RtI Process

In preparation for the implementation of Brecht's Database Solutions – Power RtI Program the following RtI process procedures have been developed–

- After Universal Screening, students enter into Tier 2 targeted interventions via the ACUSD Language Arts Decision Tree or the PBIS Gate 2 screening process.

    - Note – RtI problem solving meetings should begin immediately on any student whose instructional level is found to be two or more years below their actual grade level, as determined by Universal Screening and Survey Level Assessment.

- Parents will be notified when students begin receiving Tier 2- targeted intervention services, this includes CICO and Title I interventions.
    - By Fall – a sample letter will be created for all Tier II (academic/behavior interventions) and distributed by interventionist

- After 6 weeks of Tier 2 intervention the student's progress monitoring data should be analyzed to determine if the intervention should be; continued, modified/changed.

- If PM data consistently demonstrates performance at or above the 25th percentile, students will be considered for dismissal from Tier II/III interventions.

- A student should be moved to Tier 3 if their PM data indicates an inadequate response to the Tier II intervention delivered with fidelity.

    Note - Parents, teachers or interventionists may go through the building principal to request an RtI problem solving meeting at *any time. Principals should refer to the Guiding Principles document to decide if a problem solving meeting is necessary.*

Guiding Principles to Decide if an
RtI Problem Solving Meeting is Necessary

<u>Background Information</u>
- Description of problem-

- Is the problem educationally relevant?

- Can this problem be altered by an intervention at school?

- When was the area of deficit first noticed?

- How was the problem identified? Teacher observation? Benchmark performance?

- What assessment data was used to define the problem?

<u>Review of Tier 2 Intervention</u>
- What was the targeted intervention?

- Was it scientifically-based?

- Did the intervention match the lowest foundational weakness identified by the available assessments?

- When did the Tier 2 intervention begin?

- When did the intervention end?

- What was the frequency and duration of the intervention?

- Did the student's participation in the intervention match the plan?

- How was the fidelity of the intervention documented?

- How did the intervention change the problem?