**Harlan County Public Schools**

**Response to Intervention**

**District Plan**

**Rationale**

The Harlan County School District in accordance with the principles of the 2004 reauthorization of IDEA and the Kentucky System of Intervention holds that Response to Intervention (RtI) is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction and applying student response data to important educational decisions. RtI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction and intervention that is guided by student outcome data. (NASDSE) Harlan County Public Schools will intentionally focus on Reading, Mathematics, Writing and Behavior in a three tiered system.

***School requirements to meet federal, state and district RTI compliance:***

1. **Develop School RtI plans.**

Each school will develop a school-wide RtI plan based on the district model and will develop Individual plans for each student identified as “at-risk” (students failing to meet benchmark) in Reading, Math, Writing or Behavior.

**Each school will adopt and adhere to the following “Core Principles” in their RtI Plan**

* **Use of a multi-tier (Tier 1- All students in general education; Tier 2- students receiving strategic intervention services; Tier 3- students receiving intensive intervention services) model of instruction/interventions**
* **Use of a problem-solving method (monitoring a student’s response to intervention based on data)**
* **Use of scientific, research-based instruction/interventions**
* **Monitor student progress to drive instruction/intervention (monitoring occurs at least one time per week)**
* **Use an integrated data system to make decisions**
* **Use assessments for screening, diagnosing and progress monitoring**
* **Employ high quality teaching and learning practices for all children**
* **Intervene early**

**2. Administer the district adopted Universal Screener**

Schools will administer the district-wide Universal Screener to all students in Kindergarten though 8th grade three times a year in the areas of Reading, Mathematics, Writing and Behavior according to the district testing window.

**RTI Testing Window**

* Initial (Fall) Screener
* Interim (Winter) Screener
* Final (Spring) Screener

**3. Deliver Instruction with Fidelity of Implementation**

Schools will utilize scientifically research based core programs and practices in Reading, Mathematics, Writing and Behavior that are implemented with fidelity.School and district leadership will monitor the core programs and practices for fidelity evidenced by district RTI forms and procedures, RTI folders, classroom observations, lesson plans, school and district walkthroughs, or other evidenced based documentation.

**4. Follow District established benchmarks**

Schools will follow district benchmarks/cut points from the universal screener to determine student placement throughout the multi-tiered intervention system for Reading, Math and Writing. Schools will establish their own benchmarks for Behavior. Students who do not meet benchmarks will be *considered* for placement in tiered intervention programs. The final decision on placement rests with the RTI team.

**5. Establish RtI teams**

Two Types of Teams- School and Student

The principal will serve as the chairperson of the school RtI team. The school RTI team will analyze overall RTI data to look for potential gaps in curriculum and instruction. The school RTI team will assure the district practices and procedures are followed and will assist student teams in making decisions about individual students.

The student RTI team may vary from student to student. The student RTI team could consist of part or all of the School RTI team plus the educators working directly with that student. The parent should always be encouraged to be involved in the student RTI team. Student RtI teams will utilize the problem solving model to inform decisions about students in Tier II and Tier III.

**6. Utilize a 3-Tiered Delivery Model**

 **All interventions will be scientifically research based and progress monitored.**

* **Tier I**-Characterized by scientifically research based core programs that are implemented with fidelity and differentiated for a diverse population. RtI begins with high-quality instruction for all students. The characteristics of high quality teaching and learning are inherent to Tier I instruction. ([http://www.education.ky.gov/KDE/Instructional+Resources/Highly+Effective+Teaching+and+Learning](http://www.education.ky.gov/KDE/Instructional%2BResources/Highly%2BEffective%2BTeaching%2Band%2BLearning) ) Instructional delivery is \**explicit*. 80% of students in the core program are expected to meet the established benchmark. If more than 20% of students are not meeting benchmark at Tier I, then the core program needs to be re-examined for curriculum and instruction practices.

***The problem solving model will be used to inform decisions about students in Tire II and Tier III.***

* **Tier II**-Universal screening “catches” students who are “at-risk”. Strategic intervention is then provided to support those students who are in need of additional assistance. Once students are placed in Tier II diagnostic data should inform intervention decisions. Intervention should occur in like groups of 3-5 students and should be progress monitored a minimum of one time per week. Each student in Tier II should have an individual RtI plan. Each plan should establish clearly defined measurable goals and outline a process for reaching those goals. Progress towards goal(s) should be monitored each week to inform decisions regarding the students “responsiveness” to the intervention. ***It is an RtI team decision as to the particular intervention program/strategies/resources applied to each individual student in Tier II and Tier III.*** ***However, the intervention must be scientifically research based and each intervention should be progressively more intense.*** Ideally only 20% of students should be initially placed in Tier II: After successful intervention 15 % of students are expected to return to Tier I.
* **Tier III**- Intensive intervention is provided to support students who did not make *adequate progress* in Tier II. Adequate progress means that a student is on track to meet the 40 percentile goal for grade level by year end. If a student is making progress but the trend line indicates that progress is not enough to reach the year end goal then the RTI committee could decide that student’s progress is not adequate and could make adjustments to the plan accordingly. Just as in Tier II, diagnostic information should inform intervention decisions for Tier III students. Individual goal(s) should be established for each student and a plan for reaching those goals should be described in the individual student RtI Plan. Other procedures follow as outlined in the Tier II process. Interventions at Tier III should occur one-to-one or in a group no larger than 3. Tier III interventions should also be scientifically research based for a particular skill area and should be more intensive than previous interventions. Once an intervention has been proven ineffective for a specific student, that intervention should be discarded and not be used again with that particular student. Progress monitoring should occur weekly. Ideally only 3-5% of students are expected to place into tier III.