

**AVON COMMUNITY UNIT SCHOOL DISTRICT #176  
DISTRICT PLAN  
RESPONSE TO INTERVENTION (RTI)**

I. VISION STATEMENT, MISSION, OUTCOMES

Vision Statement

The Avon Community Unit School District #176 offers a systematic process that includes a positive, comprehensive, school wide system to provide academic and behavioral support to meet student needs, monitor progress, and evaluate outcomes.

Mission

The mission of the Avon Community Unit School District #176 is to create an atmosphere for learning that enables individuals to possess a responsible attitude, demonstrate a strong work ethic, become problem solvers, use communication skills well, be respectful of others and utilize the tools of technology in their life long learning experiences.

Outcomes

- There is a merging of District regular education and special education resources, including Title programs.
- Parents have an understanding of the child's ability and realistic academic and behavioral expectations.
- Services available are non-categorical.
- Interventions are systematic and documented, are provided within the school environment, and parents are encouraged to continue the interventions within the home.
- Solutions will be developed for a student in a timely manner.
- All certified support staff have more direct contact with students and provide services within the classroom.
- An intervention plan is developed for all students within the general education setting who require interventions based on multiple data sources.
- Interventions and intervention plans are developed as a part of a teaming process.

II. Procedures for Implementation

1. The general education classroom teacher discusses his/her student-related concerns with the parents.
2. The general education classroom teacher completes the Problem Solving request form which includes documentation of academic/behavioral concerns.

3. The Problem Solving request form is submitted to the Problem Solving team mailbox in either building, as appropriate.
4. The Problem Solving team leader schedules a meeting of the Problem Solving team, which consists of: parent(s)/guardian(s), referring teacher and/or general education classroom teacher, psychologist, principal, specialist (as needed), social worker, and support staff as needed.
5. Assigned team will meet with the teacher. The problem will be identified and defined. Outcomes will be determined and preliminary data collection discussed. A task list and assignments will be completed. A case manager will be assigned.
6. A member of the PST will monitor the progress of the student weekly. The Team member will be designated during the PSM.
7. If parents/guardians are unable to attend the Problem Solving Meeting (PSM), notes from the meeting will be forwarded to them by the note taker.
8. A member of the PST will monitor the progress of the student on a schedule determined by the PST.
9. A follow-up meeting will be held four to six weeks after the initial referral meeting to re-assess the student's progress.
10. The PST will determine at the PSM if:
  - i. The intervention is to be continued
  - ii. The intervention needs to be modified
  - iii. A new area of concern needs to be addressed
  - iv. A referral for a case study evaluation is necessary
  - v. The student should be placed on monitor
  - vi. The intervention is discontinued

### Logistics of Team Meeting

Team meetings will be held at a time which is mutually convenient to the referring teacher and other team members. This may include teacher preparation times, before school, or after school. Team meeting times may be dependant upon the availability of parents.

### Target Population

Focus on students with:

- Low average grades
- Behavioral/respect concerns
- Homework completion concerns
- Poor study skills

### III. Building Resources

- All certified and non-certified teachers
- Principal/Superintendent
- Speech Pathologist

- School Counselor
- Occupational and Physical Therapists
- Psychologist and Social Worker
- Support Staff
- Students
- Parents and family
- Nurse

#### IV. Parent Involvement

Parents will be contacted on a regular basis throughout the Problem Solving Process. Active participation is encouraged. Contact with the parents will be positive and stress the desire to assist the child to be successful in school. If the parents are unable to attend the Problem Solving Meeting, the intervention plan/notes will be sent home after the meeting by a member of the Problem Solving Team.

#### V. Evaluation

##### Data Collection

The following data will be collected to assist in evaluating the effectiveness of the Problem Solving Process:

- The number of Problem Solving Referrals
- The number of Problem Solving Referrals which result in a case study evaluation
- The number of case studies which result in eligibility for special education services
- Individual performance data to measure improvement in school performance (i.e., grades, pre/post information)
- Parent involvement and parent attendance
- Timeline information
- Baseline information
- Identification of reasons for referrals
- Caseloads for certified specialized employees

##### Customer Satisfaction

Develop, implement, and review a survey which measures customer satisfaction for the following groups:

- Parents
- Staff
- Administrators
- Students (grades 9-12)

## VI. Training/Professional Development

The following in-service activities are needed to implement and develop the Problem Solving Process:

- Introduction and training in core traits of the Problem Solving Model to certified employees
- Development and training of Building Teams
- Development of Building Plans
- Training in intervention strategies
- Common planning meetings
- Curriculum review

## VII. Affirmation Statement

The Problem Solving Team will remain student focused at all times. Participants in the Problem Solving Process will be solution-focused and approach the teaming process by participating actively in a positive, open and honest manner. Concerns will be shared, discussed and resolved through consensus. Interventions will be implemented with integrity.