

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 by the 2024-2025 school year.

District-wide RTI Implementation Plan

Phase I of the RTI implementation is to begin with articulating the multiple tiers of support in a shared document and providing training and support to develop a guaranteed and viable curriculum. **Guaranteed** means that there is consistency from school to school. Every student is provided the opportunity to learn a rigorous core curriculum which provides them with the probability of success in school. **Viable** means that schools make sure that the necessary time is available and protected. In other words, the curriculum is doable and scheduled. In the Wenatchee School District RTI implementation, equitable access to grade level core instruction is foundational. Regardless of which classroom students are placed, they will have the same opportunity to learn the same grade level standards and experience the most **high quality instructional practices**. **Phase II** of the RTI implementation plan includes providing training and coaching support to ensure effective Tier I instruction across the system. In addition, high quality common formative assessments/progress monitors will be identified to monitor the response to instruction.

Indicators of a successful RTI implementation in a Professional Learning Community include:

1. Work in collaborative teams and take collective responsibility for student learning rather than work in isolation.
2. Implement a guaranteed and viable curriculum, unit by unit. Units include scope and sequence, priority standards, common formative assessments/progress monitors, and evidenced-based instruction: explicit, systematic, structured, diagnostic, and multi-sensory.
3. Monitor student learning and immediately adjust instruction through continuous, high quality assessments such as: common formative assessments/progress monitors, informal classroom assessments (exit tickets, discussion, etc.).
4. Use the results of common formative assessments (universal screeners, diagnostics, progress monitors) to:
 - a. Improve individual practice.
 - b. Build the team's capacity to achieve its goals.
 - c. Intervene or extend on behalf of students.

5. Provide systematic interventions and extensions.

The district provides information about its RTI policy and procedures via *district website, school website, student handbooks, quarterly newsletters, etc.* which includes a description of parents' rights under an 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 evidenced-based core curriculum. Curriculum is defined by the adopted curriculum, instructional methods, and standards-aligned assessments used to support the learning of the Washington State Learning Standards. Curriculum is implemented and instruction is delivered as planned and intended according to the agreed upon scope & sequence, priority standards, and pacing calendars. The Learning Improvement Teams at each site monitor the implementation of the core instruction through ongoing team data protocols that track students' progress toward meeting the priority standards and learning walk protocols that track the use of high impact instructional practices, including explicit, systematic, structured, multi-sensory approaches.

A. Universal Screening

Universal Tier I instructional screenings in the areas of English Language Arts and Mathematics are conducted 2-3 times throughout the school year at fixed intervals to identify each student's level of proficiency. Universal screeners are computer-based. They are administered by classroom teachers and are computer scored. Within two weeks following the closure of the testing window, classroom teachers as well as Special Education, ELL, and Intervention Specialists, review results to make instructional plans for each student. The plans are shared with the Learning Improvement Teams following the closure of the universal screening testing window.

Tier I: Intervention & Extension

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.

B. Students Below Benchmark

Following each universal screening administration during the school year, the Student Support Team and Teacher PLC Team will review the program and progress of any student who does not score at benchmark on any instructional screening to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review

will include the fidelity of the use of high impact instructional routines and strategies, pacing, scaffolded supports and appropriateness of instructional groupings.

Tier I: Progress Monitoring

Using common formative assessments, monitoring of the student's progress toward end-of-year benchmarks will occur approximately bi-monthly to ensure 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. Students who are below standard according to the common formative assessments/progress monitors and universal screeners, and therefore not on track to meet end-of-year benchmarks, will receive Tier II strategic interventions. Students who have met or exceeded the standard or benchmark will receive extensions. The Tier II strategic intervention groups are flexible based on the ongoing common formative assessment/progress monitoring results.

For students who have "exited" from a higher level, more intensive interventions, general education teachers will monitor the progress of those students with increased frequency to ensure they are continuing to make sufficient progress.

Tier II: Strategic Interventions and Extensions

Tier II strategic interventions and extensions will be designed by the general education PLC 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 in the areas of reading, writing, mathematics, behavior. Tier II interventions and extensions are evidenced-based, matched to student need and implemented with fidelity and monitored by the grade level PLC Team. Tier II interventions and extensions will be described on a student intervention plan.

Tier II interventions and extensions are provided in addition to regularly scheduled core instruction in the general education curriculum. The instruction includes explicit, systematic, structured, diagnostic and multi-sensory approaches.

Students will be grouped by their instructional need (as prescribed by the diagnostic or common formative assessment/progress monitor). The strategic instruction may be a combination of targeted whole or small groups. Interventions and extensions will be at least three times each school week for not less than 30 minutes per session. Tier II interventions will be delivered for at least four to six weeks, unless progress monitoring data reveals a need for a change in intervention, frequency or duration.

Tier II: Progress Monitoring

Using common formative assessments, progress will be monitored approximately 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 teachers and students. The student's parents will be provided results of these assessments of achievement on at least a monthly basis using school progress reports or charts.

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 multiple data points (triangulation) below the aim line or benchmark goal, or has made progress, but is not on a trajectory to meet end-of-year benchmarks, the grade level PLC 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 high impact instructional routines, scaffolding, 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 (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 not yet administered, diagnostic assessments will be conducted by Intervention Specialists, Speech Pathologists, School Psychologist, General Ed., or Special Ed. staff. 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, (1) through (5) above will be revisited by the school based team accordingly.

Tier III: Intensive Interventions and Extensions

Tier III intensive interventions will be designed by the Tier III Intervention Specialist Team (Special Education, ELL, Intervention Specialists, Highly Capable Staff) and will be discussed with the grade level PLC team. The intervention will be delivered primarily in the general education setting, by a Tier III Intervention Specialist, general education teacher and/or 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, evidenced-based, matched to student need, and implemented with fidelity, as monitored by the teacher and Learning Improvement Team. Tier III interventions will be in addition to regularly scheduled core instruction in the general education curriculum with increased frequency or

intensity (i.e., five times per week or in smaller group sizes), 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 common progress monitoring measures, progress will be monitored, approximately bi-monthly, against established benchmarks. Tier III progress monitoring measures are administered, scored and results are charted by Tier III Intervention Specialists, students and the Student Study Team. The student's parents will be provided results of these repeated assessments of achievement on a monthly basis.

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 multiple data points below the aim line or benchmark goal, the Student Study Team 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 Student 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, use of high impact instruction routines and strategies, scaffolds, 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 exit Tier III 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 Student Study Team will refer the student for an initial evaluation for special education services.

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

Adoption Date: 03.20

Classification:

Revised Dates: