



# **Reagan County Independent School District**

## Response to Intervention

Operating Guidelines

Handbook

2020-2021

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## Reagan County ISD RTI Instructional Design- Elementary

TIER 1		TIER 2 Classroom/Pull Out	TIER 3
Focus:	<ul style="list-style-type: none"> <li>● All students</li> </ul>	<ul style="list-style-type: none"> <li>● Students with marked difficulties who have not responded to Tier 1 efforts (10-15% of students)</li> </ul>	<ul style="list-style-type: none"> <li>● Students with marked difficulties who have not responded to Tier 1 or Tier 2 efforts (1-5%)</li> </ul>
Time:	<ul style="list-style-type: none"> <li>● At least 60 minutes per day, depending on grade level and content area.</li> </ul>	<ul style="list-style-type: none"> <li>● 30- 40 minutes per day, 3-5 days per week in addition to core instruction using district curriculum (TEKS Resource) and Tier 2 interventions</li> </ul>	<ul style="list-style-type: none"> <li>● No less than 30 minutes, 3-5 days per week, in addition to core instruction and Tier 1 and 2 strategies</li> <li>● Number of days served should not decrease in Tier 3</li> </ul>
Duration:	<ul style="list-style-type: none"> <li>● Ongoing, prior to and concurrently with all Tier 2 and Tier 3 Interventions.</li> <li>● 6 weeks before Tier 2 can be recommended.</li> <li>● Campus RTI team should review progress regularly</li> </ul>	<ul style="list-style-type: none"> <li>● Two rounds of 6 weeks recommended, making documented adjustments to instruction for more accurately targeting student's instructional needs.</li> <li>● Campus RTI team should review progress every 6 weeks minimum</li> <li>● Durable and long-term. May be faded back to Tier 1 as student reaches short-term goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Durable and long term. May be faded back to Tier 2 as student reaches short-term goals.</li> <li>● Campus RTI team should review progress every 6 weeks</li> </ul>
Grouping:	<ul style="list-style-type: none"> <li>● As needed based on skill deficiency</li> </ul>	<ul style="list-style-type: none"> <li>● 1-6 students recommended, depending on setting</li> <li>● Homogenous small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>● 1-4 students recommended</li> <li>● Homogenous small group or individual instruction</li> </ul>
Instruction:	<ul style="list-style-type: none"> <li>● General education teacher from the classroom</li> <li>● Research-based Curriculum - TEKS Resource</li> <li>● Differentiated instruction, Scaffold with explicit instruction</li> <li>● Instructional strategies documented in Lesson Plans</li> <li>● Instruction based on learning style</li> </ul>	<ul style="list-style-type: none"> <li>● Targeted reading and math groups in K-5 with direct, explicit instruction</li> <li>● Intervention delivered by Intervention Staff</li> <li>● Targeted instruction to improve specific skills</li> <li>● Instructional strategies documented in Lesson Plans</li> <li>● Instruction based on assessment data/ongoing</li> </ul>	<ul style="list-style-type: none"> <li>● Intervention delivered by RTI Intervention staff</li> <li>● Intensive intervention</li> <li>● Target instruction to improve specific skills</li> <li>● Instructional strategies documented in Lesson Plans</li> <li>● Instruction based on assessment data</li> </ul>

Assessment:	<ul style="list-style-type: none"> <li>● Universal Screening (BOY, MOY, EOY)</li> <li>● Additional district, campus, and classroom assessments</li> <li>● Progress monitoring at least once every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>● Progress monitoring at least once every 6 weeks</li> <li>● Additional district, campus, classroom assessments</li> <li>● See attached resource list that may be implemented</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly progress monitoring</li> <li>● Additional district, campus, classroom assessments</li> <li>● See attached resource list</li> </ul>
Monitoring and Documentation:	<ul style="list-style-type: none"> <li>● Tier 1 strategies per lesson plans</li> <li>● Classroom visits and walkthroughs</li> <li>● Progress monitored through RTI Team and data sheet</li> </ul>	<ul style="list-style-type: none"> <li>● RTI Frontline Online</li> <li>● Intervention noted in lesson plans during RTI time for students being served in the classroom</li> <li>● All intervention strategies will be documented on RTI forms in Frontline assisted by the teachers serving the child for intervention (whether it is classroom teacher or Intervention staff)</li> <li>● Classroom visits and walkthroughs</li> <li>● Monitoring every 2 weeks w/Interventionist</li> <li>● Inform Parents and maintain communication <b>every 6 weeks with progress reports</b></li> </ul>	

Reagan County RTI Instructional Design Secondary			
Tier 1		Classroom Tier 2	Classroom Tier 3
Focus:	<ul style="list-style-type: none"> <li>● All Students</li> </ul>	<ul style="list-style-type: none"> <li>● Students who have struggled with Level 1 efforts (10%-15% of students)</li> </ul>	<ul style="list-style-type: none"> <li>● Students who have struggled with Level 1 and Level 2 efforts (1%- 5% of students)</li> </ul>
Time:	<ul style="list-style-type: none"> <li>● 45-70 minutes per day, depending on grade level, content area, and student schedule</li> </ul>	<ul style="list-style-type: none"> <li>● 30 minutes per day of small group instruction 2-3 days per week including core instruction and RTI strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● May be during advisory period 2-3 times per week</li> </ul>
Duration:	<ul style="list-style-type: none"> <li>● Ongoing, prior to and concurrently with all Tier 2 and Tier 3 interventions.</li> </ul>	<ul style="list-style-type: none"> <li>● After RTI meeting, students are monitored. If the student is successful, continue with documentation. If the student is NOT showing progress, the RTI committee will meet every 6 to determine next steps.</li> </ul>	<ul style="list-style-type: none"> <li>● Durable and long-term.</li> <li>● Campus RTI will determine who is eligible to be released from services</li> </ul>
Grouping:	<ul style="list-style-type: none"> <li>● As needed in each content area</li> </ul>	<ul style="list-style-type: none"> <li>● Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Small group instruction</li> </ul>
Instruction:	<ul style="list-style-type: none"> <li>● General education teacher in classroom</li> <li>● Research-based Curriculum (TEKS Resource System)</li> <li>● Differentiated, Scaffold and Explicit Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Targeted instruction to improve specific skills</li> <li>● Instruction based on assessment data</li> <li>● Highly Qualified Teacher</li> <li>● Remedial Math/Reading period</li> </ul>	<ul style="list-style-type: none"> <li>● Intensive intervention</li> <li>● Instruction based assessment</li> <li>● Data and classroom performance</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>● District, campus, classroom, &amp; state assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Progress monitoring every 6 weeks</li> <li>● Content Area/Unit Assessments/Class assignments/formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Progress monitoring every 6 weeks</li> <li>● Content Area/Unit Assessments/Class assignment/ Formative assessments</li> </ul>
Monitoring and Documentation:	<ul style="list-style-type: none"> <li>● Classroom visits and walkthroughs</li> <li>● Progress monitored through progress reports, RTI Form</li> </ul>	<ul style="list-style-type: none"> <li>● All intervention strategies documented on the RTI Frontline Online Form</li> <li>● Monitored progress documented on the RTI form</li> <li>● Classroom visits and walkthroughs</li> <li>● Inform Parents and maintain communication</li> <li>● Send home progress reports <b>every 6 weeks</b></li> </ul>	

## Fidelity of Implementation

A multitiered system of support (MTSS) or also known as Response to Intervention (RTI) is a systematic process to ensure every student receives: The additional time and support needed to learn at high levels. RTI's underlying premise is that schools should not delay providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, systematic interventions to all students who demonstrate the need. (Buffum, Mattos, & Weber, 2012, p.xiii)

The National Center on Response to Intervention offers a definition that reflects what is currently known from research and evidence-based practice. "Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to determine 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 difficulties."

The National Center on Learning Disabilities (2006) reports, "for an RTI component to be successful in addressing current challenges, the component must be implemented with high integrity". Further, they assert, "implementing instruction with fidelity satisfies one of IDEA's legal requirements for appropriate instruction; high fidelity will yield high student success".

The major difference between Tier 2 and Tier 3 intervention may not be changing the resources being used. It may mean that you need to use the resource as a guide prescribes. Oftentimes in Tier 3, the child needs a smaller group or more time. A smaller group will allow the teacher more instructional time to work with the student. More instructional time and independent practice usually translates into better content retention for the student.

What is Response to Intervention (RTI)? Response to Intervention (RTI) is a framework for providing comprehensive support to students and is not an instructional practice. RTI integrates student assessment and instructional intervention in a prevention-oriented approach by linking assessment and instruction to inform educators' decisions about how best to teach their students. A goal of RTI is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

RTI is NOT... • a program • only to identify students for specialized programs • a checklist to follow so students can be identified for specialized services • implemented through invitation

RTI is... • a verb • a prevention-oriented approach • dependent on highly effective education at all levels of the instructional system • response to Instruction and Intervention • a problem-solving process that leads to deeper levels of learning • a schoolwide systems of support that leads to ALL students graduating post-secondary and career-ready • inclusive of academics and behavior • dependent on exceptionally sound structures and cultures among the professional learning communities

Reagan County Elementary Menu of Recommended Academic Resources: Reading and Math

Grade Level	Base Curriculum	Universal Screener	Intervention	Progress Monitoring
PreK	Texas PreK Guidelines, Frog Street	CLI Engage		CIRCLE Progress Monitoring
Kindergarten	TEKS Resource System Reading Math	TPRI (BOY, MOY, EOY) Accelerated Reading and Math	TEKS Resource System, Saxon Phonics, ARI, AMI	TPRI (BOY, MOY, EOY) Accelerated Reading and Math Local Benchmarks
First Grade	TEKS Resource System Reading Math	TPRI (BOY, MOY, EOY) Accelerated Reading and Math	TEKS Resource System, Saxon Phonics, ARI, AMI	TPRI (BOY, MOY, EOY) Accelerated Reading and Math Local Benchmarks
Second Grade	TEKS Resource System Reading Math	TPRI (BOY, MOY, EOY) Accelerated Reading and Math	TEKS Resource System, Saxon Phonics, ARI, AMI	TPRI (BOY, MOY, EOY) Accelerated Reading and Math Local Benchmarks
Third Grade	TEKS Resource System Reading Math	Accelerated Reading and Math STAAR Benchmarks	TKES Resource System, ARI, AMI	Local Benchmarks, Formative Assessments Accelerated Reading and Math
Fourth Grade	TEKS Resource System Reading Math	STAAR Benchmarks Accelerated Reading and Math	TKES Resource System, ARI, AMI	Local Benchmarks, Formative Assessments Accelerated Reading and Math
Fifth Grade	TEKS Resource System Reading Math	STAAR Benchmarks Accelerated Reading and Math	TKES Resource System, ARI, AMI	Local Benchmarks, Formative Assessments Accelerated Reading and Math

## Universal Screening Grades 6-12

Universal screening is a process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks and learning standards. It is the practice of assessing all students in a school with valid measures in the major curricular areas, so that no student at risk “falls through the cracks.”

### Academic Universal Screening:

Reagan County ISD uses the following universal screeners to be administered to students at each grade level during each screening period determined by the assessment calendar. For students not previously identified as being at-risk of failure who do not meet the standard on those assessments, an immediate Tier 2 differentiation plan will be developed for them. Progress monitoring is conducted each grading period to confirm risk or rule out false positive screening results. The campus RTI team will use this data to determine the most appropriate intervention plan for the student.

**Grade 6-8: Reading:** State Assessments, WRAPS 360 (Reading)/TMSFA (Grade7)

**Math:** State Assessments/STAR Math Renaissance

**Grade 9-12: Reading:** State Assessments/Report Cards

**Math:** State Assessments/Report Cards



**Progress Monitoring for Academic Interventions Grades 6-12**

<b>TIER</b>	<b>Area of Concern</b>	<b>Grade Level</b>	<b>Instructor</b>	<b>Progress Monitoring Tool</b>	<b>Frequency of Progress Monitoring</b>	<b>Documentation</b>
Tier 1 Class	Reading & Math	6-8	Classroom Teacher	State Assessment, Report Card, WRAPS 360 Reading, Formative Assessments, Benchmarks	Every 6 weeks	Team Documentation
Tier 2 Class	Reading & Math	6-8	Classroom Teacher	State Assessment, Report Card, WRAPS 360 Reading, Formative Assessments, Benchmarks	Every 6 weeks	Team Documentation RTI Frontline
Tier 3 Enrichment Class	Reading & Math	6-8	Classroom Teacher	State Assessment, Report Card, Wraps 360 Reading, Formative Assessments, Benchmarks	Every 6 weeks by teacher and 6 weeks by RTI team	RTI Documentation RTI Frontline
Tier 1-3 Tutorial Period	Reading & Math	9-12	Classroom Teacher	State Assessment, Report Card, Formative Assessments, Unit Assessments, Benchmarks	Every 6 weeks	Report Card RTI Frontline Documentation

## Elementary Decision-Making along the Continuum of Tiered Intervention

### TIER I

Step 1: Academic gap identification based on Universal screener.

Step 2: If student receives a score at or above benchmark range, then no RTI is necessary. If the student receives a score at high risk or moderate risk, then Tier II intervention with the classroom teacher is necessary. If the student is a high risk or in the urgent intervention range, then Tier III intervention is necessary. Students in the urgent intervention category will move directly to step 6. Students in the intervention range need to be monitored closely. For grade levels using TPRI, if the student scores in the at-risk category, they should proceed to step 3.

Step 3: The teacher will use an appropriate intervention that addresses the gap.

Step 4: Progress monitor using assessment to determine the success of the intervention.

Step 5: Successful Intervention – continue to use until gap is closed.

Unsuccessful intervention – Repeat steps 1-3 until interventions have been exhausted; Campus RTI team should meet with the teachers/parents to revise the student plan or decide to move the student to TIER III. Teachers complete Classroom Intervention Documentation & Parent Meeting Form.

Once the gap is closed, step process ends.

### TIER II

Step 6: Meet with Campus RTI coordinator and team to determine TIER II interventions. Teacher completes the Classroom Intervention Documentation & Parent Meeting Form.

Step 7: Use an appropriate intervention which addresses the gap.

Step 8: Progress monitor using assessment to determine the success of the intervention.

Step 9: Successful Intervention – Continue to use until gap is closed. Unsuccessful intervention – Repeat steps 6-8 until interventions have been exhausted; Campus RTI team should meet to revise the student plan. Once the gap is closed, step process ends. The student may return to Tier I once the goals in Tier II are met.

### TIER III

Step 10: Hold a campus RTI meeting to determine TIER III interventions

Step 11: Use an appropriate intervention which addresses the gap.

Step 12: Progress monitor using assessment to determine the success of the intervention.

Step 13: Successful intervention – continue to use until gap is closed. Unsuccessful intervention – Repeat steps 10-12 until interventions have been exhausted (move to step 14) Once the gap is closed, step process ends. The student may return to Tier II once the goals in Tier III are met.

Step 14: Hold a campus RTI meeting to determine more TIER III interventions or move to entitlement for special education or dyslexia students.

Step 15: When a campus is ready to move to entitlement\*, the campus may be asked to present the student information to the district RTI team. Teachers, administrators, or a person knowledgeable of the student should present to the district team. The team will review ALL the following data:

- Teacher RTI Documentation Form (Should provide evidence of interventions taken to close the achievement gap.)
- Campus RTI Documentation Frontline Form (Should provide evidence of meetings held and discussions to change interventions in order to help the student close the achievement gap.)
- Universal Screener information
- Progress Monitoring information
- Intervention Work Samples
- Report card information
- Attendance information

- Discipline data
- Health/Sociological screening information
  - Information from other special programs such as but not limited to: ELL, GT, Section 504, Dyslexia, and At-Risk
- LPAC information
- Parent information such as GPC meeting notes (If meeting in the spring)
- Assessment conducted outside of RCISD (when applicable)
- Other information deemed important by the campus

\*Parents are notified and invited to attend RTI meetings when their child is being considered for Tier II or Tier III Intervention.

\*Entitlement to Special Education or 504 is not a guarantee. The district RTI committee will look at the referral to assist the campus with intervention decisions and help you ensure you have everything you need to move to entitlement. Please refer to the district and state procedures to ensure all components of the valid referral process are followed

## RTI & Dyslexia

A student of any age who struggles in reading is given targeted classroom interventions by the homeroom or academic subject teacher. If those interventions fail to help the student, the campus RTI Committee may choose to place the child in a Tier 2 reading intervention. If assistance is needed beyond Tier 2 and characteristics of dyslexia appear to be present, the campus RTI Committee should refer the student to the dyslexic teacher.

Note: the normal three-tier process may be circumvented if the student comes to our district with

- A verifiable family history of dyslexia
- A diagnosis of dyslexia from another school district (\*conditional placement in program)
- A diagnosis of dyslexia from an outside agency (\*conditional placement in program)

A single individual does not decide on a diagnosis of dyslexia. The campus may make a recommendation based on the assessment, but the decision must be made by the campus 504 or ARD committee of which the parent or guardian is a member.

### Parent Request for Testing

\* If a parent contacts any school staff member and requests dyslexia testing for their child that staff member should notify the campus principals.

## RTI & English Language Learners (ELL)

English Language Learners (ELL) students will follow the same process for RTI as outlined in the Operating Guidelines in this Handbook. These students will need to follow the same Tier system, assessment system, and progress monitoring schedule, and intervention time frame as all other students.

A few signs to look for when identifying who may need additional RTI assistance are as follows:

- If a teacher has modified most or all assignments, for the student to pass a course **and** language does NOT appear to be the issue.
- If an ELL or monitored student fails a course, an LPAC meeting is called to discuss why a student failed a course, and what needs to be done to prevent future academic difficulties.

## **RTI & Special Education Identification**

Response to Intervention is not designed to be a pre-referral process. It is not a model in which students must “fail” before interventions begin. Instead, it is a proactive, positive approach for supporting all learners, particularly those who are struggling. RTI meets learners where they are within the curriculum and accelerates their learning rates. Research has shown that when students are engaged in the curriculum on their instructional level, approximately 95 percent of them will respond positively without the need for intensive, specialized instruction.

Commissioner’s Rules, §89.1011: Prior to referral, students having trouble shall be considered for all support services available to all students—tutorial; remedial; compensatory; response to scientific, research-based intervention; and other academic or behavior support services. If the student continues to experience difficulties in the general classroom after the provision of interventions, district personnel must refer the student for a full individual evaluation.

Within the federal requirements of special education eligibility “exclusionary” factors are also provided. A student will not be judged eligible for special education if one of these factors is identified as the primary reason for lack of progress:

1. Lack of appropriate instruction in reading or mathematics [Commissioner’s Rules, §89.1040: Prior to and as part of the evaluation described in subparagraph (B) of this paragraph and 34 CFR, §§300.307-300.311, and in order to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics, the following must be considered:
  - (i) data that demonstrates the child was provided appropriate instruction in reading (as described in 20 USC, §6368(3)), and/or mathematics within general education settings delivered by qualified personnel; and
  - (ii) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal evaluation of student progress during instruction.]
2. Limited English proficiency
3. Cultural or economic disadvantage

## BEHAVIOR RTI

For schools to be effective learning environments, there must be schoolwide efforts to teach and positively reinforce the academic and social behaviors needed for all students to succeed. RCISD promotes a positive school culture on all campuses. Both following the premise that students must be explicitly taught socio-emotional skills and clear expectations in order to thrive. This is effective through a learning-centered school culture with collaborative structures which include PLC/RTI.

**BEHAVIOR TIER 1** For about 80%-85% of students, the schoolwide classroom behavior structures established will be effective in deterring behaviors that impede learning. Schools and teacher teams should have a clear and explicitly taught system for how to respond to students when they don't follow expectations. This system should include logical consequences that involve least invasive to most invasive interactions with students to limit the loss of instruction. Individual students or student groups may need additional differentiation to motivate positive behavior. In addition, all staff should strive to build positive relationships with students. The basic needs of students include socialization, movement, and a sense of belonging. When planning instruction, it is important that these needs are met in various capacities depending on the developmental stage of the student.

**IDENTIFICATION FOR TIER 2/3** Students in need of intervention usually have behavior difficulties in multiple courses, rarely just one. If the behaviors are occurring primarily in one course, it is important for the RTI team, counselors, and teacher teams to support the teacher in identifying root causes (skill vs. will) and ways to differentiate behavior support for all students. If differentiation within the classroom has taken place and the documented evidence still shows that the student needs intervention support, the teacher should meet with their grade level team to discuss next steps. Counselors are also encouraged to support these meetings to help determine if the student needs academic, behavior, or both types of intervention. When analyzing if a student needs intervention support due to At-Risk (Tier 2) or High-Risk (Tier 3) behavior there are many aspects to consider when determining the type of intervention to provide for the student.

The team should create a plan that includes explicit remediation of the identified socio-emotional skills that the student(s) showed the most gaps in as well as research-based interventions. It is important to consider the student's strengths as well when constructing a plan. Progress monitoring should take place at the teacher team level, but teacher teams should notify the campus RTI coordinator the moment a plan is created. Parents should be notified the moment interventions begin per SB1153.

**BEHAVIOR TIER 3** If progress is not made using Tier 2 research-based interventions for behavior over a given time period, or if a student initially is a High Risk, the teacher should contact the campus RTI team. The campus RTI team in collaboration with the teacher of record and the school counselor and/or other behavior specialist should meet to determine if a documented RTI Intervention Plan is necessary. If it is decided that a plan is necessary, the campus RTI team in collaboration with the teacher of record and the counselor/specialist, will document in Frontline under the RTI section the necessary information for the student to be served in Tier 3. The plan should include Tier 2 interventions led by the teacher/team as well as Tier 3 interventions with a counselor/specialist. Similar time frames, progress monitoring, and documentation requirements should be followed based on Positive Behavioral Supports Section in the Instructional Decision-Making Procedures Handbook pages 66-76

[https://buildingrti.utexas.org/sites/default/files/resource\\_files/K-12\\_IDM\\_procedures.pdf](https://buildingrti.utexas.org/sites/default/files/resource_files/K-12_IDM_procedures.pdf). **Parents must be notified the moment interventions begin per SB 1153.**



# SB1153

The State Senate came out with Senate Bill 1153 regarding education and support for struggling learners. The following is a summary of what the bill entails:

Each school year the district must notify a parent of each child, other than a child enrolled in a special education program, who are receiving assistance from the district through the use of intervention strategies. Intervention Strategy is defined as “a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies.” (SB 1153). The notification must:

- Be provided when the child begins to receive the assistance for that school year
- Be written in English or, the extent practicable, the parent’s native language
- Include:
  - A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used
  - Info collected regarding any intervention in the base tier of a multi-tiered system of supports that has been previously used with the child
  - An estimate of the duration for which the assistance, including the use of intervention strategies used, will be provided.
  - A copy of the explanation provided under subsection (c).

Every school year the school district must also provide “a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education.”(SB1153) Essentially, it provides the following info:

- A parent is entitled at any time to request an evaluation of the parent’s child for special education services or for aids, accommodations, or services under Section 504

In addition, the total number of students who used intervention strategies at any time during the year must be reported annually through PEIMS.

## Glossary

Continuum of Services- An array of services to meet an individual student's needs

Cut Score- A score on a test by which students are identified for supplementary services

Data-driven Decisions -A continuous process of regularly collecting, summarizing, and analyzing information to guide development, implementation, and evaluation of an action; most importantly, this process is used to answer educational or socially important questions

Fidelity -The degree of accuracy with which an intervention, program, or curriculum is implemented according to research findings and/or its developers' specifications

Progress Monitoring -A scientifically based practice to assess students' academic performance and evaluate the effectiveness of instruction that can be used with individual students, small group, or an entire class. The process used to monitor implementation of specific interventions.

Problem-Solving Method- Assumes no given intervention will be effective for all students and is sensitive to individual student differences; generally, has four stages (problem identification, problem analysis, plan implementation, and plan evaluation).

RTI Model -Conception of the process known as Response to Intervention for delivering scientifically based instruction and interventions to facilitate student learning (Ogonosky). The practice of providing high-quality instruction and interventions matched to student's needs, monitoring progress frequently to make changes in instruction or goals and applying student response data to important educational decisions.

RTI Campus Team- A group of education professionals and other stakeholders who collaboratively consider student-specific data, strategies and interventions, and develop a plan of action to address an academic or behavioral student specific need.

Tiers- A level in a pyramid of interventions of an RTI system that includes interventions and supports for a clearly defined group.

Tiered Model- An educational model that delineates three or more levels of instructional interventions based on gaps in student skills.

Universal Screener- A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks and learning standards; also, the practice of assessing all students in a school with valid measures in the major curricular areas, so that no student at risk "falls through the cracks."