



RTI Models - Academic, Work Completion, & Attendance

Academic	
<p>Universal Screeners/Tools:</p>	<p>Universal Screeners – assessments given to all students to determine student performance in certain skills areas.</p> <p>Progress Monitoring – assessments given to students who have been placed in a tier due to below average performance in a skills area. These are typically targeted smaller assessments that are given more frequently based on tier placement.</p> <p>District Universal Screeners/Progress Monitoring/Tools: Classroom assessments, work samples, Imagine Math, EasyCBM, RTI team input and observations</p>

<p>Process:</p>	<ul style="list-style-type: none"> ● <i>Teachers will begin giving universal screeners and collect progress monitoring data during the first few weeks* of school and throughout the school year as needed</i> ● <i>The RTI team will meet to review that data and begin the process of placing students into tiers.</i> ● <i>Students that are placed into Tier 2 and 3 will be provided interventions for a determined amount of time, and progress will be monitored based on tier (frequency determined by tier level).</i> ● <i>Following the RTI team meeting, the family will be contacted by the RTI Coordinator to schedule a meeting with the RTI team and the student’s family to review data, decision, and intervention plan.</i> ● <i>Student movement within the tiers will be based on RTI team recommendations using data collected and progress made on skills.</i> ● <i>If students are receiving an intervention period within the school day instead of a regular class period, they will remain in that intervention period until the end of the semester, at which point the RTI team will determine tier and intervention placement (go back to regular scheduled class, remain in intervention period, or before/lunch/after school tutoring).</i>
<p>Tier 1: General Education Instruction and Supports</p>	<ul style="list-style-type: none"> ● <i>Students will receive general educational instruction and support.</i> ● <i>RTI Coordinator will check grades weekly for any updates or concerns</i> ● <i>Teachers will communicate with RTI Coordinator and family if there are new concerns after universal screening and initial placement is completed</i>

<p>Tier 2:</p> <p>Targeted Individual/Small-group Intervention and supports</p>	<ul style="list-style-type: none"> ● <i>Students placed in this tier are scoring on universal screeners/tools as near or below grade level.</i> ● <i>The family will be contacted by the RTI Coordinator to schedule a meeting with the RTI team and the student’s family to review data, decision, and intervention plan.</i> ● <i>RTI Coordinator and/or teacher will progress monitor students in this tier every 3 weeks*, data and progress will be communicated to RTI team and family after it is completed</i> ● <i>RTI Team will meet every 6 weeks/quarterly* to review progress, evaluate plans, and determine placement. The RTI Coordinator will communicate data and determination to the family.</i> ● <i>If a student is placed in an Intervention Period during the school day in place of an elective, that student will stay in that intervention period for the remainder of the semester.</i> ● <i>Intervention periods within school day options:</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>6/8 - 5th hour Math lab, 6/8 - ELA Lab in place of 6/8 Social Studies</i> <input type="checkbox"/> <i>7th - 4th hour Math/ELA lab</i> <input type="checkbox"/> <i>9-12th - (specific to student) RTI hours are 5th, and 6th</i> <input type="checkbox"/> <i>Study Skills</i>
<p>Tier 3:</p> <p>Targeted Individual/Small-group Intense Intervention and supports (more targeted, higher frequency)</p>	<ul style="list-style-type: none"> ● <i>Students placed in this tier are scoring on universal screeners/tools well below grade level and/or not making sufficient progress with Tier 2 interventions and supports</i> ● <i>The family will be contacted by the RTI Coordinator to schedule a meeting with the RTI team and the student’s family to review data, decision, and intervention plan.</i> ● <i>RTI Coordinator and/or teacher will progress monitor students in this tier every 3 weeks*</i>

	<ul style="list-style-type: none"> ● <i>RTI Team will meet every 3 weeks* after progress monitoring is complete to review progress, evaluate plan, and determine placement. The RTI Coordinator will communicate data and determination to the family.</i> ● <i>If a student is placed in an Intervention Period during the school day in place of an elective, that student will stay in that intervention period for the remainder of the semester.</i>
<p>Referral for a Special Education Evaluation</p>	<ul style="list-style-type: none"> ● <i>If a student continues to not make sufficient progress, or a disability is suspected, a referral for a special education evaluation will be completed.</i> ● <i>Special education teacher will contact the family, and a meeting will be scheduled after a referral has been made.</i>

**Exact timeframe may vary due to school activities, calendar, and team member availability*

<h2 style="text-align: center;">Work Completion</h2>	
<p>Universal Screeners/Tools</p>	<p>PowerSchool Gradebook, RTI survey, teacher observations</p>
<p>Process</p>	<ul style="list-style-type: none"> ● <i>RTI Coordinator will monitor student completion rate during weekly grade checks and will refer a student if a student falls below a 75% completion rate in any class</i> ● <i>RTI Coordinator will communicate with teachers about student situation and make then contact with the family</i> ● <i>Student will be placed in <u>MANDATORY</u> tutoring before school, during lunch, or after school (best fit for student and family)</i>

	<ul style="list-style-type: none"> ● <i>Contract will be signed by parent and student to initiate tutoring services, or a waiver will be signed by parent and student denying tutoring services</i> ● <i>Students will participate in tutoring services until their work completion rate is above 75%, at which time they can choose to continue with tutoring services or leave tutoring services.</i> ● <i>Students will be responsible for rescheduling tutoring sessions when there is a conflict before their scheduled tutoring session.</i> ● <i>If at any point the student falls below 75% again after leaving tutoring, they will automatically be required to attend again unless a waiver is signed by the family denying those services.</i> ● <i>These services are <u>MANDATORY</u> once the contract is signed, and services are initiated.</i>
<p>Consequences for not attending tutoring sessions/breaking contract</p>	<ul style="list-style-type: none"> ● <i><u>Three Strikes Rule</u> for missed scheduled tutoring sessions, behavior issues while in tutoring, not participating</i> ● <i>1st strike - parent contact, meeting with student</i> ● <i>2nd strike - parent contact, warning letter sent home, meeting with student/RTI coordinator/principal, after school detention</i> ● <i>3rd strike - parent contact, letter sent home indicating that they are no longer eligible for tutoring services, no longer can access tutoring services.</i> ● <i>Follow attendance policy for allowed reasons for absences</i>

Attendance

Universal Screeners/Tools	PowerSchool, Attendance Reports
Process	<ul style="list-style-type: none"> ● <i>Idaho Code requires students' attendance to be at least 90%</i> ● <i>Secretaries will keep a log of reasons for absences and if those absences are considered Excused Absences (EA) or Unexcused (UA). Refer to Policy 3050 for specifics 3050 - Attendance Policy</i> ● <i>Secretaries will refer students who are an attendance concern to the school building principal.</i>
Excused Absences	<ul style="list-style-type: none"> ● <i>Absences that meet the criteria outline in the district's attendance policy 3050 - Attendance Policy</i> ● <i>Letters sent to parents when students reach 5 and 7 days.</i> ● <i>Over 9 days absent students 6-12 will be required to appeal for credit and/or be referred to truancy court depending on age, K-5 could be referred to truancy court and/or have to appeal for credit.</i>
Unexcused Absences/Truancy	<ul style="list-style-type: none"> ● <i>The absence of a student from class or any portion of a class for any reason other than illness, emergency, or activities which have prior approval, or approval two days after absence, of the administration is to be considered an unexcused absence and therefore, an act of truancy.</i>

Students who are UNDER the age of 16:

- 1st UA - parent contact and detention
- 2nd UA - student-parent/guardian-principal conference and the student may be placed on suspension (in-school)
- 3rd UA - school resource officer home visit, referral for attendance court, meeting with board to develop improvement plan.
- 4th UA - referral to board for expulsion

Students who are OVER the age of 16:

- 1st UA - parent contact and detention
- 2nd UA - student-parent/guardian-principal conference and the student may be placed on suspension (in-school)
- 3rd UA - school resource officer home visit, meeting with board to develop improvement plan.
- 4th UA - referral to board for expulsion