

# MEMORANDUM OF AGREEMENT ON MENTORING PROGRAM

The Collinsville Community Unit School District No. 10 (hereinafter "District") and the Collinsville Education Association, IEA-NEA (hereinafter "Association") do hereby agree to the following:

## Teacher Induction Program

A teacher who volunteers and is selected to be a mentor under the Teacher Induction Program, shall perform the various duties and responsibilities of a Mentor Teacher, as outlined in the Teacher Induction Program, (including but not limited to: the responsibilities set out in the "Roles and Responsibilities" section of the Program document, attending a mentor training program, and attending the 2-day New Teacher Orientation.) The Mentor Teacher is a volunteer of the Teacher Induction Program. The Administration shall have the discretion to decide which teachers will be selected to serve as a Mentor Teacher, from among those teachers that submit an application. However, in order to be eligible to serve as a Mentor Teacher, the teacher must be tenured and must have received the highest performance rating on his/her last performance evaluation. The District Administration shall also have the discretion to terminate a Mentor Teacher from the program at any time the Administration determines that the Mentor Teacher is not performing his/her duties in a satisfactory manner. A Mentor Teacher removed from the program shall be paid the stipend prorated through the date the teacher was removed from the program.

No written documentation or information will be used for the purpose of any evaluation and/or discipline. Documents related to the TIP, may only be placed in the Teacher Induction Program files, but will not be placed in the employee's personnel file.

No written documentation or information contained herein, and prepared by the Mentor Teacher, including but not limited to the "Peer Observation Form" shall be used for the purpose of any formal evaluation, nor shall any such documentation be placed in the personnel file of any Teacher Induction Program participant.

The Teacher Induction Program is a two-year commitment. The stipend paid to a teacher serving as a mentor under the Teacher Induction Program shall be nine hundred dollars (\$900) for the first year of mentoring and four hundred, fifty (\$450) for the second year of mentoring. A Mentor Teacher assigned to mentor a teacher in grades 7-12 may be assigned two teachers to mentor as the same time, but the Mentor Teacher does not receive a separate stipend for each teacher he/she is assigned to mentor. A Mentor Teacher may resign from the program if he/she does not want to accept the assignment of a second teacher, and shall be paid the stipend prorated through the date the teacher resigns from the program. A Mentor Teacher assigned to mentor a teacher in grades k-6 will only be assigned one teacher to mentor.

The District may terminate the Teacher Induction Program, provided the District first notifies the Association and negotiates the termination of the program in accordance with the Illinois Labor Relations Act.

**MEMORANDUM OF AGREEMENT  
RTI – GRADES K-6**

The Collinsville Community Unit School District No. 10 (hereinafter “District”) and the Collinsville Education Association, IEA-NEA (hereinafter “Association”) do hereby agree to the following Memorandum of Agreement, which addresses impact issues related to the implementation of Response to Intervention (“RTI”) in grades K-6.

1. Monthly curriculum meetings under Article IV, Section 5.2, will be organized and directed by each building’s faculty with administration input and oversight. Agendas will reflect work on school improvement issues including but not limited to curriculum and instruction, staff development, instructional and RTI intervention issues. Flexibility of before and after school meetings or splitting the meeting into two 1/2 hour monthly meetings is allowed if desired by the staff.
2. The District will provide RTI to students in reading and math.
3. The District will follow the contract procedures regarding class size, as set forth in Article XI.
4. RTI will not be scheduled during the “relief period” at Dorris Intermediate School. Rather, RTI at Dorris Intermediate School will be scheduled 30 minutes of each school day at a time other than the scheduled “relief period”.
5. Teachers will be provided assessment training as needed. Assessment materials will be copied and provided to each teacher prior to the start of the school year. Progress monitoring can be completed during regularly scheduled Tier II and Tier III instructional time. Assessment and progress monitoring will be established by the District, but principals and teachers must mutually agree to additional assessment models or reports within their respective building.
6. Teachers shall be trained for any monitoring and/or intervention procedures in relation to Rtl they are required to use.
7. For grades K-6, regular education teachers will provide RTI instruction to students placed in Tier I and II, but not Tier III.
8. The District will employ a minimum of two (2) non-certified instructional aides to provide Tier III instruction at elementary schools that are not assigned a Reading Interventionist (currently Dorris Intermediate School and Maryville). In addition to the non-certified aides (at Dorris Intermediate School and Maryville) providing Tier III instruction, other non-certified aids and certified employees, except regular education classroom and self-contained special education teachers, can be assigned Tier III instructional duties, i.e. Speech Language Specialists, etc...
9. All elementary schools will be provided with an interventionist or instructional aide to provide Tier III instruction. Interventionists or instructional aides can provide Tier II instruction. When interventionists are absent a qualified substitute will be provided when available. Interventionists may provide Tier II services as time permits.
10. The District will provide approved resources and interventions for Tier I, II and III instruction. Electronic equipment, assessment materials and other related teaching tools will be availed able to teachers prior to the start of school provided there is an understanding that availability could be impacted due to shipping dates, vendors or installation schedules. Teachers will not be negatively evaluated or disciplined if reports and/or assessments cannot be completed in a timely manner due to lack of district provided computer and/or

software resources. All technology, hardware and software (computers, etc.) shall be available for teacher/student use until the last day of student attendance for the school year so that teachers can complete all assessments.

11. Teachers will be evaluated consistent with the approved teacher evaluation plan
12. In order to provide teachers with sufficient time to prepare for RTI implementation, the District will distribute preliminary class lists to teachers no later than one week prior to the first teacher workday of each school year. However, the teacher's preliminary class list is subject to change.
13. The parties acknowledge that a teacher may have difficulty issuing grades to students that are pulled out of science and/or social studies for Tier III instruction. The teacher may, in his/her discretion, issue a student a "pass" or "fail" in lieu of a letter grade
14. The parties agree to meet and discuss future issues related to the implementation of RTI for grades K-6 which are not addressed in this memorandum.
15. The Collinsville Elementary Schools (plus Dorris Intermediate School), Collinsville Middle School and Collinsville High School Rtl plans will be reviewed each year via a joint committee comprised of Association representatives (chosen by the Association leadership) and administrators. Each of the joint committees (Elementary & Intermediate Schools, Middle School and High School) will annually meet to review the Rtl plans, if needed, and the committee/s will mutually agree to revision/s, if any, to the plan/s to address or remedy implementation, tier instruction, etc., issues/concerns. Any recommended changes or revisions to the Rtl plans will not be implemented until the District and Association meet their bargaining obligations consistent with the Illinois Education Labor Relations Act.

## **Collinsville Middle School Response to Intervention Model** **Grades 7-8**

The goal of the CMS Response to Intervention Model is to provide high quality instruction/interventions that are matched to student needs in an effort to increase student learning rates and levels of performance.

Certified staff, whose number of class preparations will not exceed the bargained limit (2), will be scheduled to administer interventions in a Reading/Math Lab. Additional Tier 3 Intervention time may take place during the study hall period by Teacher Assistants. Students will be identified for specific interventions by their 4 Core Teacher Group (represented by a teacher for the core subject areas Math, Science, History, and Language Arts). The Reading /Math Lab interventionist may be an Expo teacher or other certified staff member.

Reading/Math Lab will be included as part of the Expo class rotation (i.e. Art, Health, Music, Keyboarding, Industrial Arts, etc.) of the cohort, (a group of students sharing a common set of 4 Core Teacher Group), placement will be in lengths of one quarter until progress is shown or alternative placement is determined. Students will move in and out of their expo as the core teacher groups/administration deems necessary for student progress.

CMS Administration will make every effort to group students in cohorts that move between groups of a set of core teachers. Core Teachers will meet on a monthly basis during the contractually agreed upon collaboration time, to review student progress and discuss changes that should be made to the interventions used, or recommend movement in or out of the Reading/Math Lab at the quarter's end. Reading/Math Lab interventionist will provide a bi-weekly report of progress to the core teachers utilizing the progress monitoring function of the intervention in use.

Examples of data that may be utilized for initial placement or movement in or out of services:

- Previous years ISAT scores
- Discovery Assessment Data
- Scholastic Reading Index
- Progress Monitoring Data
- Common Formative Assessments created by each Department
- Grades and other school related data

Every effort will be made by the building level RtI Committee/Administration to select interventions that are computer based, with built-in progress monitoring systems. Any staff member scheduled to be an Interventionists will receive training (agreed upon by both parties) on the programs that are selected prior to working in the Reading/Math Lab.

Due to our need for computer based programs, Reading/Math Lab may be scheduled into one of the four computer labs in the building or a mobile lab. Both Tier 2 and Tier 3 students will work in the Reading/Math Lab, with Tier 3 students will have additional intervention time during the study hall period when possible.

Reading/Math Lab class size will be dependent on the levels of the students within the cohort, not to exceed 28 students (estimated lab size using current data is between 12-15 students).

## **RtI Committee Guidelines**

The district will focus on data driven decision making when considering whether a student will receive a Special Education Evaluation and possible Individual Education Program (IEP). Effective data considered includes scores garnered from: ACCESS, Discovery, DIBELS, Explore, ISAT, ISEL, Plan, PSAE, Star and Scholastic Reading/Phonics. Comparison of longitudinal trajectory, indicating growth or widening of academic gap over time, is required. These must be considered and analyzed. Work samples and grades may also be reviewed as supplemental to the other forms of data specified.

### **Role of the 4 Core Group** (teacher cluster, team, etc.)

A student, who is below standards on the Discovery Assessment and has a historical pattern of below standard data using several of the above mentioned assessments, will be identified by his/her 4 Core Teacher Group as a student who is eligible for intervention work in the Reading and Math Lab. A listing of students ranked in order of greatest need along with their area(s) of academic concern will be provided to the building administration for placement in the Reading/Math Lab for intervention purposes. A listing of students identified as RtI eligible will be provided to the RtI Committee for monitoring purposes.

### **Role of the Reading/Math Lab Interventionist**

The interventionists will be responsible for ensuring the intervention is done with integrity and progress data is provided to the cohort of core teachers prior to the agreed upon collaboration time. Reading/Math lab Interventionists will have collaborative /planning opportunities during one of the weekly collaboration meetings each month. Researched based Tier II and Tier III interventions must be provided prior to any referral. At least two interventions in each tier given over a minimum of an 8-10 week time period is needed to demonstrate improvement or lack thereof. Students will receive interventions in their area of academic concern. Tiered intervention data will be provided by the RtI interventionist to the 4 Core Teacher Group for possible future referral purposes.

### **Special Ed Referral Process for the 4 Core Teacher Group**

Students, who show no growth or a widening academic gap over time, will be referred to the building level RTI Committee by their 4 Core Teacher Group and Reading/Math Lab Interventionist. The 4 Core Teacher Group will complete the required RTI Committee referral paperwork and include the documented interventions attempted and the results of intervention attempts that were provided to them by the Reading/Math Lab Interventionist. A representative of the 4Core Teacher Group may attend meeting, which will be held during the contractual work day (substitutes to be provided if needed), to discuss the completed referral.

### **Role of the RtI Committee**

The RtI Committee will review the referral documentation on students, identified by their 4 Core Teacher Group, who show no growth or a widening academic gap per the progress monitoring assessments given by the Reading/Math Lab Interventionist. The RtI Committee will determine if the student data collected should move forward to the building level Special Education Team. No Special Education referrals will be accepted if prior team based interventions were not discussed or attempted at the building level. The district administration may decide that a record review by the Building/District Special Education Team may be in order with new students already in a Tier system at their former district.

**Other Duties of the RTI Committee**

If a referral is based on behavior, documented patterns of behaviors are needed. Behavior interventions and/or goal setting may be suggested by the RTI Committee. Short term behavioral concerns are not appropriate for an immediate referral. Schoolmaster print outs identifying specific ISS/OSS dates are also needed. Interventions need to be documented as to the length of time and the success rate, or lack thereof, of the multiple interventions attempted.

**All building based monthly RtI Committee referrals need to be submitted to the building administrator.**

# COLLINSVILLE HIGH SCHOOL RTI AGREEMENT FOR THE 2015-16 SCHOOL YEAR

**Objective:** to help at risk students to achieve their potential.

## **Strategies to obtain this goal:**

- ❖ After school peer tutoring on Tuesdays and Thursdays throughout the school year – Certified staff supervising the tutoring shall be compensated at the rate of .00065% of beginning base pay or use extended days from contract.
- ❖ Reading Recovery class taught by certified staff
- ❖ Writing lab
- ❖ Extended Math block classes
- ❖ Math tutoring during study halls/RTI study hall/ELL study hall
- ❖ Check and Connect
- ❖ Girls Social group
- ❖ Aventa Credit Recovery
- ❖ RTI team leader will have one period duty during the day to lead the team, work with at risk students, collect data from check and connect, and keep track of referrals and data of RTI students. This position will be approved each year in the same way department chairs are handled.
- ❖ Staff will be informed of opportunities for at risk students and given data for the first day of school
- ❖ Controlled placement of some incoming 8<sup>th</sup> graders and sharing information with freshman teachers about the academic and behavior needs of students

## **Things to work towards in the future:**

- ❖ Implementation of referrals to RTI team
- ❖ Boys Social group
- ❖ Peer to Peer mentoring group
- ❖ Implement and use Power RTI
- ❖ Diversity and Orientation Training Days
- ❖ 21<sup>st</sup> Century Grant Proposal
- ❖ High school 101 class with credit in FACS

# Collinsville High School RtI Plan

## Plan Structure

Universal Screeners: These measures will be used to assess, identify, and monitor students. High School students should also be screened using existing data from elementary and/or middle school assessments.

- Discovery Education Assessment 9<sup>th</sup> and 10<sup>th</sup>
- English/Math placement tests of incoming 9<sup>th</sup> graders
- ISAT Scores of incoming 9<sup>th</sup> graders
- Attendance
- Discipline Reports
- Common Formative Assessments
- Explore/Plan Data

## Interventions

### Tier 1

#### Academic

- \* Implementation of Professional Communities
- \* Mandated use of differentiated Instruction and best practices in all classes and at all levels
- \* Implement and monitor standard content curriculum focused on Reading across the Curriculum
- \* Summer School access for increasing elective options during the school year
- \* Weekly Reading/Math modules
- \* Progress Reports/PASS weekly updates
- \* Access to math tutoring
- \* Peer tutoring

#### Behavioral

- \* Character Education Program
- \* Final Exam Exemption Policy

### Tier 2

#### Academic

- \* Targeted Study Halls for Extended Reading and Math Program
- \* Aventa credit recovery on-line
- \* Small-group, in-class interventions
- \* Extended Block Math Class
- \* Referral to SAP/KISS
- \* Counselor Academic Intervention Plans
- \* Study Skills Groups
- \* ELL Services

#### Behavioral

- \* Small Social Groups
- \* Teachers as Mentors Program
- \* Social Work/Counselor Referrals

### Tier 3

#### Academic

- \* Wilson Reading Program
- \* Alternatives School-day Schedule
- \* 1-on-1 instruction in the classroom
- \* Madison County E-Learning

#### Behavioral

- \* Alternative School Placement
- \* Social Work/School Psych minutes/Referral

## **Implementation Needs**

### Tier 2 Needs:

- \* Computerized Reading Intervention Program – Year 1 license for 40-50 students.
- \* 1-2 (30) minutes Intervention blocks daily supported by staff member serving as reading interventionist.
- \* 1 teacher to serve as the RTI Coordinator. This teacher would have an additional 1 hour preparation period during the school day. They would be responsible for monitoring program interventions and student progress, reviewing data, preparing for team meetings, and disseminating information to staff.
- \* Implementation of Teachers as Mentors Program

### Tier 3 Needs:

- \* Availability of Social Worker or additional Counselor to non-IEP students

## RTI Referral Form

Person Making Referral: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Age/Grade: \_\_\_\_\_

Date Parent Contacted About Referral: \_\_\_\_\_ By Whom?: \_\_\_\_\_

What are the strengths, talents, or specific interests for this student?

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How does this student's academic skills compare to those of "average" students in your classroom?

Subject	Below Grade Level	At or Above Grade Level
Reading		
Writing		
Math		
Science		

Instructional Information: What makes this student difficult to teach? List any academic factors that seem to negatively affect the student's progress? \_\_\_\_\_

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What Instructional Strategies have you tried with this student?

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**For RTI Team Use**

<b>Assessment Data</b>	
ISAT/Explore/Plan	
Discovery Data	
Attendance Data	
Discipline Data	

**RTI Team Recommendations**

**Tier 2-Academic**

- Peer Tutoring
- Study Skills Group
- Counselor Academic Intervention Plan
- ELL Services
- Extended Reading Study Hall
- Referral to SAP/KISS
- Aventa Credit Recovery

**Tier 2-Behavior**

- Small Social Group
- Teachers as Mentors Program
- Social Work/Counselor Referral
- Targeted Study Hall