



Response to Intervention (RtI)

RESPONSIBILITIES and DUTIES

Two main goals: (1) to identify instructional alternatives that will support learning (2) to monitor progress as instructional adjustments are made

RtI PROCESS for Byron Union School District				
WHAT	WHO is Responsible	HOW	WHEN	Moving to the Next Level
Tier 1a 80% + of your classroom will respond to CORE Curriculum <i>Positive Action, Classroom Management, Behavioral Policies & Parent Workshops</i>	Classroom Teachers Counselors and Psychologists	Teaching CORE curriculum	Every day *all behavior aspects are ongoing	A student moves to the next level when they are not responding to the CORE curriculum as evidenced by grade level assessments
Tier 1b Reteach, tailored intervention, that little something extra you use to address at-risk needs Progress Monitoring is recommended <u>RtI Grade Level PLC Mtg is held</u> <i>Conflict Managers, Classroom psychoeducational lessons</i>	Classroom Teacher with Support Staff consultation <i>Counselors</i>	individual or small group instruction,	Every day	A student moves to the next Tier when the classroom interventions are not producing appropriate progress
Tier 2a Direct, explicit, systematic research based interventions Progress Monitoring is mandatory <u>RtI Committee Mtg can be requested</u> <i>Behavioral Contract & Behavior Report Card</i>	Classroom / Grade Level Teacher with Support Staff <i>Teachers with consultation from Counselors</i>	Supplemental Curriculum, Targeted programs addressing specific skills.	Determined by teachers involved and student need	A student moves to the next level when the interventions are not producing appropriate progress as evidenced by grade level or intervention related assessments
Tier 2b Title 1 Aide pull-out/ ELD, ????? inclusion in other support programs Progress Monitoring is mandatory <u>RtI Committee Mtg can be requested</u> <i>Individual & Group Counseling</i>	Support Staff ?????? <i>Counselors and Psychologists</i>	Direct, explicit, systematic research based intervention programs are used	Prearranged with classroom teacher	A student moves to the next Tier when they have consistently failed with all interventions put in place
Tier 3a Special Education-Learning Center <i>BSP, Individual Counseling, referrals to outside mental health</i>	Resource Teacher <i>Counselors and Psychologists</i>	Child is identified through the RtI process as not being able to respond to interventions	According to IEP	
Tier 3b Special Education-Resource <i>PBIP, RCEB, County Mental Health</i>	SDC Teacher <i>Psychologists</i>	Child has been identified, served through RSP and needs more intensive interventions and small group instruction.	According to IEP	

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