

Superintendent Procedure 2163SP Supports & Interventions

Approved by: s/S. Enfield Date: 6/13/12

Dr. Susan Enfield, Interim Superintendent



When using a Multi-Tiered System of supports (MTSS) framework, schools implement core instructional strategies and curriculum that are aligned to standards, early intervention supports and ongoing formative assessments to measure student response to instruction and intervention supports. A system of assessments is used to identify student academic and behavioral needs, match students with appropriate intervention supports and monitor progress toward benchmarks. This system of assessments includes:

1. **Screening:** reliable, valid quick assessments administered to all students a minimum of three times per year that evaluate key academic and behavioral indicators relative to grade level benchmarks to identify students who are at risk of not making expected academic and behavioral gains.
2. **Diagnostic:** follow up assessments administered to determine specific instructional needs and match to intervention supports.
3. **Progress Monitoring:** reliable, valid quick assessments used to evaluate whether instruction and intervention supports are resulting in academic and behavioral gains. Frequency of progress monitoring is determined by the level of supports a student is receiving.

In addition, this process based on student's response to research-based instructional supports and intervention may be used for the identification of students with a specific learning disability. The District will implement the MTSS procedures listed below in some schools and at some or all grade levels during the 2012-2013 school year. The District will continue to increase its MTSS efforts to reach district-wide implementation by the 2014-2015 school year.

The District provides information about its MTSS policy and procedures via the district website, which includes a description of parents' rights under a MTSS 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

Tier I is high quality core instruction delivered in the general education setting by a general education teacher and is designed to meet the needs of all students. Tier I supports include curricula and instructional strategies that are engaging and aligned to state standards and delivered with fidelity. Universal screening is completed at least three times per year at fixed intervals to identify each student's level of proficiency. Students falling below district developed benchmarks will receive strategic intervention supports. Students falling above district developed benchmarks will receive enhancement opportunities. Tier I strategies are as follows:

1. Schools implement universal core instruction that is aligned to standards

2. Schools administer common screening assessment a minimum of three times per year
3. Students falling below district developed benchmark scores will receive strategic, Tier II intervention supports
4. If greater than 20% of students in a classroom or grade level fall below district developed benchmarks, the school will consider the need to supplement core instruction with additional classroom supports and interventions
5. Schools use benchmark and/or screening assessments to monitor each student's progress toward grade level end-of-year benchmarks

Tier II: Strategic Interventions

Tier II strategic interventions are designed by grade level, department or building teams based on district developed guidelines and are delivered primarily in small groups 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. Interventions are defined as a change in instruction to a student in the area of learning or behavioral difficulty to improve performance and accelerate progress to end-of-year benchmarks. Interventions will be administered for a period of at least 8 weeks, unless progress monitoring data reveals a need for a change in intervention. Progress monitoring occurs at least monthly using district approved tools. The student's parents will be notified of the intervention supports and provided results of the repeated assessments. Tier II strategies are as follows:

1. Grade level and/or building teams review benchmark and/or screening assessments to identify students who fall below the district benchmark criteria
2. Teacher, instructional specialist or designee administers diagnostic assessment as needed
3. Students are matched to intervention supports that are administered for at least 8 weeks
4. Progress monitoring assessments are administered monthly

Responsiveness or Non-Responsiveness to Tier II Intervention

No later than 8 weeks after beginning Tier II intervention and administering progress monitoring tools, the grade level or building team will meet to assure interventions have been implemented with fidelity and to review student progress data against established grade level benchmarks. Based on this review the team will determine whether the following changes or adjustments need to be made to the interventions:

1. Tier II interventions should continue as data indicates progress but student has not yet met benchmarks
2. Tier II interventions should be faded as data indicates student has met benchmarks
3. Tier III interventions should be implemented as data indicate student is not making sufficient progress toward end-of-year benchmarks

After an additional 8 weeks (16 weeks total) of Tier II intervention, the grade level or building team will meet again to review student progress. If the student is making limited or no progress, the student shall begin receiving Tier III intervention supports. If the student is making progress but is not on track for end-of-year benchmarks, the team shall revisit options 1-3 above.

Tier III Intensive Interventions

Tier III intensive interventions are designed by the school intervention team (SIT) or building team and delivered individually or in small groups in the general education setting based on district developed guidelines. The interventions tend to be delivered in settings outside the classroom by a general education teacher or other trained staff as appropriate. Interventions are defined as a change in instruction to a student in the area of learning or behavioral difficulty to improve performance and accelerate progress to end-of-year benchmarks. Tier III interventions are of greater frequency and/or intensity. Interventions will be administered at least 8 weeks, unless progress monitoring data reveals a need for a change in intervention. Progress monitoring occurs weekly using district approved tools. The student's parents will be included in the development and review of the intervention supports and provided results of the repeated assessments. Tier III strategies are as follows:

1. Grade level and/or building teams review Tier I screening and Tier II progress monitoring data to identify students who fall significantly below the district benchmark criteria or are not responding to Tier II interventions
2. Teacher, instructional specialist or designee administers diagnostic assessment as needed
3. Students are matched to intervention supports that are administered for at least 8 weeks
4. Progress monitoring assessments are administered weekly

Responsiveness or Non-Responsiveness to Tier III Intervention

No later than 8 weeks after beginning Tier III intervention (or up to 24 weeks total of intervention), the SIT or building team will meet to assure interventions and progress monitoring have been implemented with fidelity and to review student progress data against established grade level benchmarks. If the student has made limited or no progress with Tier II and Tier III interventions, the team will consider a referral for an initial special education evaluation or other long term supports including an evaluation for services under Section 504 of the Rehabilitation Act.

If, after 8 weeks of Tier III interventions (up to a total of 24 weeks), the student has made progress but is not on a trajectory toward end-of-year benchmarks, the SIT or building team will meet to review data and fidelity of program implementation, pacing and appropriately of instructional groupings. Based on this review the team will determine whether the following changes or adjustments need to be made to the interventions:

1. Tier III interventions should continue as data indicates progress and the student is on track to meet benchmarks
2. Tier III interventions should be faded to Tier I or Tier II as data indicates student has met benchmarks
3. A referral for a special education or 504 evaluation should be made as data indicates the student is making limited or no progress.

After an additional 8 weeks (32 weeks total), the SIT and/or building team will meet to assure interventions have been implemented with fidelity and to review the student progress data. If the student has made progress but is not on a trajectory to meet end-of-year benchmarks, a referral for a special education and/or 504 evaluation will be completed.

At any point in time, a parent, community or staff member may request an evaluation for special education and/or 504 eligibility. At this time, procedural safeguard protections will be initiated.

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Revised:

Cross Reference: Policy No. 2163