

What is the Rtl process?

Step 1. UNIVERSAL ASSESSMENT:

All students, K-8, are given a variety of grade appropriate assessments 3 times a year. This is done through a web-based program called AIMSweb. The results enable teachers to establish who is at-risk academically.

Step 2. SNAP SHOT Day: Teachers collect data relevant to the student's progress. This information could include: report cards, tests, homework, attendance, parent information regarding the student's academic and health history, parent/teacher observations, teacher reports, and results of state/district academic assessments. This data is then reported to the Rtl Committee in order to create an ACTION PLAN for at-risk students.

Step 3. INTERVENTIONS: Teachers working with their grade levels and support staff implement the action plan through the use of targeted interventions. The interventions are implemented with fidelity and monitored.

Step 4. PROGRESS MONITORING:

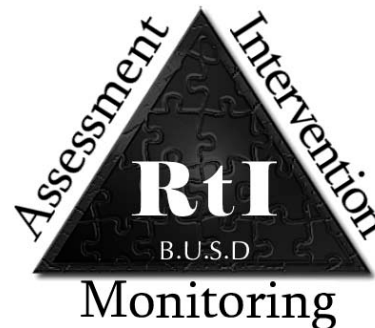
The progress of the at-risk student is monitored to ensure success with the interventions that make up the action plan.

Step 5. If the action plan is unsuccessful, the plan is modified to help success occur. The next level of Rtl meetings may be implemented in order to make these changes.

How will I know if the plan is successful?

Progress Monitoring administered with fidelity is the best measure of the plan's success.

Pursuant to the California Administrative Code Title 5 section 3030 and the California Education Code: Chapter 41: Article 1 section 56303 and 65303 before a student is referred for special education it must be shown the student's problem cannot be corrected by regular or categorical services offered within the regular education instructional program.



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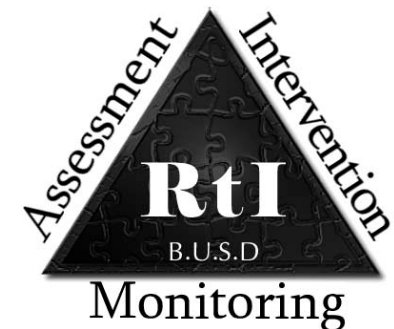
Response to Intervention

Teacher / Parent

Brochure

PARENTS AND TEACHERS
WORKING TOGETHER

AN ACTION PLAN FOR SUCCESS



The Purpose of Rtl Meetings

1. GRADE LEVEL PLC MTG:

The purpose of this meeting is to collaborate and generate ideas as well as practical classroom solutions in the Grade Level PLC to keep students successfully progressing within Tier 1. This meeting can be scheduled by any grade level teacher or support staff member at any time. AIMSweb data and/or District Assessments should be discussed and used to make informed decisions about the at-risk student. It is ideal to meet on a regular basis. It is advisable to limit the discussion to one or two students per meeting. Support Staff can be invited to attend these meetings for consultation. The District Rtl Teacher Form is used to document the meeting. This form must be turned in to the District Literacy Coach. This begins the necessary documentation of interventions and strategies used to intervene. A copy of the form will be provided for you. Rationale for meeting: TO BUILD CAPACITY AT TIER 1

2. Rtl COMMITTEE MEETING

The purpose of this meeting is for the classroom teacher to document ongoing monitoring of the student at risk and to seek additional support. It takes place when Snap Shot is not in the near future. Referral to an SST may be the result but NOT guaranteed. Rtl paperwork is required prior to the meeting being scheduled. Student should be Progress Monitored using AIMSweb at this point. Participants: Classroom Teacher, Intervention Teacher, all appropriate Support Staff & administrator.

Criteria for triggering this meeting (list incomplete):

Outcome of Grade Level Rtl Mig	Failure to respond to
CORE curriculum	Attitude
Failure to respond to interventions	Teacher instinct
Lack of progress	Attendance
	Motivation

Rationale for meeting: Teachers need feedback and support for at-risk students

3. SNAP SHOT MEETING

The purpose of this meeting is to give each and every teacher an opportunity to present their class to the Rtl Committee. Focus is on the students that are most at-risk of failure. An action plan for those students is developed during the meeting and implemented immediately. The plan is monitored by the Committee (including the classroom teacher) for success or necessary modifications. Snap Shot takes place in the fall and winter of each school year.

What is Rtl?

Response to Intervention (Rtl) is a regular education function, designed to help Byron's schools create instructional practices that will meet the needs of all students. This 3 tiered intervention system involves choosing reliable and valid assessment tools and using the outcomes to make data-based instructional decisions. Successful implementation requires planning, intervening using evidence-based methods, and monitoring student performance. Every single School District employee, parents and students all have an instrumental part in Rtl.

Rtl is not just a special education or general education initiative. It is a whole school reform model that allows schools to close the achievement gap for students. The Curriculum Based Measurement data gathered at each Tier provides unique information and can help the school make curricular and instructional decisions. Tier 1 data allows for analysis of the core curriculum and identification of students most at need. Tier 1 data can also help schools predict those students that will most likely pass the CST. Tier 2 and Tier 3 data allows for leveled interventions and individual monitoring of student performance.

Parents and Educators working together

SST and Rtl

SST is a Student Study Team, working with the parents, which reviews individual student strengths and problem areas. The SST plans strategies and organizes resources for addressing problems and concerns. This process is a function of regular education just like Rtl. SST takes place when a student has failed to respond to interventions in Tier 1 & Tier 2 and a specific learning disability is suspected. The law requires that all efforts be made to help the child succeed prior to a referral to SpEd testing.

Should I ask for an SST if the student is having problems in a class?

No, not necessarily. Specific problems or concerns should be discussed with the classroom teacher first and then the support staff. The Rtl process must be given an opportunity to help the student reach their independent level of success. If the issues are behaviorally based then an SST can be determined by the principal using the FastTrack protocols.

FastTrack Protocols: A principal is the only one, outside of the Rtl Team (which includes the classroom teacher) who can make the decision to FASTTRACK a student. Even when a student is FastTracked, the Rtl paperwork must still be completed. The determination for FastTracking is based on behavior that is harmful to the student or others. For academics the determination is made based on a sudden or consistent dramatic drop in academic performance as measured by grade level appropriate assessments.