

Procedure: Response to Intervention

Model District General Education 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 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.

The district provides information about its RTI policy and procedures via school web site, 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 the research-based 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 or designee.

A. Universal Screening

Universal Tier I instructional screenings in the areas of reading are conducted at least three (3) times throughout the school year, at fixed intervals, to identify each student's level of proficiency. Universal screenings are administered and scored by trained Intervention Specialists, in September, January and May. Universal screening results are aggregated at the classroom and provided to the building principal and the school based team within two (2) from the time the screenings are administered.

Tier I – Intervention

If 80% 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 who score below benchmark will be reviewed by the school based team as described below.

Tier II – Strategic Interventions

Tier II strategic interventions will be designed by the Intervention Support Team (IST) 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 reading at K-3. Tier II interventions are scientifically, research-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 Tier II Student Intervention Plan.

Tier II interventions are delivered primarily in the general education setting in addition to regularly scheduled core instruction, and will be delivered in groups of no more than six (6) students, ideally, at least three (3) 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

Progress will be monitored at least monthly against established benchmarks. Tier II progress monitoring measures are administered, scored, and results are charted by the Intervention Support Team (IST) on the Student Progress Monitoring Graph. The student's parents will be provided results of these repeated assessments of achievement on report cards and at conferences.

A. Responsiveness and Non-Responsiveness to Tier II Intervention

If, after six (6) 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 Intervention Support Team (IST) 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 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 (6) weeks of Tier II intervention using the same, modified or different strategies (or 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 the student has made progress, but is not on a trajectory to meet end-of-year benchmarks, (A) through (E) above will be revisited by the school-based team accordingly.

Tier III – Intensive Interventions

Tier III intensive interventions will be designed by the Intervention Support Team (IST) and 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-based, matched to student need, 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., four (4) to five (5) times per week), duration, but not less than six (6) weeks, and/or intensity than provided within Tier II. Tier III intensive interventions will be described in the Tier III Student Intervention Plan.

Tier III – Progress Monitoring

Progress will be monitored twice monthly against established benchmarks. Tier III progress monitoring measures are administered, scored and results are charted by the Intervention Support Team (IST) on the Student Progress Monitoring Graph. The student's parents will be provided results of these repeated assessments of achievement on report cards and at conferences.

A. Non-Responsive to Tier III Intensive Intervention

If, after nine (9) to twelve (12) school weeks of Tier III interventions (or up to a total of 36 school weeks of combined Tier II or III interventions), the student has made no progress toward benchmarks as indicated by multiple data points below the aim line, the Intervention Support Team (IST) will redesign or modify the intervention. If the student has received at least two (2) phases of Tier III intensive interventions, the Intervention Support Team (IST) will consider a referral to the Care Team for a initial evaluation for special education services or other long-term planning, such as an evaluation for services under Section 504 of the Rehabilitation Act.

B. Responsive to Tier III Intensive Intervention

If, after six (6) 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 Intervention Support Team (IST) 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. Student intervention plans and progress monitoring and diagnostic data will be provided to the special education 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 Intervention Support Team (IST).

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