



## **ADMINISTRATIVE PROCEDURE**

CATEGORY: **Instruction, Special Programs**

SUBJECT: **Response to Instruction and Intervention**

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### **A. PURPOSE AND SCOPE**

1. To outline administrative procedures governing the general educational Response to Instruction and Intervention (Rtl2) process which facilitates a collaborative problem solving model of assistance to document student academic and behavioral interventions, facilitate progress monitoring collection, and document actions/outcomes of site-based, tiered Problem Solving Teams (PST).
2. **Related Procedures:**  
Students Eligible for Services Under Section 504 of the Rehabilitation Act of 1973 ... 6025

### **B. LEGAL AND POLICY BASIS**

1. **Reference:** California Education Code sections 56300-56304.

### **C. GENERAL**

1. **Originating Office.** Suggestions or questions regarding this procedure should be directed to the Chief Student Services Officer.
2. **Definitions.**
  - a. **Instructional Leadership Team (ILT):** Leads the school's effort in supporting the improvement of teaching and learning with an explicit goal of raising student achievement for all students while narrowing achievement gaps. The ILT makes decisions about the school's instructional program and leads the implementation of a sound research-based instructional focus through effective use of professional development, collaboration time, and schedules of interventions.
  - b. **Professional Learning Community (PLC):** Supports quality, evidence-based instruction by examining achievement data and making appropriate recommendations to the ILT about the fidelity of Tier 1 instruction, implementation of interventions, and utilization of technology tools to support universally designed instruction (UDI) and positive behavioral interventions and supports (PBIS).
  - c. **Problem Solving Team (PST):** Site-based team composed of classroom teachers, school administration, and support personnel. The primary emphasis of the PST is to find solutions by assisting teachers in identifying instructional strategies, materials and interventions to increase positive learning and behavioral outcomes for struggling students. PSTs identify evidence-based interventions to address classroom and school variables, as well as identifying individual characteristics of the students and their home environments.
  - d. **Problem Identification:** The discrepancy between a student's actual and expected performance as determined by the school's ILT, PLC and/or PST through review of screening assessments and/or progress monitoring measures of individual students or groups of students, which are then identified with unacceptable low scores or inadequate rates of learning.

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- e. **Intervention:** Implementing a replicative, research-based procedure for beneficial impact on the identified problem.
  - f. **Progress Monitoring:** A process/method to determine whether students are learning what is being taught (instruction/intervention) and quantifying student rates of learning.
3. **Intent.** To complete early problem identification and intervention in order to address and remove obstacles to student academic and/or behavioral success.
  4. **Response to Instruction and Intervention (RtI2) Process:**
    - a. **Tier 1** provides a core instructional program that utilizes research-based curriculum with all students in the general education environment. The majority of students should be experiencing academic and behavioral success at Tier 1. Screening data is used to differentiate instruction for Tier 1 small group and individual students.
    - b. **Tier 2** interventions are provided in addition to, and not in lieu of, core Tier 1 instruction and are delivered through a problem solving approach to address the specific instructional needs of individual students. Research-based practice is used to provide interventions in a systematic manner with all participating students who have similar needs. Interventions are highly structured and have a high probability of producing positive results for large numbers of students. Some students will exhibit progress but will continue to need Tier 2 supplemental supports.
    - c. **Tier 3** provides a greater degree of intensive interventions. Intervention modifications in frequency, duration, or teacher-student ration are examples of increased intensity. Interventions in Tier 3 address severe academic and behavior concerns.
  5. **Tiered Problem Solving Process:** A series of meetings (events) in which the problem solving process (problem identification, problem analysis, intervention, intervention evaluation) produces data-based decision making at Tiers 1, 2, and 3. Information collected at each tier via forms and progress monitoring data, provide the site-based PST, ILT or PLC a structured, objective way of gathering ecological information about a student's instruction, environment, and curriculum.
  6. **Identification and Request for Assistance:** Students may be referred by administrators, teachers, and other certificated staff for identification to the site RtI2 Coordinator. Parents/guardians may initiate a Request for Assistance through certificated site staff. The referring party completes the Tier 2 Request for Assistance, which is then forwarded to the site RtI2 Coordinator. A parent may request a special education or 504 referral at any time during the RtI2 process. Staff should consult with special education or 504 teams regarding the referral.

#### **D. IMPLEMENTATION**

1. **Administrator:**
  - a. Identifies a site RtI2 Coordinator.
  - b. Establishes the PLC, ILT, and/or PST meeting dates and times as part of the site's master calendar.

**2. RtI2 Coordinator:**

- a. Facilitates the RtI2 problem solving process through the site ILT, PST, or PLC.
- b. Facilitates the scheduling of Tier 2 and Tier 3 event meetings (Problem Solving, Review, Targeted Instruction, and Individualized Instruction) for specific students, as Teacher Requests for Assistance are received.
- c. Disseminates universal screening assessment information to site staff and maintains student and site RtI2 meeting records.
- d. Information collected at each tiered problem solving meeting facilitates the site-based problem solving process.

**E. FORMS AND AUXILIARY REFERENCES**

- 1. EXCEED Student Data Management System, event forms and intervention progress monitoring data
- 2. Student Success Teams, California Department of Education website, <http://www.cde.ca.gov/ls/ai/dp/sb65sst.asp>
- 3. Response to Instruction and Intervention webpage on the district's website, <http://www.sandi.net/page/1304>
- 4. Request for Assistance

**F. REPORTS AND RECORDS**

- 1. Tier 2 and Tier 3 Event meeting records

**G. APPROVED BY**



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General Counsel, Legal Services  
As to form and legality

**H. ISSUED BY**



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Chief of Staff