



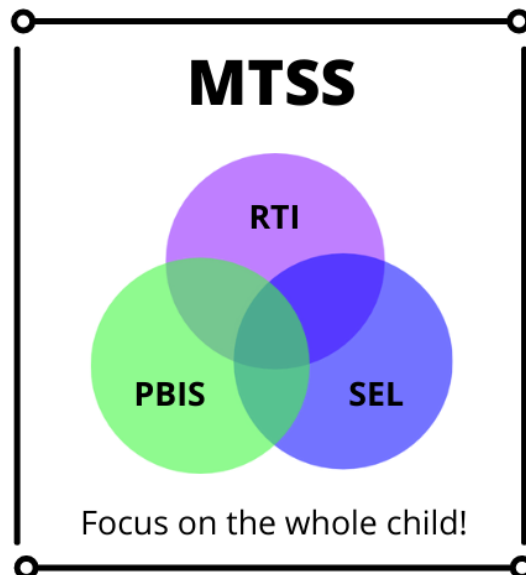
Excellence in Leadership Academy

Vision

To provide a quality educational environment that inspires each student to develop leadership skills with a spirit of Excellence.

RTI-MTSS HANDBOOK

2024-2025



Response to Intervention/Multi-Tiered Systems of Support

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RTI
Systems of Support

Academic

Intensive, Individual Interventions

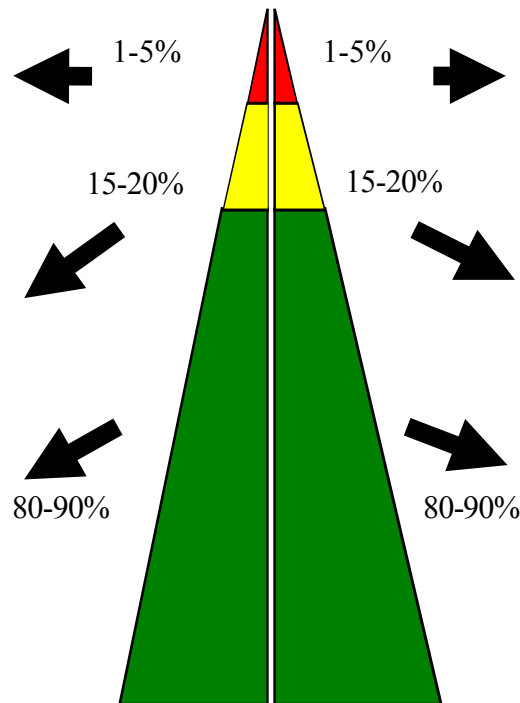
- **Tier III**
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions

- **Tier II**
- Some students (struggling)
- High efficiency
- Rapid response

Universal Interventions

- **Tier I**
- All students
- Preventive, proactive



Behavioral

Interventions

- **Tier III**
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- **Tier II**
- Some students (struggling)
- High efficiency
- Rapid response

Universal Interventions

- **Tier I**
- All settings, all students
- Preventive, proactive

6 Week Cycles
3 Weeks Monitoring

Multi-tiered System of Supports (MTSS)



Definition & Purpose of the Program

Response to Intervention (RTI) is a school-wide approach to promote academic and behavior success for all students. RTI assures that struggling students are provided supplementary supports and services, as well as interventions based on data collection and analysis. These supports vary in intensity based on the students' need.

These supports are:

- High quality instruction and scientific research based tiered intervention aligned with students need
- Frequent progress monitoring to make result based academic and behavior decisions
- Collection and Integrated Instructional Data to determine important education decisions.

RTI is a systematic process of individualized interventions to prevent student failure. RTI uses research-based practices to give high quality instruction.

Intended Outcomes

When RTI is implanted, the program will show the following:

- A multi-tier process which includes differentiation and small group/individualized instruction to result at least 80% of all students and all student subgroups meeting or exceeding expected grade level academic or behavior expectations.
- The problem-solving process will be followed which includes define the problem, develop the problem, implement the plan, and evaluate.
- Integrated Instructional data collection to make data driven decisions. This includes state and local assessments that we will use efficiently and repeatedly. The data will be specific to the strategy implanted, individual student progress monitoring data, sensitive to small increments of growth, comparison data across students, and user-friendly data displays.

RTI Committee

- Principal/ Designee (may be a Dean or Program Campus Contact with a principal)
- RTI Campus Contact (may be a content specialist, dean, or interventionist)
- Classroom Teacher
- LPAC Representative
- Other (Specify: Counselor, Nurse, Special Services, etc.)

RTI Administrator's Role

- Ensure RTI Manual is followed
- Ensure initial reports are issued and collected
- Lead meetings making instructional decision and recommendations for the students in RTI
- Attend RTI meeting with District RTI Coordinator
- Monitor SuccessEd: ensure notice of interventions are given, annual nursing screeners uploaded, interventions, and progress updated
- Ensure all students in RTI are coded in PEIMS

RTI Campus Contact's Role

- Help issue and collect the initial reporting forms
- Help coordinate RTI committee meetings
- Attend RTI meetings with District RTI Coordinator
- Monitor SuccessEd: ensure notice of interventions are given, annual nursing screeners uploaded, interventions, and progress updated
- Help ensure that PEIMS electronic entry form is filled out for students to be coded in PEIMS.

Framework for the Academic Plan

1. Conduct Universal Screening
2. Implement a three-tier model
3. Use the problem-solving approach
4. Use scientific research-based instruction
5. Progress Monitor
6. Provide professional development
7. Ensure parents awareness and involvement
8. Evaluate the RTI program annually

Framework for the Behavior Plan

1. School Wide Positive Behavioral Universal interventions
2. Implement a three -tier model
3. Use the problem-solving approach
4. Provide Personalized interventions for behavior support
5. Progress monitor
6. Provide professional development
7. Ensure parents awareness and involvement
8. Evaluate the RTI program annually

Component I – District Wide – Screening - Academic

Screening is a type of assessment that is characterized by being repetitive and age-appropriate critical skills for all students. Screening assessments are designed to help identify students that are on target, or at risk of having academic difficulty. If three or more criteria are met in kindergarten through middle school, consider moving to next tier.

Pre- Kindergarten (Only to be placed in RTI for behavior):	<input type="checkbox"/> CLI Engage Circle Progress Monitoring <input type="checkbox"/> Teacher Observation of student performance	<input type="checkbox"/> CLI Engage Circle Progress Monitoring <input type="checkbox"/> Teacher Observation of student performance
Kindergarten BOY, MOY, and EOY Student may only be placed in RTI after January if student went to prekindergarten. Student may be placed in RTI the last 6 weeks of kindergarten year if this is their first year in school.	Reading IXL Reading: <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> CLI <input type="checkbox"/> 6 Weeks grades (NI) <input type="checkbox"/> Teacher Observation of student performance	Math IXL Math: <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> CLI <input type="checkbox"/> 6 Weeks grades (NI) <input type="checkbox"/> Teacher Observation of student performance

<p>1st Grade</p>	<p>Reading</p> <p>IXL Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> 6 Weeks grades (below 70%) <input type="checkbox"/> Teacher Observation of student performance 	<p>Math</p> <p>IXL Math:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> 6 Weeks grades (below 70%) <input type="checkbox"/> Teacher Observation of student performance
<p>2nd Grade</p>	<p>Reading</p> <p>IXL Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> Reading 6 Weeks grades (below 70%) <input type="checkbox"/> Teacher Observation of student performance 	<p>Math</p> <p>IXL Math:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> Math 6 Weeks grades (below 70%) <input type="checkbox"/> Teacher Observation of student performance

3rd Grade	<p>Reading</p> <p>IXL Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> Reading 6 weeks assessments: 60% or below <input type="checkbox"/> Reading 6 weeks grades (below 70%) <input type="checkbox"/> Benchmark Scores: Failed Reading <input type="checkbox"/> Teacher Observation of student performance 	<p>Math</p> <p>IXL Math:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> Math 6 weeks assessment: 60% or below <input type="checkbox"/> Math 6 Weeks grades (below 70%) <input type="checkbox"/> Benchmark Scores: Failed Math <input type="checkbox"/> Teacher Observation of student performance
4th Grade	<p>Reading</p> <p>IXL Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> Reading 6 weeks assessments: 60% or below <input type="checkbox"/> Reading 6 weeks grades (below 70%) <input type="checkbox"/> STAAR Scores from previous years: Failed Reading <input type="checkbox"/> Benchmark Scores: Failed Reading 	<p>Math</p> <p>IXL Math:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> Math 6 weeks assessments: 60% or below <input type="checkbox"/> Math 6 weeks grades (below 70%) <input type="checkbox"/> STAAR Scores from previous years: Failed Math <input type="checkbox"/> Benchmark Scores: Failed Math

5th Grade	<p>Reading</p> <p>IXL Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> Reading 6 weeks assessments: 60% or below <input type="checkbox"/> Reading 6 weeks grades (below 70%) <input type="checkbox"/> STAAR Scores from previous years: Failed Reading <input type="checkbox"/> Benchmark Scores: Failed Reading 	<p>Math</p> <p>IXL Math:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> Math 6 weeks assessments: 60% or below <input type="checkbox"/> Math 6 weeks grades (below 70%) <input type="checkbox"/> STAAR Scores from previous years: Failed Math <input type="checkbox"/> Benchmark Scores: Failed Math
6th Grade to 8th Grade	<p>Reading</p> <p>IXL Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> Reading 6 weeks assessments: 60% or below <input type="checkbox"/> Reading 6 weeks grades (below 70%) <input type="checkbox"/> STAAR Scores from previous years: Failed Reading <input type="checkbox"/> Benchmark Scores: Failed Reading 	<p>Math</p> <p>IXL Math:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> Math 6 weeks assessments: 60% or below <input type="checkbox"/> Math 6 weeks grades (below 70%) <input type="checkbox"/> STAAR Scores from previous years: Failed Math <input type="checkbox"/> Benchmark Scores: Failed Math

Component I – District Wide – Screening - Behavior

Behavior support is characterized by providing a school-wide positive behavior plan, problem solve, and Response to Intervention that aims to reinforce appropriate behaviors and prevents in appropriate behavior.

District- Wide Support emphasizes in the following at school-wide level:

- Proactive school wide strategies for defining, teaching, and supporting students' behavior to create positive school environments.
- Continue with positive behavior support in the classroom and non-classroom setting (hallways, restrooms, etc.)
- Please use the following website for tier 1 best practice suggestions:
<https://www.pbisworld.com>

Please use some of the following screeners to determine if the student will need to start the RTI process:

PreK through 8th grade	<input type="checkbox"/> Classroom Behavior Charts <input type="checkbox"/> Parent Communication <input type="checkbox"/> Referrals <input type="checkbox"/> RTI Behavior Checklist <input type="checkbox"/> Classroom Behavior Observation Data Sheet
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Component 2-Academics: Response to Intervention

3 TIER Flowchart

Tier -1

- Provide high-quality core instruction and behavioral supports by high-qualified teachers
- Provide whole or small group differentiated instruction
- Implement scientifically research-based interventions and monitor progress regularly.
- Conduct universal screenings (Istation, iXL, Imagine Math, etc. (please refer to pages 4-8)). Analyze student data and make recommendations
- Initiate the Tier-1 initial Meeting with RtI Campus Team for students who fall below the cut-off score for universal screenings (Please refer to pages 4-8)

If the interventions are successful, return student to core instruction and continue to monitor progress.

If the interventions are not successful, refer student to Tier-2. Implement targeted group/strategic interventions.

Tier -2

- Complete the Tier-2 RtI Referral and send Notice of Interventions for Tier 2.
- Hold a Tier-2 Initial Meeting. Fill out the *Initial Reporting Form*
- Develop a custom designed Intervention Plan in SuccessEd/District Forms
- Provide small group targeted skill instruction that supplements and reinforces high-quality core instruction and behavioral expectations
- Grades K-2 provide small group interventions in 4-8 weeks cycles. Grades 3-8 provide interventions through homogeneous grouping in research-based programs in 3-4 weeks cycles.
- During the intervention cycle the students will be monitored every 3 weeks.
- Use Progress Monitoring to determine intervention effectiveness and student's responsiveness to interventions
- Document interventions and progress in the Intervention Plan

If the interventions are successful, move student to Tier-1 or core instruction and continue to monitor progress.

If the interventions are not successful, refer student to Tier-3. Implement intensive/individual interventions.

Tier -3

- Develop a custom designed Intervention Plan and send Change of Placement Parent Letter for Tier 3.
- Provide intense, individualized interventions in addition to core instruction delivered by highly trained staff.
- The interventions target skill deficits
- Use Progress Monitoring to closely monitor the effectiveness of interventions and the student's responsiveness to the interventions. (K-8 grade 3-6 weeks)
- Document interventions and monitor progress in the Intervention Plan
- Conduct a Tier-3 Follow-up Meeting and make placement decisions

If the interventions are successful, move student to Tier-2, Tier-1, or core instruction and continue to monitor progress. If student moves to Tier I, provide parent with the exit letter.

If the interventions are not successful, the RTI team determines whether to continue Tier-3 interventions and/or special education.

Component 2- Behavior

3 TIER Flowchart

Tier -1

Lujan, Michael, Love, S. & Collins, B. 2008

- Provide high-quality behavioral supports by high-qualified teachers (ex: daily conduct calendars)
- Provide differentiated *tier one strategies* (please refer to the following website: <https://www.pbisworld.com>)
- Implement *scientifically research-based tier one strategies or interventions*.
- Provide a school wide discipline plan
- Initiate the Tier-1 initial Meeting with RTI Campus Team for students who are having discipline issues

If the interventions are successful, return student to core instruction and continue to monitor progress.

If the interventions are not successful, refer student to Tier-2. Implement targeted group/strategic interventions.

Tier -2

- Complete the Tier-2 RTI Referral and send the Notice of Interventions for behavior tier 2.
- Hold a Tier-2 Initial Meeting and fill out the *RTI Behavior Checklist*
- Have someone else other than the teacher observes using the *Classroom Behavior Observation Data Sheet*
- Develop a custom designed Intervention Plan using the *Behavior Report Card* if committee decides that they are a candidate to go through the RTI process (use website: <https://www.pbisworld.com>)
- Provide the Behavior Plan for 6 weeks cycles.
- During the intervention cycle the students will be monitored every 3 weeks
- Use Progress Monitoring to determine intervention effectiveness and student's responsiveness to interventions
- Document interventions and progress in the *Biweekly Progress Monitoring Behavior Graph*

If the interventions are successful, move student to Tier-1 or core instruction and continue to monitor progress.

If the interventions are not successful, refer student to Tier-3. Implement intensive/ individual interventions.

Tier -3

- Modify the *Behavior Report Card* (change the behavior targets or reward) and Change of Placement Parent Letter for Tier 3.
- Provide intense, individualized interventions in addition to core instruction delivered by highly trained staff (use website: <https://www.pbisworld.com>).
- Use Progress Monitoring to closely monitor the effectiveness of interventions and the student's responsiveness to the interventions
- Document interventions and monitor progress in the *Biweekly Progress Monitoring Behavior Graph*
- Conduct a Tier-3 Follow-up Meeting and make placement decisions

If the interventions are successful, move student to Tier-2, Tier-1, or core instruction and continue to monitor progress. If student moves to Tier I, provide parent with the exit letter.

If the interventions are not successful, the RTI team determines whether to continue Tier-3 interventions and/or special education.

ELA uses a 4-step problem solving approach.

1. ***Define the Problem*** – What is the problem and why is it happening? Use the screening and diagnostic assessment to define the problem.
2. ***Develop a Plan***- What are we going to do?
3. ***Implement Plan*** – Are we carrying out the intervention?
4. ***Evaluate*** – Progress Monitoring Data – Did our plan work?

Component 4 – Use Scientifically Research Based Strategies

RtI Suggested Resources

Focus Area	Name	Campus
(BH) Behavior	Intervention Central Website	
(BH) Behavior	National Center on RTI Website	
(BH) Behavior	RTI Wire Website	
(BH) Behavior	website: https://www.pbisworld.com	
(MA) Math	Agile Minds	
(MA) Math	Carnegie RTI	
(MA) Math	COMPASS Learning	
(MA) Math	Forde-Ferrier Math	
(MA) Math	GO Math Adoption	
(MA) Math	Gourmet Learning - Math	
(MA) Math	Intervention Central Website	
(MA) Math	IXL Math Website	
(MA) Math	Math Istation	
(MA) Math	Motivation Math	
(MA) Math	National Center on RTI Website	
(MA) Math	Pearson	
(MA) Math	RTI Wire Website	
(MA) Math	Think Through Math (TTM)	
(MA) Math	VersaTiles	
(RE) Reading	A-Z Website	
(RE) Reading	COMPASS Learning	
(RE) Reading	Florida Center for Reading Research (FCRR) Website	
(RE) Reading	Forde-Ferrier -Reading	
(RE) Reading	Fountas & Pinnel	
(RE) Reading	Gourmet Learning -Reading	
(RE) Reading	Intervention Central Website	
(RE) Reading	Istation	
(RE) Reading	Motivation Reading	
(RE) Reading	National Center on RTI	
(RE) Reading	Phonemic Awareness Framework	
(RE) Reading	Read Naturally	
(RE) Reading	Reading Strategies JAC Website	
(RE) Reading	RTI Wire Website	
(RE) Reading	Tejas LEE Website	
(RE) Reading	Texas Journeys	
(RE) Reading	Texas Treasures Adoption	
(RE) Reading	TPRI	
(RE) Reading	VersaTiles	
(SC) Science	COMPASS Learning	

Component 4 – Provide personalized interventions for behavior support

1. Please pick up to 3 behaviors to work with student.
2. When you choose the behaviors, you need to think about the top 3 behaviors that disrupts his/her learning or cause a safety issue.
3. When you choose the behaviors, you want to word it in a positive way. Please see example:

Positive/ Direct

1. Keep hands to yourself.
2. Finish Daily Tasks

Negative/ General

1. Do not hit anyone.
2. Stop playing around while working.

4. Then choose a percentage of points the student can receive. What percentage of the points mastered should the child start with? Do they behave 50% of the time, 30%, etc.?
5. The amount of points a student receives depends on the number of periods and goals that you have set. For example, if I only chose to work on one goal, and there are 6 periods, then the most amount of points that a child can receive is 18 points. If the child needs to receive 60% of the 18 points because that was the goal, then they need to only receive 11 points. Please use the *Behavior Report Card doc* to record the goals and points on a daily basis.
6. Please send the *Behavior Report Card* to the parents on a daily basis.
7. Please fill in the *Bi-Weekly Progress Monitoring Behavior Graph* and graph the progress every 2 weeks.

RTI – Behavior Intervention Plan

Student: _____ ID#: _____ Gr.: _____ D.O.B.: _____
 Campus: _____ Teacher: _____ Bilingual/ESL: ☐ Yes ☐ No
 Date: _____

Progress monitoring tools should have the following characteristics:

1. They assess specific behaviors or skills that directly relate to the student's area of need,
2. They can measure small amounts of growth over time,
3. They can be completed efficiently,
4. They can be administered repeatedly, and
5. They can be easily summarized in graphic format.

The Behavior Report Card is a progress monitoring tool that can be used across the day with multiple teachers to track a student's progress appropriate behaviors. The Behavior Report Card can also be adapted to collect student data on a wide range of Tier 2 interventions.

Behavior Report Card

Adapted from Cronk, Horner & Houten (2004)

Student's Name: _____

Date: _____

Rating Scale: 3 = Good day 2 = Mixed day 1 = Will try harder tomorrow

GOALS:	HR	1 st	2 nd	3 rd	4 th	5 th	6 th	TOTAL
Be Respectful: (Example: Listen quietly during lecture)								
Be Responsible: (Example: Come to class on time)								
Be Prepared: (Example: Completing homework)								
Total Points								

Teacher
Comments: _____

Parent
Comments: _____

Parent's Signature: _____
Date: _____

Points Possible: _____
 Points Received: _____
 % of Points: _____
 Goal Achieved: Y / N

How do we determine whether a student is making an adequate response to intervention at Tier 2?

Progress monitoring data should be collected on a daily basis and examined on at least a bi-weekly basis, with the goal of identifying students who need different or additional supports early on, and responding to that need in a timely manner. Data can be examined for each group of students receiving the same intervention. This will give teams information about the overall success of an intervention, as well as the typical student's response to that intervention. Plot daily points on graph to show the progress of your student:

% Points	Bi-Weekly Progress Monitoring Behavior Graph									
	Student Name									
100										
90										
80										
70										
60										
50										
40										
30										
20										
10										
Date										

All parties in agreement with behavior plan. Progress monitoring will be evaluated on a daily basis and posted on the bi-weekly graph.

Student Signature: _____ Date: _____
 Teacher Signature: _____ Date: _____
 Parent Signature: _____ Date: _____
 Campus Administrator: _____ Date: _____

RTI Behavior Committee Recommendations:

☐ Student made significant progress, RtI Committee recommends Tier I with observation/monitoring of progress.
☐ Some Progress made on Tier II interventions, so RtI Committee recommends continuation on ☐ Tier II / ☐ III Plan
☐ No Significant progress, RtI Committee recommends change of interventions/strategies to ☐ Tier II / ☐ Tier III Plan
☐ No progress made, behavior is a major concern proceed with request for student for evaluation.

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Component 5-Progress Monitor for Academics

1. Please provide a Change of Placement Tier letter every time the child changes tiers.

Component 5 –Progress Monitor-Academics Behavior

1. Please provide the following forms to your parents to monitor progress.
2. The RTI Behavior Intervention Plan Behavior Report Card should be provided to the parents on the daily.
3. The Bi-Weekly progress monitoring behavior graph should be provided to your parents every 2 weeks.

RTI – Behavior Intervention Plan

Student: _____ ID#: _____ Gr.: _____ D.O.B.: _____
 Campus: _____ Teacher: _____ Bilingual/ESL: ☐ Yes ☐ No
 Date: _____

Progress monitoring tools should have the following characteristics:

1. They assess specific behaviors or skills that directly relate to the student's area of need,
2. They can measure small amounts of growth over time,
3. They can be completed efficiently,
4. They can be administered repeatedly, and
5. They can be easily summarized in graphic format.

The Behavior Report Card is a progress monitoring tool that can be used across the day with multiple teachers to track a student's progress appropriate behaviors. The Behavior Report Card can also be adapted to collect student data on a wide range of Tier 2 interventions.

Behavior Report Card									
Adapted from Crone, Horner & Neenan (2006).									
Student's Name: _____									
Date: _____									
Rating Scale: 3 = Good day 2 = Mixed day 1 = Will try harder tomorrow									
GOALS:	HR	1 st	2 nd	3 rd	4 th	5 th	6 th	TOTAL	
Be Respectful: (Example: Listen quietly during lecture)									
Be Responsible: (Example: Come to class on time)									
Be Prepared: (Example: Completing homework)									
Total Points									
Teacher Comments: _____									
Parent Comments: _____									
Parent's Signature: _____									
Date: _____									

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How do we determine whether a student is making an adequate response to intervention at Tier 2?

Progress monitoring data should be collected on a daily basis and examined on at least a bi-weekly basis, with the goal of identifying students who need different or additional supports early on, and responding to that need in a timely manner. Data can be examined for each group of students receiving the same intervention. This will give teams information about the overall success of an intervention, as well as the typical student's response to that intervention. Plot daily points on graph to show the progress of your student:

% Points	Bi-Weekly Progress Monitoring Behavior Graph									
	Student Name _____									
100										
90										
80										
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60										
50										
40										
30										
20										
10										
Date										

All parties in agreement with behavior plan. Progress monitoring will be evaluated on a daily basis and posted on the bi-weekly graph.

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Campus Administrator: _____ Date: _____

RTI Behavior Committee Recommendations:

- ☐ Student made significant progress, RTI Committee recommends Tier I with observation/monitoring of progress.
- ☐ Some Progress made on Tier II interventions, so RTI Committee recommends continuation on ☐ Tier II / ☐ III Plan
- ☐ No Significant progress, RTI Committee recommends change of interventions/strategies to ☐ Tier II / ☐ Tier III Plan
- ☐ No progress made, behavior is a major concern proceed with request for student for evaluation.

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Component 6 – Professional Development

Teacher and staff will have opportunities to participate in a focused professional development annually to focus on the processes, procedures, and practices for RTI.

Key Issues to be addressed:

- Purpose of the structure and the RTI process.
- Effective Tier 1 Instruction
- Problem Solving Approach to make decisions
- Evidence Based interventions
- Progress Monitoring Processes and Procedures
- Parent involvement and notification
- Knowledge of the legal requirements, including federal and state regulations associated with RTI

Component 7 – Ensure parents awareness and involvement – Academics/ Behavior

RTI clearly identifies the frequent, clear interactions with families is essential to the process. The intervention process should not delay or deny evaluation process. SB 1153 was passed to avoid the issue of students with suspected disabilities staying in the RTI process for months or years. SB 1153 ensures that districts provide parents with information about students' interventions and a clear explanation of the options and requirements for providing supports to general education students who struggle with learning. SB 1153 encourages more family involvement in the intervention process and make it clear that parents can request a special education evaluation at any time. It also states that PEIMS reporting needs to occur for Section 504 & RTI students who receive aids, accommodations, or services.

Component 8 – Evaluate the RTI program annually

A committee will meet at least once annually to ensure we are meeting to evaluate the effectiveness of the RTI process. The RTI committee will consist of representatives from every region and the RTI contacts from every campus.

Referral to Special Education

For students in Special Education who are not LD (Learning Disabled) that are struggling academically, the general education teachers will be responsible for initiating the RTI process and collaborating with the special education department.

Referral to Section 504

For students in the Section 504 program, that are struggling academically, Section 504-campus contact will be responsible for initiating the RTI process and collaborating with the general education teacher.

Parent Information/ Resources

Please ensure that you give parents the following:

1. Issue Notice of Interventions is sent informing parents that their child will be going through the RTI process.
2. Issue a Tier 3 Change of Placement Parent letter any time the student changes tiers.
3. Issue out the Parent Exit Letter if the child moves back to Tier 1.

Please share with your parents the following website if they would like more information on RTI (Response to Intervention). <https://www.advocacyinstitute.org/resources/ParentRTIGuide.pdf>

Required Forms

Academics

- ☐ Nurse Screening form (must be uploaded annually) or completed on SuccessEd online software program.
- ☐ Rtl – Initial Reporting (must be filled in and shared along with data sources with the committee to review to make the decision whether the student will be a good candidate to follow the Response to Intervention Process)
- ☐ Fill out the Rtl Intervention form and send to parents every 6 weeks to share the students' progress monitor
- ☐ Notice of Interventions
- ☐ Change of Placement Parent Letter every time you change tier

Behavior

- ☐ Behavior Checklist (must be filled in and shared along with data sources with the committee to review to make the decision whether the student will be a good candidate to follow the Response to Intervention Process)
- ☐ Classroom observation data form (must be filled in and shared along with data sources with the committee to review to make the decision whether the student will be a good candidate to follow the Response to Intervention Process)
- ☐ Behavior Report Card (must be filled in by the teacher and shared with parents on the daily. Behavior Graphs 8 weeks (must be filled in biweekly by the teacher or whoever is assigned to check on the behavior RtIs and shared with parents every 8 weeks)
- ☐ Notice of Interventions
- ☐ Change of Placement Parent Letter every time you change tier

Rtl Accommodations

- ☐ Please look at the following link. Please refer to the student eligibility criteria and authority for decision and required documentation to know what accommodations may be given to a student in RTI: <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>

- ☐ These are some of the accommodations that can be given by the Rtl committee:
 1. Basic Transcribing (document on assessments and daily work)
 2. Braille (must have used braille materials during classroom instruction)
 3. Extra time (document on daily work and assessments)
 4. Individualized Structured reminders (routinely uses large print materials, including textbooks, worksheets)
 5. Large Print
 6. Manipulating Test Materials (documents on assignments)
 7. Mathematics Manipulatives (document on daily assignments and assessments)
 8. Oral/Signed Administration
 9. Supplemental Aids

- ☐ These are some of the accommodations that cannot be given by the Rtl committee:
 1. Calculation Aids
 2. Content and Language Supports
 3. Spelling Assistance

- ☐ For Designated Support Requiring TEA Approval – Please contact your CTC immediately, so the DTC knows and may follow other necessary steps. These are some of the accommodations:
 1. Complex transcribing
 2. Extra Day
 3. Mathematics Scribe