

## *Our Vision of the Process...*

**Tier 1** All students are receiving adopted curriculum ( ) including supports ( ) or school-designated curriculum ( ).

<b>Review Process</b> (occurs at least quarterly)	Elementary Assistant Principal Reading Coach Student Support Specialist Teachers who know students	Analyze all available data from , classroom observations, and available test protocols  <i>To Determine:</i> (1) students most in need of interventions, and (2) appropriate clustering of students into groups within or across grade levels
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**Tier 2** Small groups (8 or less) lead by teachers or other school or community personnel (behavioral) grouped according to common identified needs with specific goals (aim lines) and progress monitoring weekly

Student continues to receive appropriate intervention until s/he no longer needs support or moves on to other types of support (Tier 3).

<b>Review Process</b> (occurs at least Bi-weekly)	Elementary Assistant Principal Reading Coach School Psychologist Speech/Language Pathologist Student Support Specialist Classroom/Intervention Teacher Parents notified	Progress monitoring data reviewed in regular grade level meetings  <i>To Decide To:</i> (1) continue current intervention; (2) tweak one or more components (Instruction, Curriculum, or Environment) of the current intervention; (3) move student to a different Tier 2 group that better meets the student's needs; or (4) move the student to Tier 3 intervention.
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### Tier 3 Planning Process

<p>Student Support Team:</p> <p>Elementary Assistant Principal Reading Coach School Psychologist SLP Student Support Specialist Classroom Teacher Intervention Teacher Parents invited</p>	<p>Sends home letter of lack of progress and screening notification</p> <p>Collects available diagnostic data through Review of Records</p> <p>Conducts Interviews with teacher(s), parents, and student</p> <p>Completes Observations (to verify fidelity of interventions and note relevant factors in the Instructional Environment and other areas of the school)</p> <p>Utilize Curriculum-based Evaluation and normative test data to further clarify the problem/analyze the cause of the problem and prescribe a more specific, individualized intervention with longer duration, greater frequency, and/or smaller teacher/student ratio</p>
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### Tier 3 *This is a temporary diagnostic tier!*

Student receives individualized intervention designed in the Tier 3 Review Process. This can occur in the general education classroom, within the context of the Tier 2 intervention, or as a pull-out from either place.

Progress monitoring occurs at least weekly. That data along with data from other interactions using Curriculum-based Evaluation and normative tests may yield results that help to further clarify the problem/analyze the cause of the problem, leading to modifications to the intervention.

### **Review Process** (occurs weekly)

<p>Student Support Team</p>	<p>Progress monitoring data reviewed</p> <p><i>To Decide To:</i> (1) continue current intervention to determine efficacy; (2) tweak one or more components (Instruction, Curriculum, or Environment) of the current intervention; (3) move student to a Tier 2 group with revised intervention; or (4) refer for ESE eligibility evaluation</p>
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Tier 4  
Eligibility  
Deter-  
mination

Resource Specialist

Obtains Permission to Test

Schedules Eligibility Determination Meeting

Chairs meeting to lead IEP team (which includes parent) in review of all data to answer eligibility questions.

Moves IEP team to develop appropriate IEP using available data.

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Tier 4     *This is ESE placement!*

Progress monitoring continues at least weekly.

Decisions about efficacy of interventions (including the appropriateness of continuing interventions, the need to modify instruction/curriculum, or to substitute an alternative instruction/curriculum for one deemed ineffective) is made by the ESE teacher based on progress monitoring data.

Progress monitoring data will be used to write new IEP annual goals and to make re-evaluation decisions.