



# Appendix 16

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## Student Remediation Model/Plan

Teachers will note any areas of concern, stemming from formal assessments (end of unit assessments, DIBELS, F&P, Spelling Inventory, reading and writing continuum documentation, AIMSweb math assessment) or could come from informal assessments (running records, observation, work samples). If a child is not meeting a benchmark on a formal assessment, this could trigger the RTI process. But, if a child is missing an isolated skill but still meeting the benchmark, this will trigger the remediation plan. A teacher may create multiple opportunities to determine if there is a lacking skill that needs to be addressed. This could include re-teaching or giving the child additional practice or time on the concept. If after the teacher's attempt to remediate, the desired goal is still not met, the teacher will utilize the following steps:

**Step 1:** Teacher determines lacking skill, concept misunderstanding, or other reason that corrective action is needed from formal or informal assessment, which could be from formative or summative assessments. Teacher formally notes problem area in data collection method they are using in the classroom.

**Step 2: Options:**

- Teacher implements strategies based on their knowledge and experience within the classroom.
- Teacher accesses educationally sound, research based resources to determine action.
- Teacher seeks help from other teachers to determine steps to be taken for remediation.
- Teacher works with Education Director to determine steps to be taken for remediation.

(Remediation interventions that a teacher might try include, but are not limited to, additional small group instruction, one on one teacher student practice, additional independent practice, re-teaching in a different way, changing delivery model, providing extra at home practice)

**Step 3:** Teachers continue to assess to determine if remediation plan is working or if other steps are needed. The teacher may then try a different option in the list above or seek support from Education Director and begin a formalized RTI process.

Teachers should communicate to parents during this process. They may choose to communicate prior to remediation strategy or put strategy in place and report results to parents. However, if remediation is not working, teachers must communicate this to parents.

### Beginning the school year:

Within the first six weeks of school, data will be collected for all students using the formal assessments identified. Using the universal formal assessments teachers and staff will review results to determine the need for corrective support. The Education Director in conjunction with

teachers will evaluate the results from all universal assessments given at the start of the school year. From that, they will determine who needs acceleration, who needs tier 1 instruction, and who needs tier 2 instruction based on their performance as compared nationally normed benchmarks. This will be the first opportunity for the teacher and Education Director to determine that it is imperative something be done to support a student. This evidence collection process will be done early in the year to determine what children need immediate additional support.

Students who were previously identified as needing RTI Tiers 2 or 3 will automatically begin in the tier where they ended the prior school year.

### Implementation of Response to Intervention (RTI):

Children can enter the RTI process in two ways. They can be identified from universal assessments that are done throughout the school year or they can be identified based on documentation collected by the teacher in tier 1 instruction. Once it is determined that a child requires Tier 2 instruction, the following course of action will be taken:

The teacher will meet with the Education Director to develop a Tier 2 Intervention plan which will be put in place (for 6 weeks) with progress monitoring conducted every 2 weeks. The teacher is responsible for collecting and graphing the data determined in the plan.

If a child has not made significant progress, they will be moved to Tier 3. Then, at least two more 6 week interventions will be put in place and evaluated. A child may then be evaluated for special education services.

If significant improvement is apparent but not quite adequate, the child can remain in Tier 2 and another intervention can be put in place for an additional 6 weeks.

As a school, RTI procedures will be carried out with support of the Education Director. Specific meeting dates will be built around both the data analysis of formal assessments given throughout the year and at the end of each six week interval (or sooner as needed). These meetings will include a time for teachers and the education director to review the academic progress of each child to determine instruction and evaluation needs.

### Special Education Referral

Once it has been determined through RTI or through a parent request that a student should be referred for a Special Education Evaluation, the Educational Diagnostician will set up a meeting with the parents. At that meeting information regarding the process of evaluation and eligibility determination will be discussed, and a timeline set. The ED will obtain a permission to evaluate and follow up with a Prior Written Notice.