

Fremont Response to Intervention Process

1/16/08 * See RTI "Tiers of Intervention" Charts on R-drive

Tier I – Universal Instruction - All Students

Learning targets are covered through D-11 curriculum, SIP strategies, and research-based interventions, all delivered with fidelity of treatment.

Tier I / II – Watch Level and Intervention for “Standard-Protocol Students”

1. Through regular review of assessment data at grade level collaboration meetings (including teachers, principal, LRT, SPED, and/or SW), a “Grade Level Hotlist” is developed.
2. Area of greatest need is identified, research-based interventions are chosen (Successmaker, Read Naturally, Orton-Gillingham, etc.*) and progress is monitored through review of student scores (DIBELS progress monitoring, MAP, short-cycle assessments).
3. AIMS Web intervention lines are posted and progress is monitored.
4. Parents are contacted and are an integral part of the student’s progress
5. If progress is not evident after several intervention cycles, teachers begin referral process for the full Tier II study. (Documenting interventions delivered greatly prepares for this process.)

[* See PRIM, I’ve Dibel’d, Now What, Pikes Peak Literacy Strategies, etc.]

Tier II – Strategic Level – RTI Problem-solving Team

1. With the help of the grade level collaboration team, the teacher refers the student to the RtI Problem-solving Team.
2. Teacher completes the “Initial Study” form* documenting parent contacts and outlining research-based interventions that have been delivered and student’s progress. This information will be summarized at the RTI Tier II problem-solving conference and entered on the RTI form.
3. Problem-solving Team (including the parent) identify next interventions to try (new interventions, home responsibilities, and increased frequency, intensity, & duration should all be considered.)
4. The Study, Plan, and Do portions of the form are completed and a follow-up date is determined.
5. Classroom teacher continues to monitor progress, make entries into AIMS Web (including lines of intervention), and communicate with parents.
6. Progress is reviewed at the follow-up date and the Study and Act portions are completed.
7. If progress is not evident after three cycles of interventions are completed, referral to Tier III is completed.

[* Find “Initial Study Form for Teachers” on Fremont “R-drive” in RTI folder.]

Tier III – Intensive Level – RTI Problem-solving Team (Additional Measures)

1. Problem-solving Team reconvenes to discuss next steps.
2. Options are considered: additional assessments (academic-educational, speech-language, social emotional, psychological, sensory-motor, etc.)
3. Based on review of all data, a decision is made concerning appropriateness of beginning the Individual Education Plan process.

Increasing Frequency, Intensity, & Duration