



## SB 1153-Parental Rights Regarding Student Intervention

Dear Parent or Guardian:

**Response To Intervention (RTI)** is a way of organizing instruction and assessment that has two purposes:

1. To identify children needing help in reading, math and writing and prevent the development of serious learning problems; and
2. To identify children who, even when they get extra help, make very limited progress. Research has shown that these children sometimes have learning disabilities.

Currently, Ki Charter Academy incorporates the RTI model at the 1-12 level in the area of reading and mathematics. Ki Charter’s model provides interventions at Tier 1 Universal, Tier 2 Targeted, and Tier 3 Intensive levels, with standard intervention protocols for each level of intervention.

*Tier 1 Universal level:* These are research based interventions used with all students at a particular age or grade level (core program).

*Tier 2 Targeted level:* These are research based (supplemental) interventions used with students whose progress places them at some risk for not meeting instructional goals and whose deficiencies are easily grouped with other students with similar deficiencies.

*Tier 3 Intensive level:* These are research-based interventions used with students whose progress places them at high risk for not meeting instructional goals and whose deficiencies are so unique as to require individualized instructional approaches.

A student’s performance is assessed with the data obtained during the interventions (classroom products, assessment scores, teacher observations, etc.) over a six week period, and decisions are made by the RTI committee based on that data. Academic and behavioral referrals for RTI can be made at any time; however, interventions will not be put into place until the RTI committee meets and approves the interventions. RTI committee meetings are held at six week intervals, aligned with school grading periods. Student progress is assessed frequently so that progress can be examined and changes made if necessary.

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Parents will be notified of their child’s placement and progress within the Ki Charter RTI model.

\_\_\_\_\_ has been referred to Tier\_\_ services effective \_\_\_\_\_. Progress will be reported on \_\_\_\_\_.

For more information, contact Philip Muzzy (512.757.1606), Ki Charter Academy PBIS/RTI administrator

**Tier 1** Is the regular education program and is designed to meet the needs of a majority of the school population. Tier 1 interventions can include the Positive Behavior Intervention and Supports Program (PBIS), Nurtured Heart program, computer based intervention programs (such as Math180 and Read180), and whole group instruction

A Tier 1 student is a student functioning at their ability level within the general classroom parameters. Students can be recommended to Tier II and Tier III interventions (see below) based on:

- Academic needs (including but not limited to)
  - Failing a class
  - Poor performance on tests
  - Struggling with grade level assignments in relation to their peers
- Behavioral needs (including but not limited to)
  - Destruction of property
  - Physical aggression
  - Self-harm

### **Tier II and III Academic and Behavioral Supports**

**Tier II** is designed as extended supports for students, who are struggling to function at grade level within the general classroom parameters, academically or behaviorally. All available data is analyzed to determine if Tier II intervention is required. Referral data may include, but is not limited to: Read180 lexile scores, Math 180 quantile scores, STAAR reading and math assessments, teacher unit assessments, grades, and attendance, and behavior referrals.

Tier II accommodations may include: small group instruction, tutoring during enrichment period, peer support, additional behavioral supports, teacher proximity, and assignment accommodations (such as extended time, opportunities to make corrections, etc.) Tier II accommodations will be documented and tracked over a six week period to determine if the student is making progress and can be moved back to Tier I, or needs to be moved to Tier III (see below).

**Tier III** is designed as further supports for students continuing to struggle with academic and/or behavioral expectations, even with Tier II interventions in place. If progress is not being made with Tier II interventions in place, further interventions will be provided to encourage the success of the student.

Tier III interventions may include: one on one instruction, extended small group time, mentor check-ins, behavior incentive systems, and additional classroom accommodations as recommended by the classroom teacher and RTI committee.

***\*\*AFTER TIER 3 HAS PROGRESSED THROUGH A CYCLE AND IT IS DETERMINED THAT MORE ASSISTANCE (OTHER THAN RTI) IS NECESSARY, THE TEAM MAY THEN PROCEED INTO THE SPECIAL EDUCATION REFERRAL PROCESS; THE SCHOOL'S PBIS/RTI TEAM MUST ENSURE THE SPECIAL EDUCATION REFERRAL IS FILLED OUT IN A REASONABLE TIME FRAME, WITH THE SPECIAL EDUCATION TEACHER ON THE TEAM TAKING THE LEAD.***