

Team Structure Details

TEAM	RECOMMENDED MEMBERSHIP	PURPOSE	INFORMATION GATHERED
<p>District Leadership Team (meets @ least monthly)</p>	<p>Curriculum/Title/ELL Director Special Education Director Building Coaches Principals (Invited) Superintendent (Invited)</p>	<p>To develop and maintain the district Continuous Improvement Plan for literacy, math, and PBIS.</p> <p>Team Responsibilities:</p> <ol style="list-style-type: none"> 1. Develop and maintain the district Continuous Improvement Plan. 2. Suggest and initiate key initiatives. 3. Collect and analyze district data. 4. Develop and manage the district staff development plan. 5. Serve as key communicator to the building leadership teams. 6. Review and prioritize recommendations from Building Leadership Teams for decisions impacting the district – i.e. schedule, time, instructional materials, staffing resources. 7. Facilitate district adoption of instructional materials for Literacy, Math, and Behavior 8. Oversee the implementation of an integrated, multi-tiered approach to: <ul style="list-style-type: none"> • School-wide Literacy Model • School-wide Behavior Model • School-wide Math Model • RTI SLD Eligibility 9. Report to the Superintendent and Board 	<ul style="list-style-type: none"> • School Continuous Improvement Plans for literacy, math and PBS • RTI/LD Eligibility Plan • Systems Checklists (EBISS/RTI/PBIS) • District and School Level Data

TEAM	RECOMMENDED MEMBERSHIP	PURPOSE	INFORMATION GATHERED
Building Leadership Teams (meets @ least 6x per Year)	Principal Building Coaches	To develop and manage the school Improvement Plan. Team Responsibilities: <ol style="list-style-type: none"> 1. Develop and maintain the School Improvement Plan 2. Provide guidance with overall systems, school-wide assessments 3. Review school-wide behavior and academic data after each major benchmark screening in order to evaluate the effectiveness of core programs. 4. Suggest key initiatives at the building level 5. Review and prioritize recommendations from Building Tier I/CORE Team (Literacy, Math, Writing, PBIS) for decisions impacting the building – i.e. schedule, time, instructional materials, staffing resources. 6. Monitor the progress of Building Tier I CORE Team. 7. Serve as key communicators to building staff. 8. Report progress to the District Leadership Team six times per year September/ January/May for Reading and Mathematics; November/February/April for Writing and Behavior. 	<ul style="list-style-type: none"> • Continuous Improvement Plans for literacy, math and PBIS • Literacy Benchmarking data 3x year • Math Benchmarking data 3x year • OAKS, ELPA, sub group data • Office Discipline Referral and attendance data • SET and PET-R (Systems Checklists)

TEAM	RECOMMENDED MEMBERSHIP	PURPOSE	INFORMATION GATHERED
District Goal Teams Literacy, Math, PBIS) Team (meets @ least monthly)	District Coach Goal Team Leaders Curriculum Director (Invited) Sped Director (Invited) Personnel Director (Invited)	Oversee the district Continuous Improvement Plan for literacy, math and PBIS. Team Responsibilities: <ol style="list-style-type: none"> 1. Plan, direct, organize and oversee implementation of CC Framework for Literacy, Math & PBIS 2. Promote use of CORE Instruction & SWPBIS for all students, at the school-wide, classroom, and individual level. 3. Provide necessary curriculum, programs, and materials for instruction across the district (Literacy, Math, PBIS) 4. Arrange and provide for universal screening 5. Evaluate implementation of student performance data, and make district wide instructional adjustments. 6. Ongoing implementation and evaluation of district Literacy, Math, PBIS systems, data, and practices 7. Recommends staff development for literacy, math and PBIS. 8. Reports to the district Leadership Team. 	<ul style="list-style-type: none"> ● OAKS, DIBELS, AIMSWEB data ● K-12 Literacy/Math/PBIS/ Plans ● Planning Calendar ● Literacy/Math/PBIS Systems Checklists ● District level self assessment and action plan

TEAM	RECOMMENDED MEMBERSHIP	PURPOSE	INFORMATION GATHERED
Tier I Team (Literacy, Math, PBIS) (meets @ least 3x per year)	Principal Building Coach Grade Level Teachers	<p>To determine the effectiveness of the core program and make necessary adjustment if it is not meeting the needs of 80% of the students. Determine if your system is moving students toward benchmark goals.</p> <p>Team Responsibilities:</p> <ol style="list-style-type: none"> 1. Develop, facilitate and monitor the grade level goals. 2. Plan universal screenings and collect data for grade level team use. 3. Plan for 80% (School-wide): Three times a year, fall, winter and spring, teams review data on student performance (e.g., DIBELS, Easy CBM, behavior referrals, attendance; number of students needing core, strategic, and intensive intervention (Tier I, II, III); in order to evaluate the “health” and effectiveness of the core programs. 4. Provide data on number/percent of students in core, strategic and intensive (Tier I, II, III) to the Building Leadership Team three times each year. 5. Monitor and adjust overall instruction and differentiation, based on the data. 6. Review curriculum pacing, adjust lesson maps, etc. 7. Discuss instructional strategies and pre/post assessment results. 8. The improvement model is predicated on the notion that the core programs should meet the needs of at least 80% of the 	<ul style="list-style-type: none"> • Universal screening data 3x year • Office discipline referral and attendance data • Curriculum data • Fidelity checklists for the CORE

		<p>student population. It should be assumed that, if 80% of students at the grade level are not meeting the benchmarks, the problem is with either the content or the core curriculum, and/ or the intensity, frequency or fidelity of instruction. The team needs to recommend: increased time, enhancement to the core materials/ strategies and/or professional development to shore up the core program(s).</p> <p>9. Reports to the Building Leadership Team and District Goal Team.</p>	
TEAM	RECOMMENDED MEMBERSHIP	PURPOSE	INFORMATION GATHERED

<p>Tier II/III Intervention Team (meet @ least 1x every 8 weeks :</p>	<p>Principal Building Coach Grade level teachers Title I teacher Sped teacher(s) ELD teacher</p>	<p>To implement instructional strategies, enhancements and interventions to meet students needs.</p> <p>Team Responsibilities:</p> <ol style="list-style-type: none"> 1. Plan together, as a grade level team with Academic Specialists (Title I, Sped, ELD) for providing intensive Tier II/III interventions (primary focus on the 20%). 2. Review screening and diagnostic student data to organize students into flexible instructional groups. 3. Identify, based on decision rules the students needing additional academic, behavior, and or attendance intervention support. 4. Choose interventions from the appropriate <u>Standard Protocol</u> (Reading, Math, Writing, or Behavior) for groups of students with similar needs. 5. Determine the person responsible for providing the intervention and for collecting the bi-monthly progress monitoring data using the <u>Student Intervention Profile</u>. 6. Collect <u>Student Intervention Profile</u> data for all students in interventions. 7. Evaluate the progress of the students involved in group interventions to determine possible next steps for each student being reviewed: <ul style="list-style-type: none"> • The group intervention has been successful and the student no longer needs small group 	<ul style="list-style-type: none"> • Grade level DIBELS, OAKS, Data • Grade Level Office discipline referrals (ODRS) • Attendance data • Tier II interventions • Tier III interventions • CARE/Problem Solving Team referrals
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		<p>instruction,</p> <ul style="list-style-type: none"> • The intervention appears to be working for the student and should be continued as is; • The group intervention is not working for the student and should be revised or refined; or, • The group intervention is highly unlikely to be successful for the student and therefore is referred to the problem solving team. <p>8. Refer students to the building CARE/Problem Solving Team when a student has failed to make progress (or has made minimal progress) when compared to cohort student data after two-three 8 week (research based) group interventions; and is “significantly below” standard.</p> <p>“Significantly below” standard is measured as:</p> <ul style="list-style-type: none"> • Below the 16th percentile’ • 2x’s discrepant; and/or • Standard score is below 85 <p>9. Complete the CARE/Problem Solving Team Referral form and notify the parents of the referral concerns.</p>	
TEAM	RECOMMENDED MEMBERSHIP	PURPOSE	INFORMATION GATHERED

<p>CARE/Problem Solving Team (meets as needed)</p>	<p>Principal Building Coach Counselor/School Psychologist; Behavior Specialist, Parent Invited Teacher, SPED, ESL, Title (as needed)</p>	<p>To Problem solve and plan individualized intensive interventions for any student who has demonstrated a social or academic behavior that could create a barrier to a successful education and was not responsive to at least two 8 week (research based) group interventions with bi-monthly progress monitoring and to refer to special education when students are not responsive to these interventions.</p> <p>Team Responsibilities:</p> <ol style="list-style-type: none"> 1. Share with the student’s parents the <u>RTI Parent Brochure</u> and describe how the Response to Intervention Process works. 2. Gather and review information including: <u>CARE/Problem Solving Team Referral</u>, <u>Student Intervention Profile</u> and Progress Monitoring data, <u>File Review and Data Summary</u>, and <u>Developmental History</u>. 3. If the student is an English Language Learner (ELL), the ELD teacher should also obtain information about the child’s language development at this time. 4. Use the <u>CARE/Problem Solving & Planning Worksheet</u> to problem solve the instructional needs of the student and to plan an individualized intensive intervention based on the information gathered. 5. Determine the person responsible for providing the intervention and for collecting weekly progress monitoring data using the <u>Student Intervention Profile</u>. 6. Instruction is provided for 8 weeks. 	<ul style="list-style-type: none"> • Referral & Intervention Profile • Data from Grade Level Teams • Developmental History • Tier III interventions • Sped Referral
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		<p>7. Based on the progress of the intervention the team may determine that:</p> <ul style="list-style-type: none"> a. The student has improved substantially and no longer needs to be included in an individualized intervention. b. The student continues to struggle, but his or her difficulties appear to be due to other factors such as behavior, attendance, or limited English Proficiency and interventions to help the students with these difficulties will be initiated. c. The student is an English Language Learner and is struggling with reading comprehension in comparison with his or her ELL Cohort. The intervention designed to improve comprehension will be continued for one additional period prior to referring to Special Education. d. A referral for a formal special education evaluation is appropriate. All CARE/Problem Solving and intervention documents need to be included with the referral as they provide evidence regarding the student's response to various interventions. See the most current <u>Special Education Procedures Manual</u> for details on the special education process. <p>Complete SET referral packets include:</p>	
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		<ul style="list-style-type: none"> ● CARE/Problem Solving Referral with Tier II/III Student Intervention and Progress Monitoring data attached; ● File Review and Data Summary Worksheet ● Developmental History ● CARE/Problem Solving & Planning Worksheet with individualized Student Intervention Profile and Progress monitoring data attached; and ● Referral for Special Education form 	
TEAM	RECOMMENDED MEMBERSHIP	PURPOSE	INFORMATION GATHERED
SET (Special Education Evaluation Team)	ERC Teacher Classroom Teacher Evaluation Specialists ELL as needed Principal Invited	<p>Manage new and 3 year Special Education Referrals</p> <ol style="list-style-type: none"> 1. Share with parents Parent Notification When Using RTI Under IDEA; 2. Review information/data gathered from CARE/Problem Solving Team; 3. Determine necessary assessment and assign responsibility for completion; 4. Collect Information for the Eligibility Determination Team and Possible IEP Development; 5. Share and explain parent rights booklet, Parents Rights for Special Education; and 6. Receive parent permission to evaluate using the Prior Notice of Evaluation/Consent for Evaluation form. 	<ul style="list-style-type: none"> ● Completed Referral Form ● All data intervention and tracking forms ● Hard copies of progress monitoring data ● Any additional paperwork, as it relates to SPED decision making

RTI Concerns/Questions

CARE Team/Problem Solving Team and Leadership

1. We do CARE teams but then what? It does not tell me how to improve my instruction.

The discussion of improvement of instruction occurs at Tier I and Tier II. Tier III/Problem Solving Teams may eventually replace the need for CARE Teams.

2. So how do you “leadership” together with persons who don’t know/understand/relate to what actually happens in a classroom?

District and Building Leadership Teams includes, administration, support staff, regular classroom teachers, and specialists.

3. What can we do to address what our students need prior to entering school (not just low income or special needs 0-5)?

The district could provide age 0-5 basic skills to parents at during school registration; however, the school district is not responsible for student needs prior to kindergarten.

4. Since spelling is not a priority on the lesson maps, can it be removed from our report cards?

No. Spelling is an essential part of the curriculum. We could revise the report card to include spelling in a different area of the report card.

5. Who is on the District Leadership Team?

The District Leadership Team consists of curriculum director, special education director, building principals, district academic coaches, and others by invitation (i.e. Building Level Reading Coaches for initial implementation of RTI in Reading).

6. Should all of the Goal Team Leaders be on the Leadership Team?

There are District Level Leadership Teams for Literacy, Math, and Behavior that report to the District Leadership Team. Reading is the current priority of the district. As the district expands the focus to other areas (i.e. math) other content areas will be invited to attend. Currently this RTI process is part of an RTI elementary reading grant.

7. Where do we discuss behavior, absenteeism, vision etc.?”

The district is working on the structure and the purpose of various teams. Behavior, absenteeism may be discussed during CARE team meetings. As the process improves, we will look at how all areas (reading, math, behavior, etc.) can be reviewed during one Tier I/Tier II grade level meeting.

8. How do we get administration to insure fidelity of implementation? Walk through and Follow through – remediate delivery somehow.

Fidelity is the goal in the process. Teachers are responsible for teaching reading for 90 minutes each day using the core curriculum. Talk with your supervisor if you have concerns about fidelity of the implementation of the tools (i.e. lesson maps).

Fidelity to the core means Treasures is used exclusively by all teachers in the district. The district has a fidelity checklist and administrators will meet with grade level teams to gain consensus regarding key components of the core. Also, supplements must be approved by the building teams and the district.

9. Shouldn't we begin by having regular education commit to 90 minutes of reading first?

Yes, it is a district expectation for all elementary (grades 1-5) teachers to use core reading materials (Treasures) with fidelity for 90 minutes per day.

10. If resources are so short Should we focus on some strategic students who are not in lowest 20% but could move up or keep Title focus on lowest 20%?

The core program focuses on the 80%. As a district, we should focus on all kids and provide interventions to meet the needs of the lowest 20% while providing differentiated instruction within the regular classroom.

11. How far is the superintendent willing to go to get this kind of change done in our district? - not keeping EAs that provide help?

The administration team is in support of Response to Intervention despite budgetary concerns.

12. We need a strongly worded attendance letter to parents including failure or low test scores as a result of attendance – why can't we have promotion not granted if child has not passed 80% or attended min # of days?

This is a legitimate concern regardless of whether the district is using the RTI system or not. Speak with the principal in your building.

13. Administrators not willing to say "You will do this because it's good for kids." Some teachers are allowed to refuse.

RTI is good for kids. When implemented completely, teachers will not be allowed to refuse to participate.

14. As a leadership team it may be beneficial to review the change process – are we doing a good job of facilitating all of the changes this year?

Change is difficult. The leadership team is consistently monitoring and adjusting the implementation of RTI. This change is a continuation of years of work and staff development in continuous improvement (Deming, Action Research, Baldrige, Data Teams, etc.).

15. Tier 1 in both math and reading – when are teachers going to be told that we will all use the reading with Lesson Maps and the adopted math curriculum?

Teacher have been told by the district office to use the core reading program (Treasures) for 90 minutes per day and the core mathematics curriculum (Math Expressions) for 60 minutes per day. Lesson Maps are used for reading to identify and systemize areas of the core reading program that research indicates are critical to reading instruction (big five). The principals will work with grade level teams to determine criteria for using Lesson Maps until 80% of students in classrooms are at or above the 50th percentile on district and state assessments.

16. How do we do both CARE teams and Problem solving teams?

The district leadership team understands that buildings are in the middle of the change process. As we progress, there will be clarity about the processes around Tier III/ Problem Solving teams (CARE Teams).

Financial

17. Can RTI grant money be used to achieve improved student scores by hiring aides?

RTI grant can be used only for staff development.

18. Can IDEA monies be used to hire people to do interventions?

No. IDEA has strict guidelines for the use of special education funds. Interventions are a regular education responsibility. Special Education is for identified students needing “Specially Designed Instruction”.

Forms

19. Simple forms to outline RTI process used with students.

Forms are in the process of being developed.

Special Education

20. Does our district Special Education model need more revamping?

Of course! All programs need to work to continuously improve. Special Education has a state and federal requirement to complete a “Systems Performance Review and Improvement” process, annually.

21. How can SLPs be more involved from the beginning of the RTI process?

The current RTI process is focused on reading. Eligibility requirements for communication do not, at this time, allow for RTI.

22. If regular education is using the specially designed instruction programs like Rewards – what are sped teachers using?

Special education teachers may use the same direct instruction programs with more intensity (smaller group size, longer time, more opportunity for repetition, etc.). It depends on the needs of the student.

23. I am still feeling that this is all just a special education issue.

RTI has two purposes. The primary purpose is to improve instruction for the success of all students. The secondary purpose is a way to more accurately identify students with a specific learning disability.

Data (Student and Staff)

24. How are we measuring improvement (what criteria do we use for making adequate improvement vs special education.

The leadership team has been working on decision making guidelines that will be shared during Tier I and II team meeting trainings.

25. How are we monitoring intervention fidelity?

We have not started this process, yet. This is an area we need to develop.

26. Is 3 times per year enough for universal screening?

Yes. Research indicates that 3 times is adequate.

27. What can we do to assess needs of the Tier 1 students who drop off ---more often than the dibels monitoring once a quarter?

Teachers should use the core formative and summative assessments (Weekly and Unit Assessments) provided in their CORE adoptions.

28. Finish the analysis – How can we support classroom teachers so that the data gets analyzed correctly?

Tier I and II data team training will continue.

29. What is our Universal Screener for Math?

The district is currently considering using the district version of EASYCBMs.

30. Are we using the best assessments to determine student needs by relying on Dibels and phonics screeners? I have several students that do not perform well on these but do very well on State and weekly assessments, daily work and classroom discussions.

DIBELS and phonics screeners are tools for universal screening designed to identify more students than actually need interventions. Classroom performance assessments should be used to place students in the proper interventions if necessary.

31. How do we keep data and move that between groups effectively – it is taking a huge amount of time.

We all need to continue to work on ways to make the process more efficient. The building leadership team asks for help from team members.

32. If sped and Title I staffs help with testing and do DIBELS and phonics screeners then they can lose up to 6 weeks of instruction from those two staffs.

The district needs to determine ways to assist in this process.

33. How do we make sure that Data is sent off to other districts and do we keep copies – who will do this?

The process is never perfect. The district will do its best to gather and share intervention information about students. Systems will continue to be improved and further developed.

Scheduling

34. We need our schedule changed.

Principals along with school staff are continually working to improve and adjust schedules to meet both district and building priorities.

35. How do we have time to collaborate with title 1 and aides who take small groups to find out what's going on?

The district is working toward a school calendar that has built in times for reviewing data and discussing interventions. It will be the responsibility of Title I and Special Education teachers to direct their EA's.

36. How about speech after or before school?

Logistics and legality will be an issue.

37. It would be very helpful if we could have ELD times on the master schedule.

See your building principal. She/he will work with you to provide a period of time during which ELLs can receive services without taking them out of the core instruction.

38. Is it possible for all interventions to be outside of the 90 min. Core?

Yes, eventually this will be our goal. Schedules will continue to need adjustments and improvements as we progress in our implementation and understanding of RTI.

39. Our current schedule provides interventions during the 90 minute Core. When will that change?

Yes, eventually this will be our goal. Schedules will continue to need adjustments and improvements as we progress in our implementation and understanding of RTI.

40. Students need time to practice reading. Where will we schedule that?

"Practice reading," what I would call reading for enjoyment, should be provided outside of the 90 minute core reading program.

41. RTI takes collaboration and individual/group reflection functions. When does this happen?

The district is working toward a school calendar that has built in times for reviewing data and discussing interventions.

42. Can we work a schedule that allows me time to teach my kids that are leaving for 3 separate instructional programs (ELL, Interventions, IEP Instruction)?

Yes, interventions should be scheduled outside of the 90 minute core reading instruction. We are not there yet in all buildings.

43. We need a Master Schedule with CORE reading and math times and times for 30 min of reading intervention and 30 min of math intervention

Yes will be working toward improving our schedules that meet the needs of students.

Staffing

44. Will we have staff to teach all of the intervention groups?

We hope so; however, buildings will have to determine needed staffing. Buildings will have flexibility with what to do with staff.

45. How can I keep all my kids learning and do Tier 2 and 3 interventions without any aides in my room?

Scheduling within the building will determine how this works. One possibility is to create a schedule in which students walk to interventions after the core reading time.

46. Should extra staff – i.e. Instructional assistants be increased to best succeed with interventions @ different tiers? Do we need more help? How do we teach these intervention groups with fewer staff?

Experts agree that students are best taught by “highly qualified teachers”, however, everyone must work within the budget to provide the best services possible to kids. With brainstorming and creative scheduling, the professionals in the district can determine how to best succeed with interventions.

47. I went and observed Tigard schools. They had a very large staff that supported this model – particularly 4 hr assistants they call interventionists. We have reduction in staff – how is this going to work?

Of course this is a concern. Currently, most instructional assistants in the district are either special education or Title I funded. There are restrictions on what kind of work those assistants do. Also, currently the district is in school “improvement” which means that the district cannot hire more Title instructional assistants than it already has.

Tier 1, 2 and 3 (Instruction)

48. I want to feel that I am part of the decision making in Tier 2 – how do we improve that?

Grade level teams will be part of the decision making process. Staff will be trained in Tier II implementation later in the year.

49. What if my instruction falls on deaf ears? Some children are so unmotivated, due to whatever cause, that short of holding their chins and talking directly into their faces, I can't make them listen.

We all understand that some students are unmotivated; however, it is the job of the district and its teachers to make efforts to meet the needs of all students. If there are concerns about a student's ability or motivation, staff may refer the student to Tier III/Problem Solving team (CARE Team).

50. Can ESL Teachers teach Treasures Core? Can the ESL program be push-in to help Tier 2 and 3 students?

No, ELD teachers cannot teach the core; however, they can work with students on academic vocabulary (frontloading) that will help in the core reading program. ELD teachers must work with students on English Language Development; classroom teachers teach the core curriculum.

51. In the RTI model how do I do Tier 3 interventions in my room and still teach the other students in kindergarten?

First, instruction in the core curriculum is the priority. School staff will work together to provide Tier II and Tier III instruction to students. We don't have all the answers, yet.

52. ELL students are being pulled during Core instruction. What can be done?

This should not be occurring. Principals will assist in scheduling so ELLs are not being pulled during core instruction.

53. Lesson Maps are too long for ½ day K. What should be skipped?

Kellie Koch will be working on this with staff. If you are having difficulties, please talk with Kellie.

54. The group that doesn't change? What do you do with them?

It is the responsibility for grade level teams to determine interventions. If the data determines, teams should intensify or change interventions. This is an on-going process.

55. "Instruction is boring if you make it that way". What if we are told to make it that way? Lesson Map instruction..... BORING!

Direct instruction is important to instruction. Proper placement and presentation (pacing) must be learned. Once learned, student engagement will improve.

56. How can we tie ELL into the system so it's not only a pull-out?

We do. All teachers in the district have been trained in the sheltered instruction model. Teachers should use the techniques to teach core content. ELD teachers teach language development not core content. If students receive 90 minutes of instruction in the core, they are not only "pull-out."

57. Could we get a cursory training on intervention programs?

Training in intervention programs will happen for those who will be teaching those specific interventions.

58. We need to clarify the tier 1, 2, and 3 groups (who, when etc).

This is a process that the RTI leadership team and the district is working on this year.

59. Kids who exit tier 2 and go back to tier 3 – are we going to progress monitor them more frequently than the universal screening?

Yes. District reading protocol indicates that we monitor every two weeks for Tier II and possibly weekly for Tier III.

60. Will there be kids in tier 2 for their entire education?

Hope not. Successful interventions will bring students back to grade level. If unsuccessful, students will move on to Tier III.

61. What are we doing for the top end of our population?

Not enough. Part of a good RTI system is that it will serve the kids at the top end to a better extent.

62. What are they missing when they are doing interventions? What if they need reading and math?

With proper scheduling, everyone will be getting reading (90 minutes in the core per day) and mathematics (60 minutes in the core). We understand the difficulty of providing science, music/art, social science and physical education; however, we think we will improve our schedule to provide for instruction in these areas.

63. What role does the special education teacher play in the tiered interventions?

Special education teachers will be involved in determining Tier III interventions and where allowable provide ancillary services to a few students. Special Education staff will be using the data provided by RTI to help determine the need for a special education referral.

64. Can teachers be given the training and tools to be part of the “intervention” team?

Yes. Teachers will be trained and engaged as part of the intervention team.

65. Can we make meetings collaborative?

All meetings should be collaborative, especially when determining student placement.

66. Make sure meetings are using time wisely?

All meetings (Tier I, Tier II, Tier III) will follow a specific agenda and will have a time keeper. The focus of the agenda is always around student data and outcomes.

67. What is our intervention for math other than SpEd for struggling math students?

We have yet to develop a list of interventions. Math interventions are currently being piloted with the hope of full implementation during the 2010-11 school year.

68. Are any of the 24 weeks of instruction in the Special education room?

Tier III instruction can take place in the special education room if a student is in the process of evaluation. Some students, with parent permission, may receive ancillary services as directed by the Tier III/Problem Solving Team (CARE team).

69. What level does pre-teaching and re-teaching come in?

Tier I and Tier II using research-based interventions and more frequent progress monitoring.