Brownsville Independent School District

Response to Intervention Handbook

2016 – 2017

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Response to Intervention an Overview

Response to Intervention (RtI) is a multi-tiered approach to the early identification and support of students with academic and/or behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to increase their rate of learning. These supplemental services may be provided by a variety of personnel, including general education teachers and/or specialists. Progress is closely monitored to assess both the rate of learning and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RtI is designed for use when making decisions in either general education or special education, creating a well-integrated system of instruction and intervention guided by the individual child’s outcome data.

For RtI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- **High-quality, scientifically based classroom instruction.** All students receive high-quality, research-based instruction in the general education classroom.

- **Ongoing student assessment.** (Refer to Ongoing Student Assessment section.)

- **Tiered instruction.** A multi-tiered approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to individual student needs.

- **Parent involvement.** School implementing RtI provide parents information about their child’s progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Response to Intervention is generally defined as a three-tier model of school supports that utilizes research-based academic and/or behavioral interventions.

**RtI Goals and Objectives**

**Area:** Response to Intervention (RTI) Screening and Intervention Process

**Goal:** To provide a district-wide screening and intervention process for students experiencing difficulties with school curriculum and/or school environment.

**Objective:** Campuses will consistently implement the RTI process to provide students with intervention opportunities in the education setting prior to a referral to any district special program.

- Campus coordinators and support staff will continue with ongoing RTI process training.
- Continued implementation of RTI procedures to include scientifically research based intervention strategies and student individualized intervention plans.
- RTI process training provided as required for campus staff.

Confidentiality Statement: The information disclosed during RtI meetings is protected by federal confidentiality rules found at 42 C.F.R. Part 2. The federal regulations prohibit members from making any further disclosure of information unless further disclosure is expressly permitted by Part 2. A general authorization is required for the release of medical or other information to criminally investigate or prosecute any alcohol or drug use client. Confidentiality is also required by federal regulation found at 34 C.F.R. §99 (FERPA).
Legal Requirements for Response to Intervention

Both the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004) focus on the quality of instruction that students receive in the general education setting. ESSA and IDEA require the use of research-based instruction and interventions. RtI focuses on effective academic and behavioral programs that result in improved student performance.

Using data-based interventions and interventions based on scientific research to determine eligibility for learning disabilities is stressed in IDEA 2004. With an RtI approach, general education teachers assume increased responsibility for delivering high-quality instruction to early-identified struggling students. The diverse needs of these students must be addressed through a tiered problem solving system of timely interventions that increase in intensity and duration. RtI promotes the unity of general education and special education to create a seamless system.

Individuals with Disabilities Education Improvement Act of 2004
To ensure that underachievement... is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in §§300.304 – 300.306:

(1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

(2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.

34 CFR §300.309(b)(1-2)

Individuals with Disabilities Education Improvement Act of 2004
Determination of Eligibility (Exclusionary Clause)
Special Rule for Eligibility Determination – A child must not be determined to be a child with a disability under this part

(1) If the determinant factor for such determination is:

   (i) Lack of appropriate instruction in reading, including in the essential components of reading instruction (as defined in §1208(3) of the ESEA);
   (ii) Lack of instruction in math; or
   (iii) Limited English proficiency.

34 CFR §300.306(b)(1)

Commissioner’s Rule – Texas Administrative Code (TAC)
“Referral of students for a full and individual initial evaluation for possible special education services shall be a part of the district’s overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to scientific, research-based intervention; and other academic or behavior support services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full and individual initial evaluation...”

19 TAC §89.1011
District Policy for Response to Intervention

Student Assistance Program – FFE (LOCAL)
The District shall provide a structured program of assistance to students experiencing physical-, social-, medical-, familial-, discipline-, chemical-, or disability-related problems to the extent that their academic or extracurricular performance is being adversely affected. To meet these students’ needs, the District shall establish a student assistance program to systematically and professionally respond to their problems as they are manifested in school.

The student assistance program shall be implemented based on the following principles and in accordance with FFE(LEGAL):

(8) The student assistance program shall respond to specific student concerns addressing academic, behavioral, and/or disability issues following procedures that include as part of the District’s general education, a process referred to as response to intervention (RTI). [See EIE]

Response to Intervention – EIE (LOCAL)
The District shall follow requirements of the law regarding referral of students for evaluation for special education or Section 504 services in accordance with policies EHBAA and FB, including consideration of all general education support services available to all students. This shall include procedures that are part of the District’s general education program, a process referred to as response to intervention (RTI). [See EHBC, EHBD, and FFC]

Before referral for an evaluation for dyslexia, Section 504, or special education, students experiencing difficulty in the general classroom shall be considered for all support or supplemental services available to students. If a student continues to experience difficulty in the general classroom after provision of interventions, District personnel shall refer the student for a full and individual initial evaluation. 20 U.S.C. 1414(a)(1); 34 C.F.R. 300.301; 19 TAC 89.1011

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. 20 U.S.C. 1414(a)(1)(E)

Characteristics of RtI

RtI meets the goals of the Every Student Succeeds Act (ESSA) by helping with early identification of struggling learners and by providing immediate intervention using scientific, research-based instruction and teaching methods in order to improve educational outcomes.

RtI is a preventive approach used to intervene early when students show signs of not meeting grade-level educational and behavioral standards.

- RtI generates high-quality instruction and interventions matched to student needs.
- RtI uses the student’s learning rate and level of performance to make educational decisions.
- RtI can be used to make referral decisions for students who do not respond to intensive intervention (Tier 3) in the general education setting.
- RtI meets the educational needs of all students by providing direct, focused instruction to address specific academic and/or behavioral needs.
- Movement between the three Tiers of RtI is fluid.
District RtI Teacher Specialists Role and Responsibilities

The role of the RtI teacher specialist is to provide monitoring of program implementation by a certified, experienced and highly trained teacher. This teacher is responsible for campus visits to monitor Response to Intervention (RtI) tiered instruction. Design and implement specific strategies designed to promote intellectual, social, and physical growth in all identified intervention students. Evaluate and measure the effectiveness of specific RtI strategies and interventions in order to refine Tier 1, Tier 2, and Tier 3 levels of support. RtI Teacher Specialists are responsible for reviewing referral documents and providing campus personnel with recommendations for appropriate services based on student needs and RtI Individual Intervention Plan (IIP). Assist campus with needed and/or required resources, offer expertise in the three tiers of instructional strategies, monitor implementation of appropriate and effective scientific research-based interventions, and assist with campus/district level required staff development.

** Perform other duties as assigned.

### Essential Duties and Responsibilities

#### Provide the following district-wide support:

- Assist with writing and implementing the District’s Response to Intervention (RtI) plan.
- Create a resource and intervention handbook.
- Design collaborative systems to support the sharing of RtI best practices.
- Monitor campus data and progress to identify the need for additional support.
- Provide guidance and training on the Response to Intervention tier three model.
- Maintain records and ensure compliance with federal, state and local guidelines and reporting requirements.
- Participate in professional growth and development and stay abreast of current research through continuing education, workshops, conferences, and/or in-services.

#### Provide the following school-wide support:

- Support and monitor school’s implementation of Response to Intervention (RtI) model for increasing student achievement
- Collect and analyze classroom and school wide RtI data for every tier
- Model and assist teachers in the use of data to place students in intervention groups and define focus of instruction for each group
- Meet with teachers individually or in grade-level teams to help interpret data, determine intervention efficacy and plan next steps of support
- Help teachers develop and implement classroom-based, developmentally appropriate interventions for individual student and groups of students to enhance their acquisition of social/emotional and cognitive skills.
- Facilitate the Response to Intervention (RtI) process with the principal, support staff, parents, and instructional staff.
- Assist campus with training related to RtI process (universal screeners, progress monitoring, data collection)
- Engage the learning community to identify and systematically address professional learning needs related to RtI

#### Tier 2 and Tier 3 classroom teacher support:

- Track Tier 2 and Tier 3 support for all identified students
- Monitor the effectiveness of Tier 2 and Tier 3 support
- Refine Tier 2 and Tier 3 strategies and support as needed to improve effectiveness
- Support teachers in developing and implementing tiered interventions
- Model effective intervention group instruction for teachers
- Observe teachers instructing intervention groups and provide feedback and coaching
- Support teachers in documenting student’s progress.
- Use instructional and behavioral support tools (RtI forms, functional behavior assessment, positive behavioral supports, and Review 360 behavior management plans) effectively.
- Analyze standardized testing data and adjust instructional strategies, as needed, to maximize student success.
Campus RtI Core Team and Responsibilities

Participation by a campus principal/administrator is key to the Response to Intervention proves being effective. The campus principal/administrator or his/her designee shall ensure that the Response to Intervention process is successfully implemented and district guidelines are followed. Campuses may or may not have all of these “people” on the core team; however, teams must ensure that, at a minimum, at least an individual on the core team is assigned to be responsible to perform the responsibilities listed.

<table>
<thead>
<tr>
<th>Principal/Assistant Principal</th>
<th>RtI Campus Coordinator</th>
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</thead>
<tbody>
<tr>
<td>Facilitates implementation of RtI on campus</td>
<td>Schedules and facilitates RtI meetings</td>
</tr>
<tr>
<td>Serves as or appoints campus contact person for RtI</td>
<td>Attends all RtI meetings</td>
</tr>
<tr>
<td>Assigns para-professional staff to support RtI implementation when possible</td>
<td>Maintains log of all students involved in RtI process</td>
</tr>
<tr>
<td>Attends RtI team meetings and is active in the RtI process</td>
<td>Ensures that all required forms are completed by teachers according to district procedures implementing RtI</td>
</tr>
<tr>
<td>Ensures that procedures are followed and required program data is maintained</td>
<td>Designates and/or coordinates collection of school wide-data for team to use in determining Tier II and Tier III students</td>
</tr>
<tr>
<td>Recruits new core team members</td>
<td>Monitors progress of RtI students</td>
</tr>
<tr>
<td>Promotes RtI at campus and district levels</td>
<td>Monitors RtI plans for implementation and effectiveness of interventions/strategies</td>
</tr>
<tr>
<td>Consults with teachers on regular basis and ensure teachers implement programs and plans with fidelity</td>
<td>Assists in collection of school-wide data for team to use in determining Tier II and Tier III students</td>
</tr>
<tr>
<td>Provides or coordinates valuable and continuous professional development on RtI</td>
<td>Presents data to team in a concise manner</td>
</tr>
<tr>
<td>Understands and provides for student confidentiality</td>
<td>Communicates with parents as required on RtI issues</td>
</tr>
<tr>
<td>Assures that RtI folders are delivered to designated middle or high school campuses</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Counselor</th>
<th>Classroom Teacher (Grade Level/Subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serves as a core team member, support resource</td>
<td>Attends RtI meetings to collaborate on and monitor students who are struggling</td>
</tr>
<tr>
<td>Participates in all RtI meetings</td>
<td>Implements specific skill interventions designed by the RtI team for students in Tier II and Tier III</td>
</tr>
<tr>
<td>Utilizes the universal screenings as required</td>
<td>Keeps ongoing progress monitoring notes in an RtI folder on identified RtI students (includes but is not limited to curriculum based monitoring, state assessment scores for specific subject area, work samples, anecdotal notes)</td>
</tr>
<tr>
<td>Provides individual and/or group support counseling</td>
<td>Delivers core curriculum and all interventions with fidelity</td>
</tr>
<tr>
<td>Promotes the RtI process with all staff</td>
<td>Keeps documentation of progress monitoring for each student with an RtI intervention plan</td>
</tr>
<tr>
<td>Serves as the contact person for students who self-refer</td>
<td>Monitors RtI plans for effectiveness of interventions/strategies</td>
</tr>
<tr>
<td>Carries out case management duties when assigned</td>
<td>Refers students who are struggling learners to the RtI process</td>
</tr>
<tr>
<td>Participates in intervention planning meetings</td>
<td></td>
</tr>
<tr>
<td>Meets with students following an intervention</td>
<td></td>
</tr>
<tr>
<td>Monitors students for effectiveness of interventions/strategies</td>
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<table>
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<tr>
<th>LPAC Representative</th>
<th>Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends all RtI meetings for identified ELL students, advises and completes LEP paperwork for RtI</td>
<td>Attends RtI meetings and provide pertinent medical information on students</td>
</tr>
<tr>
<td>Provides ELL interventions at all Tiers</td>
<td>Refers students to the RtI process when physical symptoms indicate a problem impacting learning and/or behavior</td>
</tr>
<tr>
<td>Provides supportive data and documentation necessary for the RtI team</td>
<td>Serves as a resource regarding health services and/or health issues</td>
</tr>
<tr>
<td>Ensures that language acquisition is NOT the basis for disability referrals</td>
<td>Conducts curriculum-based support groups when needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean of Instruction/Curriculum</th>
<th>Special Education/Dyslexia Teacher (Campus Personnel)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends RtI team meeting for students in Tier II and Tier III</td>
<td>Provide RtI team with information regarding methodology for providing instructional and/or behavioral interventions that can be implemented in general classroom</td>
</tr>
<tr>
<td>Monitors data collection process for fidelity</td>
<td>Promotes the RtI process with all staff</td>
</tr>
<tr>
<td>Provides training on curriculum as necessary for the RtI implementation</td>
<td></td>
</tr>
<tr>
<td>Monitors progress of students in Tier II and Tier III throughout the school year</td>
<td></td>
</tr>
</tbody>
</table>
The Major Components of RtI

Data-based decision making—Critical educational decisions are based on assessment results. Data is carefully analyzed to determine why academic or behavioral problems exist.

Universal screening—Universal screenings are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic benchmarks. These screenings are administered three times per year in order to meet early intervention needs of all students.

Tiered model of delivery—The RtI process incorporates a tiered model of delivery of instruction. The tiers reflect increasing intensification of interventions to meet the individual needs of students.

Progress monitoring—The monitoring of student progress is a research-based practice that produces data about student growth over time. Progress monitoring is used to determine the effectiveness of instruction and/or interventions.

Fidelity of implementation—Fidelity of implementation is achieved when the delivery of instruction, assessments, and progress monitoring is carried out as it was designed to be.

The Three Tiers of RtI

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions
Tier 1 is the foundation of the RtI instructional model. In this tier, all students receive high-quality, research based instruction in the general education setting by highly qualified personnel to ensure that their difficulties are not due to inadequate instruction or curriculum. All students are screened on a periodic basis to establish both academic and behavioral baselines and to identify struggling learners who may be in need of supplemental supports. Student progress is closely monitored using a validated screening system such as curriculum-based measurement. Students identified as being “at-risk” through universal screenings and/or results on state- or district-wide assessments receive instruction during the school day in the regular classroom. Students not demonstrating adequate progress are referred to Tier-2. Fidelity of implementation and curriculum will be evaluated in determining the need to proceed to Tier-2.

Tier 2: Targeted Interventions
Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings and supplement the regular instruction in the general curriculum. Curriculum-based monitoring is conducted at least once every two weeks to evaluate student progress. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3. All interventions must be implemented with evidence of fidelity.

Tier 3: Intensive Interventions
Students who have not responded adequately to interventions in Tiers 1 and 2 and are performing significantly below grade level will move to Tier 3 and receive intensified, comprehensive intervention in addition to their grade-level instruction. At this level, students receive individualized, intensive interventions that target the student’s skill deficits. Curriculum based monitoring is conducted at least once per week. Students who may have an eligible disability under Section 504 and/or Dyslexia may also have their needs addressed through a Tier 3/§504 accommodation plan. Tier 3 interventions are more intensive and individualized than Tier 2 interventions. Students who do not achieve the desired level of progress in response to these targeted interventions and who have a disabling condition are then referred for consideration of a full and individual initial evaluation through special education. The data collected during Tiers 1, 2 and 3 are included and will be used to make the eligibility decision in addition to the results from the evaluation.
Three-Tiered Model for Prevention and Intervention
Behavior Supports Academics
Ongoing Student Assessment

Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually and in comparison with the peer group. This data is then used when determining which students need closer monitoring or intervention. Throughout the RtI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students’ instructional needs are based on multiple data points taken in context over time.

Universal Screeners:
- Universal screeners are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic goals.
- Universal Screeners are norm referenced measures that sample the student’s automaticity or fluency of prior knowledge.
- Universal screeners are administered on grade level three times a year. (No accommodation or modifications are allowed for universal screening.)

Progress Monitoring:
- Progress monitoring is a brief assessment to determine if students are making adequate progress.
- Progress monitoring occurs at the student’s instructional level over an extended period of time.
- Progress monitoring are not diagnostic in nature.
- Progress monitoring is measuring rate of improvement.
- Progress monitoring measures should match the specific intervention and deficit.

Diagnostic Assessments:
- Diagnostic assessments are designed to provide the teacher with an understanding of the prior knowledge and skills, as well as the strengths and specific learning needs of their students.
- Diagnostic assessments occur before instruction takes place to help identify different skill strengths and weaknesses.

Formative Assessments:
- Formative assessments occur during instruction, and are intended to help inform instruction.
- Formative assessments allow teachers to diagnose skill, ability, and knowledge gaps, and measure progress; and evaluate instruction.
- Formative assessments provide ongoing feedback to improve learning and occur during the learning process.
- Examples of Formative assessments are:
  - Informal teacher questions/observations
  - Working portfolio/Journal writing
  - Unit assessments
  - Pre/post-test
  - Benchmark assessments

Summative Assessments
- Summative assessments occur after instruction has occurred, and are assessments of what has been learned. Formative assessments occur during instruction, and are intended to help inform instruction.
- Examples of Summative assessments are:
  - STAAR
  - Mid-term and Finals
  - District Benchmarks
  - Curriculum Based Assessments when used at the end of a unit
Universal Screening and Progress Monitoring

Universal screening is the 1st step in identifying the students who are at risk for learning difficulties. Universal screening is typically administered to all students three times per year, at the beginning (BOY), middle (MOY), and end (EOY). If the results of universal screening suggest that an individual student is performing below standards, interventions should be designed for each student based on their individual strengths and weaknesses. These students will continue within the continuum of the tiers and continuously monitored through Progress Monitoring as determined by the campus RtI core team.

### BISD Universal Screening

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
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<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>Circle Progress Monitoring (C-PM)</td>
<td>Circle Progress Monitoring (C-PM)</td>
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<tr>
<td></td>
<td>Our World of Learning (OWL)</td>
<td>Our World of Learning (OWL)</td>
</tr>
<tr>
<td>Kindergarten –</td>
<td>TPRI/TEJAS LEE</td>
<td>Campus/District Benchmark Assessment End-of-Unit Assessments</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Campus/District Benchmark Assessment End-of-Unit Assessments</td>
<td>Campus/District Benchmark Assessment End-of-Unit Assessments</td>
</tr>
<tr>
<td>Grade 3</td>
<td>TPRI/TEJAS LEE</td>
<td>District Benchmark Assessment End-of-Unit Assessments</td>
</tr>
<tr>
<td>Grade 4 – 6</td>
<td>District Benchmark Assessment End-of-Unit Assessments</td>
<td>District Benchmark Assessment End-of-Unit Assessments</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Texas Middle School Fluency Assessment (TMSFA)</td>
<td>District Benchmark Assessment End-of-Unit Assessments</td>
</tr>
<tr>
<td>Grade 8 - 12</td>
<td>District Benchmark Assessment End-of-Unit Assessments</td>
<td>District Benchmark Assessment End-of-Unit Assessments</td>
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</tbody>
</table>

**Note:** Refer to BISD Curriculum and Instruction Department for C-PM/TPRI/TEJAS LEE Assessment Calendar Refer to BISD Assessment, Research, and Evaluation Department for District Benchmark Calendar

Progress monitoring is used to access student progress or performance in those areas in which they were identified by universal screening as being at risk for failure. Progress monitoring will be measured at the student’s instructional level and should be quick (3-5 minutes).

### Campus RtI Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 22 –</td>
<td>Continue RtI from previous year/Initial or Update RtI Committee Meetings</td>
</tr>
<tr>
<td>September 26 –</td>
<td></td>
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<tr>
<td>30</td>
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<tr>
<td>November 7 –</td>
<td><strong>Progress Review of Active RtI Folders/Initial RtI Recommendations:</strong></td>
</tr>
<tr>
<td>14</td>
<td>For students in Tier 2, progress monitoring is conducted at least once every two weeks to evaluate student progress.</td>
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<tr>
<td>January 9 –</td>
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<tr>
<td>13</td>
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<td>February 27 –</td>
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<tr>
<td>March 3</td>
<td></td>
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<tr>
<td>April 24 –</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>For students in Tier 3, progress monitoring is conducted at least once per week to evaluate student progress.</td>
</tr>
<tr>
<td>May 15 –</td>
<td></td>
</tr>
<tr>
<td>19</td>
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<tr>
<td>May 22 – June 2</td>
<td><strong>List of Summer School Recommendations for Intervention Program</strong></td>
</tr>
</tbody>
</table>

Submit Campus RtI Log to assigned RtI Specialists (Due date in bold)
Response to Intervention Flowchart

Brownsville Independent School District
General Education Response to Intervention Flowchart

**Tier 1**
- Provide high-quality core instruction and behavioral supports by high-qualified teachers.
- Administer Universal Screeners in both Reading and Math at the beginning, middle, and end of the year (refer to district assessment calendar for specific dates).
- Analyze student data and make recommendations.

**Universal Screening DECISION POINT**
- **Student is below the 25th percentile** or supporting documentation demonstrates a lack of progress.
- **Student in General Education exhibits a pattern of academic and/or behavior concerns.**

**Tier 2**
- Classroom Core Curriculum reviewed for efficacy and fidelity of implementation. If verified, continue to Tier 2
- RtI Core Team initiates Response to Intervention Process
- RtI data gathered and reviewed by RtI Core Team (RtI 1-7)
- Individual Intervention Plan (IIP) and/or Positive Behavior Support Plan (PBSP) is developed and implemented.

**Implement and Monitor Response to Intervention Plan**
- Tier 1 Core curriculum continues.
- Implement and monitor IIP or PBSP for a recommended period 6 – 8 weeks
- Progress Monitoring Continues – Review/Revise IIP and/or PBSP as appropriate
- NOTE: Referral for a disability evaluation is not based solely on implemented IIP and/or PBSP

**Positive Progress Noted:**
Continue with TIER 2 Intervention Process and/or refer back to General Education as appropriate.

**Minimal Progress:**
Consider Tier 3 Interventions with more frequent CBM. Review/Revise/Refer as appropriate.

**Minimal or No Progress and Characteristics of Dyslexia Noted:**
Complete Dyslexia Screening Checklist and Consider need for Dyslexia Evaluation & Tier 3 Interventions.

**Minimal or No Progress and Evidence of Mental or Physical Impairment that substantially limits a major life activity:**
Submit to §504 Committee for consideration.

**Minimal or No Progress after implementation of Tier 2 and TIER 3 Interventions:**
If evidence of CBM data & severe disability suspected - Submit RtI Referral to Sp. Ed. for FIE consideration.

**Note:** Direct referrals to Section 504 or Special Education due to obvious disability are made on a case-by-case basis. (i.e. intellectual disability, cerebral palsy, etc.)

- See Dyslexia Referral Process Tier 3
- See Section 504 Referral Process Tier 3
- See Special Education Referral Process
## Response to Intervention (RtI)  
**READING MENU – ELEMENTARY**

Transitional Bilingual/ESL Program  
State adopted text 2016-2017

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<thead>
<tr>
<th>Tier I</th>
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<tr>
<td><strong>Recommended time:</strong> <em>90 minutes</em> minimum which includes writing</td>
<td><strong>Recommended time:</strong> <em>30 minutes</em> minimum</td>
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</tbody>
</table>
| **Core Instruction**  
Whole Group and Guided Reading  
Differentiated Instruction | **Strategic Intervention**  
Targeted Group/Strategic Interventions  
(Supplemental Instruction that supports the Core Instruction) | **Intensive Intervention**  
Intensive Individual Instruction |
| **HMH Texas Journeys / Texas Senderos**  
- Core Student Text & Teacher Edition  
- Vocabulary in Context Cards  
- Vocabulary Reader (differentiated instruction)  
- Leveled Readers (On, Above, ELL)  
- ELL Lessons in the back of the Teacher’s Edition  
- Ready-Made Workstations (leveled)  
**Tier I Instruction**  
- Esperanza/Language Enrichment  
- ELL Scaffolded Instruction in whole group instruction  
- Reach ESL Language Support Cards  
- Istation Reading Online | **HMH Texas Journeys / Texas Senderos**  
- Write-In Reader (grades 1-5)  
- Intervention Lesson in the back of the Teacher’s Edition  
- ELL Lessons in the back of the Teacher’s Ed.  
- Leveled Readers (Below)  
**Additional Resources**  
- TPRI Intervention Guide/Tejas Lee Intervention Guide  
- [www.tango-central.com](http://www.tango-central.com)  
- Tango Trends remediation tab and activities  
- STELLAR Reading: STAAR Techniques to Engage Learners in Literacy and Academic Rigor Grade 4  
- Esperanza/Language Enrichment  
- Reach ESL Language Support Cards  
**RtI Handbook and RtI Resource Guide** | **HMH Texas Journeys/Texas Senderos** Reading Toolkit 1-3 and 4-5  
- TPRI Intervention Guide/Tejas Lee Intervention Guide  
- [www.tango-central.com](http://www.tango-central.com)  
- Tango Trends remediation tab and activities  
- Reading Strategies & Activities Resource Book for Students at Risk for Reading Difficulties, Including Dyslexia  
- Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program  
**RtI Handbook and RtI Resource Guide** |

- Florida Center for Reading Research [www.fcrr.org](http://www.fcrr.org)  
- Intervention Central [www.interventioncentral.org](http://www.interventioncentral.org)  
- [www.tpri.org](http://www.tpri.org) [www.tejaslee.org](http://www.tejaslee.org)  
- [http://neuhaus.org/readingteachersnetwork/](http://neuhaus.org/readingteachersnetwork/)  
- Building RtI Capacity [buildingrti.utexas.org](http://buildingrti.utexas.org)  
- Florida Center for Reading Research [www.fcrr.org](http://www.fcrr.org)  
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- [www.tpri.org](http://www.tpri.org) [www.tejaslee.org](http://www.tejaslee.org)  
- [http://neuhaus.org/readingteachersnetwork/](http://neuhaus.org/readingteachersnetwork/) |

**Texas Literacy Initiative (TLI) Routines & Strategies** to be implemented across all Tiers:  
- **Reading with Purpose (RWP)**, Comprehension Purpose Questions (CPQs), Think-Turn-Talk (TTT), Cognitive Strategy Routines, Listening Comprehension (K-1), Making Connections, Making Inferences & Predictions, Creating Mental Images, Determining Importance & Summarizing, Asking and Answering Questions, Fluency, GK, & Vocabulary District procedures and C & I curricular supports.
## Response to Intervention (RtI)
### READING MENU — MIDDLE SCHOOL

### Transitional Bilingual/ESL Program

State adopted text 2016-2017

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<tr>
<td><strong>Holt McDougal Literature (Grades 6-8)</strong>&lt;br&gt;• Interactive Reader Teacher’s Guide (ELL Adapted Interactive Reader Teacher’s Guide)&lt;br&gt;• Building English Language Proficiency Handbook Guide for Newcomers to English&lt;br&gt;• Assessment: Diagnostic, Selection Tests, and Benchmarks&lt;br&gt;• Vocabulary Practice Workbook with answer key&lt;br&gt;• Language Handbook with answer key&lt;br&gt;• 6 Traits for Writing&lt;br&gt;• Best Practices Tool Kit&lt;br&gt;• Resource Manager&lt;br&gt;• Technology Resources and online access at Think Central</td>
<td><strong>Milestones (ESL, Grade 6-8)</strong>&lt;br&gt;• Student Edition&lt;br&gt;• Workbook with Test Preparation&lt;br&gt;• Assessment Book&lt;br&gt;• Graphic Reader Blackline Master&lt;br&gt;• Teacher Edition&lt;br&gt;• Texas Lesson Planner&lt;br&gt;<strong>Additional Resources</strong>&lt;br&gt;• Adolescent Literacy Academy (TALA) resources grades 6-8&lt;br&gt;• Texas Middle School Fluency Assessment (TMSFA)&lt;br&gt;• Tango Trends Remediation Tab and Activities&lt;br&gt;• Show Me How Using Mentor Text to Guide Readers and Writers in Grades 6 and 7</td>
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<td><strong>Intensive Intervention</strong>&lt;br&gt;<strong>Intensive Individual Instruction</strong></td>
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**Texas Literacy Initiative (TLI) Routines & Strategies** to be implemented across all Tiers: Reading with Purpose (RWP), Comprehension Purpose Questions (CPQs), Think-Turn-Talk (TTT), Cognitive Strategy Routines, Making Connections (MC), Making Inferences & Predictions (MIP), Creating Mental Images (CMI), Determining Importance & Summarizing (DIS), Asking and Answering Questions, Fluency, Vocabulary District procedures and C & I curricular supports.
## Tier I

**Core Instruction**
- Whole Group and Guided Reading
  - Differentiated Instruction

**Strategic Intervention**
- Targeted Group/Strategic Interventions
  - (Supplemental Instruction that supports the Core Instruction)

**Recommended time:** 50 minutes

### Texas Treasures (Grades 9-12)
- Novel Companion Teacher’s Guide
- Interactive Read and Write on level for ELL and approaching level Teacher’s Edition
- Fluency Practice Assessment/English Language Coach
- Grammar and Composition Handbook
- High School Writing Constructed Responses
- High School Success in Writing Research and Reports
- Writing Resources Transparencies
- High School Revising and Style
- Assessment Resources
- Technology Resources and online access at ConnectEd
- Interactive Read, Write on level ELL and approaching level Practice Workbook
- ESOL (NG ELPS.com: Effective Strategies for English Language Learners, Grades 9-12)
- Online Resources ngelps.com (Lesson Plans, Modules)

### AP The Language of Composition (Grade 11)
- Teacher’s Manual
- Book Companion Website
- I/Claim
- Texas Literature: A Case Study

## Tier II

**Recommended time:** *30 additional minutes minimum

### Strategic Intervention
- Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers
  - [http://searchlight.utexas.org](http://searchlight.utexas.org)
- Tango Trends Remediation Activities
- STELLAR

### Edge (Grades 9-12)
- Edge Level A, B and C (Teacher’s Edition)
- Language and Grammar Lab
- Selection Readings and Fluency Models
- Leveled Library
- Assessment Handbook
- Test Taking Strategies
- Inside Phonics Teacher’s Guide
- Inside Phonics and Decoding Transparencies
- Inside Phonics Sound Spelling Cards
- Inside Phonics Sounds and Songs CD
- Grammar and Writing Student Practice Book
- Interactive Student Practice Book

## Tier III

**Recommended time:** *30 minutes minimum

### Intensive Intervention
- Intensive Individual Instruction

### Essential Reading Strategies for the Struggling Readers – Activities for an Accelerated Reading

### Effective Instruction for middle School Students with Reading Difficulties: The Reading Teacher’s Sourcebook
- [http://resources.buildingrti.utexas.org/PDF/RTS.pdf](http://resources.buildingrti.utexas.org/PDF/RTS.pdf)

**Rti Handbook and Resources**
<table>
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<tr>
<th><strong>The Bedford Introduction of Literature (Grade 12)</strong></th>
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<td>• AP Resource Manual</td>
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# Response to Intervention (RtI)

**MATH MENU — ELEMENTARY**

## 2016-2017

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<td><strong>Geometry and Measurement</strong></td>
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# Response to Intervention (RtI)
## MATH MENU – MIDDLE SCHOOL
### 2016-2017

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**MATH MENU — HIGH SCHOOL**  
2016-2017

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<td>Topics 1,2&lt;br&gt;Pearson Texas Algebra I</td>
<td>Pearson Texas Algebra I&lt;br&gt;Tango Trends Remediation Tab&lt;br&gt;www.nctm.org</td>
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<tr>
<td>Describing and Graphing Linear Functions, Equations, and Inequalities</td>
<td>Topics 1,2,3,4&lt;br&gt;Pearson Texas Algebra I</td>
<td>Pearson Texas Algebra I&lt;br&gt;Tango Trends Remediation Tab&lt;br&gt;www.nctm.org</td>
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Glossary of Terms

Common Terms Used in Response to Intervention:

**Accommodations** - Accommodations are changes to instruction or assessment administration that are designed to increase students’ access to materials or enable them to demonstrate what they know by mitigating the impact of their disability. They also are designed to provide equity, not advantage, for children with disabilities. Accommodations might include assistive technology as well as alterations to presentation, response, timing, scheduling, or setting. When used appropriately, they sometimes reduce or even eliminate the effects of a child’s disability, but they should not reduce or lower the standards or expectations for content. Accommodations that are appropriate for students’ assessments do not invalidate assessment results.

**Assessment** - The process of using evaluation tools to gather and analyze information about student skill mastery, progress and the effectiveness of curriculum and teaching methods.

**Average learning rates** - Research based outcome measures used by the RtI team as determining response to intervention. They are often expressed as rate of improvement.

**Baseline data point** - An initial score that indicates a student’s skill level before intervention; the starting point in curriculum-based measurement of the student’s response to the intervention.

**Behavior intervention plan** - A plan designed by the campus RtI team that is designed to teach student’s appropriate behavior strategies and responses.

**Benchmark** - An assessment that looks at group performance against a standard at defined points in time to measure progress toward meeting the standard.

**Core curriculum** - The core curriculum includes the materials and instructional standards required of all students in the general education setting. Core curricula often are instituted at the elementary and secondary levels by local school boards, departments of education, or other administrative agencies charged with overseeing education.

**Curriculum-Based Assessment (CBA)** - CBA refers to an assessment that has three components: (1) measurement materials that are aligned with the annual curriculum, (2) measurement that occurs frequently, and (3) assessment data that are used to formulate instructional decisions. CBA is an umbrella term that includes curriculum-based measurement.

**Curriculum-Based Measurement (CBM)** - CBM, a type of curriculum-based assessment, is a measurement approach used to screen students or to monitor student progress in mathematics, reading, writing, spelling, and other content areas. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the team to revise the program. CBM is a distinctive form of curriculum-based assessment because of three additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; (2) CBM measures are overall indicators of competence in the target curriculum; and (3) CBM is standardized, with its reliability and validity well documented. These properties allow teachers and schools to look at student growth over time.

**Data-based decision making** - Data-based decision making is the ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.

**Diagnostic assessment** - Measures that indicate specific skill strengths and those areas needing improvement.

**Differentiated Instruction** - Differentiated instruction refers to an educator’s strategies for purposely adjusting curriculum, teaching environments, and instructional practices to align instruction with the goal of meeting the needs of individual students. Four elements of the curriculum may be differentiated: content, process, products, and learning environment.

**Evidence-Based Intervention** - An evidence-based intervention is an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention. Applying findings from experimental studies, single-case studies, or strong quasi-experimental studies, an evidence-based intervention improves student learning beyond what is expected without that intervention.

**Fidelity of Implementation** - Fidelity of implementation refers to the accurate and consistent delivery of instruction or assessment in the manner in which it was designed or prescribed according to research findings and/or developers’ specifications. Five common aspects of fidelity are adherence, exposure, program differentiation, student responsiveness, and quality of delivery.
**Formative Assessment** - Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is regularly assessed to provide ongoing feedback to the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps; measure progress; and evaluate instruction. Formative assessments can be formal or informal and are not necessarily used for grading purposes. Examples of formative assessment include (but are not limited to) curriculum-based measurement, curriculum-based assessment, pretests and posttests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

**Functional Behavior Assessment (FBA)** - In the school setting, functional behavior assessments (FBA) are conducted when a student exhibits serious and/or chronic challenging behavior. A basic assumption of FBA is that the student’s behavior serves a purpose (i.e., it is performed to obtain a desired outcome or goal). The hallmark of an FBA is that the process involves the identification of the environmental events that predict and maintain the student’s problem behavior in order to alter those variables (i.e., change or eliminate events that trigger or follow problem behavior) and promote more adaptive and acceptable skills that allow the student to appropriately access desired outcomes.

**Individuals with Disabilities Education Act (IDEA)** - The Individuals with Disabilities Education Act was originally passed in 1975 as the Education for All Handicapped Children Act, with the latest reauthorization in 2004. It is the federal special education law that guarantees a free, appropriate, public education in the least restrictive environment for students with disabilities from birth through age 21. IDEA 2004 allows Response to Intervention to be used as a basis for decision making when determining whether a student is eligible for special education services as a student with a learning disability.

**Informal Diagnostic Assessment** - Informal diagnostic assessment refers to data that may be used to identify a student’s specific skill deficits and strengths. These data may be derived from standardized measures, error analysis of progress monitoring data, student work samples, and behavior rating forms, among other tools. Use of informal diagnostic assessment should allow teachers to identify a student’s specific area(s) of difficulty when lack of progress is evident. This assessment also can inform decisions about how to adapt and individualize interventions for students.

**Intensive Intervention** - Intensive intervention is designed to address severe and persistent learning or behavior difficulties. It also is used for students who have proven nonresponsive to Tier 2 or secondary intervention. Intensive interventions are characterized by increased intensity (e.g., smaller group, increased time) and individualization of academic or behavioral intervention. Intensive intervention is sometimes synonymous with Tier 3 or interventions delivered within the tertiary prevention level.

**Interventionists** - Persons trained in specific aspects of academic and behavioral interventions.

**Lack of progress** - Students failure to demonstrate expected learning rates relative to baseline data point once the RtI intervention plan has been implemented with fidelity.

**Learning rate** - The pace of a student’s skill acquisition; one of the elements used for making decisions in RtI.

**Least Restrictive Environment** - As defined in IDEA 2004, the least restrictive environment indicates that to the maximum extent appropriate, students with disabilities (including students in public or private institutions or other care facilities) are educated with students who are not disabled; special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [34 CFR 612(a)(5)]

**Multi-Level Prevention System** - A multi-level prevention system, sometimes called multi-tiered system of support (MTSS), is an instruction and intervention system that is designed to meet the needs of all students. Multi-level prevention systems allow for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. The increasingly intense levels of prevention (e.g. primary, secondary, intensive) represent a continuum of supports. See multi-tie

**Multi-Tiered System of Support (MTSS)** - Multi-tiered system of support (MTSS) is a prevention framework that organizes building-level resources to address each individual student’s academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. It also may be called a multi-level prevention system. The increasingly intense tiers (e.g., Tier 1, Tier 2, Tier 3), sometimes referred to as levels of prevention (i.e., primary, secondary, intensive prevention levels), represent a continuum of supports. Response to intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) are examples of MTSS.
Positive Behavioral Interventions and Supports (PBIS)- Positive behavioral interventions and supports (PBIS) is a tiered behavior support framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve behaviorally important outcomes for all students. PBIS provides a decision-making framework that guides the selection, integration, and implementation of preventive and instructive behavioral practices.

Progress Monitoring- Progress monitoring is used to assess a student’s performance, to quantify his or her rate of improvement or responsiveness to intervention, to adjust the student’s instructional program to make it more effective and suited to the student’s needs, and to evaluate the effectiveness of the intervention.

Research-based strategies- Instructional designs and recommendations that have been demonstrated through formal scientific research to improve learning.

Response to Intervention (RTI)- Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.

Screening- Screening is conducted to identify students who may be at risk for poor learning outcomes so that early intervention can occur. Screening assessments typically are brief and usually are administered with all students at a grade level. Some schools use a gated screening system, in which universal screening is followed by additional testing or short-term progress monitoring to confirm a student’s risk status before intervention occurs.

Specific Learning Disability- Specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations and may result from conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage. Specific learning disability is one of the disability categories defined in IDEA 2004. [34 CFR 300.8(c)(10)].

Summative assessment- Assessment that is used to give grades to student; a formal assessment of what has been taught and what the student has been learned.

Reference:
Center on Response to Intervention (Center on RTI) at American Institutes for Research and the National Center on Intensive Intervention (NCII), was initially compiled in April 2009 using the following resources: the RTI Glossary of Terms developed by the IDEA Partnership at NASDSE, the RTI Action Network Glossary, the National Center on Student Progress Monitoring, the National Center on Response to Intervention, the New Mexico Public Education Department RTI Glossary, the Georgia Department of Education RTI Glossary, the South Carolina Department of Education RTI Glossary, and the North Carolina Department of Public Instruction RTI Manual Glossary. It was revised in March 2014 by the Center on RTI and NCII

Section 504 and Special Education

A Section 504 referral can occur at any point in the RtI process. The “child find” trigger is pulled when the district has reason to believe that the student is disabled and in need of services under Section 504. At any point in an RtI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation.

In addition to variations in the tiers used to deliver RtI services, school may utilize different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and/or hybrid approaches. Although there are many formats for how a school might implement RtI to best serve the needs of its students, in every case RtI should be a school-wide framework for efficiently allocating resources to improve student outcomes.

Note: For additional information on Special Education (Individuals with Disabilities Education Act) or Section 504 of the Rehabilitation Act of 1973, refer to department contacts and/or websites.
Response to Intervention
District Forms

Refer to RtI Templates
Campus RtI Log

Refer to Excel Template
Response to Intervention
Auxiliary Forms

Refer to Auxiliary Folder