

Procedure Response to Intervention

When using a process based on a student's response to scientific, research-based intervention that may be used for the identification of students with a specific learning disability, the district will implement the response to intervention (RTI) procedures listed below in all or some of its schools, and at all or some grade levels. The district will continue to increase its RTI efforts to reach district-wide implementation by the 2018-2019 school year.

Describe Implementation Plan: The School Board, District Administrators and each building principal will focus the district and building processes and support structures to implement and maintain the best practices, research-based Response to Interventions (RtI) tiered instructional model framework. Tier I instruction and interventions will be focused on meeting the learning needs of 80% of the student's in performing at or above benchmark at every grade level in reading, writing, math, and behavior. Accompanying data collection processes for Tier I interventions will be developed and implemented with fidelity in every classroom to support this model. Tier II classroom-based interventions will be structured and implemented by basic education classroom teachers with more focused research and evidence-based instructional interventions, progress monitoring and accompanying data collection will serve 90-95% of student needs.

The district will provide information about its RTI policy and procedures via district and school websites, student handbooks, and parent meetings which includes a description of parents' rights under a RTI process consistent with [WAC 392-172A-03055\(4\)\(b\)](#) and [WAC 392-172A-03080\(1\)\(g\)\(ii\)\(A\)-\(C\)](#) at <http://www.k12.wa.us/SpecialEd/regulations.aspx>.

Tier I: Core Classroom Instruction

High quality, effective and engaging Tier I instruction is delivered in the general education setting, by a general education teacher and is designed to meet the needs of all students. Tier I includes a research-based core curriculum. Curriculum is implemented and instruction is delivered as planned and intended, with fidelity, as determined through regularly scheduled monitoring of fidelity by the building principal or designee (Administrative walk-throughs, Marzano Instructional Frameworks effective instruction, Profile meetings, screening and assessment data results and ultimately the evaluation process.)

A. Universal Screening

Universal Tier I instructional screenings in the areas of reading writing, math and behavior are conducted at least three times throughout the school year at fixed intervals to identify each student's level of proficiency. Universal screenings are administered and scored by trained paraeducators, teachers & specialists three times per school year (*fall, winter, spring*) Universal screening results are aggregated at the grade level, classroom and student level and provided to the building principal and the school based team as per the 2090 assessment calendar.

Tier I: Intervention

If 20 percent or more of children in a classroom score below benchmark on any instructional screening, the school-based team, including the building principal, will meet to consider the need for additional classroom supports and interventions at Tier I.

A. Students Below Cut Score

The district's established cut scores, based upon accurate and efficient universal screening measures, identify which students are at academic risk. After confirming that Tier I instruction was monitored and implemented with fidelity, students who score below the district's cut scores will receive Tier II strategic interventions. Students scoring below benchmark, but above the established cut score will be reviewed by the school-based team (Grade Level PLCs & building administrator) as described below.

Students Below Benchmark, But Above Cut Scores

Following each universal screening administration during the school year, the GRADE LEVEL PLC TEAMS will review the program and progress of any student who does not score at benchmark on any instructional screening, but who does score above the district's established cut score, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include verifying alignment with the grade level/content standards, fidelity of program implementation, appropriate pacing and instructional groupings.

Tier I: Progress Monitoring

Using curriculum based measures and/or assessments (CBMs, CBAs, CFAs), monitoring of the student's progress toward end-of-year benchmarks will occur WEEKLY until progress monitoring data consistently demonstrates the student is on a trajectory to meet end-of-year benchmarks. Student progress monitoring at Tier I is administered and scored by the general education teacher. If, after six weeks of progress monitoring, the student is not on a trajectory to meet end-of-year benchmarks, the student will be provided Tier II strategic interventions, unless the school based team specifically determines and can substantiate, based on the progress monitoring data, that further progress monitoring is required before Tier II strategic interventions are provided.

For students who have "exited" from a higher level of intervention, general education teachers will monitor and record data on the progress of those *weekly for 6 weeks* to ensure they are continuing to make sufficient progress.

Tier II: Strategic Interventions

Tier II strategic interventions will be designed by the GRADE LEVEL PLC and delivered primarily in the general education setting, by a general education teacher, but may be delivered in other or additional settings or by other trained staff as appropriate to the specific intervention *in the areas of reading, writing, mathematics, behavior*) at K-12 grade levels. Tier II interventions are scientifically, research or evidence-based, matched to

student need and implemented with fidelity and monitored by the principal or his or her designee. Tier II interventions will be described on a building based, student intervention plans and data collected through progress monitoring process.

Tier II interventions are provided **in addition** to regularly scheduled core instruction in the general education curriculum and will be delivered in groups of no more than six students ideally, at least three times each school week for not less than 30 minutes per session. Tier II interventions will be delivered for at least six weeks, unless progress monitoring data reveals a need for a change in intervention, frequency or duration.

Tier II: Progress Monitoring

Using CBMs, CBAs, CFAs, progress will be monitored at least every two weeks, or more frequently as determined by the school based team, against established benchmarks. Tier II progress monitoring measures are administered, scored and results are charted by *general education classroom teachers, counselor/CST for behaviors*. The student's parents will be provided results of these repeated assessments of achievement *monthly* using grade level/content level parent progress reporting form.

A. Responsiveness and Non-Responsiveness to Tier II Intervention.

If, after six school weeks of Tier II intervention, the student has made no progress toward benchmarks based on at least three progress monitoring data points below the aim line, or has made progress, but is not on a trajectory to meet end-of-year benchmarks, the grade/content level PLC will meet to review the student's program and progress, to ensure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include fidelity of program implementation, pacing and appropriateness of instructional groupings. Based on its review, the team will determine whether:

1. Additional diagnostic assessments are warranted, and if so, in what areas and by whom;
2. Additional changes to the instructional or behavioral interventions are required;
3. The Tier II intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;
4. The student should return to Tier I core instruction with continued progress monitoring because the student has met benchmarks; or
5. The student requires Tier III intensive intervention.

If, after an additional six weeks of Tier II intervention using the same, modified or different strategies (up to a total of 12 school weeks of Tier II intervention) the student has made no progress toward benchmarks, the student will begin receiving Tier III intensive interventions. If not yet administered, diagnostic assessments will be conducted by the building-based *reading/math specialist* or counselor for PBIS tiered support. Results will be utilized in designing the Tier III intensive intervention.

If the student has made progress, but is not on a trajectory to meet end-of-year benchmarks, the progress monitoring results will be reviewed by the school

based team (CST) to develop additional research-based Tier II interventions or recommend Tier III interventions.

Tier III: Intensive Interventions

Tier III intensive interventions will be designed by the Reading/Math Specialists or Building CST and delivered primarily in the general education setting, by a general education teacher and additional staff, but is likely to be delivered in other or additional settings, or by other trained staff as appropriate to the specific intervention. Tier III intensive interventions are scientifically research or evidence-based, matched to student needs, and implemented with fidelity, as monitored by the principal or his or her designee. Tier III interventions will be in addition to regularly scheduled core instruction in the general education curriculum, and will be delivered in group settings smaller than those for intervention delivered in Tier II, and with an increased frequency (i.e., five times per week), duration, but not less than six weeks, and/or intensity (i.e., 60 minutes per session) than provided within Tier II. Tier III intensive interventions will be described in the student's intervention plan.

Tier III: Progress Monitoring

Using CBMs, CBAs, or CFAs, progress will be monitored weekly against established benchmarks. Tier III progress monitoring measures are administered, scored and results are charted by the reading/writing/math general education staff and reading, math and content specialists. The student's parents will be provided results of these repeated assessments of achievement monthly using the parent progress monitoring results form.

A. Non-Responsive to Tier III Intensive Intervention

If, after six school weeks of Tier III interventions (or up to a total of 18 school weeks of combined Tier II or III interventions), the student has made no progress toward benchmarks as indicated by at least three data points below the aim line, the CHILD STUDY TEAM (CST) will consider a referral for an initial evaluation for special education services or other long-term planning, such as an evaluation for services under Section 504 of the Rehabilitation Act. If appropriate, the Tier III intervention will be continued after any necessary modification during the evaluation process, if the student has not received at least two phases of Tier III intensive interventions.

B. Responsive to Tier III Intensive Intervention

If, after six school weeks of Tier III interventions (or up to a total of 18 school weeks of intervention), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the CHILD STUDY TEAM will meet to review the student's program and progress, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include fidelity of program implementation, pacing and appropriateness of instructional groupings. Based on its review, the team will determine whether:

1. Additional diagnostic assessments are warranted, and if so, in what areas and by whom;

2. Additional changes to the instructional or behavioral interventions are required;
3. The Tier III intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;
4. The student should return to Tier I or Tier II with continued progress monitoring, as prescribed above, because the student has met or is on trajectory to meet end-of-year benchmarks; or
5. A referral for an initial evaluation for special education is required.

If, after an additional six school weeks of Tier III interventions (or up to a total of 24 school weeks of combined Tier II and Tier III interventions), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the CHILD STUDY TEAM will refer the student for an initial evaluation for special education services. The developed student intervention plans, progress monitoring and diagnostic data for Tier I, II and III will be provided to the special education evaluation group at the time of referral. These procedures are designed to permit students to move between Tiers of intervention based on the student's progress against benchmarks as determined by the grade level PLCs and the building CHILD STUDY TEAMS.

Classification:

Revised Dates: **12.07; 12.11; 5.12.15**