

From: Diamond, Heather
Sent time: Tuesday, October 25, 2011 10:03:43 AM
To: Cari Miller (Cari@excelined.org) <Cari@excelined.org>
Subject: RE: Another question

No template was ever provided that I am aware of.

Problem-solving and use of student RtI data are worked into (integrated) a number of laws, but does not stand alone as a requirement and any PD or tools districts and schools choose to use are voluntary (and most volunteer to take advantage of anything and any level of supports we offer). The component parts (logic) of RtI appears in ESEA and the parts and actual words appear in IDEA. The reauthorization plans for both fed laws indicate that a "multi-tiered system of supports" will be a theme throughout both and tying both laws together. I'm sure when that happens, FL will have some regulatory revisions to make because we will want to draw parallel overt connections.

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From: Cari Miller (Cari@excelined.org) [mailto:Cari@excelined.org]
Sent: Monday, October 24, 2011 8:49 AM
To: Diamond, Heather
Subject: Another question

First, PMP, is there a template and is it streamlined to include RtI recommendations/requirements?

Is RtI required by Law? I know the below, but is RtI required by the Feds; and does Florida have legislation that requires RtI implementation?

The No Child Left Behind (NCLB) Act and Individuals with Disabilities Education Act (IDEA) require the use of evidence-based practices to ensure that all students receive appropriate instruction as a contingency requirement for eligibility for special education programs.

State Board of Education rules require that for a student suspected of having a specific learning disability or language impairment, the documentation of the determination of eligibility must include a written summary of the group's analysis of the data. The written summary must incorporate the elements listed in Rules 6A-6.03018 and 6A-6.030121, F.A.C., which include:

- The basis for making the determination
- Observations establishing the relationship between behavior and academic functioning
- Educationally relevant medical findings
- Data confirming the existence of a specific learning disability or language impairment, including performance discrepancy, rate of progress, and educational need
- The group's determination of the effect of other factors, and evidence that one or more of the factors is not the primary cause of the student's difficulty.
- The student's response to instruction/intervention (RtI) information documenting the intervention plan, student-centered data collected, the level of response of instruction/intervention, parent involvement, and the required signatures.

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

Sincerely,
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