

## INSTRUCTION

Identifying Students with Specific Learning Disabilities According to the Individuals with Disabilities Education Act (IDEA) and [WAC 392-172A](#).

## RESPONSE TO INTERVENTION

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 may 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 may continue to increase its RTI efforts to reach district-wide implementation by the 2012-2013 school year. Schools that choose to use the RTI model shall follow the procedure set forth below.

The district provides information about its RTI policy and procedures via school websites, student handbooks, quarterly newsletters, etc. A description of parents' rights under a RTI process consistent with [WAC 392-172A-03055\(4\)\(b\)](#) and [WAC 392-172A-03080\(1\)\(g\)\(ii\)\(A\)-\(C\)](#) are also available at <http://www.k12.wa.us/>.

**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.

Universal Screening

Universal Tier I instructional screenings in the areas of reading 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 certificated and classified staff in the fall, winter, and spring of each school year. Universal screening results are aggregated at the building, grade level, classroom, and student level and provided to the building principal and the school based team within one week 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.

Students Below Cut Score

The cut scores, established by the district from time to time, 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 shall receive Tier II strategic interventions. Students who score below

benchmark, but above the established cut score will be reviewed by the school based team as described below.

### Students Below Benchmark, But Above Cut Scores

Following each universal screening administration during the school year, the building Problem Solving Team 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 the fidelity of program implementation, pacing and appropriateness of instructional groupings.

#### 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 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 many weeks of progress monitoring, the student is not on a trajectory to meet end-of-year benchmarks, the student shall 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, teachers will monitor the progress of those students regularly to ensure they are continuing to make sufficient progress.

### **Tier II: Strategic Interventions**

Tier II strategic interventions will be designed by the school’s Problem Solving 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, and monitored by the principal or his or her designee. Tier II interventions will be described through documentation for each participating student.

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 and/or CBAs, progress will be monitored at least every 2 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 trained certificated

and/or classified staff.

#### 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 Problem Solving 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, in what areas and by whom;
- B. Additional changes to the instructional or behavioral interventions are required;
- C. The Tier II intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;
- D. The student should return to Tier I core instruction with continued progress monitoring because the student has met benchmarks; or
- E. 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 shall begin receiving Tier III intensive interventions. If not yet administered, diagnostic assessments will be conducted by a qualified, trained school staff member, and 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, (a) through (e) above shall be revisited by the school based team accordingly.

#### **Tier III: Intensive Interventions**

Tier III intensive interventions will be designed by the school’s Problem Solving Team 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-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 times per week), duration, but not less than six weeks, and/or intensity (i.e., 40 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 or CBAs, progress will be monitored weekly against established benchmarks. Tier III progress monitoring measures are administered, scored and results are charted by a qualified staff member (i.e., general education teacher, school psychologist, title 1 teacher, special education teacher, reading specialist, para-educator, etc).

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 Problem Solving Team may 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.

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 Problem Solving 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, in what areas 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 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; or
- E. 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 Problem Solving 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 Problem Solving Team. Student intervention plans and progress monitoring and diagnostic data will be provided to the special education evaluation group at the time of referral.

Administrative Regulation No. 2152  
Identifying Students with Specific Learning Disabilities –Response to Intervention  
Continued

Funding

The cost of intervention as set forth shall be limited so as not cause an reallocation of funding between the buildings or within the district in excess of current disproportionate levels.

May 2008