility decision

Questions and Contact Information



Nicole Nakayama

nicole.nakayama@springfield.k12.or.us

Teresa Collins

teresa.collins@springfield.k12.or.us

Kate Lode

kate.lode@springfield.k12.or.us
