

## **Response to Intervention Procedures**

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.

Starting with the 2008-09 school year, the district will provide information about its RTI policy and procedures via district website, student handbooks, and district calendar. This will include 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).

### **Definitions**

The RTI Collaborative Academic Support Team (CAST) Team is involved in systems review and includes the principal, Title I/LAP teacher(s), Special Education teacher(s), and all the general education classroom teachers for the grade level under review. The needs of all students in a grade level are reviewed after a Benchmark screening, and only those who are in interventions and are having their progress monitored more frequently are considered at meetings between the Benchmarks.

### **The RTI Guidance Team**

Somewhat related to RTI is the multidisciplinary team (MDT) or Individualized Education Plan (IEP) team. These groups are comprised of people involved in making decisions about referral, evaluation, eligibility, placement and programming for an individual student in the area of Special Education.

### **TIER I: CORE CLASSROOM INSTRUCTION:**

High quality, effective and engaging Tier I instruction is delivered in the general education setting and is designed to meet the needs of all students. Tier I includes the research-based, Board-adopted core curriculum. Curriculum is implemented and instruction is delivered as planned and intended (i.e. with fidelity), as determined through regularly scheduled monitoring of fidelity by the building principal and other supervisors.

### **Universal Screening**

Universal Tier I instructional screenings in the areas of reading and behavior are conducted throughout the school year at fixed intervals to identify each student's level of proficiency. Universal screenings are administered and scored by trained staff according to the timelines and criteria specified by the SAILS matrices. Universal screening results are aggregated at the grade, classroom, and student levels and provided to the grade level CAST team one week from the time the screenings are administered.

### **Diagnostic Assessment**

The district's established criteria identify which students may be at risk. After confirming that Tier I instruction was monitored and implemented with fidelity and that this is not a systemic classroom concern, students who score below the screening criteria shall be given diagnostic assessments to determine if a problem exists or if the screening score was atypical. If a concern is confirmed, the diagnostic assessment should also provide information about the exact nature and severity of the need.

### **Systemic Classroom Intervention**

If fewer 80% of children in a classroom score at or above Benchmark during screening, the CAST team for that grade level, including the building principal, will meet to consider the need for additional classroom strategies and supports and interventions at Tier I. Options may include double dosing, staff coaching, professional development, curriculum review and other strategies using building resources.

### **Tier I Intervention**

Tier I interventions will be designed by the classroom teacher or the CAST team 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. Tier I interventions

are matched to student need, and implemented with fidelity, as monitored by the principal and other supervisors. Since Tier I interventions frequently involve routine classroom instructional strategies, a student intervention plan is not required.

### **Tier I Progress Monitoring**

Using curriculum based measures and/or assessments (CBMs or CBAs), monitoring of the student's progress toward end-of-year benchmarks will occur at the Benchmarking intervals or more frequently based on CAST team or teacher recommendations. If progress monitoring or Benchmark assessments show that a student is not on a trajectory to meet end-of-year benchmarks, additional diagnostic assessment or Tier II strategic interventions should be considered.

Students who have "exited" from a higher level of intervention require monthly process monitoring for 12 weeks to ensure to ensure they are continuing to make sufficient progress.

### **TIER II: STRATEGIC INTERVENTIONS:**

Tier II strategic interventions will be designed by the CAST team 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. Tier II interventions are scientifically, research-based, matched to student need, and implemented with fidelity, as monitored by the principal and other supervisors. Tier II interventions will be described on a student intervention plan.

Tier II interventions are provided in addition to regularly scheduled core instruction in the general education curriculum and will be delivered in small groups. The CAST team should try to design schedules for Tier II that include intervention at least 3 times each school week for 30 minutes per session. Tier II interventions will be delivered for at least 6 weeks, unless progress monitoring data reveals a need for a change in intervention, frequency or duration.

### **Tier II Progress Monitoring**

Using CBMs and/or CBAs, progress will be monitored at least every 2 weeks, or more frequently as determined by the CAST team, against established benchmarks. Tier II progress monitoring measures are administered, scored and results are charted by trained staff. The student's parents will be provided results of these repeated assessments of achievement at regular progress reporting times (e.g. conferences, report cards, progress reports) or more frequently upon request.

### **Responsiveness and Non-Responsiveness to Tier II Intervention**

If, after 6-8 school weeks of Tier II intervention, the student has made progress toward benchmarks based on at least three progress monitoring data points at or above the aimline and is on a trajectory to meet end-of-year benchmarks, the CAST will meet to review the student's program and progress. Based on its review, the team will determine whether:

- a) the Tier II intervention should continue because progress monitoring data indicate the intervention it is working even though the student has not yet met benchmarks;
- b) the student should return to Tier I core instruction with continued progress monitoring because the student has met benchmark.

If, after 6-8 school weeks of Tier II intervention, the student has made limited or no progress toward benchmarks based on at least three progress monitoring data points below the aimline and is not on a trajectory to meet end-of-year benchmarks, the CAST 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:

- c) additional diagnostic assessments are warranted, and if so, for what and by whom;
- d) additional changes to the instructional or behavioral interventions are required; or
- e) the student requires Tier III intensive intervention.

If, after an additional 6-8 weeks of Tier II intervention using the same, modified or different strategies (or up to a total of 16 school weeks of Tier II intervention) the student has made no progress toward benchmarks, the student shall begin receiving Tier III intensive interventions. The team should consider whether standardized, norm-referenced diagnostic assessment would provide valuable additional information to use when designing the Tier III intensive intervention. If so, the team should specify who will administer the tools and when

### **TIER III: INTENSIVE INTERVENTIONS:**

Tier III intensive interventions will be designed by the CAST and Guidance Teams. Tier III intervention may be delivered in the general education setting by a general education teacher, but is likely to be delivered in other or additional settings, or by other trained staff as appropriate to the specific intervention. At least some of the Tier III intervention must be delivered by a certificated teacher or educational staff associate (ESA). Tier III intensive interventions are scientifically, research-based, matched to student need, and implemented with fidelity, as monitored by the principal or other supervisors. Tier III interventions should, by definition, be more intense than those at Tier II with smaller groups or individual instruction, increased frequency (i.e., 5 times per week), and/or intensity (i.e., 60 minutes per session). Tier III intensive interventions will be described in the student's intervention plan.

#### **Tier III Progress Monitoring**

Using CBMs or CBAs, progress will be monitored weekly against established benchmarks. Tier III progress monitoring measures are administered, scored and results are charted by trained staff. The student's parents will be provided results of these repeated assessments of achievement at regular progress reporting times (e.g. conferences, report cards, progress reports) or more frequently upon request.

#### **Responsive to Tier III Intensive Intervention**

If, after 6-8 school weeks of Tier III interventions (or up to a total of 24 school weeks of intervention), the student has made progress toward benchmarks, and is on a trajectory to meet end-of-year benchmarks, the Guidance 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:

- a) additional diagnostic assessments are warranted, and if so, for what and by whom;
- b) additional changes to the instructional or behavioral interventions are required;
- c) the Tier III intervention should continue because progress monitoring data indicate the intervention it is working even though the student has not yet met benchmarks;
- d) 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.

#### **Limited Responsiveness to Tier III Intensive Intervention**

If, after 6-8 school weeks of Tier III interventions (or up to a total of 24 school weeks of intervention), the student has made limited progress toward benchmarks as indicated by at least three data points below the aimline, and is not on a trajectory to meet end-of-year benchmarks, the Guidance 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:

- e) additional diagnostic assessments are warranted, and if so, for what and by whom;
- f) additional changes to the instructional or behavioral interventions are required;
- g) the Tier III intervention should continue because progress monitoring data indicate the intervention it is working even though the student has not yet met benchmarks; or
- h) a referral for an initial evaluation for special education is required.

If, after an additional 6-8 school weeks of Tier III interventions (or up to a total of 32 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 Guidance Team will refer the student for an initial evaluation for Special Education services.

**Non-Responsive to Tier III Intensive Intervention**

If, after 6-8 school weeks of Tier III interventions (or up to a total of 24 school weeks of combined Tier II or III interventions), the student has made no progress toward benchmarks as indicated by at least three flat data points below the aimline, the Guidance Team will make 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.

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 CAST and Guidance Teams Student intervention plans and progress monitoring and diagnostic data will be provided to the special education evaluation group at the time of referral.

It is recognized that some students who qualify for Special Education and are showing slow, but meaningful progress in their Tier III intervention may continue to receive the same or similar Tier III service as part of their Individualized Education Plan (IEP) with a different target or a shallower slope of the aimline.