

Memorandum of Understanding (MOU)

between

New Hampshire Department of Education and the National Center for Response to Intervention

Effective: February 2011

New Hampshire Department of Education voluntarily enters into this agreement for the purpose of receiving intensive technical assistance from the National Center for Response to Intervention (NCRTI). The purpose of the technical assistance is to assist the state education agency (SEA) in supporting the scale up of response to intervention (RTI) in local education agencies (LEAs).

The **New Hampshire Department of Education** recognizes the need to promote and support the implementation of RTI in its LEAs. Both parties agree to this basic definition of RTI:

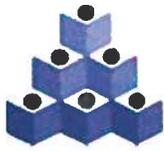
Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions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

The primary purposes of this MOU are three fold:

1. To formally *establish a partnership* between the aforementioned parties to scale up implementation of RTI in New Hampshire
2. To *establish the expectations and criteria* set forth for each party
3. To *outline the desired outcomes and goals* of the technical assistance and partnership.

Outcome/Goals of Technical Assistance

As referenced in the New Hampshire Department of Education Response to Intervention Strategic Plan, in 5 years, a successful and fully implemented RTI initiative in New Hampshire's schools would attain the goal of transforming instruction in accordance with the principles and research based practices of RTI. The vision: "that all students' academic and behavioral needs are addressed as a blended model through effective, targeted supports that enhance student outcomes"



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would be a fact. This would include fidelity to the common core curriculum and the integration of assessments and intervention to meet students' needs while contributing to whole school reform across the state. Referrals to special education would be greatly diminished as students' needs are met in Tier 1 and Tier 2 of the RTI model. The implementation of a successful statewide RTI model would be reflected in a steady increase in statewide student outcome data in years 4 and 5.

The overarching goal for school improvement within an RTI model is to align and coordinate programs at the Department of Education which will lead to successful implementation of the RTI model which will directly impact student outcomes. The state needs intensive technical assistance to achieve the goals listed below and implement the activities in the action plan.

1. Develop operational infrastructure that supports the implementation of RTI systems at the local level.
2. Establish an effective communication mechanism to report RTI activities and outcomes.
3. Develop a comprehensive school improvement plan at the SEA level.
4. Build capacity within the SEA for effective RTI implementation.
5. Build capacity to use longitudinal student data at the state, district and local levels.
6. Gather data from identified NH schools successfully implementing the RTI model.

Expectations of New Hampshire Department of Education

The **New Hampshire Department of Education** agrees to adhere to the following expectations for continued participation under this MOU:

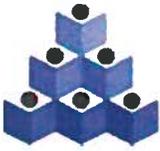
1. **Communication**

Regular and frequent communication is expected. The mechanisms for frequent communication include conference calls, phone calls, and email. In addition, **New Hampshire Department of Education** is expected to keep NCRTI informed about all RTI-related efforts occurring in the state. The State should identify a primary contact by role **New Hampshire Department of Education** may also be expected to share experiences regarding its RTI implementation with other states.

OTHER: New Hampshire DOE staff will confirm the involvement of a teachers' union representative in the RTI state leadership team.

2. **Leadership Support**

The commitment from the State Superintendent/Commissioner sends a strong message to department staff of the importance of the RTI initiative. Though this can be achieved by letters/memoranda of support, it is encouraged that this occurs through face-to-face



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interaction and only delegated when necessary. Include leadership team expectations – members, meetings, productivity.

OTHER:

3. **Professional Development**

New Hampshire Department of Education will access NCRTI recommended speakers and consultants for professional development conferences and workshops when possible. **New Hampshire Department of Education** is responsible for securing locations and materials for any Center sponsored training events. Publications or announcements of these will include the NCRTI logo. Sessions will be evaluated after each presentation.

OTHER: [Include state specific expectations here]

4. **Involvement of Local Education Agencies**

A criterion included on the application for intensive status required **New Hampshire Department of Education** to identify at least one local education agency (LEA) to be the recipient of direct technical assistance supported by the **New Hampshire Department of Education**. It is expected that the state will provide adequate support to the LEA(s) to ensure high-fidelity implementation of RTI and sustainability. Selected sites must collect evaluation data that can be accessible to NCRTI on a bi-annual basis.

OTHER:

5. **Participation in National Data System Development**

The NCRTI will be assessing the feasibility of developing and implementing a national data system. NCRTI expects to develop a data system that will allow SEAs, LEAs, and schools to analyze response to intervention data. As an intensive state, you may be asked to provide feedback and pilot the system using pilot school data.

Expectations of NCRTI

NCRTI agrees to adhere to the following expectations for continued participation under this agreement:

1. **Communication**



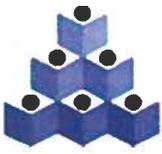
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Regular and frequent communication is expected. The mechanisms for frequent communication include conference calls, phone calls, and email; however travel for face-to-face meetings may periodically be required. NCRTI will also communicate and collaborate with other national and regional technical assistance centers, as appropriate, to provide comprehensive service delivery and reduce redundancy in services.

OTHER:

2. Technical Assistance

NCRTI may provide the following types of assistance as requested by **New Hampshire Department of Education**. Actual technical assistance activities will be provided as outlined in the NCRTI Technical Assistance. The Technical Assistance plan will be developed in collaboration with the state within two months of the MOU's effective date. At a minimum, the plan will be reviewed and updated quarterly and will include specific activities, roles and responsibilities of the SEA and NCRTI in implementing those activities, timelines, and quarterly.



Presentations

- Recommend presenters with shared costs for SEA or regional conferences.
- Present or co-present with SEA staff at state or regional RTI events.

Training

- Provide training on essential elements of RTI practices or RTI practice adoption with assistance from SEA and designated RTI coaches.
- Assist in the planning and development of training modules.
- Provide feedback on training modules.

Consultation

- Conduct or facilitate formal needs assessment including (a) determination of SEA and/or LEA needs and (b) identification of existing educational delivery systems to support RTI implementation.
- Regularly participate in and/or facilitate state- or region-developed workgroups, advisory committee, or information-sharing teams that address issues related to RTI.
- Review and provide feedback on state documents and materials
- Assist with the development of a state action plan consisting of comprehensive activities over a multi-year period

Documents and Resources

- Assist with the development of documents or materials related to statewide implementation of RTI.
- Provide high-quality resources for websites, presentations, etc.
- Assist with the dissemination of RTI-related documents and resources

Local Education Agency Support

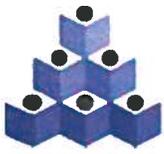
- Assist with the implementation and action plan for establishing pilot or exemplary sites
- Assist with the selection process for pilot or exemplary sites
- Provide training on essential elements of RTI practices or RTI practice adoption for designated sites with assistance from SEA and designated RTI coaches.
- Assist with the development of an data collection and/or evaluation process

Other

- Assist with the development of SLD eligibility guidelines and related implementation plans
- Assist with addressing disproportionality using RTI and related implementation plans

Additional Technical Assistance Supports

- [Include state specific expectations here]

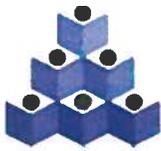


State Non-Negotiable Criteria

In order to maintain intensive status, the following criteria must be addressed by the state throughout the duration of the agreement. Failure to address these criteria may lead to the postponement or termination of intensive technical assistance.

1. A state-adopted conceptual framework for the implementation of RTI.
2. A multi year implementation plan that includes measureable goals, outcomes, and resources needed to achieve the goals must be in place.
3. Continued commitment of chief leadership (i.e. Commissioner or Superintendent).
4. Regularly scheduled meeting with state wide RTI Leadership Team(LT). The NCRTI TA provider will be key member of the leadership team.
5. The identification of schools/districts to be considered as pilot/demonstration sites.
6. Participate in quarterly reporting (February, May, August, and November) of the state's progress in the scale-up of RTI.
7. Adherence to the Center's definition of RTI and to the essential components of RTI systems.
8. NCRTI participates in external and internal evaluation annually. **New Hampshire Department of Education** is required to participate in this evaluation; possible methods of participation include surveys, interviews, phone calls, and the establishment of a statewide evaluation system.
9. New Hampshire DOE staff need to describe, in an attachment, how the state will continue to support the goals outlined above if the RTI State Coach position is not refunded.

The State may, at any time, choose to terminate this agreement by submitting a written request to the technical assistance provider.



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These parties do hereby agree to the terms outlined in the memorandum of understanding.

SEA Representatives

NCRTI Representatives

State Commissioner/Superintendent

NCRTI Principal Investigator

Signature _____
Name Virginia Barry
Position Commissioner of Education
Date
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Email

Signature _____
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Email nsafer@air.org

State Department Director

NCRTI Director

Signature _____
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Position Director – Division of Instruction
Date
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City, state, zip Concord, N.H. 03301
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Fax 603-271-1953
Email Kathleen.Murphy@ed.state.nh.us

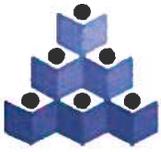
Signature _____
Name Darren Woodruff
Position Co-Director of NCRTI
Date November 1, 2010
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Phone (202) 403-5378
Fax (202) 403-5454
Email

SEA NCRTI Contact

Technical Assistance Provider

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Fax

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Position TA Provider
Date January 5, 2011
Address 1000 Thomas Jefferson, NW
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