

Grants Pass School District 7
Response to Instruction and intervention
RTIi Team Process

Response to Instruction and intervention (RTIi) is a structured, systematic process that supports the instructional and behavioral needs of all students. Strong teaming is a critical part of this process.

The RTIi team has three purposes:

1. To review school-wide behavior and academic data in order to evaluate the effectiveness of core programs.
2. To screen and identify students needing additional academic and/or behavior support.
3. To plan, implement and modify interventions for these students. Depending on each student's "response to intervention," a formal referral for special education evaluation for all possible areas of suspected disability may result.

Team membership: The key to success are data driven decisions made by a team of professionals. Leadership by the Principal and the building Title One coordinator is essential. RTIi Team membership also must include classroom teachers representing grade levels and other specialists as needed (Intervention Specialist, Special Education, Speech Pathologist, School Counselor and EL Coordinators). Teams may also benefit from including instructional assistants with direct knowledge of student abilities.

There are three types of meetings RTIi teams participate in. They are as follows:

Universal Screening Meetings

Purpose: These meetings are designed to evaluate the effectiveness of core programs

Who: Grade level teams meet with the building principal, Title One Coordinator, Special Education and any other specialists as appropriate

When: Meetings occur three times per year in fall (September), winter (January), and spring (May)

Estimated Time: In the fall and winter, the meetings are generally 2 to 4 hours in length depending on the building's need. The spring meeting is generally 1 to 2 hours in length.

Planning for all Students: The team reviews data on student performance. Data should include Acadience, in program assessments (i.e. unit tests and selection tests for reading and topic tests for math), iReady math scores, Accelerated Reader data, Smarter Balance, PBIS data, attendance data, and grades. Core programs should meet the needs of at least 80% of the student population. Emphasis and professional development should be focused on core programs and be a key component of the agenda.

Meeting Outcomes: Grade level goals and action plans should be established and shared with all staff. Time should be devoted to core program professional development.

Data Review Meetings

Purpose: Data review meetings are designed to discuss students currently in interventions and whether to continue, modify, change, or discontinue an intervention. **Note:** Parents should be notified when their child is participating in an intervention.

Who: Grade level teams meet with the building principal, Title One Coordinator, Special Education, Intervention Specialist and any other specialists determined by the individual building

Estimated Time: Meetings are 1 to 2 hours in length as determined by the individually building. They are scheduled approximately every six weeks. **Note:** Sufficient instructional time should have occurred to determine effectiveness of intervention (generally 20 – 30 days)

Planning for Students in an Intervention: The team focuses on groups of students whose data indicates they are performing below benchmark and have been screened and placed into a targeted reading, writing, math, or behavior interventions. These students are listed on the RTIi Group Intervention and Planning form. Using the district's decision rules, the team focuses on time, design, and delivery of instruction and determines if:

- 1) The group intervention has been successful and the intervention needs to be de-intensified or discontinued
- 2) The intervention appears to be working for the student and should be continued as it is necessary for continued success
- 3) The group intervention is not working for the student and should be revised or refined
- 4) The group intervention is highly unlikely to be successful for the student and therefore a more individualized approach is needed. If after at least two substantial changes have occurred in a student's intervention, it's been well documented on the Student Intervention Profile, and/or the student appears to be meeting the context of dual discrepancy for reading or continues to lack progress in math, an individual intensive intervention and planning meeting should be scheduled. **Note:** Parents are invited to the individual planning meeting. Other needed documentation includes a Developmental History, File Review and an Individual Problem Solving Action Plan

Meeting Outcomes: These may include

- Students are placed in interventions that target their deficit skills
- Parents are notified that their child has been placed in an intervention
- Communication has occurred with all appropriate staff that the students has been placed in an intervention or that the intervention has been changed
- A timeline for implementation of all placements/changes is developed

Notes from these meetings should be recorded on the RTIi Group Intervention and Planning Form and/or the Student Intervention Profile.

Individual Intensive Intervention and Planning Meetings (IPM)

Purpose: At least two substantial changes have occurred to a student's intervention and these changes have been determined to be unsuccessful by the data review team using the district decision rules. At this meeting, a plan for individualizing and intensifying intervention needs to be developed.

Who: Building principal, classroom teacher, Title One Coordinator, Special Education teacher, Intervention Specialist, any other specialist determined relevant by the team **AND** the parent(s). At the time that there is any suspicion/thought that a referral for SPED evaluation might be considered, the district psychologist should be included.

Estimated Time: 45 minutes to 1 hour in length

Planning for the Individual Student: After at least two substantial changes have occurred to a student's intervention, and these changes have been determined to be unsuccessful by the data review team using the district decision rules, parents are invited to attend a meeting where their child's needs will be discussed and an action plan formulated. This level of intervention is typically necessary for only a small percentage of students. The team assigns a member of the team (typically the classroom teacher) to complete the Individual Student File Review and a member to complete the Developmental History (typically the Intervention Specialist). These are conducted prior to the meeting and should be reviewed by all members of the team in an effort to be efficient in the meeting and to help design an effective, Individualized Intervention and Action Plan (use form to document).

At the individualized planning meeting, it is also necessary to assign a case manager (typically the Title One Coordinator). Case managers for behavior IPMs are the Behavior Intervention Specialists. The case manager's responsibility is to ensure that monitoring is conducted according to the schedule agreed upon by the team. In addition the case manager continues tracking intervention details using the Student Intervention Profile. Case managers will report back to the data review teams on student progress.

Meeting Outcomes: A plan for individualizing and intensifying intervention is developed. After the Individual Intervention and Action Plan are in place for a minimum of 20 to 30 instructional days, the team should reconvene to discuss the results. There are five possible outcomes of individualized planning:

- Progress is adequate and the student is reintegrated into the general education curriculum and/or Tier II supports are sufficient to maintain progress
- Progress is not adequate but a different or more intensive intervention is likely to improve performance
- The students' progress is not adequate and it is determined that an effective intervention has not been found for the student – a referral to Special Education is *considered**
- The student has made some progress as a result of a heavy dose of interventions that cannot be maintained long-term with the current general education resources – a referral to Special Education is *considered**
- The student continues to struggle, but his or her difficulties appear to be due to other factors such as behavior, attendance, or Limited English Proficiency. Interventions targeted toward these issues will be initiated.

***Referral for Special Education:**

After one or more highly structured individualized intervention plans have been implemented for a minimum of 20 to 30 instructional days each, the RTIi team may determine that a referral for Special Education is appropriate. All information should be gathered including all progress monitoring data and graphs, the Student Intervention Profile, Individual Student File Review, Individual Intervention and Action Plan, as well as any other pertinent information and/or data for the team to consider. Appropriate documentation should be completed as per IDEA regulations for 'Initial Referral' process (Meeting Notice, Notice of Initial Referral, Consent for Evaluation, etc.).

Upon referral for Special Education consideration, the RTIi team becomes the 'evaluation planning team' as described under IDEA regulations. This team constitutes as an IEP team as determined by Federal Law and should include the parent, classroom teacher, district representative, Intervention Specialist, and Special Education teacher. The evaluation planning team convenes to review progress monitoring data and determine any additional assessment or data necessary to complete the evaluation for any area of suspected disability (SLD, Communication, OHI...)

At the end of the designated evaluation time (No more than 60 school days), the team, including the parent, must make a determination:

- 1) If the team determines that there has been good progress and that the problem appears to be related to other instructional issues (i.e. attendance, lack of fidelity of implementation of core or intervention programs, etc.) another intervention is considered at this time. The appropriate Special Education Eligibility form should be completed at this time indicating that the student does not qualify for special education services. A Prior Written Notice of Special Education Action is completed to document the team's decision.
- 2) If the IEP team determines there has been limited progress and the student has been non-responsive to instruction, they may determine that consideration for a Special Education eligibility/placement is appropriate. Complete the appropriate protocols and forms for Initial Eligibility at this time.

For consideration of a Specific Learning Disability in reading, math or writing, the IEP team may determine that further assessment is necessary. In order for students to qualify under the category of Specific Learning Disability for reading, math or writing, they must demonstrate a Pattern of Strengths and Weaknesses in the identified deficit areas as defined by district policy.

If categories other than learning disabled are suspected (i.e. OHI, ED, autistic, etc.), IEP Teams need to ensure appropriate assessment and data collection occur and all requirements are met as required by those eligibility requirements.

Meetings that should occur in the above outlined process:

1. Individuals planning meeting (at least one of these)
2. Outcome review of individual planning meeting (after 20-30 days of instruction)
3. Evaluation planning meeting
4. Eligibility determination
5. IEP written if determined to be eligible

It is possible to combine #2 and #3 into one meeting if there is poor progress. #4 and #5 may also be combined if eligibility may be determined.