

# **Canutillo Independent School District**

## **Operating Procedures**

### **Response to Intervention** (or Multiple Systems of Support)

**2019 -2020**

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# Response to Intervention Guidelines - Introduction

## CISD Mission Statement

*Provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to become leaders and productive citizens in a culturally diverse and technologically sophisticated world.*

## CISD Vision Statement

*To become a premier school district with nationally-ranked, bi-literate graduates that will be able to create, collaborate, communicate, critically think and apply the knowledge and skills to be successful in post-secondary and the workforce; and more importantly, in life.*

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**The procedures set forth in this document provide information and guidelines for the implementation of the Response to Intervention services to students as identified by school staff. This document is intended to be a resource for CISD personnel in complying with the federal and state laws and regulation focusing on the education of students who are at risk of falling behind. This is a living document that may be adjusted to serve the needs of our staff and students.**

**The CISD Response to Intervention Plan;** RtI (MTSS) is a *proactive, preventative, prescriptive* school wide system utilized *in the classroom* that evaluates how well students respond to instruction and then uses those responses to guide educational and behavioral decisions. RtI is an approach that focuses more on helping all children learn by addressing academic problems , providing high quality, scientifically-based instruction and interventions, and holding schools accountable for the progress of **all** students in terms of meeting grade level standards.

## ***RtI (MTSS) is not the Pathway to Special Education***

The goal of RtI is to identify children who are at-risk for not meeting grade-level standards and to develop an *early intervention plan*. **CISD provides an RtI model that has three tiers of interventions in which each level or tier represents an increasingly intense level of services.** Interventions are continually adjusted based on progress monitoring. Students who do not respond to the initial interventions within a reasonable period of time, as suggested by research, are referred for more intensive interventions. If a disability is suspected, a referral may be made for either a 504 or a Special Education evaluation while the initiated RtI interventions continue.

### **Our goals:**

- *To create a systematic process that ensures every child receives the additional time and support needed to learn at high levels.*
- *To provide Proactive, Prescriptive, Preventative intervention activities.*
- *To develop improved parent involvement and communication*
- *Focus on positive outcomes/student growth*
- *To utilize Research Based Practices*
- *To utilize ongoing Progress Monitoring*

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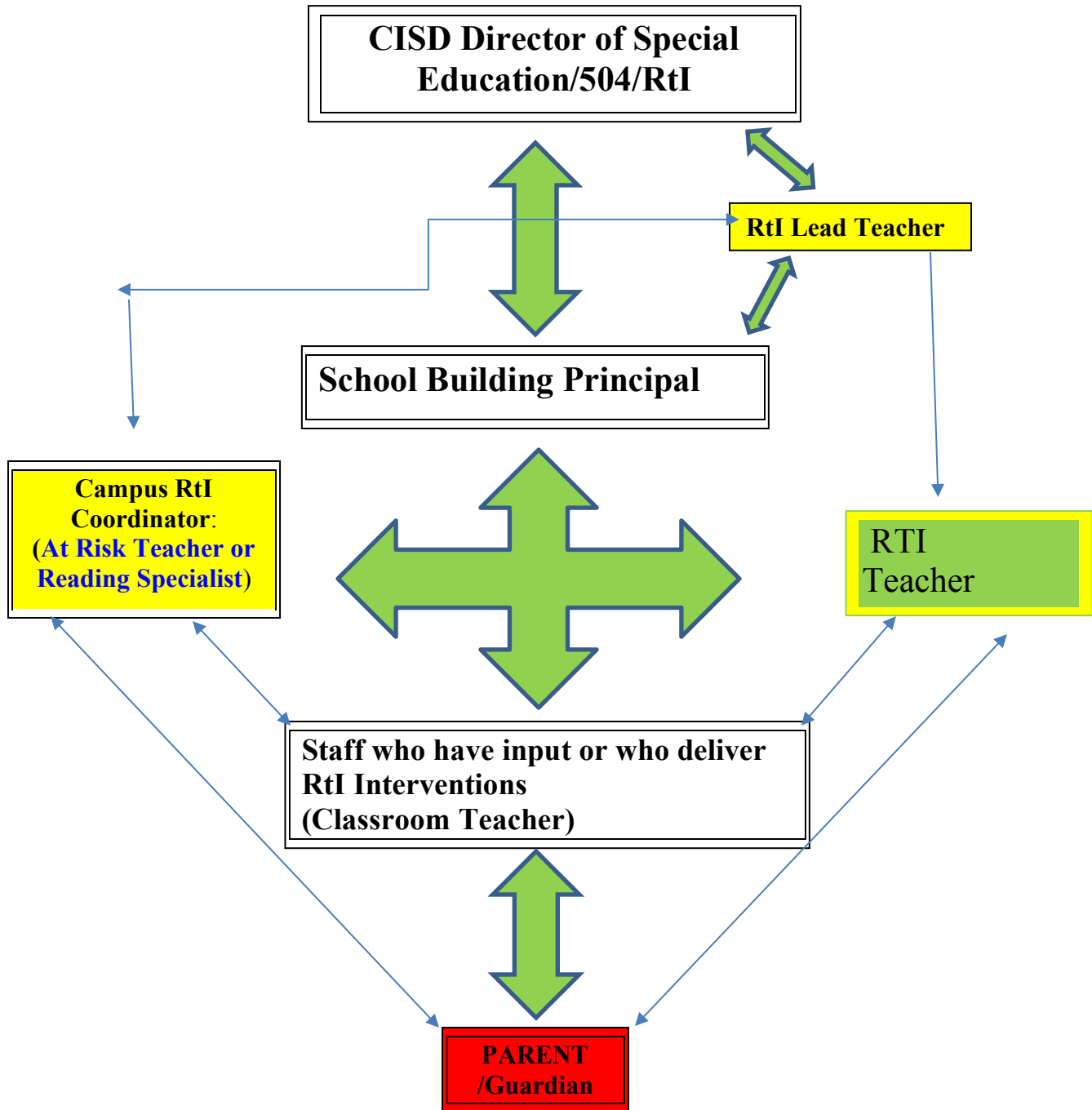
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# CISD RtI (MTSS) Chain of Responsibility and Communication



“A strategy in a *multi-tiered system of supports* that is above the level of intervention generally used with all children including response to intervention and other early intervening strategies.”  
(CISD utilizes a 3 Tiered system –)

**School districts and charters are required to:**

- Provide a parent with access to all written records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child.
- **Notify a parent of each child receiving assistance for learning difficulties** (except those receiving interventions through an IEP), including through the use of intervention strategies, that the district that provides assistance to the child.
- **The notice:**– must be provided for that school year; – must be written in English or, to the extent practicable, the parent's native language;

**and – must include:**

- reasonable description of the assistance, including any intervention strategies that **may** be used
- **information collected** regarding any intervention strategies in the base tier or a multi-tiered system of supports previously used with the child
- **estimate** of the duration the assistance or intervention will be provided
- **estimated** time frames for progress reporting and
- TEA developed explanation stating that in addition to requesting an evaluation for special education, a parent is entitled at any time to request an evaluation for aids, accommodations, or services under Section 504

This notice requirement may be provided to a child's parent Section 504 committee meeting, if applicable

**TEA is required to ensure districts and charter schools report through PEIMS:**

- the total number of students enrolled in the district or school to whom the district or school uses intervention strategies **at any time** during that reporting year and
- the total number of students enrolled in the district or school to whom the district or school, provides aids, accommodations or services through a Section 504 plan **at any time** during that reporting year

**RTI - Implementation Considerations**

- ✓ Ensure general education leadership is aware of notice and information sharing requirements
- ✓ Research available intervention and documentation programs that might make these requirements more efficient
- ✓ Help district develop a list of district specific ‘intervention strategies’ that meet the definition in the bill.
- ✓ Provide updated child find training to general education leadership charged with implementing RTI and any intervention services.

## The CISD RtI Culture:

- We utilize high quality, research based, Tier I, II & III instruction and interventions.
- We conduct universal screening of academics and behavior on all “at risk” students.
- We utilize effective, timely, progress monitoring.
- We collect student data from our formative and summative assessments to make data based decisions regarding student interventions and instruction.
- We discuss that data with our PLCs and our colleagues to brainstorm best practices and solutions.
- We stick with the plan (fidelity) and provide consistent, long term instruction and intervention with frequent progress monitoring to adjust our instruction as needed.
- We include the parents/guardians as *team members* very early in the Roti process and maintain constant, positive communication with them.
- We conduct continuous professional development to enhance staff skills.

## District Level Support – 2019-2020

- RtI Operational Guidelines
- Continuous Improvement of Response to Intervention Model (MTSS)
- Continuous Data collection
- Conduct initial and on-going trainings of RtI Model to faculty/staff
- Develop and support Campus “At Risk” Team
- Ensure that RtI Teachers/At Risk Teachers collaborate to benefit students.
- Classroom observations by administration
- Continue to Improve Intervention Programs.
- Communicate constantly with Special Education personnel

Compliance with federal regulations and Texas regulations.



## Definition of RtI (*MTSS*) – The CISD Model

The CISD Response to Intervention (RTI) model is a three tier approach to the early identification and support of students with learning and 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 accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and academic specialists. Progress is closely monitored to assess both the learning rate 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 both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to improve student performance, 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.*** 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. These data points are 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.
- ***Tiered instruction.*** A three-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- ***Parent involvement.*** Schools 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.

Although there is no single, thoroughly researched and widely practiced “model” of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described in the following pages.

RtI is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:

- **High-quality instruction** and scientific research-based tiered interventions aligned with individual student need.
- **Frequent monitoring** of student progress to make results-based academic and/or behavioral decisions.
- **Analyzing student's assessments** results to make important educational decisions.
- **RtI principles and strategies should be applied to decisions in General, Remedial and Special Education, creating a well- integrated system of instruction/intervention guided by child outcome data.** The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI model leads to data-based school improvement.

As Professionals; We can effectively teach children by;

- **Utilizing excellent “First Teach”.**
- **Intervening early** in the classroom when we observe students encountering academic difficulties.
- **Communicating early and often with parents to create a collaborative team to assist the child.**
- Using a proactive three-tier model of service delivery
- Using a **data based problem-solving method** (SST/PLC) to make decisions within a three-tier model.
- Using research-based, scientifically validated interventions/instruction
- Monitoring student progress to inform instruction & inputting that data into the system (*eStar*)
- Using student performance data (not anecdotal information) to make decisions on interventions
- Using assessment for different purposes:
  - ✓ Universal Screening
  - ✓ Diagnosis based on formal and informal assessment and data
  - ✓ Progress Monitoring
  - ✓ PLC discussions
  - ✓ Follow up on plans.

## Benefits of RtI

The CISD RtI model has a goal that ensures all children have access to high quality instruction (first teach) and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively within the general classroom.

Driven and documented by reliable data, the implementation of RtI in CISD schools can result in;

- More effective instruction;
- Increased student achievement;
- More appropriate identification of students who may have a disability.
- Increased professional collaboration; and
- Overall school improvement.

*“ RtI principles and strategies should be applied to decisions in General, Remedial and Special Education settings, creating a well- integrated system of instruction/intervention guided by child outcome data.”*

*RtI is simply a way of constantly thinking:*

**What can I do as a teacher to assist a child who is struggling academically or behaviorally in the classroom?**

### **Quick Checklist for RtI**

- Utilizing data, estimate the academic skill gap between the student and typically-performing peers
- Determine the likely reason(s) for the student's depressed academic performance
- Select scientifically-based interventions likely to improve the student's academic functioning
- Monitor academic progress frequently to evaluate the impact of the intervention
- If the student fails to respond to several well- implemented interventions over a period of time, consider a specialized referral.
- **Parent Communication**

**The primary focus of the CISD RtI Process is to provide educational opportunities in the general classroom setting which may resolve the student's;**

Academic, Social, Emotional, Communication or Behavioral problem(s).

- **The CISD Intervention Process is a Three Tier model** based on the dual criteria of significantly low achievement and insufficient Response to Intervention.
- The model ensures students with specific needs will receive support in general education in a timely manner.
- Support services include collaboration with campus personnel such as Instructional Coordinator, Counselor, Classroom Teacher, RtI Teacher, At Risk Teacher, Speech Language Pathologist, Special Education Personnel, Paraprofessionals, etc.

## Considerations in CISD Delivery of Response to Intervention:

- **ALL STUDENTS BEGIN AT TIER I**
- **All students don't learn the same way (Learning Styles)**  
<http://www.educationplanner.org> for learning styles screener.
- **All students don't learn at the same speed**
- **Some students lack academic skills and prior knowledge**
- **Some student lack appropriate academic habits**
- **Some students have come from a home/school environment that is counterproductive to academic success.**
- **Student's previous educational experience that positively or negatively affects their classroom performance.**

**With this in mind;**

**How do we adjust our instruction accordingly?**

## Who is responsible for RtI?

Since RtI is a whole-school instructional framework intended to improve instruction and learning for all students;



**All faculty and staff members share responsibility for RtI.**

The **Principal** is the instructional leader of the school and so must be the leader in implementing an RtI model. *(See pages 42-44 for more detailed information)*

**Instructional Coaches, RtI Teachers, and At Risk Staff** play important roles in supporting the RtI model to be used that may include making scheduling decisions, identifying student needs and monitoring progress, and assisting to make decisions on appropriate interventions.

**Teachers are the most important component of an RtI team and need to understand all aspects of RtI.** “**First Teach**” is paramount to student success. Since teachers provide the bulk of the instruction and have the most opportunity to observe student progress, their support of RtI is crucial to success. **Teachers must be included in every stage of developing an RtI model.**

The activities that comprise RtI typically occur in the general education classroom setting as schools use a variety of strategies to assist struggling students. General and Special Education staff coordinate and collaborate to develop a process for RtI implementation, *and such collaboration may lead to a shift in roles played by teachers from both areas.*

**General education teachers may need training in many practices currently used primarily by special education teachers.** (“sheltered instruction”, differentiated learning, etc.) The expertise of special education teachers can strengthen general education instruction as they provide that training, help to customize Tier 3 services, provide Tier 2 and 3 services, and, in general, team more closely with general education faculty. **This “training” can occur in the daily, weekly, bi-weekly activities of the PLC and in other training provided by the district.**

**Paraprofessionals** may implement small-group interventions, assess progress, and maintain crucial information from provided tracking forms showing that progress. *\*\*Note: They either monitor the student’s interventions or assist in the follow through of the interventions in the classroom. They may also be responsible for clerical duties.*

**RtI’s role in determining learning disability (LD) eligibility:** As established by the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 2004, LEAs may choose to use RtI as one of a variety of ways to determine appropriate LD eligibility. This use of RtI addresses concerns with models of Learning Disabilities identification that primarily rely on the use of IQ tests and performance discrepancy. Additional information regarding the use of RtI in

determining LD eligibility is available in a question and answer format at;

<http://www.tea.state.tx.us/special.ed/guidance/rules/index.html>.

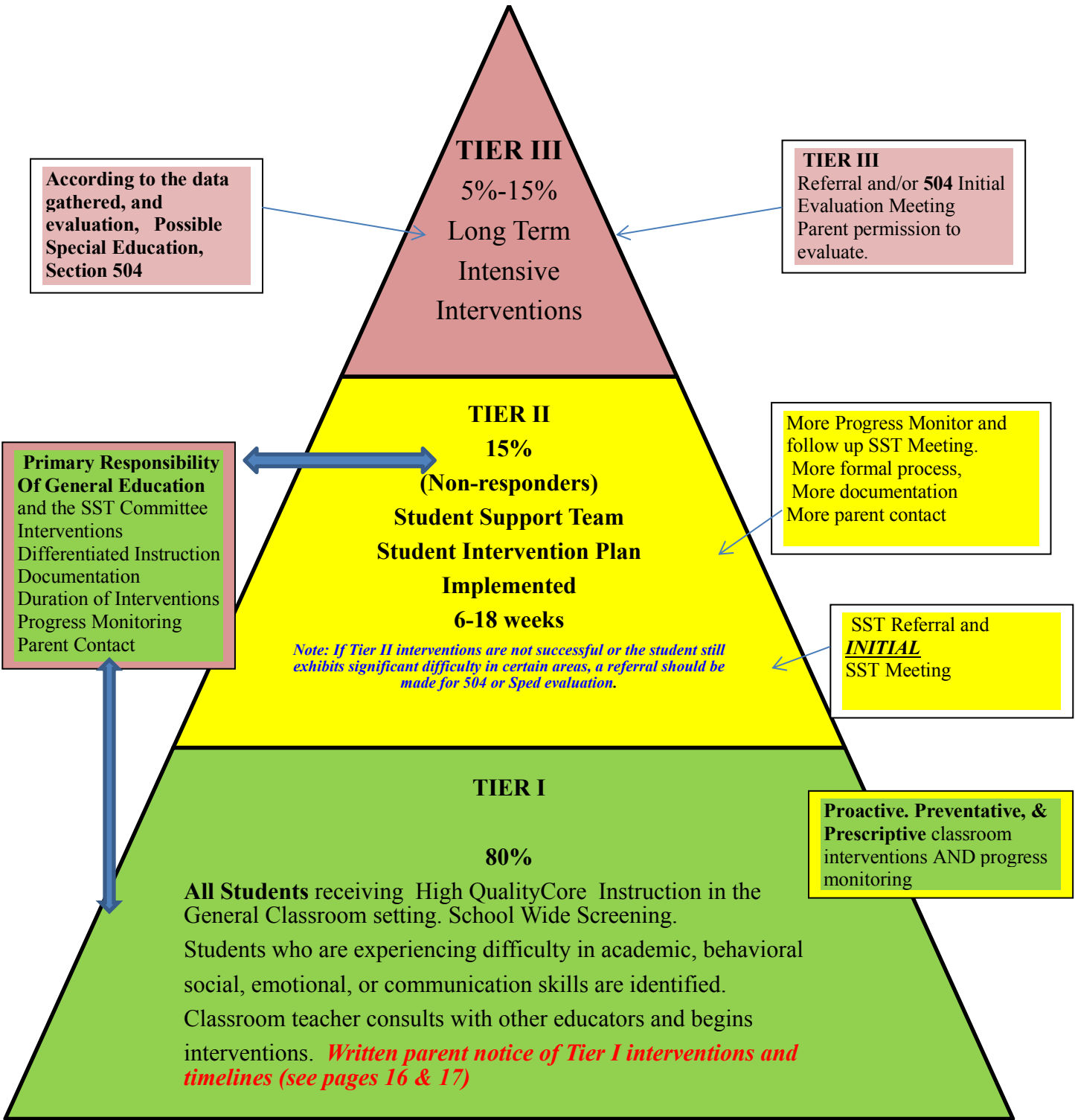
## School Staff Roles and Responsibilities for RtI, 504, and Special Education

Area for compliance	Administrative Role	Instructional Support Role (RtI Teacher)	Classroom Teacher Role	At Risk Teachers Instructional Coach/ RTI Teacher *	Parent
<b>RtI Tier I and II</b>  <b>Response to Intervention</b> Also see More specific Roles & Responsibilities on Page 45	Support/monitor/evaluate/meet with SST as needed   <i>Access eStar</i>	<u><b>Support RtI system at the campus level.</b></u>  Provide instructional interventions and support in and outside the classrooms  <i>Utilize eStar system to write RtI Plan Pg 45</i>  See page 46 Roles	<b>1<sup>st</sup> Planner:</b> Evaluate the student formally and informally based upon research based programs and best practices.  Provide research based data that indicates student difficulties.  <i>Provide interventions and data for struggling students.</i>  <u><i>Complete eStar RtI paperwork as assigned</i></u>	Schedule/organize RtI/SST meetings with Assistance from AT Risk Aide <b>Lead on campus* At Risk Teachers and At Risk Aides provide instructional support with students &amp; work in tandem with the Classroom Teacher and the RTI Teacher. They also schedule/organize RtI/SST meetings with Assistance from AT Risk Aide</b> Other teaching staff/assessment staff provide support/expertise through the PLC process. <i>Utilize eStar system to write RtI Plan Pg. 45</i> <b>See page 4* Roles</b>	Communicate with the school to provide information and support relevant to the student's needs.  Provide the "extra" assistance at home.  Attend SST as necessary
<b>RtI - Tier III</b>  <b>Possible Section 504</b>	Principal and or Asst. Principal  <u><b>Lead 504 at the campus level</b></u> . <i>Facilitate the 504 meeting</i> <i>Schedule the 504 meeting.</i> <i>Access eStar</i>	Possible Member of the 504 committee.  <i>Assess evaluations that indicate possible disability.</i>  <i>Utilize eStar RtI for Data</i>	<b>1<sup>st</sup> Planner:</b> Evaluate the student formally and informally based upon research based programs and best practices. <i>With the 504 committee. Develop and provide the interventions/accommodations necessary to support the student.</i> <u><i>Complete eStar 504 paperwork as assigned</i></u>	<i>At Risk Aides provide instructional support with students.</i>  Possible Member of the 504 committee.  Other teaching staff/assessment staff provide advice/support/expertise through the PLC and 504 process.	Member 504 committee Communicate with the school to provide information and support relevant to the student's needs. Provide the "extra" assistance at home.

<b>RtI - Tier III</b>  <b>Possible Special Education</b>	Principal and or Asst. Principal	Member of the ARD Committee	<b>CASE MANAGER:</b> <b>1<sup>st</sup> Planner:</b> Evaluate/track/plan for the student formally and informally based upon research based programs and best practices. Write appropriate goals and objectives. Work with ARD committee to develop the IEP. Provide Modifications to the student's educational program/service.	<i>Special Education Aides provide instructional support/care giving with students.</i>  Other teaching staff/assessment staff provide advice/support/expertise through the PLC, Special Education process. Formally assess the student as required by compliance regulations	Member ARD committee Communicate with the school to provide information and support relevant to the student's needs  Provide the "extra" assistance at home.
	<u><i>Lead Sped at the campus level.</i></u>  Facilitate the ARD meeting   <i>Access esped</i>	<i>Access esped</i>	<i>Access esped</i>	<i>Access esped</i>	

*\*Note: Specific Utilization of personnel in RtI Roles falls under the purview of the site Principal.*

## SECTION I Canutillo ISD – Core Principles of Response to Intervention: The Three Tiers





# The Three Tier Model:

## Tier I

### What Does Tier I Mean?

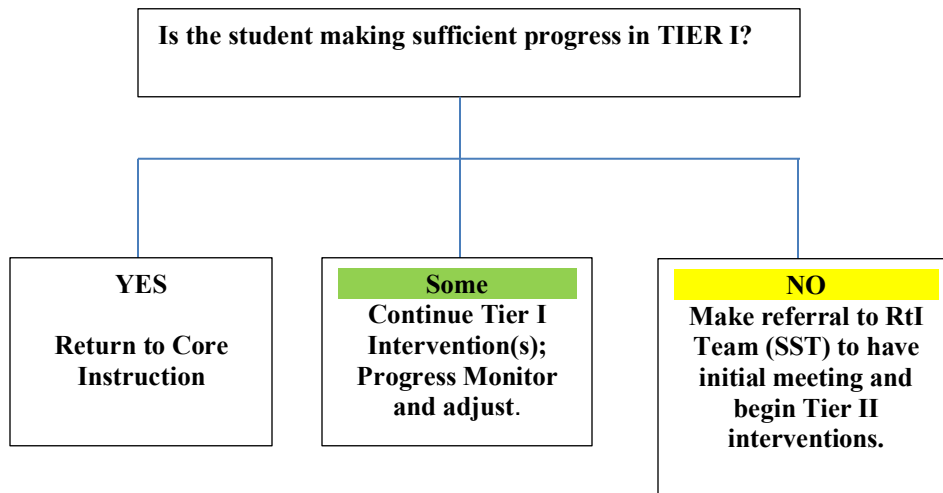
The majority of students (80% according to research) respond successfully to quality core instruction in the general classroom setting. Universal screenings, such as Developmental Reading Assessment (DRA) Writing and Reading Assessment Profile (WRAP), STAR Reading Enterprise Assessment, and Campus Benchmark Assessments (CBA) may identify student in need of intervention.

*Sometimes an educational concern may be noticed that is independent of the screening results.* It is critical that student performance data is analyzed to assist with instructional decisions. Teacher respond to student needs in the classroom through differentiation of instruction and classroom interventions. Teachers establish a measurable goal for student progress and monitor student performance on a frequent basis. It is vital to the process that the teacher contact the parents or guardians to share concerns and obtain input. Parents should be involved as early as possible when the student is not performing up to expectations. SB 1153 states that parents must be contacted in writing

### What is the focus of Tier I?

**Identified students receive interventions usually in small, teacher led flexible groups.** The intervention occurs during the regular school day in the general education classroom **with consistent reviews of student progress.**

The intervention schedule is based on how frequently the teacher needs to meet with and provide direct instruction to each group per week.



## Tier I

**School-wide Screening** (Classroom teachers/staff screen/assess *every student at the beginning of the school year*) *Students experiencing difficulty in academic, behavioral, social, emotional or communication skills are identified through various types of informal screening, formative & summative assessment.*

**Through the PLC & SST process**, the classroom teacher consults with other classroom teachers and support staff. The teacher begins *classroom interventions* in small group setting and prepares documentation for a period of \*6-9 weeks. If student responds to interventions, the classroom teacher continues with those interventions. *\*Note; There is no set formula or timeline for student reaction to classroom interventions*

### Students Not Responding to Initial Tier I Interventions:

- Student remains in Tier I
- **Parent is CONSISTENTLY notified of progress.**
- Utilize *different mor individualized interventions*
- Develop and follow a more formal process
  - **More** progress monitoring
  - **More** documentation
- Teacher submits completed RtI documentation packet from *eStar* to the At Risk Team at the **Initial** SST meeting **after** a *minimum* of **\*6-9 weeks** of unsuccessful classroom interventions: (*\*Could be as long as 8-12 weeks or more.*)

### *The Tier I documentation from eStar Includes: (See RtI Packet)*

- SST Speech and Language Information
- Parent Contact Log
- SST Liaison Observation
- Cumulative records and test results
- Summary of Student's Strength and Weaknesses
- Summary of Interventions Attempted

### *Student Not Responding to Tier I Interventions:*

- **Initial SST meeting scheduled.**
- **Parents invited to SST meeting**
- Classroom teacher prepares updated RtI documentation from *star*:  
I.C. inputs into *eStar*  
Evaluation of attempted interventions, strategies, and programs are noted in the *star* documentation and discussed by the SST. (*The information needs to be very descriptive of the student's issues*)  
SST revises intervention plan for the student and makes changes on *eStar* documentation.  
The RtI Documentation is entered into and [Archived on eStar](#)

### *Additional Tier I interventions, or Begin Tier II interventions, strategies, and programs*

- Progress monitoring and follow-up is determined by SST. **\*See page 33**

**Canutillo ISD Response to Intervention - TIER I - In Classroom Support - Parent Notification Letter**

**Teacher:** \_\_\_\_\_ **Grade/Subject:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School Year: 2019-2020**

Dear : \_\_\_\_\_ during this 2019-2020 school year, your child has been provided with high-quality instruction in the general education classroom.

Additionally, your child has received the following instructional supports this school year: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Based on your child's needs, she or he will be receiving additional support through the **Response to Intervention (RtI)** process, which provides targeted interventions in your child's areas of need.

It is anticipated that the following specific interventions will benefit your child: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The duration of the interventions will be: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The time frame in which you will receive a report on your child's progress and the intervention strategies used with your child will be: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

If you need more specific information, please contact me at: \_\_\_\_\_

If you have questions regarding the TIER I RtI program received in the classroom, please contact me at;

\_\_\_\_\_.

Sincerely, \_\_\_\_\_

*I confirm that I have received this notification-* \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Canutillo ISD Respuesta a la intervención - TIER I - Apoyo en el aula - Carta de notificación a los padres**

**Fecha:** \_\_\_\_\_

**Maestro/a:** \_\_\_\_\_ **Grado/Materia:** \_\_\_\_\_

**Año Escolar: 2019-2020**

Estimado: \_\_\_\_\_ durante este año escolar 2019-2020, su hijo recibió instrucción de alta calidad en el aula de educación general.

Además, su hijo ha recibido los siguientes apoyos de instrucción este año escolar:

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Según las necesidades de su hijo, él o ella recibirá apoyo adicional a través del proceso de Respuesta a la Intervención (RtI), que proporciona intervenciones específicas en las áreas de necesidad de su hijo. Se anticipa que las siguientes intervenciones específicas beneficiarán a su hijo:

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La duración de las intervenciones será de: \_\_\_\_\_

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El marco de tiempo en el que recibirá un informe sobre el progreso de su hijo y las estrategias de intervención utilizadas con su hijo será: \_\_\_\_\_

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Si necesita información más específica, favor de contácteme al número: \_\_\_\_\_

Si tiene preguntas sobre el programa TIER I RtI recibido en el aula, comuníquese conmigo al número; \_\_\_\_\_.

Cordialmente, \_\_\_\_\_

Confirmando que he recibido esta notificación- \_\_\_\_\_

Firma del padre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Tier II

**What Does Tier II Mean?** *“Non-Responders” to Tier I are identified and given individually tailored interventions.* Some students (approx. 15% of the population according to research) may require additional intervention if they are not making progress with in-class intervention efforts. Students that have not made progress using **TIER I** instruction are provided additional support through **TIER II** interventions.

**TIER II** interventions include providing instruction in small group setting, preferably outside of the classroom in a more individualized, focused session. **TIER II** interventions are provided in addition to the quality instruction provided in **TIER I**.

At this stage, the teacher contacts the **Response to Intervention Teacher** who provides TIER I data (SST Packet).

**The Classroom Teacher will have a checklist to follow to complete the packet. Once the packet is completed (within two weeks), an Initial SST meeting is set by the At Risk Teacher. (See checklist page 25)**

The SST schedules a meeting to review past data and establish a measurable goal for *Tier 2* interventions.

**The teacher is required to contact parent/guardian,** complete RtI (eStar) paperwork, collect student data, provide data charts and/or graphs, and student work samples.

RtI paperwork may include Request for RtI services, Health Information, Classroom Observation, and parent input.

The classroom teacher should be knowledgeable about student strengths, attendance, discipline, previous educational experiences, specific area(s) of concern, plan of action, measurable goals.

It is imperative that a goal time line and follow up date be included in the plan.

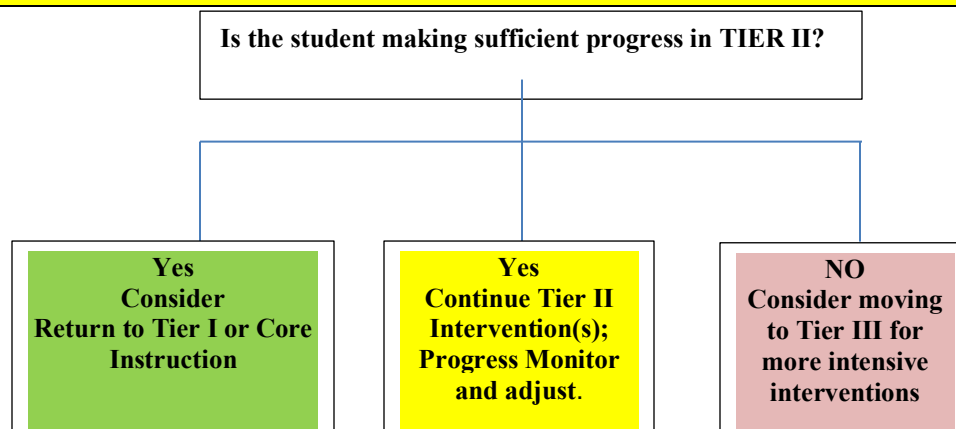
### What is the focus of Tier 2?

Creative and flexible scheduling to support small group instruction time.

Training for the Interventionist. Bi-weekly or weekly progress monitoring

Progress monitoring for a minimum of 6-12 weeks.

Examples of Interventions – Campus-scheduled intervention groups, Lexia, increased iStation, Math activities, etc.



## Tier II

- Student groups get smaller
- Duration of interventions increase
- Frequency and intensity of interventions increase
- Before school, during school, after school.
- Pull out programs *during the day are utilized.*
- During Tier II the classroom teacher implements research based classroom interventions.
- Teacher will monitor progress using *eStar* SST Progress Monitoring Form. This data will be reviewed by the Student Study Team at follow-up meeting.
- A campus designee will conduct observations throughout intervention period to ensure that interventions were implemented with fidelity. Progress monitoring data will be used to determine the possible change of intervention tier.
- At the end of the 1<sup>st</sup> *\*6-18 weeks*, the Student Study Team will review progress monitoring data to determine if interventions were successful. If interventions were not successful, then a revised prescriptive, intervention plan will be implemented.
- The classroom teacher will implement new interventions and continue with progress monitoring for an additional *\*6-18 week* period. (*There may be a need to extend interventions **another 6-9 week** period according to individual student progress.*)

At the end of the second Tier II period an SST meeting **with parent** will be held to review the following options:

- Goal met, discontinue intervention. Monitor student for continued success!
- Acceptable progress, continue with interventions.
- Little or no progress, continue interventions &/or begin referral to Tier III
- If the SST believes a referral for assessment is warranted at this time, the SST completes the Tier III referral packet.
- The student continues in the intervention setting until the Tier III Student Study Team meeting is held.
- If SST feels that interventions were not implemented with fidelity evidenced through progress monitoring then a third Tier II intervention period may be recommended.

***\*Some researchers state the duration of the intervention(s) should be up to 12 -18 weeks before a change is made. If progress monitoring is conducted effectively and with fidelity, the school may consider a reduction of the time frame. If a student does not respond over a long period of time to interventions that have been conducted with fidelity and with strong instruction, serious consideration for further evaluation should be given. **\*\*Note: Research tells us that students with intensive needs often require 10-30 times the number of practice opportunities as their peers to learn new information, and may benefit from 60-120 minutes of intervention per day. If the student is still exhibiting difficulty, strong consideration may be given to 504 or Special Education evaluation.*****

## Tier III

**What does Tier 3 mean?** *Long-term programming for students who fail to respond to Tier II Interventions.*

(5-15% of students according to research) (The next level could be 504 or Special Education depending on whether a disability is documented, and the severity of the disability.)

Students who are not successful in Tier 2 are provided more intensive interventions at Tier 3. The RtI/SST team will report Tier 2 data results at the scheduled SST meeting and make recommendations for Tier 3 intervention efforts. Just as before, measurable goals will be established, along with a goal timeline and follow-up meeting date.

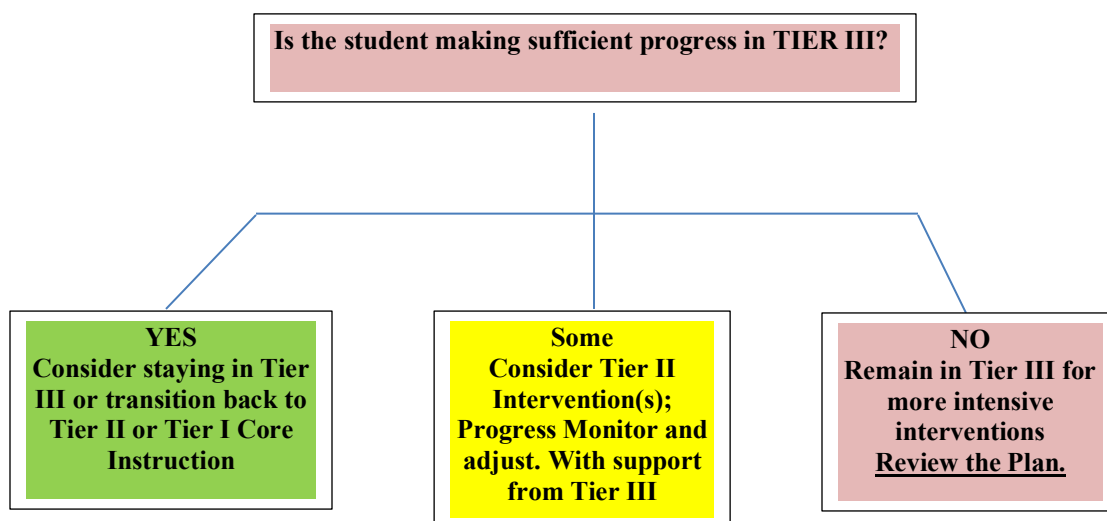
**Tier 3** increases the frequency and /or duration of instruction while decreasing the group size and specialization of interventions. (In CISD this may include a referral for testing and a modification of the student's program.) Teacher and Interventionists should work closely to determine what is working for the student by collecting data and monitoring student progress. At the next SST meeting, all data documentation from Tier I (teacher) Tier II (teacher/interventionist) will be presented to the SST team. The SST team will make a decision to continue Tier 2 with adjustments or revisions, as needed, or make a recommendation for further evaluation through 504 or Special Education.

### What is the focus of Tier 3?

Individualized Instruction, Multiple interventions, increased instructional time, Decrease numbers of students in groups, Modification to student's schedule.

### Examples of Tier III Interventions:

Increase small group instruction time with a specialist in working with disabilities. Increase number of meetings per week. (Modify the student's schedule for more intensive instruction with a specialist.) Decrease number of students receiving instruction.



## Tier III

### Exceptions to the RtI Process

#### Student with:

- An obvious, profound, learning difficulty
- Medical issues that substantially limit one or more major life activities.
- Temporary medical condition that substantially limits one or more major life activities.
- A parental request – **\*\*(with appropriate documentation and CISD Referral Form)**

**\*\*A consultation with instructional liaison must be requested and the data information in eStar must be filled out to facilitate the referral for such cases.**

**There must be school RtI evidence and data just as with any other student.**

#### Basics of RTI; data driven decision making processes:

- Administer highly reliable assessments to gather data.
- Analyze data and create plans (documentation) to increase student success - make sure campuses have access to high quality intervention resources for students.
- Review data and adjust plan.

#### Fidelity of Implementation; Current research indicates that...

**“The most common cause of failed intervention is a lack of fidelity of implementation.”**

Scientific research may indicate that an intervention model is successful, but that success can only be dependably duplicated if teachers are provided sufficient on-going program-specific training, agree to implement all aspects of the model as designed and as tested, and uphold that agreement. Fidelity to the researched design should be documented; **gaps in fidelity should be identified and corrected by the SST/PLC through progress monitoring.**

#### Assessment leading to data-based decisions

To determine the effectiveness of an intervention, student progress is monitored through formative assessments that are sensitive to small changes in student behavior and performance. The following three types of assessments are typical of Roti: Universal screening of all students identifies those not making academic or behavioral progress at expected rates.

1. Universal Screening; *May be utilized throughout the RtI process.*
2. Diagnostics determine what students can and cannot do in academic and behavioral domains.
3. Progress monitoring determines whether academic or behavioral interventions are producing the desired effects.



**Benefits of Progress Monitoring;** *Progress monitoring helps teachers choose effective, targeted instructional techniques and establish goals which enable all students to advance appropriately toward attainment of state achievement standards. Roti decision-making processes are dependent upon reliable student performance data and data-collection systems.*

- Accelerated learning due to appropriate instruction
- Informed instructional decisions
- Effective communication with families and other professionals about students' progress
- High expectations for students by teachers
- Appropriate special education referrals
- Documentation of student progress for accountability purposes

Progress Monitoring:

- **Requires data collection**
- Data Informs the teacher about student progress
- Determines if the student is making progress
- Provides timely measures to inform instruction
- Determines the severity of the reported problem
- Provides baseline data to assess student performance
- Fidelity of instruction and intervention
- Communication with parents

What is the focus of Progress Monitoring?

Progress monitoring involves data collection by the teacher and/or Interventionist that is analyzed to determine student performance in a targeted area. Progress monitoring can be completed by documenting student growth in intervals. Some software programs include progress monitoring tools such as iStation and Think Through Math.

Examples of Progress Monitoring

Line Graph that depicts weeks (x) and results from formative assessments (y). Graphs that show student performance on Campus Benchmark Assessments (CBAs) Charts that report frequency of identified behaviors.

Excel Spreadsheets that contain information regarding universal screeners at BOY, MOY, EOY.

## RtI in Secondary Programs

**All students** can benefit from quality instructional strategies used across the curriculum in the general education classroom (Tier I), and students who arrive in middle school and high school performing below grade level can benefit from research-based instructional interventions and progress monitoring (Tiers II and III).

Currently, schools address the needs of struggling students through tutoring programs offered during and/or after school or on Saturdays. CISD schools also have specific RtI classes placed into their master schedule to address student needs on an individual basis.

Through an RtI model, such tutoring is provided by teachers trained in scientifically researched instructional models, *interventions are carefully chosen to directly target deficient skills*, and students' individual progress is carefully monitored to determine the effectiveness of the strategies implemented and to make appropriate adjustments.

**Using our RtI model, CISD faculty and staff shift from a focus on the student's difficulties to a focus on planned and actual growth in response to carefully chosen and authentically implemented interventions.**

Questions we ask at the secondary level:

- Is the student on track to graduate?
- In what content areas is the student struggling?
- What are the formative and summative assessments telling us?
- How are we determining next steps for students who struggle in the general education setting?
- Are we *using universal high-quality instructional literacy practices that is used across all subject areas?* (ie. The CISD Writing Initiative)
- Are we imbedding RtI time during the school day to assist intervention implementation?
- If a student fails a class, is the student's schedule is adjusted to re-visit that class so the student does not fall behind in credits?
- Are Parents notified and involved?
- Are we communicating with parents to support of the RtI model?

## Using an RtI model to address behavioral concerns:

Behavioral issues can negatively impact learning the same as learning difficulties can negatively impact behavior.

*As students' academic success improves in school, their social and behavioral success tends to improve as well.* Nevertheless, an RtI model specifically designed to address behavioral difficulties can

- Improve the pace of that improvement;
- Support academic growth; and
- Help improve the climate of the school.

## Both academic and behavioral interventions contain the same components:

- The needs of most students are met through high-quality, research-based universal instructional and behavioral practices.
- Students needing additional intervention are identified and served through Tier 2 interventions.
- Tier 2 interventions are chosen through a campus-designed standard protocol or problem-based model.
- Student progress is carefully monitored, and interventions are modified as necessary.
- Custom-designed Tier 3 interventions are implemented with the small percentage of students who are not successful with Tier 2 interventions.
- Fidelity of implementation is crucial to success at all three tiers.

*As with academic models, the focus of the entire school using RtI to address behavioral concerns can shift from identifying negative behavior to teaching and promoting positive behavior.*

***CISD utilizes Positive Behavior Interventions and Support (PBIS) concepts in tandem with RtI.***

## SECTION II - CHILD FIND AND STUDENT SUPPORT TEAM

### A. CHILD FIND

At least annually, the school shall make an effort to identify and locate every eligible child with a disability in the CISD. Appropriate steps must be taken to find any eligible child and notify the child's parent or guardian, and if appropriate, the student, of the school division's use of Child Find procedures (e.g. record reviews, general screenings, preschool advertisements, distribution of information in the community) or through any other means necessary to comply with this requirement under Section 504 or IDEA. (See District guidelines)

### B. Student Support Team **SST = PLC**

#### THE STUDENT SUPPORT TEAM – CISD -

**For RtI to succeed it must begin in the classroom; a Team effort is vital.**

The Student Support Team (SST) is a school based group of professionals created to provide cooperative problem-solving assistance to students, teachers, support personnel, and administrators on an individual or group basis.

- The team may consist of a Teacher, At Risk Teacher, an individual student's parent if needed, an Administrator (not mandatory), and any other person who may have knowledge of a particular student.

This team provides teacher to teacher support to assist in identifying concerns, determining a solution, and providing strategies for working with at-risk/504 students. This is an integral piece of the CISD initiative to utilize Professional Learning Communities to analyze student data to support improved instruction in the classroom.

***The team is designed to:***

- Assist regular education teachers individualize instruction to meet the needs of all students.
- Develop intervention strategies to be used by the classroom teacher.
- Monitor and evaluate intervention strategies
- Provide an efficient pre-referral screening for special education services thereby reducing inappropriate referrals.
- Identify and develop accommodation plans for RtI and 504 students.
- Identify (according to state guidelines) and develop intervention strategies for at-risk students.
- Facilitate communication among teachers within a building.
- Generate a constructive, problem-solving attitude among teachers.
- Increase teacher and staff skills in working with all students.

## Student Support Team Responsibilities at CISD

**\*\*\*The SST may not conduct its own formal evaluations to make the determination of whether or not a child has a suspected disability.** Rather, the SST should review the existing evidence to make the determination as to whether there is a basis for a Special Education or Section 504 evaluation referral.

**\*\*\*Point of emphasis:** Although a professional may suspect a disability, **The SST (any member) May Not identify a disability. This is called "pre-determination". A disability cannot be named without a FULL COMPREHENSIVE EVALUATION....These are issues that may only be addressed through the formal evaluation process following the referral for an evaluation under Section 504 or IDEA.**

**(Unless you are a Physician, Psychologist, or a state board certified, licensed, assessment expert, you cannot determine, suppose, or communicate that a student has a disability. That is a violation of the Texas code of ethics.)**

**TO ATTEMPT TO PLACE A LABEL UPON A CHILD WITHOUT EVIDENCE IS UNPROFESSIONAL AND CAN PLACE THE EDUCATOR AND THE DISTRICT AT RISK FOR A LAWSUIT.**

### The Student Support Team:

- ☑ Functions within the district policy, procedure, and guidelines
- ☑ Establishes campus procedures for team referrals as per the CISD formula.
- ☑ Establishes campus procedures for identifying at-risk students utilizing the CISD formula.
- ☑ Maintains a current database of school at-risk students (utilizing *eStar*)
- ☑ Has regularly scheduled team meetings. (*As per individual school schedule*)
- ☑ Completes all required forms and keeps accurate documentation during the referral process. (*eStar*)
- ☑ Maintains current and accurate folders on all students brought before the SST (RtI/At Risk Teacher)
- ☑ Keeps a record of all team meetings and any business conducted at that meeting. (RtI/At Risk Teacher)
- ☑ Identifies possible new 504 students. (*eStar* RtI/504 committee deliberations and justification)
- ☑ Develops a process in which student failures are utilized as a bench mark for an "At Risk" designation.
- ☑ Develops quality 504 accommodation plans and reviews (progress monitors) student progress at each grading period.
- ☑ Reviews student 504 documentation at least once annually. (*eStar*)
- ☑ Distribute information (documentation) to teachers and check for understanding. (*eStar*)
- ☑ Monitor student progress and make adjustments. (*Teacher/RtI Teacher/Reading Interventionist, etc.*)
- ☑ Submit reports to district office. (*eStar*)
- ☑ Attend district Student Support Team meetings. (TBA)
- ☑ Attend conferences for on-going professional development. (TBA)
- ☑ Help facilitate appropriate and timely referrals to Special Education. (SST/504 committee)
- ☑ The SST provides faculty training on:
  - ✓ Purpose of the Student Support Team
  - ✓ Campus referral procedures
  - ✓ Pre-referral strategies
  - ✓ Overview of "Section 504"
  - ✓ Special Education referral process

## CISD Response to Intervention - Student Support Team Packet Checklist

(To be completed by the teacher within 2 weeks of receipt from the IC or the At Risk Teacher)

- Please make sure you have contacted parents and have tried working with them to help their child. Keep a detailed Parent Contact Log. (Summary of Discussion & Results/Outcome of Contact)
- Review student's Cumulative folder in search for any insight on student's lack of progress.
- Provide 3 student work samples (*no worksheets*) showing the use of the implemented interventions. (See template for use in documentation of interventions)

### GATHERING DATA

- eStar** - SST Packet (all sections completed) See RtI Teacher or At Risk Teacher for Packet.
- Parent Contact Log – how many documented times has the parent been contacted?
- ISIP Student History & Summary Reports (Pk-5<sup>th</sup>)
- STAR Reading Diagnostic
- ESTAR (2<sup>nd</sup>-4<sup>th</sup>) MSTAR (5<sup>th</sup>) Universal Screener
- WRAP assessment/ Running Records / Fluency Checks
- Eduphoria Student Report / Unit Assessments
- Classwork, writing samples (no worksheets)
- Report Card (1<sup>st</sup>-9<sup>th</sup> weeks current school year)
- Completed Classroom Documentation Form (at least 6 weeks of Interventions)

\*\*\* You may start documenting your interventions in this form as soon as you notice a student is struggling more than usual. Use your best professional judgment\*\*\*

\*\*\*It is vitally important that you present thorough documentation including concrete, usable, measurable, data, in order to obtain a comprehensive analysis of the student's abilities.

The more quality information we have about the student, the better we can utilize **all data** to make appropriate recommendations regarding the student's possible placement in special education. Your data will assist CISD assessment personnel in making an in-depth, informed, assessment of the characteristics that may be an indication of a disability

## **CISD STUDENT SUPPORT TEAM - REFERRAL PROCESS – Things to consider**

SST Forms

Referral / Committee Report –

SST Committee Deliberations –

Parent Information -

Health Information-

Home Language-

Classroom Teacher Information

Notice and Consent for Screening -

Screening Tests

After Evaluation of data

Decision to refer

Decision to continue modifications

504 Forms Parent Rights – eStar

Permission for Testing- 504-

Notice of 504 Meeting -

504 Evaluation Data-

504 Eval/Comm. Report-

504 Deliberations -

504 Accommodation Plan -

Consent for 504 Placement -

Teacher Notice & Receipt-

BIP – (Behavior Intervention Plan) or (Behavior contract)

Manifestation Determination -

## **Dyslexia Forms –**

All applicable 504 Forms: eStar

Dyslexia. Referral Checklist

Dyslexia -100

## **Characteristics of Dyslexia**

Dyslexia-110

Dyslexia . Referral Teacher Checklist

Dyslexia -120

Dyslexia Referral - Parent Information

Dyslexia. 130

Dyslexia Screening Profile

Days 140 Dyslexia

Nine Weeks Report Dyslexia

## **Special Education**

Notice of FIE- eStar

Consent for FIE- eStar

Procedural Safeguards - eStar

Receipt of Rights/PS - eStar

\*\*\*Dyslexia testing; a student may be referred for a dyslexia evaluation through either 504 or special education.

- If a dyslexia evaluation is requested through 504, the Dyslexia Specialist will complete the evaluation.
- If a dyslexia evaluation is requested through special education, special education assessment staff, either a diagnostician or qualify assessment personnel will complete the evaluation.

If a student who is already receiving special education is referred for a dyslexia evaluation, the evaluation must be requested at an ARD and will be done by special education assessment personnel.



## Canutillo Independent School District Guidelines for the Student Support Team

1. **A concerned person who suspects a child may have a disability makes a referral to the Student Support Team** (as per CISD Continuum of Communication procedures.)
  - Parent to Teacher
  - Teacher to PLC or Grade level Team.
  - Grade level Team to At Risk/RtI Team.
  - a. A check is made to see whether the student is already receiving Tier I Interventions.
  - b. Is there information already documented in an initial SST Checklist?
2. **The RtI Team (RtI/At Risk Teacher) begins to gather student data** from various sources and documents in the SST Packet. This is where the Data Gathering Phase is initiated.

Teacher Information

Parent Information

Health Information

Home Language Survey

Conducts Screening Tests

3. **After an SST determined time period of Tier I Interventions in the Classroom, if the student is not responding to interventions;**
4. **An SST committee meeting is scheduled to review student data provided in the SST Packet.**
  - a. It is highly encouraged that teachers and RtI staff gather documentation and data from the beginning of a concern regarding a student's academic performance to facilitate the possible entry into Tier II.

### **(Tier II)**

- a. It is highly recommended that the committee(s) meet on a regular basis to consider any students who are experiencing difficulty.

**b. This is the phase where all data collected is entered into the eStar system.**

**Classroom teacher should already have Tier I data to support Tier II recommendation.**

## MEMBERSHIP OF THE STUDENT SUPPORT TEAM - (SST)

The Canutillo Independent School District will use the Student Support Team (SST) to **consider all intervention services** provided, all scientifically based reading or other programs used, and any support services **available to all students** prior to referral for special education evaluation.

Interventions such as tutorials, remedial support, compensatory support, and other services will be considered and documented in detail by the Student Support Team (SST) prior to referral for special education evaluation.

- a. The district's overall general education (RtI) screening system will be utilized by each local campus.
- b. Special education personnel *may* participate on, but not be assigned primary responsibility for the Student Support Team (SST).
- c. Special Education personnel *may* be involved in collecting referral data due to their expertise in servicing students with disabilities.
- d. **\*Any data gathered is an informal screening designed to assist the SST make a determination to proceed further in consideration of more formal assessment. The fact that the SST gathers data does not mean that the student will qualify for special education services nor does that mean the data is a formal assessment for special education.**

## GENERAL EDUCATION - Student Support Team - SST

The Student Support Team (SST) provides a school-based mechanism to enable school personnel to meet the needs of individual children within the regular education setting. The Committee is child-centered and facilitates a process that results in the implementation of accommodations, services and intervention that will enable to child to be successful in school. The options to be considered exist along a wide continuum of support.

**This is the basic structure of Response to Intervention that all schools utilize to address student needs.**

**The first consideration is *always* how the student can be served in the general education setting:**

- *Is the school utilizing research strategies in a consistent manner based on aligned curriculum and aligned services for students?*
- *Is the school utilizing **consistent best practices**, based upon educational research?*
- *Is the school utilizing strategies that are used with ALL students who may be at risk of falling behind?*

*Children may be referred to the SST through a variety of sources. The charge to the committee and the process to be followed is a consistent one. Regardless of the referral, the responsibility of the SST is to review any problems (academic/developmental, **language**, behavioral, social/emotional) interfering with the child's performance in school. The SST brainstorms solutions to make recommendations to meet the child's needs, and to monitor/review the results of the recommendations.*

**The services provided through Student Support are not Section 504 services, they are RtI Services**

*The SST process does not preclude the child study committee from making a referral for evaluation for Special education under the Individual with Disabilities Education Act or Section 504 planning prior to implementing strategies. Should the student study team move to refer the student for a Section 504 Eligibility Evaluation, the chairperson shall refer the child to the Campus Section 504 Coordinator.*

**\*Please refer to CISD flow chart on pages 44 & 45**

## **5. Things to consider before moving to the next level:**

- a. Is there **data** that demonstrates the child was considered for all support services **available to all students**, such as tutorial, remedial, compensatory, and other services? **TAC §89.1011**
- b. Is there evidence that the child was provided scientific, research based intervention? **TAC §89.1011**
- c. Is there data based documentation of repeated assessments of achievement at reasonable intervals (An interval is considered reasonable if consistent with the assessment requirements of a student's specific instructional program).

Assessments may include but are not limited to, the following;

RtI progress monitoring results

In-class assessments on grade level curriculum

Other regularly administered assessments

- d. Is there evidence that the data-based documentation of repeated assessments of achievement was provided by the child's parents.\* **TAC § 89.1040**

6. Evidence of adequate achievement for the child's age and /or meet state approved grade-level standards using multiple measures in one or more of the following areas:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
  - Problem Solving
  - Multiple measures include, but are not limited to, the following;
    - In-class tests
    - Grade average over time (eg. Six weeks, semester)
    - Norm- or Criterion referenced tests
    - Statewide assessments
    - RtI Data

## Student Support Team – What is the Area of Concern?

**Referral Analysis; What is the area of concern?** To effectively determine how to provide interventions for the student, and to be able to write a student goal, we need to be able to specifically identify the area of concern. Academic content areas include skills and processes.

- **What difficulties is the student having? Where is the Data?**
  - Are there discipline referrals?
  - What type of referral?
  - How many referrals?
  - What is the student's background? Has the student been retained?
  - Have there been any prolonged illnesses?
  - How is the student's attendance?
  - Has the student recently moved?
  - Is the family situation stable?
  - Are the parents in contact with the school?
  
- **How has the student performed academically? Where is the Data? Does the data demonstrate the child was provided instruction by qualified personnel?**
  - Has the student had the opportunity to receive the essential components of reading instruction?
  - Has the student had systematic and explicit instruction?
  - What do the student's formative and summative assessments look like?
  - Is the student passing or failing certain subjects?
  - What does the home language survey tell us?
  
- **Reading:** If Reading is the main concern prompting the referral, data that demonstrates the child was provided appropriate instruction in the essential components of reading as defined by [20 USC §6368\(3\)](#);
  - **The five components of Reading**, as identified by the *National Reading Panel*, are:
    - **Phonemic Awareness;** (*decoding/blending*)
    - **Phonics;** (*sounds to letters or groups of letters*)
    - **Fluency** (*rate, accuracy, expression*)
    - **Vocabulary development;** (*context clues, definitions, prefixes, suffixes, synonyms, antonyms, analogies, parts of speech*)
    - **Comprehension;** (*prediction, inferences, drawing conclusions, cause & effect, compare and contrast, author's purpose, sequence of events, fact and opinion, main idea, point of view*).
  
- **Mathematics;** If mathematics is the concern prompting the referral, data that demonstrates the child was provided appropriate instruction in mathematics. 5 components may include:
  - **Math Concepts/Number Sense** (*counting, operations*)
  - **Recall of Number Facts/Operations** (*memorization*)
  - **Computation** (*steps or rules for solving math problems*)
  - **Functional Math** (*Time, Money, Distance, Measurement*)
  - **Problem Solving** (*steps or rules for problem solving*)

## Student Support Team/ PLC or Grade Level Team - What is the Area of Concern?

**Concern:** When we identify the specific component or skill, make sure that it is discussed and documented in the SST meeting.

For instance, the area of concern may be fluency. Fluency is the ability to read words rapidly with accuracy and expression.

- What does that mean? Are we focusing on rate? Accuracy? Expression? All?
  - Explain how fluency impacts comprehension.
  - If the area of concern is Functional Math, discuss how this is the application of numbers to real world situations such as skills related to telling time, counting money, and calculating distance and measurements.
- Have there been prior attempts at informal modifications?**
- What does the Data we have gathered tell us about the student?**
- Are there certain concerns that the student may have a disability that need to be investigated by CISD assessment personnel?**

The SST Team then decides if a referral should be made for 504 considerations, dyslexia testing, or if more formal testing is needed to see if the student requires special education services.

**The SST Team could also decide that none of the above is appropriate and that interventions and routine classroom modifications be continued.**

\*\*\*\*\*

### ***Tier I Student Support Team (SST)***

***In this Stage, the PLC or Grade level Teams begin the conversation and data gathering to determine interventions for students who are struggling in class.***

**This is the basic structure of Response to Intervention that all schools utilize to address student needs.**

***\*Comment:* The first consideration is always how the student can be served in the general education setting;**

- *Is the school utilizing research strategies in a consistent manner based on aligned curriculum and aligned services for students?*
- *Best practices, based upon educational research?*
- *Techniques that are used with ALL students who may be at risk of falling behind?*
- *(See Appendix RtI beginning Page 74)*

*Children may be referred to the SST through a variety of sources. The charge to the committee and the process to be followed is a consistent one. Regardless of the referral, the responsibility of the SST is to review any problems (academic/developmental, **language**, behavioral, social/emotional) interfering with the child's performance in school. The SST brainstorms solutions, to make recommendations to meet the child's needs, and to monitor/review the results of the recommendations. **The services provided through Student Study are not Section 504 services, but RtI Services***

## Review of Data

Before any decision is made regarding whether to grant or refuse a request for a Full Individual Evaluation (FIE), district personnel should review data the school has at its disposal regarding the student including any data provided by the parent as part of the request for evaluation. Data could include, but is not limited to the following:

<b>Academic</b>	Standardized Test Performance	District Benchmarks	Formal and Informal observations.	Work Samples	Report Cards	
<b>Language</b>	Language proficiency	Language used at home	Formal and informal observations			
<b>Behavioral</b>	Formal and informal evaluations	Office referrals	Teacher Comments	Report Cards	Parent Input	
<b>Health</b>	<b>Vision Screenings</b>	Hearing Screenings	Documentation of other health problems			Medical Information by Licensed or Qualified evaluation personnel
<b>Environmental, Cultural, Economic Factors</b>	Cumulative Folder review	At Risk status	Data from classroom teachers, counselors, and other support personnel such as social workers			
<b>Intervention History</b>	Interventions provided	Duration of interventions	Performance data collected during intervention	Data from tutorials, compensatory, and other academic or behavior support services	Data from a Response to Intervention system in place*	

\* RtI involves activities that typically occur in the general education setting as schools assist struggling students prior to and in lieu of a referral for a special education evaluation.

**Review of Data Continued** -Data collected should be used to inform a district's or charter school's decision as to whether to proceed with a referral. The comments to the federal regulations state the following: *Comment:* A few commenters recommended that the regulations clarify whether a public agency has the right to deny a parent's request for an initial evaluation.

*Discussion:* The regulations are sufficiently clear on this point. Section 300.503(a), consistent with section 615(b)(3) of the Act, provides that: *A public agency may refuse to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child, if the public agency provides written notice.*

This includes situations in which a public agency wishes to deny a parent's request for an initial evaluation. The written notice must meet the requirements in § 300.503(b). Thus, for situations in which a public agency wishes to deny a parent's request for an initial evaluation, the written notice would provide, among other things, *an explanation of why the public agency refuses to conduct an initial evaluation and the information that was used to make that decision.*

A parent may challenge the public agency's refusal to conduct an initial evaluation by requesting a due process hearing. (Federal Register, 2006, p. 46636)

School districts should be aware that a simple review of grades is not sufficient and are cautioned not to deny an evaluation based solely on the fact that the student is passing. The comments to the federal regulations state the following: *Comment:* Some commenters expressed concern that children with disabilities have to fail or be retained in a grade or course in order to be considered eligible for special education and related services.

*Discussion:* Section 300.101(c) provides that a child is eligible to receive special education and related services even though the child is advancing from grade to grade. Further, it is implicit from paragraph (c) of this section that a child should not have to fail a course or be retained in a grade in order to be considered for special education and related services. A public agency must provide a child with a disability special education and related services to enable him or her to progress in the general curriculum, thus making clear that a child is not ineligible to receive special education and related services just because the child is, with the support of those individually designed services, progressing in the general curriculum from grade-to-grade or failing a course or grade. The group determining the eligibility of a child for special education and related services must make an individual determination as to whether, notwithstanding the child's progress in a course or grade, he or she needs or continues to need special education and related services. (Federal Register, 2006, p.46580)

We also believe it is important to clarify that a child suspected of having a disability but who has not failed, is making academic progress, and is passing from grade to grade must be considered in the child find process as any other child suspected of having a disability. As noted earlier in the discussion regarding §300.101, paragraph (c)(1) of §300.111 has been revised to clarify that children do not have to fail or be retained in a course or grade in order to be considered for special education and related services. (Federal Register, 2006, p. 46584)

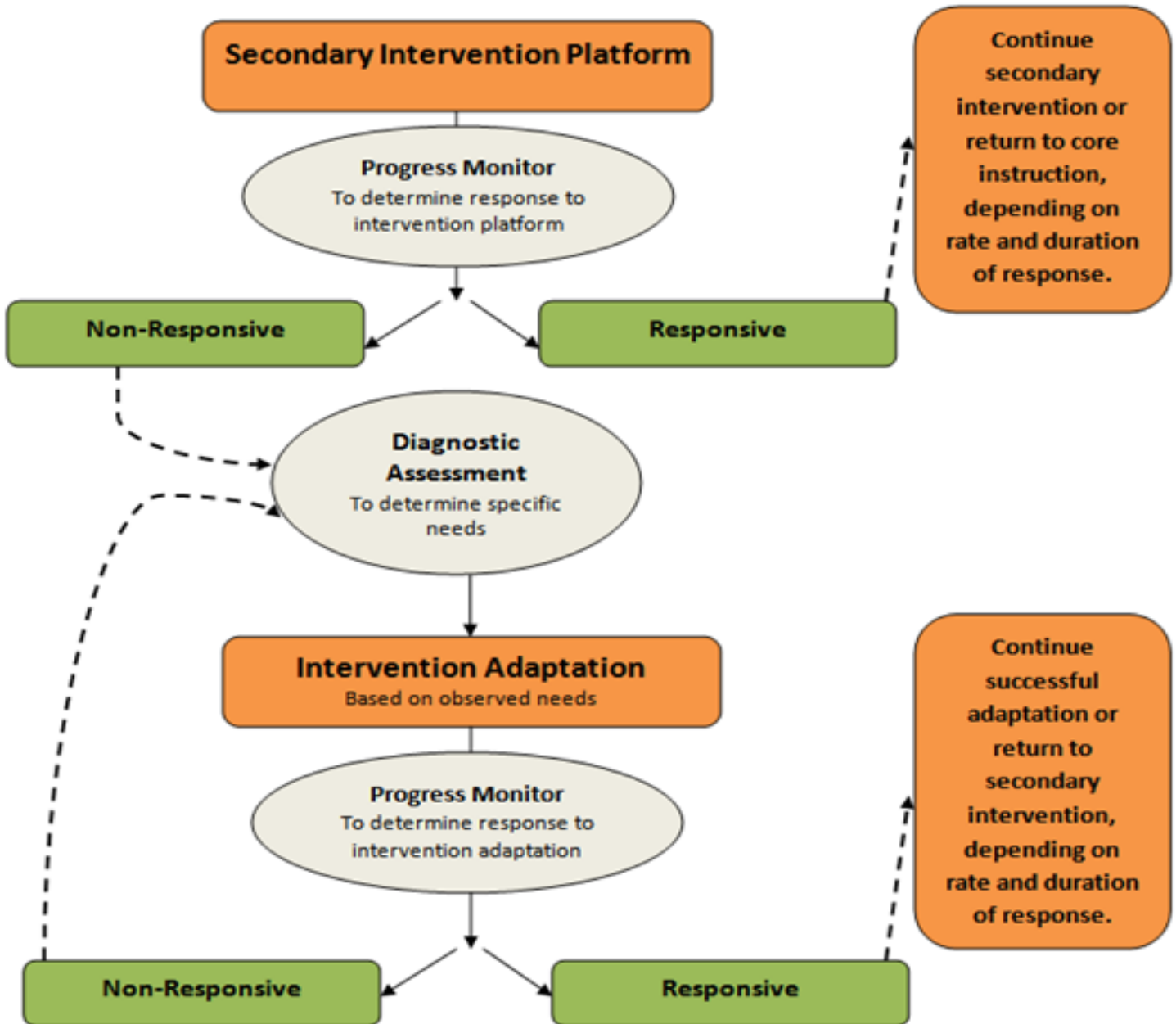
**The referenced federal regulation reads:** 34 CFR §300.101 Free appropriate public education (FAPE).

(c) Children advancing from grade to grade.

(1) Each State must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

(2) The determination that a child described in paragraph (a) of this section is eligible under this part, must be made on an individual basis by the group responsible within the child's LEA for making eligibility.

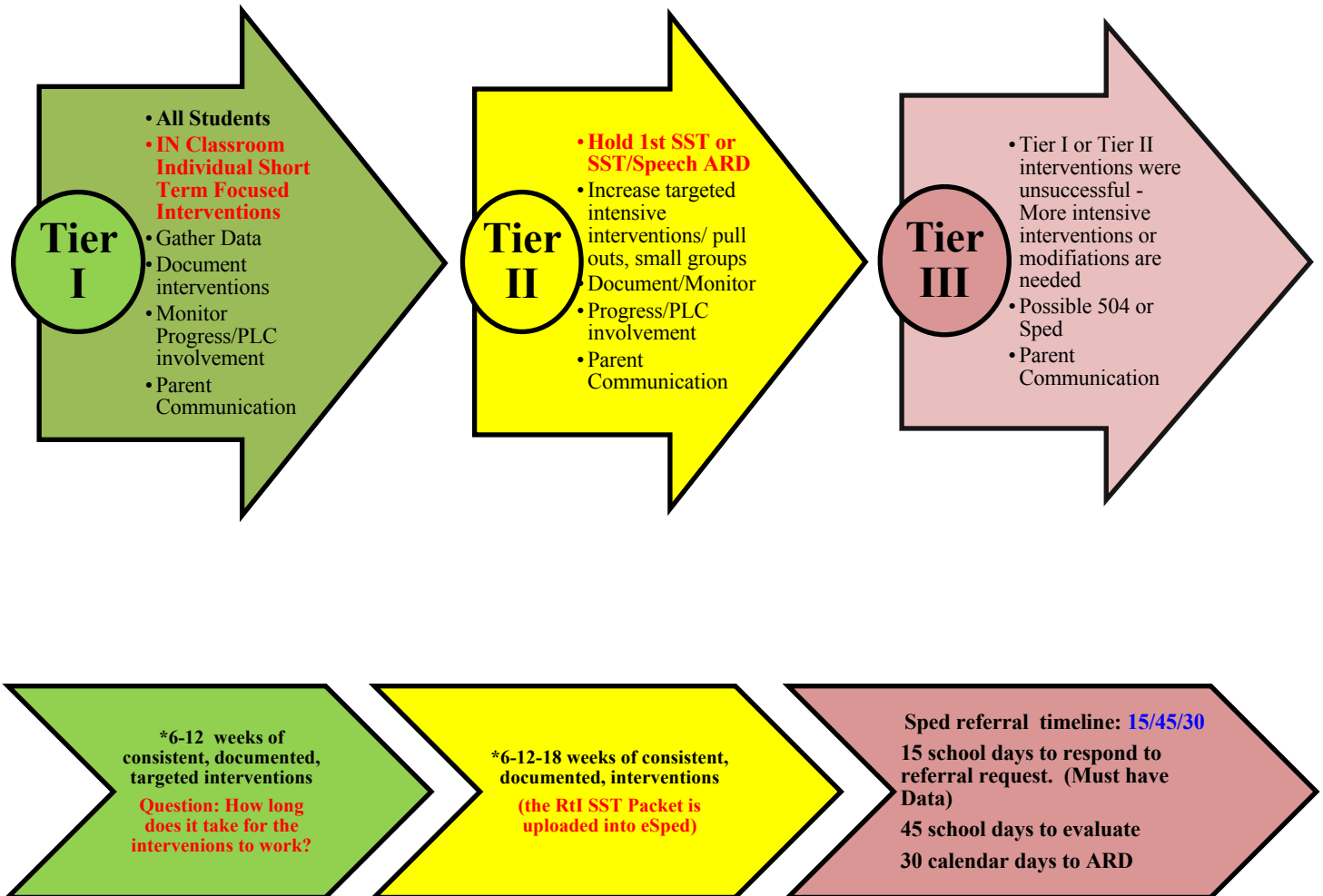
# Approach to intensive intervention: Data-based Individualization (DBI)





# THE RtI Process at CISD:

High Quality – Research Based Instruction Provided: **Additional Support, Targeted Interventions, Duration of Interventions, Time Frame of Interventions, Communication with Parents**



**\*There is no exact RtI timeline.** The time spent on interventions with students depends upon the individual student performance abilities.

Some students may **still** need extra help *each school year* in academic areas that are challenging to them. If a student continues to show a lack of improvement over a period of time in Tier I & II despite the interventions, then a referral for evaluation & Tier III services needs to be made.

Note: If the student experiences continued difficulty despite consistent interventions, a referral for more extensive services should be considered.

## Student Support Team – Structure referral to 504

If the referral to the SST is in response to a referral to review/screen for Section 504 eligibility, the school is responsible for notifying parents of the purpose of the SST meeting. A copy of the 504 Rights and Procedural Safeguards should be included with the Notice. [Parental permission is not required to conduct the screening/child study meeting; however, efforts should be made to ensure parental/guardian attendance.](#) The child study committee should review information available in the student's cumulative and confidential files. Any additional or other relevant materials such as work samples, reposts of observations, medical reports and /or anecdotal records should be considered and recorded on the **star FORMS under the RtI listing**. Prior to referral for Section 504 eligibility, a division has the option of attempting to address academic, social, or behavioral problems through documented school based intervention and /or modifications, prior to conducting an evaluation. Furthermore, if such intervention and or modifications are successful, a division is not obligated to evaluate a student for special education or related services. Karnes City (TX) ISD, 31 IDLR 64 (OCR 1999).

*A student should be referred to 504 when the District suspects that the student may be eligible, i.e., when the District believes that the student has a physical or mental impairment that substantially limits one or more major life activities, AND that the student is in need of either regular education with supplementary services or special education or related services. Letter to Mentink, 19 IDLR 1127 (OCR 1993)*

**Referral for 504 eligibility – Sufficient Data:** The Child Study Team has decided that there is a likelihood of 504 eligibility and that there exists sufficient school and outside information to make such a decision.

**Parental permission must be secured using the online eStar system.** The student shall be referred for consideration for 504 eligibility by the chairperson by completing a Referral to 504 Committee for Eligibility Meeting (and forwarding the child's case to the School 504 Coordinator.) A referral should occur within five business days following the determination by the committee that the child should be referred for an evaluation for Section 504 services.

### **Referral for 504 Eligibility – Insufficient Data**

The committee may determine on the basis of existing documentation that there is a likelihood of 504 eligibility but additional information is required to determine whether or not a child has a suspected disabling condition under Section 504.

**Student Support Team – Structure** *The SST process does not preclude the committee from making a referral for evaluation for Special education under the Individual with Disabilities Education Act or Section 504 planning prior to implementing strategies. Should the student support team move to refer the student for a Section 504 Eligibility Evaluation, the chairperson shall refer the child to the Section 504 Coordinator (the school AP). Should the recommendation be for a special education evaluation, the school site diagnostician would be notified so written parent consent for evaluation can be obtained.*

**\*\*\*The SST may not conduct its own evaluations to make the determination of whether or not a child has a suspected disability.** Rather, the SST should review the existing evidence to make the determination as to whether there is a basis for a Special Education or Section 504 evaluation.

**\*\*\*Point of emphasis:** The SST (any member) May Not identify a disability.

These are issues that may only be addressed through the evaluation process following the referral for an evaluation under Section 504 or the IDEA.

1. Referral for SST Tier II intervention and RtI intervention.
2. Referral for 504 evaluation
3. Referral for Special Education evaluation

The Student Study Team should include suggested information, sources of data or assessment to be used as part of the 504 eligibility determination. Parental permission must be secured using the **online eStar system**. The student shall be referred for consideration for 504 eligibility by the chairperson by forwarding the Form, describing the child's case, to the Section 504 Coordinator. The referral will occur within five business days following the determination by the committee that the child should be referred for an evaluation for Section 504 services.

**Note:** "Evaluation" does not necessarily mean "test". In the §504 context, "evaluation" refers to a gathering of data or information from a variety of sources so that the committee can make the required determinations. §104.35(C)(1).

*Since specific or highly technical eligibility criteria are not part of the §504 regulations, formal testing is not always required to determine eligibility. Letter to Williams, 21 IDELR 73 (OCR 1994)*

*Common sources of evaluation data for §504 eligibility are the student's grades, disciplinary referrals, health information, language surveys, parent information, standardized test scores, teacher comments, work samples, etc. If formal testing is pursued, the regulations require that the tests are properly selected, non-discriminatory and performed by trained personnel in the manner prescribed by the test's creator. §104.35(b)(2).*

**No referral for 504 eligibility;** The committee may determine on the basis of existing documentation that there is no basis for 504 eligibility. Parents should be informed that this decision will end the process, that the student is not eligible under Section 504, and they should be provided another copy of the Section 504 Parental Rights. **\*\*Note:** Even though the student does not qualify for 504 accommodations, *the student should have RtI Interventions continue*. If the issues are behavior related, a student discipline contract is recommended. **\*\*NOTE:** *Any party may, through an impartial hearing, challenge the Section 504 eligibility decisions.*

## How to support parental involvement in the RtI Process

### What form of communication works best for the parents/guardians?

- As educational professionals, we know the importance of parent communication and how it impacts the success of our students.
- Best practices encourage us to present factual information both verbally and in our documentation.
- Schedule meetings in advance.
- Be aware and considerate of parents work schedules.
- Cheerfully greet your student's parents when they arrive and thank them for their support.
- Provide accommodations for parents (e.g., translator).
- Share student strengths **first** by stating specific academic and/or behavior strengths.
- Inquire about what parents/guardians observe at home. Ask for their input.
- Include parent resources to support interventions at home.
- Refrain from using excessive educational jargon and acronyms. When presenting information make sure that we are explaining our educational terms and acronyms.
- *Avoid labeling students or making a "diagnosis" unless you are assessment personnel.*
- *Take a little time to mentally put yourself in that parent's shoes before you meet with them and proceed accordingly.*

### Expectation: How to talk to a parent/guardian about their student:

- **As professionals, we have the education, the training, and the experience needed to interact positively with parents.**
- **We are obligated by Texas State Education Code to maintain a professional code of ethics and maintain a positive demeanor.**
- **We are expected to utilize our expertise and academic language to communicate effectively and positively with parents and stakeholders.**

Here are some actual examples and models that we have observed through the years of teacher interactions with stakeholders:

An unsuitable statement:	An acceptable, professional, statement:
"This <b>Student A</b> is a problem child. He can't sit still in circle time and will not follow instructions!"	" <b>Student A</b> is an active young man. He has difficulty expressing his needs in a large group setting and has difficulty concentrating."
" <b>Student B</b> is my lowest student in the classroom. She needs to be tested for special education."	" <b>Student B</b> has been struggling with decoding words into individual phonemes which in turn affects her reading level. Her current reading level is _____, which is equivalent to Grade ____"
" <b>Student C</b> has been "babied at home that is why he doesn't behave like he should."	" <b>Student C</b> performs more successfully in structured situations. He needs assistance with skills that help him get along with other students."
" <b>Student D</b> does not have anything in here." (Staff member points to her temple)	"Student D has difficulty processing verbal information, and exhibits difficulty retaining information."

**Regarding the need for Documentation; Where is the evidence?**

**IDEA 2004300.311(a) 34 Code of Federal Regulations §300.311.**

**Specific documentation for the eligibility determination**

- (a) For a child suspected of having a specific learning disability, the documentation of the determination of eligibility, as required in **§300.306(a)(2)**, must contain a statement of:
- (1) Whether the child has a specific learning disability;
  - (2) **The basis for making the determination**, including an assurance that the determination has been made in accordance with **§300.306(c)(1)**;
  - (3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child is academic functioning;
  - (4) The educationally relevant medical findings, if any;
  - (5) Whether-
    - (i) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards consistent with **§300.309(a)(1)**; **and**
    - (ii) (A) The child does not make sufficient progress to meet age or State approved grade-level standards consistent with **§300.309(a)(2)(i)**; **or**  
(B) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development consistent with; **§ 300.309(a)(2)(ii)**;
  - (6) The determination of the group concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or *Limited English Proficiency* on the child's achievement level;

**and**

- (7) If the child has participated in a **process** that assesses the child's

**Response to scientific, research-based Intervention** —

- (i) **The instructional strategies used and the student-centered data collected**; and
- (ii) The documentation that the child's parents were notified about —
  - a. The State's policies regarding the amount and nature of student **performance data that would be collected** and the general education services that would be provided;
  - b. Strategies for increasing the child's rate of learning; **and**
  - c. The parents' right to request an evaluation.

# TIER I - RtI

All students receive instruction in general education classes

Student in need of RtI interventions identified. Parent is contacted in writing. RtI is not the "Gateway to Sped"

Teacher consults with other classroom teachers and specialized support staff. A Tier II packet is begun if RtI interventions are not working for a relevant period of time, (6-12 weeks) Packet is given to SST Coordinator. Parents are notified on progress. Usually at 9 weeks or parent conferences.

## Student Support Team (SST)

- Administrator
- RtI /At Risk Teacher
- Gen Ed Teacher
- Nurse
- Interventionist
- SPED Personnel
- Counselor
- Parent

Observations may be conducted by one or more of the Instructional Liaisons – Possible Dyslexia Identified: Go to 504 Meeting

**Tier II meeting:** Student Support Team members review packet progress monitoring and develop intervention plan

Tier II follow-up meeting to review progress and revise intervention plan if student is not responding to interventions.

SST Follow up Meeting – Characteristics of Dyslexia Identified go to 504

Goal met discontinue

Goal met continue to monitor  
Continue with Tier II Interventions

Acceptable progress, continue or modify  
Continue with Tier II Interventions

Progress slow/stopped modify &/or give support.  
Continue with Tier II Interventions

No progress or "worsening"  
Modify or seek more sources.  
Continue with Tier II Interventions or consider other options

Concern for a possible exception to RtI: Profound learning difficulty, medical condition, etc. etc.

Exception Tier III evaluation recommended by SST

Section 504 or Dyslexia Special Education Referral

Section 504 initial meeting

# TIER III

# TIER III

The student is identified as a possible Tier III qualifier through the RtI process or data gathering process

Parent/Guardian gives permission for evaluation: **Receives Procedural Safeguards/Rights/Responsibilities**

1. An evaluation is conducted within **45 school days** of referral. & signed consent by parent.
2. CISD then has **30 calendar days** to complete the evaluation once started. *(could be as much as 90 days Total)*

**Tier III Sped Eligible**

Determination: Does the handicap/disability limit one or more major life activities? **Determine Severity of the Disability to determine eligibility. See page 31.**

**Tier II 504 Eligible**

**ARD committee:** Parent, Child (if appropriate), Reg. Ed teacher(s), Sped teacher, CISD Admin, Diag (As appr), **Related services** (As appr), and **any other person** with knowledge or expertise regarding the child.

IDEA Services Recommended By ARD committee

Special Education Services Implemented and reviewed annually. Case Manager assigned: **Modified educational or behavioral program.**

Not Eligible

Documentation of reasons for non-eligibility

**Return to RtI Interventions**

**Note:** A Student cannot be **504 and Special Education.** Must qualify for one or the other according to severity of the disability.

**504 is not necessarily a "screener" for Special Education.**

**504 committee:** Parent, Child (if appropriate), School Nurse, Reg. Ed teacher(s), CISD Admin, Intervention Specialist, Counselor, Diagnostician (as appropriate), other staff (as appropriate).

504 Services Recommended by 504 committee

Accommodation Plan developed by the 504 Committee: **Accommodations put into place and reviewed at least one time annually.**



## CISD - GUIDELINES FOR REFERRAL TO SPECIAL EDUCATION

CISD has established policies and procedures to refer a student for special education services. Specific referral information can be found in the State Board of Education Rules for Handicapped Students, Texas Education Agency, and Department of Special Education. The assessment person on your campus will have a copy of the latest SBOE rules. Before assessment can be initiated, completed referral forms are submitted to the campus assessment team member from the Student Support Team:

- Referrals to Special Education come from different areas: SST, 504, Sped, Parents, ECI, and Head Start.
- The Student Support Team will conduct a Pre-evaluation review of student data. This **data review** includes giving various screening tests, reviewing school records, gathering teacher and parent information, and a health screening. If the student has questionable language dominance, the team will also coordinate with the LPAC representative at the school.
- ***The student must take a health screening (vision and hearing) before a referral to special education is made. (If the student does not pass, the referral committee may decide to evaluate anyway based upon the circumstances.) The committee should carefully consider all options and issues before evaluating.***
- The Student Support Team will address prior intervention strategies before referring to Special Education. When those have been addressed sufficiently and all persons involved agree that all appropriate educational strategies have been tried to no avail, a recommendation for assessment is made.
- The 45-day timeline (school days) begins as soon as the team makes the decision to refer or a when the ***parent has made a direct request in writing and has signed for a special education evaluation.*** (When a parent specifically requests a special education evaluation, the Student Support Team must **consider** that request.) The team will review all data and determine if there is an educational need. ***If the team decides that an evaluation is needed, then a referral is made.***  
***If the team decides that a referral is not needed, then a meeting is held with the parent to discuss referral and the reasons for holding off on the referral.***  
***If the parent still insists on the evaluation, then the team will proceed with the referral. (\*\* Note: If the team does not have enough data to determine if a student should be referred for evaluation, a prior notice with a proposed action will be written to stop the referral clock from ticking while the committee gathers more data. See Special Education Handbook What the Law tells us about the ten steps in the referral process.)***
- After the assessment has been completed, an Admissions, Review and Dismissal (ARD) committee meeting will be scheduled to review the results and possible placement in Special Education.
- If a student did not qualify for services under IDEA, the ARD committee may refer the student to the campus SST/504 committee for consideration.

***The Instructional Coordinator or another administrative designee is the Chair of the Student Study Team (SST). It is highly recommended that the SST convene during dedicated PLC time to discuss student progress and compile data form the interventions that are chosen to assist the students.***

The SST provides a school-based mechanism to enable school personnel to meet the needs of individual children within the regular education setting. The Committee is child-centered and facilitates a process that results in the implementation of accommodations, services and intervention that will enable to child to be successful in school. The options to be considered exist along a wide continuum of support.



## Response to Intervention – Instructional Matrix

	<b>TIER 1: CORE CLASS CURRICULU</b>	<b>TIER 2: SMALL GROUP INTERVENTION</b>	<b>TIER 3: INTENSIVE INTERVENTION</b>
<b>Focus</b>	All students are eligible for this instruction.	Identified students with marked difficulties who have not responded to Tier 1 efforts	Identified students with marked difficulties who have not responded to Tier 1 and Tier 2 efforts
<b>Program</b>	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention	Individualized and responsive intervention
<b>Grouping</b>	As needed	Homogeneous small group instruction (1:5-10)	Homogeneous small group instruction (1:3)
<b>Time/ Duration</b>	*90 minutes per day or more	*20 – 30 minutes per day in small group in addition to 90 minutes of core <b>Instruction for 6-12-18 weeks.</b> *In some cases, students with intensive needs may need 10-30 times the number of practice opportunities and 60-120 minutes per day to catch up.	*50 minutes per day in individual or small group instruction in addition to 90 minutes of core Instruction *Depends on the SST/PLC decision.
<b>Assessment</b>	Universal Screening at beginning, middle, and end of the academic year {or more often, if appropriate)	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning
<b>Intervention ist</b>	General education teacher	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)
<b>Setting</b>	General education classroom	Appropriate setting in the classroom or outside the classroom designated by the school	Appropriate setting outside the classroom designated by the school SST/PLC

## Response to Intervention – Instructional Matrix

\*Time amounts are examples for use in comparing relative times and not intended to be recommendations; instructional time will vary depending on circumstances unique to each school, the SST/PLC, and to each student.

### Pathway to the Identification and Provision of Instruction for Students **with Dyslexia**;

This flow chart illustrates a process for determining the instructional support needed by students with dyslexia using a Response to Intervention process. Special education evaluation should be conducted whenever it appears to be appropriate. Some students will NOT proceed through all steps before being referred for a Full Individual Evaluation (FIE). A dyslexia evaluation may be incorporated into the FIE completed through special education.

#### TIER I

Student exhibits poor performance on early reading assessment.  
Student fails to respond to scientifically based reading instruction at any grade

Classroom teacher intensifies reading instruction and provides classroom accommodations.

Teacher monitors reading progress.

Student makes adequate reading progress.

Student does not make adequate reading progress.

**Go to Universal screenings utilized by CISD**

#### TIER II

Student is provided more intensive intervention in addition to the core reading instruction

Teacher monitors reading progress. Student makes adequate reading progress.  
Student does not make adequate reading progress.

Student makes adequate reading progress.

Student does not make adequate reading progress AND The student exhibits characteristics of dyslexia. (Campus committee of knowledgeable persons should consider all traditional reading instruction in the collected information.)

Student is reintegrated into traditional reading instruction in the classroom.

#### TIER III

Student is recommended for dyslexia assessment and §504 procedures must be followed (notification of evaluation, parent informed of rights under §504, and permission to assess).

Student has characteristics of dyslexia. Direct, systemic, and intensive reading instruction is provided.

Student does not have characteristics of dyslexia.

Need for §504 accommodations is considered, including TAKS accommodations for students with dyslexia

Does the student have any other disability? If Need for §504 accommodations is considered, so, the need for §504 accommodations is including STAAR accommodations for students considered.

## SECTION III RtI Documentation

### A. Maintenance of Educational Record

The **RtI** forms will be utilized by staff in the CISD electronic system (*eStar*) and maintained according to CISD standards to ensure confidentiality.

A copy of all correspondence, notification, and forms used in the section RtI process should be kept in the student's educational record and maintained according to CISD standards to ensure confidentiality.

A hard copy (file) of all correspondence, notification, and forms used in the RtI process will be:

- Kept in the student's educational record at the home school.
- Archived into *eStar* for permanent record keeping.
- Educational Records may include the following:
  - a. Handwritten Notes
  - b. Computer Media
  - c. Printed documents
  - d. Video/Audio/
  - e. Film
  - f. Microfilm and microfiche
  - g. USB drive.
  - h. Email
  - i. Notes

### FERPA CONSIDERATIONS:

1. All Student records will be kept online in the *eStar* system. Full access to *eStar* will be limited to *RtI Teachers, At Risk Teachers* and administrative staff. Other staff will be given view only access as needed.
2. Keep hard copy RtI records in Cumulative Folders and Special Education Folders.
3. Records should be kept on *eStar* by the Instructional Coordinator at the campus level.
4. Hard copy records should be kept in a locked area with monitored access.
5. ONLY appropriate staff should receive copies with the same expectation as #1 above.
6. Records, when outdated and no longer in use files should be properly destroyed.
7. **\*\*There will be no need for staff to turn RtI folders in to Central Office since all pertinent student records will be online.**

## CONSIDERATION FOR RtI

The RtI review should be scheduled by the Building Level RtI Coordinator where the student is enrolled.

- ✓ Health Assessment is conducted prior to SST/PLC meeting.
- ✓ Observation conducted by appropriate Instructional Liaison.
- ✓ SST/PLC meeting is scheduled.
- ✓ Parents are invited to initial SST/PLC meeting
- ✓ *Within Two weeks, The Classroom teacher provides information for Tier I on eStar form provided by Instructional Coach. I.C. or At Risk Team Inputs into eStar.*
- ✓ SST/PLC meets and recommends Tier I interventions
- ✓ Progress monitoring and follow-up is determined by SST/PLC for review of fidelity of implementation.

The following is a breakdown of the sequence of steps to be used for an RtI review.

A. Notify parents of RtI Plan conference **using appropriate eStar forms.**

B. Review for RtI Interventions by SST.

1. Referral for intervention eligibility – Sufficient Data

The SST/PLC decides that sufficient information (data) exists to make a decision for Tier II interventions.

2. Referral for RtI Eligibility – Insufficient Data

The SST may determine on the basis of existing documentation that additional information is required to determine whether or not a child has a suspected disabling condition and may consider referral to Section 504 or to Special Education personnel for further evaluation.

C. Insufficient data can be recorded on the eligibility summary as well as data requested.

- If there is insufficient data, eligibility should not be reviewed or a 504 plan developed until the new data is obtained.
- The eligibility committee should re-convene as soon as possible to consider further data and make its determination before proceeding with this process.

# THE INTERVENTION PLAN

## A. Notify Parents of RtI Plan (Use eStar forms)

The RtI Coordinator should schedule a conference with the parents to develop an RtI Plan as soon as possible. This plan should address any services and accommodations which the student may require based on his/her disabling condition.

## How to support parental involvement in the RtI Process:

## B. Conduct SST/RtI Plan conference (Use eStar forms)

The Response to Intervention serves as a communication vehicle between school personnel. The committee must determine the types of interventions that are required to enable the student to receive a Free and Appropriate Education (FAPE). **Enter Data into the eStar System**

Once the plan is completed, all the appropriate information should be entered into the student's file *electronically* and a *hard copy* placed in the student's school file. (Cumulative file). It is the responsibility of the local school RtI Coordinator to maintain this information

### RtI (SST) COMMITTEE MEETING- Operating Procedures

- All decisions regarding students in need of assistance are made during SST/PLC committee meetings.
- Any changes in student instructional placement, general education must be decided in the RtI/PLC meeting.
- You may access the Response to Intervention Guidelines on the CISD district web site.
- For additional questions or support regarding *eStar* contact your campus diagnostician or Special Education Department staff.

**RtI Timelines and Deadlines: Normal operating procedure:** In order to facilitate compliance, efficiency, and professionalism for RtI meetings, (or any meeting involving educational professionals and stakeholders); the following expectations are now in place. (See also – RtI Agenda for meeting norms and expectations)

1. ALL Professionals are expected to check their calendars and attend the RtI/PLC meetings on time and participate without interruptions. (*In reality, RtI should be one of the agenda items included into school PLCs.*)
2. Persons who service the student will input A DRAFT of their portion of the RtI Documents on *eStar* at least 5 days in advance of the RtI Meeting to be approved by the RtI Committee.
3. Any other information such as assessment that is relevant to student progress (progress reports, behavior logs, or other documentation) is to be entered/downloaded into the appropriate online RtI form at least 5 days in advance of the RtI meeting.
4. Addendums may be entered electronically during the RtI meeting if there has been a scheduling of an emergency RtI.
5. We will follow RtI guidelines for attendance at those meetings.
6. As a best practice, All RtI meetings should utilize projection units to project *eStar* RtI forms and other relevant materials on a screen or wall. This facilitates communication and engagement of all committee members.
7. Interventions with students vary according to student needs. [A minimum period of time for an intervention to take hold is approximately 6 -12 weeks.](#) (*see RtI Matrix on page 33*)
  - This allows time to gather data on the student and provide consistency of instruction. (*See page 10*)
  - Progress is monitored and adjustments are made according to student performance and data.

***\*\*Reminder: The RtI plan must consider individual student differences and pace of learning. 6-9 weeks is a minimum amount of time to see if an intervention is successful.***

# IMPLEMENTATION OF THE RtI PLAN

When the SST/PLC planning meeting is complete, the RtI plan should be shared with the appropriate staff. Intervention should be implemented as soon as possible.

- A. **The parents receive a hard copy of the RtI documentation.** *(See eStar forms)*
- B. *Documentation of services, persons responsible, and interventions can be accomplished immediately utilizing the eStar system during the SST/PLC meeting.*
- C. **The final RtI documentation will be archived in star at the completion of the meeting and placed permanently on electronic file. A hard copy of the RtI Plan will be kept in the student's school file.**
- D. **Modify Interventions:** If school personnel/parent/guardian, or student determine that interventions should be added, changed or deleted from the RtI Plan, the building Instructional Coordinator should be notified and an RtI committee meeting scheduled to address the issue.

*\*\*Note: The best possible scenario is to address student needs is the PLC.*

- a. If a teacher has attempted research based interventions and progress is not occurring, the teacher should discuss student performance and share data with the members of his/her PLC. Other staff members may have expertise or experience in utilizing other interventions that have been effective with at risk students.

## Definitions:

**Intervention:** An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. *An intervention can be thought of as "a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory."* (Methe & Riley-Tillman, 2008; p. 37).

**Accommodation:** An accommodation is intended to help the student to fully access and participate in the general education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005). *An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.*

**Accommodation example 1:** Students are allowed to supplement silent reading of a novel by listening to the book on tape.

**Accommodation example 2:** For unmotivated students, the instructor breaks larger assignments into smaller 'chunks' and providing students with performance feedback and praise for each completed 'chunk' of assigned work (Skinner, Pappas & Davis, 2005).

**Modification:** A modification changes the expectations of what a student is expected to know or do. Typically by lowering the academic standards against which the student is to be evaluated.

## Examples of modifications:

Giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class.

Allowing the student to consult course notes during a test when peers are not permitted to do so.

## Section IV Cisd RtI Roles and Responsibilities

*CISD is committed to upgrading professionalism and a continuous culture of improvement by utilizing a comprehensive online IEP software system called eStar/eSped. All assigned RtI staff are expected to utilize the eStar program, we will no longer use paper RtI documentation other than SST Packet after Tier I. During the initial SST meeting for movement into Tier II we input information into eStar.*

*There are also components available for Special Education, 504, and ELL that the district utilizes. All programs are now aligned under one online system that allows effective communication of information concerning students who are at risk.*

**Roles and Responsibilities - Student Study Team/PLC:** *SST/PLC* meetings or any meeting that concerns a child can become a highly charged negative environment if someone says or does the wrong thing. As highly skilled professionals who have been trained to interact with the public, we have a responsibility to set a high standard of decorum in meetings that affect the future of a child.

### **Goals:**

- Develop greater expertise and knowledge of the RtI process.
- Commit as professionals to deliver the best service possible to our students.
- Make the process more efficient.

We have and will continue to develop a continuum of structures and norms that are consistent district wide. Here are the protocols we will follow: The structure is very similar to the way Special Education services are delivered.

**Instructional Coach:** Run the meeting, Keep everyone on task. Utilize the provided agenda. – make sure the **RtI** Meeting stays on agenda and respects the time of all stakeholders. Keep deliberations on eStar. Work hand in hand with the Committee. Schedule the meetings with the school and invite all staff who will be involved with the student. Provide technical/compliance support and interpret student data for all stakeholders. Keep the official deliberations on eStar.

**At Risk Teacher:** Provide Student data and assessment information, provide appropriate curriculum at the student's grade level.

**Teacher/Case Manager:** Also facilitate the meeting, and keep a set of notes to add to minutes. (Since you are the person who knows the child the best and can relate the appropriate information.) Provide information/guidance regarding the child's academic/behavioral performance/progress in your class. Communicate with the parent and staff regarding progress.

- ***RtI Invitation at least 5 days in advance or at the regularly scheduled time per school calendar.***
- Interventions (Draft) are completed and inputted in advance on *star*
- Bring your working file with updated information such as:
  - Current Interventions, previous interventions, new proposed interventions
- Personal Graduation Plan: Review as necessary
- Data: Grades, STAAR scores, attendance, behavior, and other pertinent information.

**Other Personnel:** Provide information/guidance/reports on the accommodations provided.

## **RtI Roles and Responsibilities:**

**RtI Director** – Oversee RtI program, provide organizational support and compliance supervision.

**Building Principal:** Campus supervision and assignment of of RtI personnel, site compliance officer, liaison with central office.

**Campus RtI (Instructional Coach/At Risk Teacher/):** Coordinates RtI on campus

- Coordinates the SST referral process
- Coordinates appropriate observations
- Requests health assessments
- Schedules SST meetings – (*With Assistance of the At Risk Aide*)
- Monitors and trains in the use of *eStar*
- Responsible for record keeping (*With Assist from At Risk Aide*)
- Presides over campus RtI meetings
- Meets with Student Study Team
- Responsible for record keeping – Access to eStar RtI Documentation and monitoring of staff with access to RtI forms online.
- Responsible for maintaining updated RtI Student list on campus.
- Assigns staff responsibilities: i.e. scheduling meetings, gathering information for student “evaluations”

**RtI Staff:** RtI Teacher, At Risk Teacher, Teaching Staff or assigned At Risk Paraprofessional

- Persons who deliver accommodations/interventions to students *in the classroom*. (Teaching staff, or Aides)

Assignment at schools: Staff will divide students according to Student Needs.

The RtI Teacher/Instructional Coach will: Work with students in Tier I & Tier II

At Risk Teacher will: Work with students Tier I and Tier II

At Risk Aide will: Support RtI Teacher and At Risk Teacher

- Provide input on the RtI plan
- Person who knows the student’s functioning at academic, behavioral, & physical levels
- Tracks (Progress Monitors) student progress

**Parent:**

- Provides input on student
- Assists in the development of the RtI Plan.
- Attends RtI meetings.



## RtI Roles and Responsibilities of School Staff

Administration	Campus Assigned RtI Teacher	School At Risk Teacher /Instructional Coach	General Classroom Teacher	At Risk Paraprofessional
<i>Supervision Compliance</i>	<i>District Office - RtI Liaison Assigned to multiple schools-Reports to Principal</i>	<i>District Office RtI Liaison Full time at one school  Reports to Principal</i>	<i>Instruction Full time at one school</i>	<i>RtI support Full time at one school</i>
<p><i>Attends SST meetings as needed, provides guidance, input, knowledge of issues, etc...</i></p> <p><i>Accountability</i></p> <p><i>Access eStar for monitoring purposes, may run time stamped reports for the purpose of gathering data and testing accommodations</i></p>	<p><i>Site compliance Officer (policies and procedures, implementation of law)</i></p> <p style="background-color: #92d050; padding: 2px;"><i>Runs campus SST meetings with At Risk teacher according to grade assignments.</i></p> <p><i>Collaborates with Student Study Team members</i></p> <p><i>Responsible for record keeping – Access to eStar RtI Documentation</i></p> <p><i>Monitors progress of students</i></p> <p><i>Advises on updates to interventions during PLC meetings</i></p> <p><i>Collaborates with At Risk teacher on staff responsibilities i.e. scheduling meetings, gathering information for student “screening”, etc...</i></p> <p><i>Supports and trains classroom teachers on interventions, and differentiated instruction</i></p> <p><i>Works with student interventions/ assessments/screenings</i></p>	<p><i>Site compliance Officer (policies and procedures, implementation of law)</i></p> <p style="background-color: #92d050; padding: 2px;"><i>Runs campus SST meetings with RtI teacher according to grade assignments.</i></p> <p><i>Collaborates with Student Study Team members</i></p> <p><i>Provides Tier I strategies and Tier II Support to classroom teacher. Works with student interventions/ assessments/screenings</i></p> <p style="background-color: #92d050; padding: 2px;"><i>Responsible for record keeping – Access to eStar RtI Documentation</i></p> <p><i>Monitors progress of students</i></p> <p><i>Advises on updates to interventions during PLC meetings</i></p> <p><i>Collaborates with RtI teacher on staff responsibilities i.e. scheduling meetings, gathering information for student “screening”, etc...</i></p> <p><i>Supports and trains classroom teachers on interventions, and differentiated instruction</i></p> <p><i>Meets with Sped Referral Team weekly at 9am.</i></p>	<p><i>Completes RtI documentation as provided by At Risk teacher/RtI teacher</i></p> <p><i>Follows through on RtI classroom interventions for the students</i></p> <p><i>Monitors progress of students/provides data</i></p> <p><i>Advises on updates regarding student progress and interventions during PLC/SST meetings.</i></p> <p><b>** Note: Teaching staff will not have online access to eStar other than to complete documentation as provided by the At Risk/RtI staff.</b></p>	<p><i>Completes duties as assigned</i></p> <p><i>Supports/Monitors student(s)</i></p> <p><i>Works with student interventions</i></p> <p><i>May assist with some clerical duties such as: student logs, parent contacts, scheduling SST meetings. Assisting with SST meeting schedule, PLC/SST meetings, etc...</i></p> <p><b>**Note: Para-professionals will have limited access to eStar.</b></p>
<b>ASSIGNMENTS:</b>	<p><b>Classroom</b></p> <p>Tier I and Tier II students based upon student needs and staff expertise</p> <p><i>*May also have small student push in and pull out groups as recommended by AT RISK Teacher based on immediate student needs.</i></p>	<p><b>Classroom</b></p> <p>Tier I and Tier II Strategies for students based upon student needs and staff expertise</p> <p><i>*May also have small student push in and pull out groups</i></p>	<p><b>Classroom ALL Students.</b></p> <p>Tier I and Tier II Strategies for students based upon student needs and staff expertise</p> <p><i>*May also have small student push in and pull out groups</i></p>	<p><b>Classroom</b></p> <p>Duties as assigned by RtI Teacher and At Risk Teacher. As per assignment by classroom teacher.</p>

## **SAMPLE AGENDA – RtI Student Support Team Meeting**

- RtI Teacher or At Risk Teacher (or Principal designee) runs the meeting.
- Introductions - Required Members are Present: (Parent, Administration, or administrative designee, Regular Education teacher, RtI Teacher, Counselor, LPAC, Interpreter, Other.
- Norms for the meeting: Be respectful, turn off cell phones, one person speaks at a time.  
No side conversations, Focus on student progress and how the 504 Team can best service the student.
  
- Remind all members that the meeting is confidential.
- Statement of Purpose of SST: (Provide parent a copy of the RtI documentation to follow along or project on wall.)
  
- Review Student Information
- Review Student Strengths and Weaknesses
- Review of Data: What effective teaching strategies are to be utilized with the student?
- What Interventions are going to be or currently being utilized?
- What are the student's learning preferences?

### **Formal/Informal Records Review.**

- May Include Parent / Adult/Student input in this and each section
  
- Planning of any additional interventions needed.

\_\_\_ Complete Minutes, Agreement, Adjourn

## Section V – APPENDIX

Page 52	<b><i>eStar</i> Forms</b>
Page 53	<b>Online Resources</b>
Page 54	<b>CISD Intervention Tools by grade</b>
Page 55-59	<b>Sample Intervention Tracking Forms</b>
Page 60	<b>CISD - Student Intervention Documentation Form (Example)</b>
Page 61-63	<b>Building RtI Capacity</b>
Page 64-73	<b>Response-to-Intervention Research</b>
Page 74	<b>CISD Self Audit Form</b>
<b>Page 85</b>	<b><i>CISD Dyslexia Guidelines</i></b>

## ***eStar - RtI Forms and Sequence***

Screen 1.	Student Information
Screen 2.	Student Strengths and Weaknesses
Screen 3.	Effective Teaching Strategies
Screen 4.	Learning Preferences
Screen 5.	Summary – Parent Contacts

### Included in the system are:

Tier I documentation – 2 pages  
Tier II documentation - 2 pages  
    Tier II follow up -  
    Tier II Intervention progress  
Tier III Intervention Plan – 2 pages  
    Tier III follow up

(\*\*Note: The three Tiers are for the first stages of RtI only. This does not continue into tier III 504 or Special Education.)

### RtI records Review:

Attendance  
Discipline  
Health  
Culture  
State Assessment Results  
LPAC

## Resources

<i>Dyslexia resources: <a href="http://dyslexiahelp.umich.edu/professionals/learn-about-dyslexia/diagnosing-dyslexia/tests/from-the-clinicians-dyslexia-tests-we-like">http://dyslexiahelp.umich.edu/professionals/learn-about-dyslexia/diagnosing-dyslexia/tests/from-the-clinicians-dyslexia-tests-we-like</a></i>	<i>Woodcock Reading Mastery Test (WRMT)</i>
<i>Spanish Brigance. - Brigance</i>	<i>Clinical Evaluation of Language Fundamentals -4 (CELF 4),</i>
<i>Comprehensive Assessment of Spoken Language (CASL)</i>	<i>Comprehensive Test of Phonological Processing (CTOPP),</i>
<i>Expressive One-Word Picture Vocabulary Test (EOWPVT)</i>	<i>Gray Oral Reading Test -5 (GORT-5),</i>
<i>Gray Silent Reading Test (GSRT),</i>	<i>C-TONI, CTOPP, TPAS, TOWRE,</i>
<i>Rapid Automatic Naming/Rapid Automatic Stimulus (RAN/RAS),</i>	<i>Test of Auditory Processing Skills (TAPS)</i>
<i>Test of Early Written Language (TEWL) Test of Written Language -4 (TOWL-4),</i>	<i>Test of Pragmatic Language (TOPL)Test of Written Spelling (TWS)</i>
<i>ADDES 3 - Attention Deficit Disorder Evaluation Scale</i>	<i>Light's Retention Scale, Visograph III</i>

### Other Helpful Resources;

<http://www.interventioncentral.org/response-to-intervention>

<http://ies.ed.gov/ncee/wwc/PublicationsReviews.aspx?f=All%20Publication%20and%20Review%20Types,1;>

[#pubsearch](#)

<http://www.educationplanner.org>

<http://buildingrti.utexas.org/>

[www.rtinetwork.org](http://www.rtinetwork.org) [www.interventioncentral.org](http://www.interventioncentral.org)

[www.rti4success.org](http://www.rti4success.org) [www.easycbm.com](http://www.easycbm.com)

<http://ies.ed.gov/ncee/wwc/http://www2.ed.gov/nclb>

[/methods/whatworks/edpicks.jhtml](#)

<http://www.fcrr.org/>

<http://teach.com>

<b>CISD Intervention Tools</b>	<b>Intervention Use</b>	<b>Grade Level</b>	<b>Comment:</b>
<i>I-Station</i>	<i>Reading- Intervention Formal Assessment</i>	<i>PK-5</i>	<i>Used for all students initially. Extra time may be used for intervention.</i>
<i>Lexia</i>	<i>Reading/ Visograph III Tracking</i>	<i>K-12?</i>	<i>Can be utilized as a prescriptive program or a skill builder.</i>
<i>WRAP</i>	<i>Reading</i>	<i>K-5</i>	<i>Screening tool used to assess early literacy skills</i>
<i>DRA</i>	<i>Reading-Guided Daily</i>	<i>K-2</i>	<i>Assesses the five components of reading; provides specific interventions (EDL in Spanish).</i>
<i>Think Through Math</i>		<i>3-5 &amp; 6-8</i>	<i>Learning system that provides quality math instruction support to students.</i>
<i>PBIS - Positive Behavior Intervention and Support</i>		<i>ALL</i>	<i>System/Structure that addresses Behavior in more of a non-punitive action</i>
<i>Teacher Created Assessment</i>	<i>Reading/Math</i>	<i>K-5</i>	<i>Teacher can evaluate student achievement on a lesson taught that is not part of a reading intervention program (i.e. book study; thematic lesson).</i>
<i>Tutoring – Academic Tutors</i>	<i>Reading/Math</i>	<i>K-12</i>	<i>Before, During, and After School</i>
<i>Tutoring during Electives/Specials</i>	<i>Reading/Math</i>	<i>K-12</i>	<i>Individualized, paced instruction</i>
<i>Tutoring during Electives/Specials</i>	<i>Reading/Math</i>	<i>K-5</i>	<i>Intervention imbedded within the school day.</i>
<i>Star Reading</i>	<i>Reading</i>		<i>Provides a snapshot of student’s reading level and ZPD. Provides information on specific needs to address in reading</i>
<i>Achieve 3000</i>	<i>Reading Pass TSI</i>	<i>6-12</i>	<i>Differentiated online literacy program that provides customized lessons and instruction to meet student needs.</i>
<i>Plato</i>	<i>Credit Recovery</i>	<i>10-12?</i>	<i>Standards based online curriculum used for credit recovery and test preparation</i>
<i>Mentoring Minds</i>		<i>6-8</i>	<i>What does the intervention do?</i>
<i>Renaissance</i>	<i>Reading Screener and levels</i>	<i>6-8</i>	<i>Software which includes STAR assessment; AR reading program.</i>
<i>MStar/Project</i>	<i>Math Screener</i>	<i>6-8</i>	<i>Universal screener used to determine if students are “at risk” in Algebra.</i>
<i>HD</i>	<i>Homework Recovery</i>	<i>6-8</i>	
<i>AR</i>	<i>Reading Recovery</i>	<i>6-8</i>	<i>Effective if followed correctly by teachers. Teachers can set goals for students, great for motivation to read for pleasure.</i>
<i>Migrant</i>	<i>All Subjects</i>	<i>6-8</i>	<i>Work hand in hand with LPAC personnel on best practice and strategies.</i>
<i>ALS Tutor</i>	<i>Language Acquisition</i>	<i>6-8</i>	<i>Targeted population of students</i>
<i>AVID (Advancement Via Individual Determination)</i>	<i>Study Skills, Writing, Reading, Research, Organization</i>	<i>8-12</i>	<i>Targeted Population of students</i>
<i>The Wilson Reading System</i>	<i>Highly Structured program that directly teaches the structure of the language.</i>	<i>2-12</i>	<i>Targets Dyslexia Students – is the CISD Dyslexia Reading Program.</i>



**Chart - Intervention Needs Worksheet: Grade-level Summary (Sample)**

Date: \_\_\_\_\_ Campus: \_\_\_\_\_

Key: ELL = English language learner; RI= Receiving Intervention; D=Dyslexia/504 Services; SE= Special Education;  
 Gap size: 1 = 1 grade level behind; 2 = 1 to 2 grade levels behind; 3 = >2 grade levels behind.

<b>Grade:</b>					
<b>Area of Learning Gap</b>					
<b>Gap size</b>	<b>All students</b>	<b>Number ELL</b>	<b>Number RI</b>	<b>Number D/504</b>	<b>Number SE</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>Totals</b>					

<b>Grade:</b>					
<b>Area of Learning Gap</b>					
<b>Gap size</b>	<b>All students</b>	<b>Number ELL</b>	<b>Number RI</b>	<b>Number D/504</b>	<b>Number SE</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>Totals</b>					

<b>Grade:</b>					
<b>Area of Learning Gap</b>					
<b>Gap size</b>	<b>All students</b>	<b>Number ELL</b>	<b>Number RI</b>	<b>Number D/504</b>	<b>Number SE</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>Totals</b>					



## Chart - Intervention Program Inventory Checklist (Sample)

Reviewers: \_\_\_\_\_ Program: \_\_\_\_\_

Content area/skill targeted: \_\_\_\_\_ Designed for Grade: \_\_\_\_\_

Author: \_\_\_\_\_ Publisher: \_\_\_\_\_ Intervention Level:   II     III  

Instructional delivery	Evidence and examples	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct, explicit instruction</li> <li><input type="checkbox"/> Systematic, sequenced instruction</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Scaffolding support and examples</li> <li><input type="checkbox"/> Adequate materials and task for practice to automaticity</li> <li><input type="checkbox"/> Immediate corrective and reinforcing feedback to students</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Student engagement</li> <li><input type="checkbox"/> Independent practice and generalization</li> </ul>		

Grouping	Time frequency, and duration	Recommended interventionist	Progress monitoring
<ul style="list-style-type: none"> <li><input type="checkbox"/> Same-ability students</li> <li><input type="checkbox"/> Computer based groups</li> <li><input type="checkbox"/> Recommended group sizes provided</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minutes per session specified; (Minutes _____)</li> <li><input type="checkbox"/> Days per week specified: (Days _____)</li> <li><input type="checkbox"/> Total Weeks specified: (Weeks _____)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher</li> <li><input type="checkbox"/> Specialist</li> <li><input type="checkbox"/> Paraprofessional</li> <li><input type="checkbox"/> Peer Tutor</li> </ul>	<p>Assessments provided: Assess every ____ days</p> <p>Student progress charts</p> <p>Computer generated.</p>

**Chart - Intervention Program Research Review (Sample)**

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Intervention program title and focus: \_\_\_\_\_ # Supporting Studies: \_\_\_\_\_

Reference information for review:

Review source	Other reviewers of intervention	Students
<input type="checkbox"/> Peer reviewed journal <input type="checkbox"/> Publisher sponsored <input type="checkbox"/> Website <input type="checkbox"/> Other:	<input type="checkbox"/> What Works Clearinghouse ( <a href="http://www.whatworks.ed.gov">www.whatworks.ed.gov</a> ) <input type="checkbox"/> Florida Center for reading research ( <a href="http://www.fcrr.org">www.fcrr.org</a> ) <input type="checkbox"/> Blueprints (Casey foundation) ( <a href="http://www.blueprintsprogram.com">www.blueprintsprogram.com</a> ) <input type="checkbox"/> Other:	
Assessment	Intervention Delivery	Summary
Assessments:  Frequency of Progress monitoring	Group Size Interventionist; Frequency of Sessions: Time per session: Duration of intervention:	



**CISD - Student Intervention Documentation Form (Example)**

Student: Ima Student Date of referral: 09/11/2019 Teacher: Smith

Skill Area of Concern: Reading Comprehension and Fluency

TEKs/Goal: Ima will read a DRA level 6 story with no more than 7 errors

Baseline Level: DRA Level 4 - 12 errors Target Level: DRA Level 6 with 7 errors

Date/Time/Frequency	Skill Addressed	Intervention Strategy Used	Progress Monitoring Tool	Results (Actual Level) or other comments
Date: <b>8/31 /19</b> Time: <b>30 mins.</b> Frequency: <b>2 x Daily</b>	<b>Reading Fluency</b>	<b>Guided Reading Direct instruction in small (1:1) group instruction</b>	<b>Running Record DRA Assessment</b>	<b>DRA Level 4 – 8 errors, continue with intervention</b>
Date: <b>9/1/19</b> Time: <b>30 mins.</b> Frequency: <b>Daily</b>	<b>Reading Fluency Phonological Awareness</b>	<b>Guided Reading Direct instruction in small (1:1) group instruction; 1:1 instruction using ABC tiles - segmentation blending</b>	<b>Running Record DRA Assessment Kindergarten level flashcards</b>	<b>DRA Level 6 – 12 errors, continue with intervention Was able to put two sounds together</b>
Date: <b>9/2/19</b> Time: <b>30 mins.</b> Frequency: <b>Daily</b>	<b>Reading Fluency Phonological Awareness</b>	<b>Guided Reading Direct instruction in small group instruction I-station GK level 1 Lesson 1</b>	<b>Running Record DRA Assessment Lesson Activity I-Station Data</b>	<b>DRA Level 6 – 10 errors, student was able to do I-station activity after direct instruction and repeated practice.</b>
Date: <b>9/3/19</b> Time: <b>30 mins.</b> Frequency: <b>Daily</b>	<b>Reading Fluency Phonological Awareness</b>	<b>Guided Reading Direct instruction in small group instruction I-station GK level 1 Lesson 2</b>	<b>Running Record DRA Assessment Lesson Activity I-Station Data</b>	<b>DRA Level 6 – 8 errors, student was able to do I-station activity with minimal directions</b>
Date: <b>9/8/19</b> Time: <b>30 mins</b> Frequency: <b>Daily</b>	<b>Reading Fluency Phonological Awareness</b>	<b>Guided Reading Direct instruction in small group instruction I-station GK level 1 Lesson 3</b>	<b>Running Record DRA Assessment Lesson Activity I-Station Data</b>	<b>DRA Level 6 – 6 errors, student was able to do I-station activity with minimal directions - Goal Mastered – maintain interventions</b>
Date: <b>10/5 /19</b> Time: <b>30 mins.</b> Frequency: <b>Daily</b>	<b>Reading Fluency Phonological Awareness</b>	<b>Guided Reading Direct instruction in small group instruction I-station GK level 1 Lesson 4</b>	<b>Running Record DRA Assessment Lesson Activity I-Station Data</b>	<b>DRA Level 6 – 7 errors, student was able to do I-station activities independently - Goal Mastered – maintain interventions.</b>

Teacher Signature: \_\_\_\_\_

## ***BUILDING RtI CAPACITY***

### ***Selecting an Intervention to Meet Students' Needs: A "How-to" Resource for Educators***

*This resource is for educators seeking intervention programs proven to close the knowledge gaps of students struggling with learning. The resource draws upon the principles of the response to intervention (RTI) approach to preventing learning difficulties. In the many schools that implement RTI, educators provide all students with effective instruction, identify students who struggle with learning, and provide these students with increasingly intense intervention to close gaps in knowledge. Student progress, or response to the intervention, is assessed frequently. Frequent progress monitoring allows educators to make informed decisions about the effectiveness of the intervention and to tailor the intervention to meet student needs. The goal of RTI is to be proactive when students begin to struggle, intervening promptly to prevent learning difficulties.*

*Providing high quality, explicit instruction in the core content areas is a key factor in preventing learning difficulties. However, when students fall behind their grade-level peers, educators need to know how to select an intervention program that will meet the needs of their students.*

*Choosing research or evidence-based interventions is critical; they are an investment of time and money that must work quickly to close students' gaps in learning. An effective intervention is systematic, is evidence based, and accelerates learning to close gaps and bring students within grade-level performance.*

*Use this resource to inventory intervention programs already in use or accessible on campus and to conduct an objective research review to determine whether the programs are scientifically based and designed to meet students' identified needs. Grade-level teams or partners may be able to accomplish these tasks efficiently and share their findings with a larger group.*

*Many intervention programs claim a research basis, but closer examination may reveal problems related to scientific objectivity. Look for evidence that the intervention works for students with needs similar to those of your students. "Red Flag" an intervention if it has any of the following characteristics:*

- *Only a very small number of studies examine its efficacy.*
- *The publisher or vendor sponsored the "research study."*
- *The number of students in the study is too small to generalize the results to the general population.*
- *The characteristics of the students are different from those of your students.*

*Use the procedure on the following pages to identify an intervention for your students. Tools for each step are provided to help organize the information you collect. Your goal is to identify one or more proven interventions to use to close your students' gaps in learning.*

## Identify Intervention Needs

### Related tools:

- *Intervention Needs Worksheet: Class Summary*
- *Intervention Needs Worksheet: Grade- Level Summary*

1. *Assess all students with a universal screening or benchmark instrument. (Tip: Be sure to assess students receiving special education services.)*
2. **Identify students who are at risk. \*\*\* CISD Note: Utilize PEIMS Data – At Risk Coding 13 categories.**
3. *Using the Class Summary sheet, identify and gather related data. (Tip: List students and their data by grade level to identify grade-level professional development needs.)*
4. *Analyze students' data to identify areas where intervention is needed.*
  - *In what areas are the learning gaps? For example, in reading, students may be behind their peers in phonemic awareness, phonics or word study, vocabulary, fluency, or comprehension; in mathematics, they may lag behind in fluency or number sense.*
  - *How big are the gaps in student learning? For example, use student data to assign levels of need similar to the following:*
    - Up to 1-year gap in grade-level benchmarks (% of students)*
    - Up to 2-year gap in grade-level benchmarks (% of students)*
    - Gaps greater than 2 years (% of students)*
  - *What are the characteristics of the at-risk students?*
    - Are they primarily English language learners?*
    - Do they struggle with learning in more than one content area?*
    - Do any already receive intervention, including dyslexia or special education services?*
  - *Do external challenges to learning, such as the following, need to be addressed?*
    - Excessive tardies or absences*
    - Chronic illness or medication factors*
    - School transfer or enrollment (note if more than one a year)*
    - Other, such as home issues, including being in the foster care system*
5. *Using the Grade-Level Summary sheet, identify grade-level needs for intervention.*
  - *Identify areas of learning gaps.*
  - *Identify "gap size" and student totals for each of the following:*
    - *Students assigned to each level, or "tier," of need*
    - *English language learners*
    - *Students already receiving intervention, including through dyslexia or 504 services and special education*
6. *Identify areas for targeted professional development support.*
  - *Do gaps in knowledge and skills link to specific grade levels?*
  - *Could the learning gaps be related to staff expertise?*
    - Do teachers provide explicit instruction in the content area?*
    - Do teachers employ evidence-based strategies related to the areas of learning gaps?*
    - Do teachers need information about evidence-based strategies to address the learning gaps?*
    - Are the learning gaps related to curriculum or program implementation?*
7. *Summarize the findings to identify specific areas to target.*
8. *Develop a "sound bite" (short statement) that describes student needs and what the ideal intervention(s) would address.*
9. *This statement will help to focus the intervention program review.*

**CISD RtI Compliance Review:    Date: / /                      Site Administrator: \_\_\_\_\_**

**School Reviewed:** \_\_\_\_\_ *We are surveying where we are as a district in relation to RtI compliance. What can we do better as a district to improve communication, efficiency, training, etc? Please complete, scan, and send by email to Carey Chambers - Director*

<b>Building Section</b>	Yes	No	In progress
Who is the school building RtI coordinator? Name:			
Who is the Response to Intervention Teacher at your school? Name;			
Who is the At Risk Teacher at your school? Name;			
Does the school have a building RtI/ team? Student Support Team?			
Does the RtI team have a scheduled meeting time for At Risk student meetings?			
Is there a parent handbook or brochure detailing RtI information?			
Is the RtI staff handbook accessible? Where can stakeholders access?			
Has the school administration and staff reviewed the updated Handbook?			
<i>Comment:</i>			
<b>Staff Section</b>	Yes	No	In Progress
Has staff been trained/informed of their responsibilities for Response to Intervention?			
Is staff aware of Interventions for each RtI student?			
Has staff identified RtI Students by grade level and by area of concern?			
How is all teaching staff notified of student Interventions that are in place?			
Have the parents been notified and communicated with regarding the concerns? Is this documented?			
Did appropriate staff take part in the development of Interventions?			
<i>Comment:</i>			
<b>Student Files Section</b>	Yes	No	In progress
Are the Response to Intervention files separate from the student's cumulative file?			
Have the files been reviewed or scheduled for review from the previous year?			
Has the RtI plan been <b>archived</b> on <i>eStar</i> ?			
<i>Comment:</i>			
<b>Random Individual Folder Review</b>	Yes	No	In progress
Is the consent form signed by the parent/guardian?			
If the student was <b>not</b> eligible, was the parent notified and report documented?			
Is there an individual intervention plan?			
Do the interventions seen reasonable and appropriate for this student?			
Is all appropriate documentation downloaded and <b>archived</b> into the <i>eStar</i> system?			
<i>Comment:</i>			

## Who Do I get an SST Packet From?

### RTI/504 REFERRAL PROCESS for Special Education Evaluation

School Administrators, Special Education, 504, and RtI personnel: This is the 4<sup>th</sup> memo of a 5 part series regarding specific items that CISD has to focus on this spring to maintain TEA compliance:

- **WHO DO I GET AN SST PACKET FROM? Your At RISK or your RtI Teacher.**
- **WHO GETS PARENT CONSENT TO EVALUATE?: YOUR SCHOOL DIAGNOSTICIAN/SLP**

\*\* **School Staff - Do Not bypass your Diagnostician or your SLP** and send packets or **Parents** to Central Office for permission to evaluate.

- **All Completed Packets** including Informal Speech Packet will be submitted to: **The Assigned School Diagnostician**
- The Diagnostician conducts review **before obtaining Signed Parent Permission to evaluate.** *Note: SLP works in tandem with Diagnostician. We will continue to review all referral packets during our Monday Sped Department meetings. Packets may be sent back if more data is needed. IF LSSP is requested, Diag still needs to be in the loop*

<b>TEACHER: WHAT I WANT</b>	<b>PROCESS: WHAT I NEED <u>to complete.</u></b>
SPEECH REFERRAL	<ul style="list-style-type: none"> <li>• Informal Speech Screening Packet</li> <li>• RTI (SST) Packet</li> <li>• Informal Observation by SLP – signed consent needed</li> </ul>
RTI REFERRAL For Evaluation (ACADEMIC/BEHAVIOR)	<ul style="list-style-type: none"> <li>• RTI (SST) PACKET/Behavior Data and interventions attempted</li> <li>• SST held to recommend sped evaluation</li> <li>• Diagnostician invited to SST to review file.</li> </ul>
CURRENT 504 STUDENT W/ ACADEMIC CONCERNS	<ul style="list-style-type: none"> <li>• RTI(SST) PACKET Completed/Data gathered.</li> <li>• Diagnostician invited to 504 to review file.</li> <li>• Hold 504 meeting to discuss options</li> </ul>
Informal Sped Observation: OT/PY/Speech/LSSP.	<ul style="list-style-type: none"> <li>• <b><u>Signed Sped Parental Consent form to proceed.</u></b></li> <li>• <b><u>Who obtains form? SLP/OT/PT/LSSP can send to you.</u></b></li> </ul>
CURRENT SPEECH STUDENT W/ ACADEMIC CONCERNS	<ul style="list-style-type: none"> <li>• RTI(SST) PACKET - Completed</li> <li>• Set ARD with SLP case manager</li> </ul>

### **2019/2020 RTI - 45 DAY END OF YEAR DEADLINE TO SUBMIT PACKETS**

### **REQUESTING EVALUATION**

RTI packets will be placed on **HOLD** after the deadline:

- |   |                          |                          |
|---|--------------------------|--------------------------|
| • 3 <sup>rd</sup> – 5 <sup>th</sup> grade - | Wednesday, April 8, 2020 | 45 days to end of school |
| • K – 2 <sup>nd</sup> grade - (K-12)        | Wednesday, April 8, 2020 | 45 days to end of school |
| • Initial Parent referral (“walk-in” )      | Friday April 17, 2020    | 35 days to end of school |



# CISD - SST PACKET CHECKLIST

Teacher: \_\_\_\_\_ Date Issued: \_\_\_\_\_  
Student Name: \_\_\_\_\_ Date Due: \_\_\_\_\_  
Grade: \_\_\_\_\_ DOB: \_\_\_\_\_ ID: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

(To be completed and submitted by the classroom teacher within allotted times, as specified by school. Please check items being submitted.)

- SST Packet ***(all sections must be checked and completed, prior to submission)***
- Nurse (vision and hearing test)
- RtI (*SST Page 14*) Classroom Documentation Form (*at least* 6-8 weeks of documentation)
- Parent Contact Log (contact recommended: 2-4 contacts every 9 weeks – recommend documented in eSTAR)
- Cumulative Records (STAAR, TELPAS, Home Language Survey, Absences, grades from back of Cumulative File)
- Behavior Interventions – PBIS Data
- 504 Information
- Work Samples: class work, writing samples: ***No Worksheets***

## Assessments: Only as applicable

- STAR Reading Diagnostic –Accelerated Reader(1st-5<sup>th</sup> )
- ESTAR (2<sup>nd</sup> to 4<sup>th</sup>); MSTAR (5<sup>th</sup>)
- Universal Screeners: Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY): *Examples*: Developmental Reading Assessment (DRA)), Running Records, WRAP Assessment, fluency checks, Reading A-Z Assessments, etc.
- Kinder Assessments: (BOY/MOY/EOY): Concepts of Print, Letter/Sound Recognition etc.
- Eduphoria Student Report/Unit Assessments/Benchmarks (1<sup>st</sup> – 5<sup>th</sup>)
- ISIP/I-Station: Student History & Summary Reports
- Report Card/Progress Reports (1<sup>st</sup> to 9<sup>th</sup>) weeks – current year

# Parent Communication Log

Contact with: \_\_\_\_\_

Date: \_\_\_\_\_

Date: _____	<b>Reason for Contact:</b>	<b>Notes:</b>
Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Note <input type="checkbox"/> In Person		
Date: _____	<b>Reason for Contact:</b>	<b>Notes:</b>
Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Note <input type="checkbox"/> In Person		
Date: _____	<b>Reason for Contact:</b>	<b>Notes:</b>
Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Note <input type="checkbox"/> In Person		
Date: _____	<b>Reason for Contact:</b>	<b>Notes:</b>
Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Note <input type="checkbox"/> In Person		
Date: _____	<b>Reason for Contact:</b>	<b>Notes:</b>
Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Note <input type="checkbox"/> In Person		
Date: _____	<b>Reason for Contact:</b>	<b>Notes:</b>
Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Note <input type="checkbox"/> In Person		

## CISD Response to Intervention – Student Support Team (SST) Packet

Student's name: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Grade: \_\_\_\_\_

Student ID#: \_\_\_\_\_ Sex: \_\_\_\_\_ Grade: \_\_\_\_\_

Campus: \_\_\_\_\_

Referred by: \_\_\_\_\_ Position: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Reason for Referral: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is this student currently enrolled in school? Yes                      No                      If NO, explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Has this student ever been retained? Yes      No If YES, list the grade level(s): \_\_\_\_\_

Has this student been suspended for disciplinary reasons during the current school year? Yes      No Yes If YES, explain:

Has this student been referred to special education before? Yes                      No If YES, give previous referral date:

### **Home Language Survey: (Mandatory to determine if language acquisition is the issue for academic difficulty.)**

Please fill in the following or attach a copy of the ORIGINAL Home Language Survey from the cumulative folder.

Date: \_\_\_\_\_ Results: \_\_\_\_\_ Other language test: \_\_\_\_\_

Date: \_\_\_\_\_ For a limited English proficient student, briefly discuss the Language Proficiency Assessment

Committee's recommendations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CISD RtI – Initial Referral      Campus:      School year:      Student:

**Attendance:** Please fill in the following or attach a copy of the attendance history from the cumulative folder.

Attendance	Current Year	Previous Year	Previous Year	Previous Year
<b><i>ATTENDANCE</i></b>				
Days Absent				
Days Present				
<b><i>DISCIPLINE</i></b>				
Total # Incidents				
# Incidents resulting in removal				

Reasons: \_\_\_\_\_

Compared to last year, this year this student has been absent:     more    less    about the same

List all schools previously attended:

\_\_\_\_\_

\_\_\_\_\_

**Grades and Testing Information**

Subject	Grade	On Grade Level	Subject	Grade	On Grade Level
Reading		<input type="checkbox"/> Yes <input type="checkbox"/> No	Health		<input type="checkbox"/> Yes <input type="checkbox"/> No
Language		<input type="checkbox"/> Yes <input type="checkbox"/> No	Spelling		<input type="checkbox"/> Yes <input type="checkbox"/> No
Social Studies		<input type="checkbox"/> Yes <input type="checkbox"/> No	Music		<input type="checkbox"/> Yes <input type="checkbox"/> No
Mathematics		<input type="checkbox"/> Yes <input type="checkbox"/> No	Phys. Ed		<input type="checkbox"/> Yes <input type="checkbox"/> No
Science		<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No

At school, the best language understood by the student is: \_\_\_\_\_

This Student's Grades:	Compared with most of the other students in this school, this student's grades:
<input type="checkbox"/> have become higher each year <input type="checkbox"/> have stayed about the same each year <input type="checkbox"/> have become lower each year <input type="checkbox"/> dropped suddenly in grade <input type="checkbox"/> data not available	<input type="checkbox"/> are better <input type="checkbox"/> are about the same <input type="checkbox"/> are worse <input type="checkbox"/> data not available
Notes:	Notes:

List student's most recent achievement or ability test data using Grade Level Equivalent (WRAP, DRA, etc) scores or percentile ranks (%):

Date	Name of Test	Subject Area	Score

TEST	Year:	Year:	Year:	Year:
<b>STAAR:</b>				
Reading				
Writing				
ELA				
Math				
Composition				
Social Studies				
Science				
<b>TELPAS:</b>				
Oral				
Listening				
Writing				
Reading				

\_\_\_\_\_  
Signature of Person Referring Student      Position      Date

**The Parent was contacted/informed of this referral on \_\_\_\_\_ via \_\_\_\_\_**

- Phone call
- Letter
- Email.

Date: \_\_\_\_\_

**(Please check only the areas applicable to the child, if behavior is not a concern, do not fill in that section)**

Academic Strengths	Academic Weakness
<p>Appropriate work pace  Assessment performance  Attendance  Auditory learner  Class preparation  Comprehension strategies  Consistent academic growth  Follows instructions  Global learner  Grades  Homework completion  Kinesthetic learner  Knowledge of skills  Listening skills  Math computation  Math reasoning  Motivation  Oral language  Oral reading  Organization  Phonics  Problem Solving  Quality Work  Readiness  Reading comprehension  Reading fluency  Seeks help when appropriate  Self-correction rate  Spelling  Test taking skills  Understands language and/or content concepts (CALP)  Vocabulary  Word by word reading  Word Recognition  Work completion  Written language</p>	<p>Appropriate work pace  Assessment performance  Attendance  Auditory learner  Class preparation  Comprehension strategies  Consistent academic growth  Follows instructions  Global learner  Grades  Homework completion  Kinesthetic learner  Knowledge of skills  Listening skills  Math computation  Math reasoning  Motivation  Oral language  Oral reading  Organization  Phonics  Problem Solving  Quality Work  Readiness  Reading comprehension  Reading fluency  Seeks help when appropriate  Self-correction rate  Spelling  Test taking skills  Understands language and/or content concepts (CALP)  Vocabulary  Word by word reading  Word Recognition  Work completion  Written language</p>

Behavior Strengths	Behavior Weaknesses
<p>Able to sit and attend to a task  Accepts Responsibility  Age Appropriate Behaviors  Aggressive  Appropriate language  Appropriately behaved w/o supervision  Attendance  Choices  Compliant  Demonstrates appropriate feelings  Establishes friendships  Even tempered Excessive  talking Exercises  Judgment Follows school  routines Follows school  rules  Follows teacher directives  Frustration level Horseplay  Includes others  Interacts appropriately with others  Listens  Non-aggressive  Obeys rules  On Time to class  Participates in class  Patience  Physical aggression  Self-initiates  Shows respect for others  Shows respect for self Shy  Staying with task to completion  Task completion  Verbal aggression  Withdrawn  Working alone  Working in a quiet environment  Works cooperatively</p>	<p>Able to sit and attend to a task  Accepts Responsibility  Age Appropriate Behaviors  Aggressive  Appropriate language  Appropriately behaved w/o supervision  Attendance  Choices  Compliant  Demonstrates appropriate feelings  Establishes friendships  Even tempered Excessive  talking Exercises  Judgment Follows school  routines Follows school  rules  Follows teacher directives  Frustration level Horseplay  Includes others  Interacts appropriately with others  Listens  Non-aggressive  Obeys rules  On Time to class  Participates in class  Patience  Physical aggression  Self-initiates  Shows respect for others  Shows respect for self  Shy  Staying with task to completion  Task completion  Verbal aggression  Withdrawn  Working alone  Working in a quiet environment  Works cooperatively</p>
Language Strengths	Language Weaknesses
<p>Appropriate phonics  Articulation  Can make their point  Expressive language  Fluency  Grammar  Oral expression  Participates verbally  Penmanship  Receptive language  Sentence structure  Spelling  Stays on topic    Vocabulary  Voice</p>	<p>Appropriate phonics  Articulation  Can make their point  Expressive language  Fluency  Grammar  Oral expression  Participates verbally  Penmanship  Receptive language  Sentence structure  Spelling  Stays on topic  Vocabulary  Voice</p>

<b>Physical Strengths</b>	<b>Physical Weaknesses</b>
Coordination Fine motor skills Good Health Gross motor skills Hearing Seeks medical help at appropriate time Vision	Coordination Fine motor skills Good Health Gross motor skills Hearing Seeks medical help at appropriate time Vision

<b>Social Strengths</b>	<b>Social Weaknesses</b>
Accepts responsibility Aggression Appropriate expression Appropriate Independence Appropriate need for attention Appropriate social interaction Confident Displays appropriate noise level Does not fight Does not hurt others Family Support Handles small problems w/o telling Independence from peer pressure Respect for peers Voice level Waits to express self	Accepts responsibility Aggression Appropriate expression Appropriate Independence Appropriate need for attention Appropriate social interaction Confident Displays appropriate noise level Does not fight Does not hurt others Family Support Handles small problems w/o telling Independence from peer pressure Respect for peers Voice level Waits to express self

<b>Learning Preferences</b>	<b>Learning Preferences</b>
Auditory learner Choices Feedback from teacher or adult Hearing sound or music when working Informal furniture-sofa or sitting on floor Kinesthetic learner Learning analytically Learning early or late afternoon Learning early or late morning Learning globally Needs breaks while working Needs movement while learning Snacking or eating while studying Staying with task to completion Structure, guidelines, & timelines	Tactile Learner Visual learner Working alone Working in quiet environment Working with bright light Working with low or shaded light Working with peers or a buddy Working with teacher or adult



<b>Academic:</b> Indicate areas of concerns that need additional interventions in the classroom.	<b>Behavior:</b> Indicate areas of concerns that need additional interventions in the classroom.
Math computation Math reasoning Oral reading Organization Readiness Reading comprehension Spelling Test taking skills Vocabulary Work completion Written Language Other: _____	Activity level Aggressive Defiant Non-compliance Tardiness from class Unexcused absences from class Withdrawn Other: _____

<b>Language/Communication:</b> Indicate areas of concerns that need additional interventions in the classroom.	<b>Physical:</b> Areas you or parent feel need to be addressed.
Articulation Expressive language Fluency Oral Expression Peculiar use of language Receptive language Relevancy in responses Voice quality Other: _____	Excessive absences Frequent use of clinic (nurse) Hearing Hospitalizations Other health concerns Vision Other: _____

<b>Social:</b> Indicate areas of concerns that need additional interventions in the classroom.	<b>Performance Levels:</b> Provide current levels of classroom performance in this section.
Adult relationships Age appropriate emotional responses Age appropriate problem-solving skills Easily frustrated Peer to peer relationships Self-esteem Social interaction Other: _____	Current level of performance in Math: _____ Reading: _____ I-Station: _____ AR: _____ Other: _____ Desired outcome: Math: _____ Reading: _____ I-Station: _____ AR: _____ Other: _____  List three teaching strategies that will assist you in reaching the desired goal. 1. _____ 2. _____ 3. _____

Describe what classroom academic/behavioral skill you expect the student to be able to perform that he/she is not presently achieving?

**Instructional and behavioral accommodations and differentiation attempted in response to student's problem(s) include:**

**Behavior Management**

How Long?

Currently? Y/N

Results? Continue/discontinue

**Adaptation of Materials**

	How Long?	Currently? Y/N	Results? Continue/discontinue
Altered Format of Materials			
Assignment Sheets/Assignment Notebook			
Calculator			
Colored Overlays			
Copy of Class Notes			
ESL Material			
Highlighted Materials			
Outlines and Study Guides			
Peer note taking			
Peer to Read Materials			
Study Aids/Manipulatives			
Supplemental/High Interest Materials			
Taped texts			
Use of Computer			
Other:			

**Alteration of Assignments**

	How Long?	Currently? Y/N	Results? Continue/discontinue
Assistance in class discussions			
Copy of Lecture/Notes			
Emphasis on major points			
Exemption from Reading Before Peers			
Extra Time for Assignments			
Group Projects			
Hands-On Projects			
Individual Contracts			
Opportunity to Respond Orally			
Prioritized assignments			
Reduced Assignments			
Special Projects in Lieu of Assignments			
Special projects in lieu of tests			
Taped Assignments/Lecture			
SIOP Strategies			
Other:			
Other:			

Classroom rules consistently enforced			
Clearly Defined/Consistent Limits			
Frequent Contact			
Frequent Positive Reinforcement			
Frequent Reminder of Rules			
Ignoring Minor Infractions			
Implementation of Behavior Contract			
Logical Consequences			
Model pro-social behavior			
Opportunity to Help Teacher			
Personal Goal Setting			
Posted classroom rules			
Private Discussion Regarding Behavior			
Promote Time on Task			
Proximity Control			
Routines and daily schedules are posted, taught, and followed			
Structured learning environment to assist students in attention and focus			
Supervision During Transitions			
Teacher and student interaction is frequent			
Other:			
<b>Modification of Environment</b>			
Minimize auditory distractions			
One to One Instruction			
Preferential Seating			
Reduce Visual Stimuli			
Small Group Instruction			
Study Carrel			
Use of Quiet Area			
Other:			
<b>Accommodation/Modification of Instruction</b>			
Auditory Aids			
Check for Understanding			
Differentiated Instruction			
Encourage Participation			
Exams of Reduced Lengths Short Answer			
Extended "wait time"			
Extra time for Oral Response			
Extra Time for Written Response			
Frequent and Immediate Feedback			
Leave Class for Specialized Assistance			
Multisensory Information			
Open book exams			
Opportunity to Repeat Instructions			
Opportunity to Write Instructions			
Oral Exams			
Peer Tutoring			
Preview Test Questions			
Provide opportunities for guided practice			
Short Instructions			
Simplify Vocabulary			
Small Group Testing			
Study Sheets/Preview Summaries			
STAAR Remediation			
Use of Computer			
Other:			

**EDUCATIONAL SCREENING/EXISTING EVALUATION DATA**

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ ID #: \_\_\_\_\_ Grade: \_\_\_\_\_ Medicaid # \_\_\_\_\_

**Health Information (Mandatory)**

**VISION**

Date of most recent screening: \_\_\_\_\_ Type of screening: \_\_\_\_\_

Name and position of person conducting screening: \_\_\_\_\_

**Far Vision: Results:**     Passed without glasses/contacts     Passed with glasses/contacts

Failed without glasses/contacts     Failed with glasses/contacts

**Close Vision: Results:**     Passed without glasses/contacts

Failed without glasses/contacts

Passed with glasses/contacts

Failed with glasses/contacts

Yes     No    As a result of the screening, is there any indication of a need for further assessment or adjustment? If Yes, explain:

Yes  No    Has any follow-up treatment been recommended? If Yes, explain:

**HEARING**

Date of most recent screening:

Type of screening:

Name and position of person conducting screening:

Results:     Passed without hearing aids     Passed with hearing aids

Failed without hearing aids     Failed with hearing aids

Yes  No    As a result of the screening, is there any indication of a need for further assessment or adjustment? If Yes, explain:

Yes  No    Has any follow-up treatment been recommended? If Yes, explain:

**HEALTH**

Yes    No      Does student exhibit any signs of health or medical problems?  
If Yes, cite observations:

Yes    No      Is there a need for further assessment or referral of a medical problem?  
If Yes, explain:

**Health Information**

Yes    No      Is the student receiving any medication at school? If Yes, specify:

Yes    No      Does this student require adaptive equipment or facility adaptation?  
If Yes, specify:

\_\_\_\_\_  
SIGNATURE OF PERSON COMPLETING THIS SECTION

\_\_\_\_\_  
POSITION      DATE



### Student Intervention Documentation Form

Student: Ima Student  
Smith

Date of referral: 09/11/2015

Teacher:

Skill Area of Concern: Reading Comprehension and Fluency

TEKs/Goal: Ima will read a DRA level 6 story with no more than 7 errors

Baseline Level: DRA Level 4 - 12 errors

Target Level: DRA Level 6 with 7

errors

Date/Time/Frequency	Skill Addressed	Intervention Strategy Used	Progress Monitoring Tool	Results (Actual Level) or other comments
Date: 8/31 /15 Time: 30 mins. Frequency: 2 x Daily	Reading Fluency	Guided Reading Direct instruction in small (1:1) group instruction	Running Record DRA Assessment	DRA Level 4 – 8 errors, continue with intervention
Date: 9/1/15 Time: 30 mins. Frequency: Daily	Reading Fluency Phonological Awareness	Guided Reading Direct instruction in small (1:1) group instruction; 1:1 instruction using ABC tiles -segmentation blending	Running Record DRA Assessment Kindergarten level flashcards	DRA Level 6 – 12 errors, continue with intervention Was able to put two sounds together
Date: 9/2/15 Time: 30 mins. Frequency: Daily	Reading Fluency Phonological Awareness	Guided Reading Direct instruction in small group instruction I-station GK level 1 Lesson 1	Running Record DRA Assessment Lesson Activity I-Station Data	DRA Level 6 – 10 errors, student was able to do I-station activity after direct instruction and repeated practice.
Date: 9/3/15 Time: 30 mins. Frequency: Daily	Reading Fluency Phonological Awareness	Guided Reading Direct instruction in small group instruction I-station GK level 1 Lesson 2	Running Record DRA Assessment Lesson Activity I-Station Data	DRA Level 6 – 8 errors, student was able to do I-station activity with minimal directions
Date: 9/8/15 Time: 30 mins Frequency: Daily	Reading Fluency Phonological Awareness	Guided Reading Direct instruction in small group instruction I-station GK level 1 Lesson 3	Running Record DRA Assessment Lesson Activity I-Station Data	DRA Level 6 – 6 errors, student was able to do I-station activity with minimal directions - Goal Mastered – maintain interventions

**Canutillo Independent School District - Parent Letter for Screener Consent (*INFORMAL Observation\**)**

**Student Name:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Date Sent:** \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_ **ID#:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

The Student Support Team (SST) and Response to Intervention (RtI) are methods of providing early, systematic and appropriately intensive assistance to students who are having difficulty with academics and/or behavior.

This process seeks to prevent academic failure through universal screening and by providing struggling students with research-based interventions and progress monitoring to reach academic goals.

We have been implementing interventions in and out of the classroom addressing your child's areas of need. The Student Support Team has determined that there may be concern in areas necessitating more specialized skill and would like to request your permission to involve and collaborate with other support staff.

With your permission, the following screener(s) will be completed in order to facilitate a more informed decision regarding your child's educational plan.

The information gathered may lead to additional interventions provided as part of the RtI plan. If the screening indicates that your child needs a more in-depth evaluation, you will receive appropriate notice. It may be requested that you attend a meeting to discuss the need for an evaluation to determine if your child needs special education and related services.

As the parent/legal guardian of the above mentioned student, I hereby consent to:

What is the area of concern?

Occupational Therapy Screener                      Speech Screener                      Other \_\_\_\_\_  
Physical Therapy Screener                      Dyslexia Screener

**Parent/Guardian signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

*\*An informal screener or observation by special education personnel does not mean that the student qualifies or will qualify for special education services. Teachers are requesting expertise from outside the classroom to determine further actions.*



**Distrito Escolar Independiente de Canutillo**  
**Consentimiento de padres para evaluar y conducir una evaluación preliminar**

Nombre del alumno \_\_\_\_\_ Escuela \_\_\_\_\_ Fecha de envío \_\_\_\_\_

Nombre del maestro/a \_\_\_\_\_ # de ID \_\_\_\_\_ Fecha de nacimiento \_\_\_\_\_

El equipo de apoyo para los alumnos (SST) y de Respuesta de las intervenciones (RtI) son métodos para proveer la intervención apropiada de una manera sistemática e intensiva a alumnos que están teniendo dificultad en lo académico y/o en comportamiento.

Este proceso busca prevenir que el alumno/a fracase académicamente por medio de una evaluación universal. Se trata de proveer a los alumnos que están batallando con intervenciones que están basadas en investigaciones para así poder monitorear el progreso donde pueda alcanzar sus metas académicas.

Hemos estado implementando intervenciones dentro y fuera del salón en las áreas donde su hijo/a necesita ayuda. El equipo de apoyo para los alumnos ha indicado que pueda haber áreas donde su hijo/a necesite destrezas más especializadas. Es por eso que le pedimos su autorización para trabajar y colaborar con otro personal de apoyo.

Con su autorización, las siguientes evaluaciones serán llevadas a cabo para tener más información y poder tomar una decisión más precisa sobre el plan educativo de su hijo/a.

Toda la información que se recaude podrá indicar cuales intervenciones adicionales necesita su hijo/a como parte de su plan de Respuesta de las intervenciones (RtI). Si la evaluación preliminar indica que su hijo/a requiera una evaluación más profunda, usted recibirá una notificación al respecto. En ciertos casos se les pide a los padres que asistan a una junta para hablar de la necesidad de dar otra evaluación para poder determinar las necesidades de educación especial o servicios relacionados.

Como padre o tutor legal del alumno mencionado arriba, yo doy mi consentimiento para:

Área de tratar: \_\_\_\_\_

Evaluación de terapia ocupacional                      Evaluación del habla                      Otro \_\_\_\_\_

Evaluación de terapia física                      Evaluación de dislexia

Firma del padre o tutor legal: \_\_\_\_\_ Fecha: \_\_\_\_\_

\*Una evaluación informal u observación por el personal de educación especial no significa que el niño/a califique para los servicios de educación especial. Los maestros solo están buscando información más especializada fuera del salón para poder tomar decisiones y así poder ayudar al alumno/a.

# **Canutillo Independent School District**

## **Dyslexia Operational Guidelines and Procedures**

**2018-2019**

## Dyslexia in Texas

Texas is unique in that it has a law to specifically identify and address the needs of the student with dyslexia.

### **Dyslexia Defined - As defined in TEC §38.003 (The Dyslexia Law):**

“Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.

“Related disorders” includes disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

### **Dyslexia – What Texas Law tells us: Texas Administrative Code §74.28 (State Board of Education Rule) §74.28.**

#### **Students with Dyslexia and Related Disorders.**

- *The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. These procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.*
- *A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating, dyslexia and related disorders. The strategies and techniques are described in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should be done only by individuals/professionals who are trained to assess students for dyslexia and related disorders.*
- *A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."*
- *Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." The professional development activities specified by each district and/or campus planning and decision making committee shall include these instructional strategies. (Training is in progress, CISD is utilizing At Risk/RtI Teachers as a Cadre of trained staff. Special education teachers are also being trained.)*

- *Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student’s parent or guardian or another person standing in parental relation to the student.*
- *Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, **must be informed of all services and options available to the student under that federal statute.***
- ***Each school must provide each identified student access at his or her campus to instructional programs required in subsection (c) of this section and to the services of a teacher trained in dyslexia and related disorders. (CISD utilizes the Scottish Rite Program to address specific Dyslexia issues on an individual basis.)***
- *The school district may, with the approval of each student’s parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.*
- *Because early intervention is critical, a process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available in each district as outlined in the “Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.”*
- Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing. **(We are developing this training to kick off late spring or early next year)**

The Dyslexia Handbook outlines the guidelines that TEA recommends districts follow to comply with the dyslexia law.

The identification and intervention process for dyslexia can be multifaceted. These processes involve both state and federal requirements that must be followed. Generally in Texas, however, dyslexia identification and intervention most often happen through general education rather than special education. Special education and the assessment through IDEA 2004 may occur when dyslexia is associated with factors complicating dyslexia, thus requiring more support than what is available through the general education dyslexia program.

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### **Prior to Assessment and Identification**

In Texas and throughout the country, there is a focus on a *Response to Intervention (RtI)* or tiered intervention process as a

vehicle for meeting the academic and behavioral needs of all students. The components of the Student Success Initiative (SSI) and other state-level programs offer additional support. Current federal legislation under the *Elementary and Secondary Education Act (ESEA)* calls for the use of benchmark assessments for early identification of struggling students before they fail.

State law requires the use of early reading assessments that are built on substantial evidence of best practices.

These assessments can give crucial information about a student's learning and can provide a basis for our CISD three tiered intervention model. Through the tiered intervention process, schools can document students' learning difficulties, provide ongoing assessment, and monitor reading achievement progress for students at risk for dyslexia or other reading difficulties.

While not required prior to the assessment and identification of Dyslexia, RtI is considered best practice to assist the school to gather educational data to provide a concrete basis for instructional decisions. RtI can be initiated in tandem with Dyslexia screening or formal evaluations.

#### **Who May Administer the Dyslexia Screener**

A district or charter school must ensure that appropriately trained and qualified individuals administer and interpret the results of the selected screening instrument. Please note that an educational aide is not eligible to administer or interpret the dyslexia screening instrument. Individuals who administer and interpret the screening instrument must, at minimum, meet the following qualifications:

- An individual who is certified/licensed in dyslexia; or
- A classroom teacher who holds a valid certification for kindergarten and grade 1.

(For a list of current certifications for kindergarten and grade 1, see the State Board for Educator Certification

Teacher Assignment Chart at [https://tea.texas.gov/Texas\\_Educators/Certification/](https://tea.texas.gov/Texas_Educators/Certification/).)

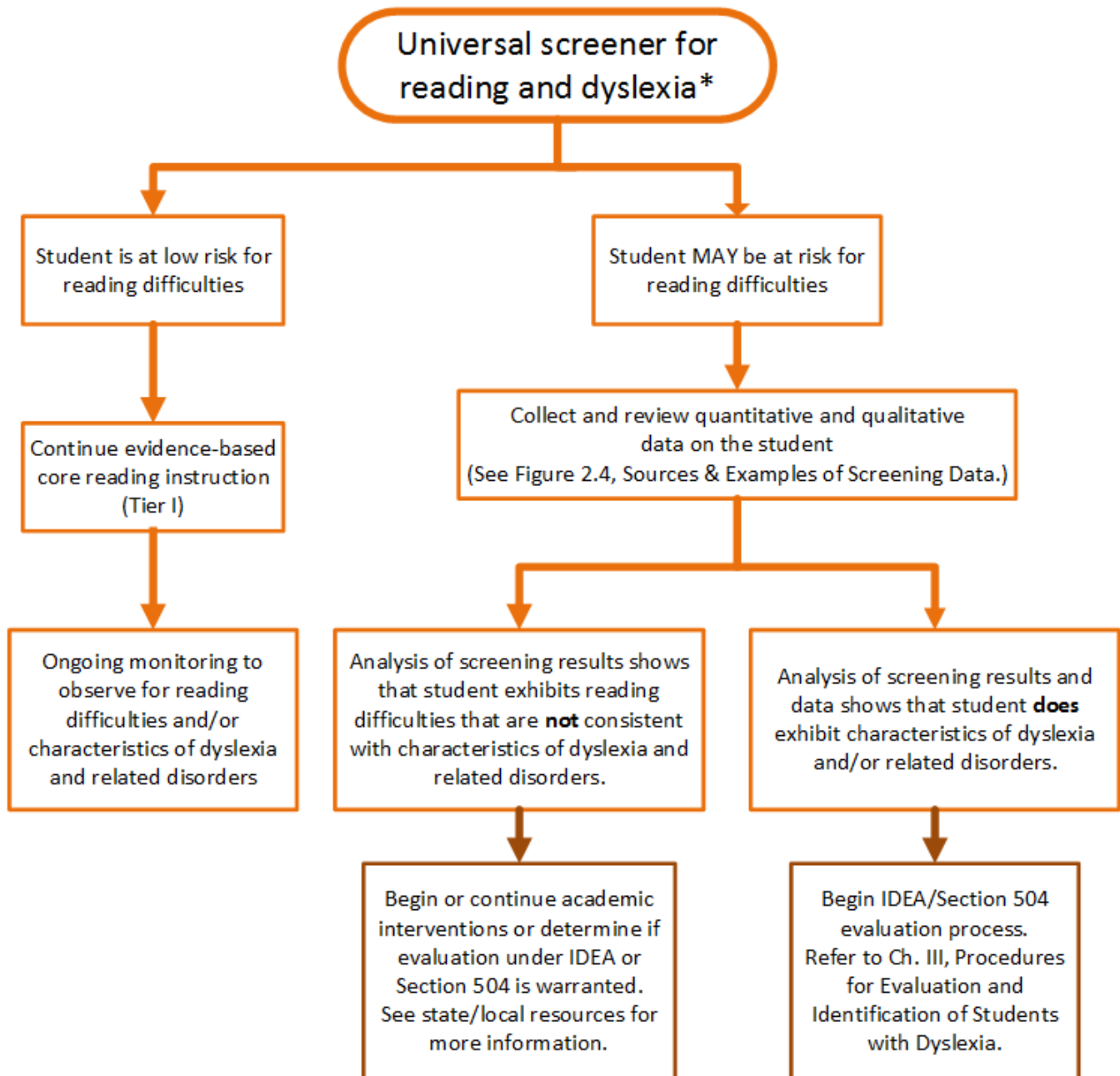
**BEST PRACTICE:** Whenever possible, the student's current classroom teacher should administer the screening instrument for dyslexia and reading difficulties.

#### **When to Administer the Dyslexia/Reading Screener**

Districts and charter schools must implement a screening program that includes each of the following:

- Screening of **each** student in kindergarten at the end of the school year
- Screening of **each** student in the first grade no later than January 31

## Universal Screening and Data Review for Reading Risk



A referral may be made at any point under either Section 504 if a disability is suspected or IDEA if a disability and a corresponding need for special education services are suspected.

\*Testing and screening in accordance with TEC §28.006 and §38.003(a)

## Assessment Procedures

If a decision is made to evaluate a student for dyslexia, **written consent will be obtained from the parent** or guardian via SST, Section 504, or IDEA procedures. Canutillo ISD uses previously collected data as well as current information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance.

**CISD follows IDEA evaluation timelines for all 504 evaluations: Formula: (15/45/30)**

**15 school days to respond to a parent request for evaluation in writing.**

**45 school days to evaluate (the 15 day response is included in this time frame)**

**30 calendar days to hold a 504 or ARD meetings to discuss evaluation findings**

## Cumulative Data

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrates that the student was provided appropriate instruction and include data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. This cumulative data also includes information from parents/guardians.

Sources and examples of cumulative data include, but are not limited to:

- Vision and hearing screening
- Teacher input
- SST data
- Report cards
- G/T assessments (if applicable)
- Samples of classwork
- K - 2 reading assessment
- K - 2 math assessment
- State assessment results
- Full Individual Evaluations (if applicable)
- Outside assessments (if applicable)
- Speech and Language assessments (if applicable)
- Attendance records
- Curriculum Based Assessments (CBAs)
- Second Language Learner information such as
  - Home Language Surveys
  - English Proficiency data
  - TELPAS
  - Language of instruction and intervention information

## Formal Assessment

After data gathering, the next step in the evaluation process is formal assessment. This is not a screening; rather, it is an individualized assessment used to gather evaluation data. Formal assessment involves multiple sources of data, including informal, criterion, curriculum and norm referenced data. All data will be used to determine whether the student demonstrates a pattern of evidence for dyslexia. Professionals conducting assessment for the identification of dyslexia will need to look

beyond scores on standardized assessments alone and examine the student's classroom reading performance, educational history, and early language experiences to assist with determining reading and spelling abilities and difficulties.

Domains assessed include:

- Academic achievement
  - Letter knowledge
  - Reading words in isolation
  - Decoding nonsense words
  - Reading fluency (both rate and accuracy)
  - Reading comprehension
  - Spelling
- Cognitive areas associated with dyslexia
  - Phonological/Phonemic Awareness
  - Rapid Naming
- Other optional areas
  - Listening comprehension
  - Orthographic processing
  - Phonological memory

### **Identification of Dyslexia**

***The identification of dyslexia is made by a §504 committee or, in the case of a special education referral, the admission, review, and dismissal (ARD) committee.*** (See Chart #2) In order to make an informed determination, either committee must include members who are knowledgeable about the student being assessed, assessments used, and meaning of the collected data. Additionally, the committee members should have knowledge regarding the reading process; dyslexia and related disorders; dyslexia instruction; and district or charter school, state, and federal guidelines for assessment.

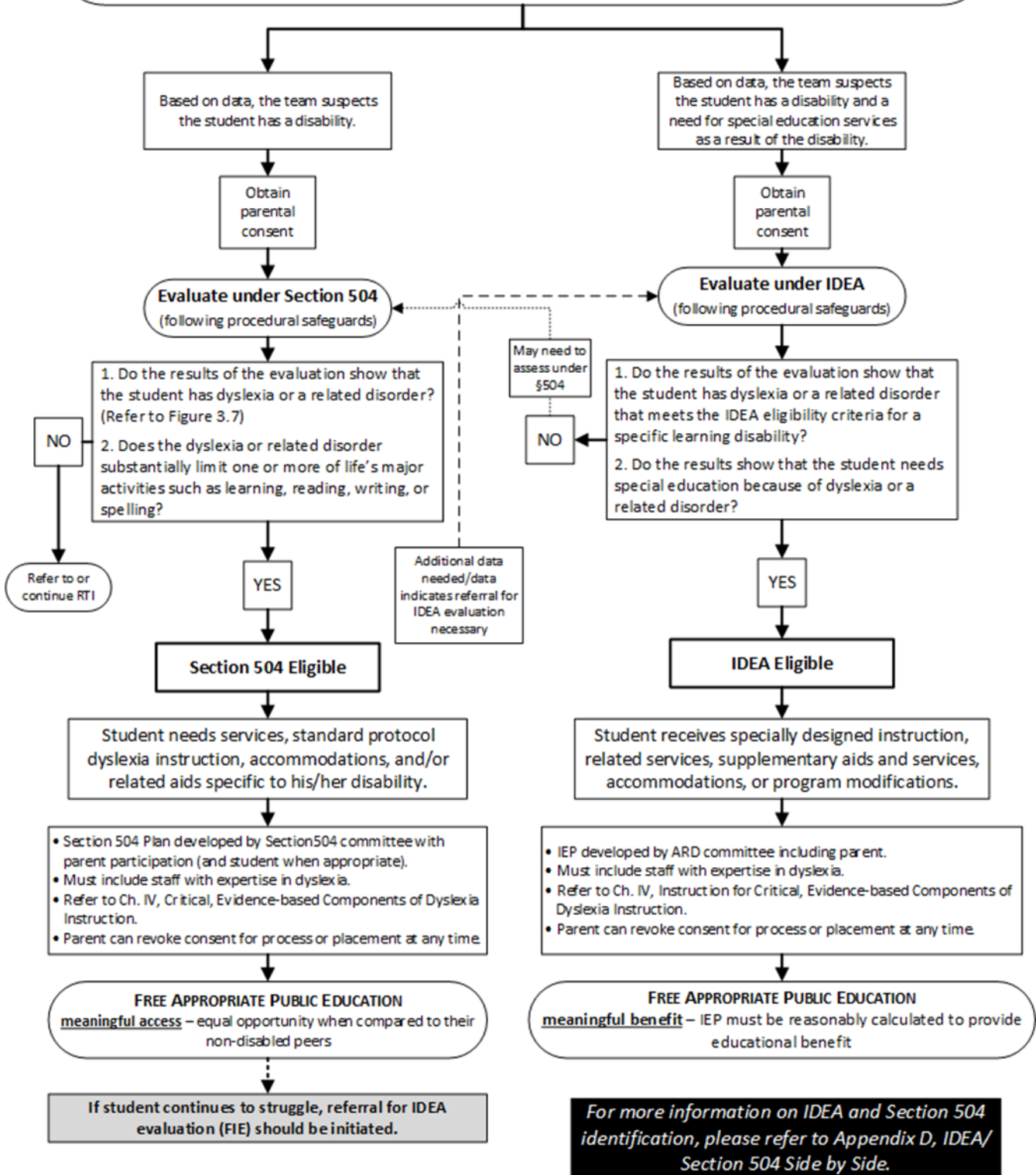
In Canutillo ISD, assessment results are peer reviewed as necessary by evaluation personnel, and recommendations regarding eligibility are made to the 504 or ARD committee. CISD assessment personnel look beyond scores on standardized assessments alone and examine the student's classroom reading performance, educational history, and early language experiences to assist with determining reading and spelling abilities and difficulties. To be identified with dyslexia, there must be reliable data supporting:

- A pattern of low reading and spelling skills and
- An underlying cognitive deficit in either
  - phonological/phonemic awareness (or history of such deficit)
  - rapid symbolic naming
  - orthographic processing
- That the reading level is unexpected for the student in relation to the student's other cognitive abilities and provision of effective classroom instruction.



## Pathways for the Identification and Provision of Instruction for Students with Dyslexia

A team of knowledgeable persons reviews data and existing information and determines an initial evaluation for dyslexia or related disorder should be conducted. The team determines the appropriate pathway for evaluation.  
Parent can request evaluation at any time.  
(See Fig. 3.2 and Fig. 3.3, Data Gathering)



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## **Re-evaluations for Dyslexia**

According to the International Dyslexia Association, “Dyslexia is a lifelong condition. However, with proper help, many people with dyslexia can learn to read and write well. Early identification and treatment is the key to helping individuals with dyslexia achieve in school and in life.”

TEA does not require students with dyslexia to undergo re-evaluation. *However, as a best practice, Canutillo ISD conducts a 3 year re-evaluation for each 504 student or Special Education student.* CISD uses best practice in order to determine effectiveness of services, additional areas of need and provide current evaluation results for college entrance exams or college services. In accordance to TEC §38.003 (b-1), results of previous assessments will be included in the re-evaluation.

Parents or adult students will be notified in writing prior to the administration of formal assessment as part of the re-evaluation process.

## **Parent Request for Assessment and Identification**

Parents/guardians always have the right to request a referral for a dyslexia assessment at any time. Once a parent request for dyslexia assessment has been made, the school district is obligated to review the student’s data history (both formal and informal data) to determine whether there is reason to believe the student has a disability. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in this chapter. If the school does not suspect a disability and determines that evaluation would not be warranted, the parents/guardians must be given a copy of their due process rights. While 504 is silent on prior written notice, best practice is to provide a parent the reasons an evaluation is denied. (See timeline on page 4)

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## **Privately Obtained Assessments**

A parent/guardian may choose to have his/her child assessed by a private diagnostician or other source. CISD will follow district procedures and protocols for outside evaluation personnel to be able to conduct an outside evaluation. Evaluation fees will be paid by the district according to policy and regional guidelines. To be valid, this assessment must comply with the requirements set forth in 504 and the guidelines in the Dyslexia Handbook. *The outside or independent evaluation provided is part of the evaluation data but does not, independently, create eligibility.*

Outside assessment will be reviewed by the SST (including the dyslexia teacher) and a decision whether to refer for a dyslexia assessment under Section 504 or IDEA will be made. If the SST does not refer for assessment, the parents/guardians must be given a copy of their due process rights. While 504 is silent on prior written notice, CISD follows best practice to provide a parent the reasons an evaluation may have been denied. If assessment is recommended, written consent for an evaluation will be obtained from the parent/guardian. If necessary, additional formal assessment will be conducted and all data reviewed by the 504 or ARD team. *(Note: for assistance writing a prior written notice, see your school diagnostician.)*

## **Section 504 of the Rehabilitation Act of 1973**

Commonly referred to as "Section 504", this federal statute protects individuals from discrimination based on disability. It is not an educational law, but rather a civil rights act that ensures "No qualified handicapped person

shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives Federal financial assistance." In the public school setting it guarantees a "free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap."

A. Definition of an "individual with disabilities": An ***individual with disabilities*** under Section 504 is **any person** who:

Has a physical or mental impairment which ***substantially limits*** one or more ***major life activities***; 34 C.F.R. 104.3(j)(1)(i) U.S.C. 12102(4) (a)(1)(A)

- a. **Physical or mental impairment**; Any physiological disorder of condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic skin, and endocrine, or
- b. **Any mental or psychological disorder** such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disability. (34 C.F.R. 104.3(j)(2)(i))

**To be eligible, one must:**

- have a physical or mental impairment which ***substantially limits*** one or more major life activities
- have record of such an impairment, or
- is regarded as having such an impairment.
- Has a record of such an impairment: or

While a "record of an impairment of being "regarding as having" an impairment by the recipient gives rise to anti-discrimination protection under Section 504 , this factor alone (in the absence of the next item) does not trigger the school division's obligation to provide a free appropriate public education or FAPE. "Logically, since the student is not, in fact, mentally or physically handicapped, there can be no need for special education or related aids and services." OCR senior staff memo, 191DELR 894 (OCR 1992)

- Is regarded as having such an impairment.

The second and third sections cover persons with a history of a disability or persons who are perceived as having a disability. The second and third sections create a very different type of Section 504 eligibility. While a "record of" an impairment or being "regarded as having" an impairment by the recipient give rise to anti-discrimination protection under Section 504, these two prongs do not trigger Canutillo Independent Schools obligation to provide a free and appropriate public education (FAPE). These two prongs are meant to reach situations where individuals either were or are "considered" to be disabled, and are currently being treated by others as if they were. Consequently, the only duty as to these students is to not discriminate against them on the basis of the history or perception of impairment.

**Impairments:** A physical or mental impairment are impairments such as ADHD, cancer, epilepsy, diabetes, autism, depression, bipolar disorder, auditory or visual impairments, cerebral palsy, or muscular dystrophy. The list is not exhaustive. Dyslexia is commonly considered an impairment for Section 504 purposes.

Major life activities are things like seeing, hearing, breathing, learning, walking, communicating, and performing manual tasks. Again, the list is not exhaustive.

Substantial limitation is not defined, and the measurement of any impairment is left up to individual Section 504 committees to determine.

ADAAA

Due to the narrow interpretation by the courts of the Americans with Disabilities Act (ADA) during the late 1990's and early 2000's, Congress amended the act via the Americans with Disabilities Act Amendment Act of

2008 (ADAAA). The intent of this was to broaden the scope of eligibility, allowing more people to seek legal relief due to disability discrimination. A conforming amendment in the ADAAA applies the changes to the ADA to Section 504 as well. These changes include:

- Expanding the list of major life activities to include things like concentrating, thinking, reading and major bodily functions;
- Specifying that an impairment does not need to severely or significantly limit a major life activity to be substantially limiting;
- Requires the determination of limitation be made without regard of the ameliorative effects of mitigating measures such as medication, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications.
- Requires the determination of limitation be made for a impairment that is episodic in nature or in remission, when the impairment is active.

### **Section 504 Evaluations**

Prior to placement in Section 504, an evaluation must be held. *Written parental consent must be obtained.* Except in the case of dyslexia, most evaluations under Section 504 do not involve individual testing, relying instead on data that is readily available such as grades, attendance, state assessment results, discipline records, other cumulative records, teacher observation and input, medical information, parent input and student input. The Section 504 Committee is composed of school staff (administrator, teachers, and other necessary personnel) that reviews the information, makes eligibility decisions and determines appropriate accommodations. While 504 law states that parents are not required members of the committee, CISD again follows best practice and requires that parents attend the 504 meetings.

Section 504 regulations require periodic reevaluations, but does not specifically define how frequently meetings should be held. Best practice in CISD is to have annual meetings, or have more frequent meetings if a student exhibits difficulty in the school setting, or the parent or student requests a meeting.

### **Parent Rights**

Parents and students have the right to notice, an opportunity to examine relevant records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel.

### **Dismissal from 504**

Students who qualify for 504 may eventually no longer qualify for 504 and will be dismissed from 504. The *Office for Civil Right's FAQ website states, "if a recipient school district re-evaluates a student in accordance with the Section 504 regulatory provision at 34 C.F.R. 104.35 and determines that the student's mental or physical impairment no longer substantially limits his/her ability to learn or any other major life activity, the student is no longer eligible for services under Section 504"*. Students dismissed from Section 504 because their dyslexia is no longer substantially limiting reading or learning will still be monitored through the RtI Tier I or II process depending on their academic performance.

### **What Should You Do If You Disagree with the Section 504 Committee?**

If you disagree with the decisions of the Section 504 committee you have several options:  
(We always encourage parents to meet with the site administration first to resolve differences.)

- You may voice your concerns to the campus 504 Coordinator (the Assistant Principal)
- You may meet with the school Principal to discuss options.
- You may contact the District Section 504 Director for a meeting –  
(Mr. Carey Chambers at 915-877-7449)
- You may request a meeting with the Superintendent.
- You may file a complaint with the Office for Civil Rights;
- You may request, in writing, a hearing before an impartial hearing officer.

STAAR is the State of Texas Assessments of Academic Readiness, our state assessment program as required by federal law.

STAAR Tests are administered in the following grades and subjects:

Grade	Reading	Math	Writing	Science	Social Studies
3		Y	Y		
4		Y	Y	Y	
5		Y	Y	Y	
6		Y	Y		
7		Y	Y	Y	
8		Y	Y	Y	Y

#### End of Course Exams

End of Course Exams (EOC) are administered to high school students in May of the year they take the associated course. Students must score satisfactory or better in all five assessments to graduate.

English Language Arts I

Algebra 1

Biology

English Language Arts II

US History

#### State Assessment for Students with Disabilities

A student with a disability can be a student:

- a. with an identified disability who receives special education services;
- b. with an identified disability who receives services under Section 504 of the Rehabilitation Act of 1973;
- or
- c. with a disabling condition who does not receive special education or Section 504 services.

#### Students Receiving Section 504 Services

Students are required by TEC §28.025(c) to meet all curriculum requirements and assessment graduation requirements in order to receive a Texas high school diploma: Most students will take STAAR with or without allowable accommodations. Review the eligibility requirements for STAAR A for students identified with dyslexia or related disorders as defined in TEC §38.003.

#### Students Receiving Special Education Services

The admission, review, and dismissal (ARD) committee makes educational decisions for a student, including assessment graduation requirements as described in Texas Administrative Code (TAC) §89.1070(b):

Students will take STAAR with or without allowable accommodations.

For students who need more significant accommodations, review the STAAR A eligibility requirements.

#### Examples of STAAR Accommodations

Accommodations are changes to materials or procedures that enable students with disabilities or English language learners (ELLs) to participate meaningfully in learning and testing. It is important to keep in mind that while some accommodations may be appropriate for instructional use, they may not be appropriate or allowable on a statewide assessment.

Some common accommodations for students with dyslexia include:

Oral/Signed Administration

Spelling Assistance

Extra Time

*It is important to remember that the selection of accommodations must be based on individual needs and not simply by a category of disability. Additionally, all accommodations for state assessment must be used routinely and effectively in classroom instruction and assessment.*



## **Life Success for Children with Learning Disabilities**

Over twenty years of research has identified factors that predict successful outcomes for children with disabilities. This research identified these individual characteristics and life experiences that lead to successful life outcomes:

- goal setting
- self-awareness
- perseverance
- emotional coping strategies
- support systems
- proactivity

Life Success for Children with Learning Disabilities: A Parent Guide highlights the findings of this research in an easy to read booklet. We strongly encourage you to read this information and share it with your child.

After High School: Different Paths to Success provides information on the many paths students may take post-secondary.

College Entrance Exams

College Board Exams include the SAT, SAT Subject Tests, PSAT/NMSQT, PSAT 10, and AP Exams.

Accommodations are available for students with disabilities that meet eligibility requirements. However, it is important to remember that receiving school accommodations does not guarantee College Board approval of a request. Detailed information can be found at the College Board SSD website.

Typical Accommodations include:

Extended time

Computer use for essay

Extra and extended breaks

Reading and seeing accommodations

Four-function calculator

Other accommodations are also available.

The accommodation request process can take up to seven weeks, so we recommend applying early in your child's ninth grade year.

Accommodation approval requires extensive documentation, and unfortunately our dyslexia assessment likely will not meet guidelines. Learning disability documentation guidelines require:

Diagnosis clearly stated;

Current information (less than 5 years);

History presented;

Diagnosis supported with: summary of testing procedures, narrative summary, test scores, comprehensive cognitive and achievement battery.

The general education dyslexia assessment does not include a comprehensive cognitive battery. If your child is eligible for special education or you have obtained additional assessment outside of the school district, your testing may contain the required information.

There are two processes to request accommodations, (1) School Verification and (2) Parent Paper Verification. Regardless of which process you choose, contact your high school counselor to initiate the process.

School verification process:

Student/parent approaches campus counselor.

Student and parent sign consent forms;

SSD coordinator completes an on-line form documenting the student meets eligibility for the accommodation, the accommodation has been in place for more than four months and the student currently uses the

accommodation at school;

If the answer to any of the statements in “3” is no, the school will submit the available documentation for review by the College Board.

If approved, student will receive an SSD number to use when registering for a test

Accommodations remain in effect through one year after graduation from high school.

Parent Paper Request This process again begins by contact the SSD coordinator at your child high school. The SSD coordinator will provide a form for the parent and student to complete and submit.

If your request was denied, you can find information on how to proceed here.

If you are interested in SAT preparation, Khan Academy offers free online preparation: SAT prep from Khan Academy

ACT tests are another type of college entrance exams. Like the SATs, certain accommodations are available for students who meet eligibility criteria. Detailed information can be obtained at ACT's Services for Students with Disabilities page. Unlike the SAT process, students must register for ACT prior to requesting accommodations. The student will then be able to print an application for accommodations.

There are three types of ACT accommodations available:

National Standard Time with Accommodations

National Extended Time (50% additional time)

Special testing At School (more than time and a half or special test presentation such as oral administration)

ACT Policy for Documentation is similar to SAT requirements, and unfortunately it is likely our testing will not meet guidelines.

### **College Services for Students with Dyslexia**

There is no reason a student with dyslexia shouldn't pursue college if he or she chooses to do so. Before deciding which school is best for him or her, students should investigate the services that are available at perspective colleges. While all colleges must provide some level of services to students with disabilities, the level of services vary greatly.

### **Most colleges provide one of three levels of services:**

Basic accommodations such as note-taking assistance and extra time on tests;

Specialized services which include staff who work with students and professors;

Specialized colleges that have comprehensive programs for students with disabilities (often for a fee).

The K&W Guide to College Programs and Services for Students with Learning Disabilities and ADHD (Princeton Review) is a thorough listing of colleges and the supports available to students. It is available through Amazon, or possibly your school or local library.

Information on applying for and selecting a college for your child with a disability can be found at these sites: [Selecting a College for Students with Learning Disabilities or Attention Deficit Hyperactivity Disorder](#)  
[Hard Decision for Learning Disabled](#)

Examples of disability services at Texas universities and colleges can be found below:

Local:

### **Section 504 and College**

In the preK through 12 grades school setting, Subpart D of Section 504 Regulations apply. However, once a student graduates and enrolls in college, Subpart E applies. Modifications may include changes in the length of

time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

In most cases, the screening instruments often used for developing a “504” plan are insufficient as documentation for college accommodations. Additional testing is likely to be required. In addition, the student goes from an environment that is structured to “ensure student success” to one that is designed to “allow equal access.” The success of the student is up to the student in the college setting. The college must ensure access, NOT success.

Differences Between High School and College for Students with Disabilities

ADA Q & A: Section 504 and Post-Secondary Education

Student with Disabilities Preparing for Post-Secondary Education (OCR)

**Dyslexia and the Military: [NEW MILITARY POLICY...](#)**

Some students may be more interested in joining the military rather than going to college. Here is information that may be helpful. [READ](#)

Exploring Military Options for Students with Disabilities

Will Dyslexia Exclude Someone from Joining the Military?

ADHD and the Military

Dyslexia and the Workforce

For students who choose to go straight into the workforce from school, they may be eligible for reasonable accommodations in some situations.

Transition: School to Work

Job Accommodations for People with Learning Disabilities

15 CEOs with Learning Disabilities



# Dyslexia & Learning Disabilities

## Websites

- Canutillo ISD's Dyslexia Website <http://cisd.net/departments/dyslexia>
- **The Dyslexia Handbook, Updated 2018** TEA Texas Education Agency: Dyslexia <https://tea.texas.gov/index2.aspx?id=25769814312>
- [Understood.org](http://www.understood.org)
- [Dyslexia and Spelling: The Chicken or the Egg?](http://www.dyslexiahelp.umich.edu/)
- [Dyslexia Help \(UMich\)](http://www.dyslexiahelp.umich.edu/) <http://dyslexiahelp.umich.edu/>
- [Dyslexic Entrepreneurs - Why They Have a Competitive Edge](http://www.dyslexiahelp.umich.edu/)
- [Dyslexia not linked to eyesight](http://www.dyslexiahelp.umich.edu/)
- [Dyslexia What Every Family Should Know](https://dyslexiaida.org/ida-dyslexia-handbook/) <https://dyslexiaida.org/ida-dyslexia-handbook/>
- [Fact Sheets from International Dyslexia Association](http://www.interdys.org/FactSheets.htm) <http://www.interdys.org/FactSheets.htm>
- [Houston Branch of the International Dyslexia Association](http://www.houstonida.org/) <http://www.houstonida.org/>
- [Inside the Dyslexic Brain](http://www.interdys.org/)
- [International Dyslexia Association](http://www.interdys.org/) <http://www.interdys.org/>
- [Launching Young Readers](http://www.pbs.org/launchingreaders/) <http://www.pbs.org/launchingreaders/>
- [LD Online](http://www.ldonline.org/) [http://www.ldonline.org](http://www.ldonline.org/)
- [Learning Ally](http://www.learningally.org/) <http://www.learningally.org/>
- [Learning Disabilities, Dyslexia and Vision](http://www.pediatrics.org/cgi/content/full/124/2/837) <http://www.pediatrics.org/cgi/content/full/124/2/837>
- [Life Success for Children with Disabilities](http://www.ldsuccess.org/index.html) <http://www.ldsuccess.org/index.html>
- [National Center for Learning Disabilities](http://www.nclد.org/) <http://www.nclد.org/>
- [Neuhaus Education Center](http://www.neuhaus.org/) <http://www.neuhaus.org/>
- [Region 19 Education Service Center](http://www.neuhaus.org/)
- [Texas Scottish Rite Hospital](http://www.tsrhc.org/dyslexia.htm) <http://www.tsrhc.org/dyslexia.htm>
- [Texas Talking Book Program](http://www.tsl.state.tx.us/tbp/) <http://www.tsl.state.tx.us/tbp/>
- [The Facts About Dyslexia \(PBS\)](http://www.pbs.org/parents/readinglanguage/articles/dyslexia/the_facts.html) [http://www.pbs.org/parents/readinglanguage/articles/dyslexia/the\\_facts.html](http://www.pbs.org/parents/readinglanguage/articles/dyslexia/the_facts.html)
- [Understanding Dyslexia and the Reading Brain in Kids](http://www.pbs.org/parents/readinglanguage/articles/dyslexia/the_facts.html)
- [Understood for Learning and Attention Issues](https://www.understood.org/en) <https://www.understood.org/en>
- [Unlocking Dyslexia \(NPR\)](http://www.npr.org/series/503544816/unlocking-dyslexia) <http://www.npr.org/series/503544816/unlocking-dyslexia>
- [Viral Controversies in Dyslexia](https://dyslexiaida.org/viral-controversies-in-dyslexia/) <https://dyslexiaida.org/viral-controversies-in-dyslexia/>
- [What is Dyslexia \(You Tube\)](https://www.youtube.com/watch?v=zafiGBrFkRM) <https://www.youtube.com/watch?v=zafiGBrFkRM>
- [Yale Center for Dyslexia and Creativity](http://dyslexia.yale.edu/) <http://dyslexia.yale.edu/>

## Books

- Berninger, V. & Wolf, B. (2009) *Teaching Students with Dyslexia and Dysgraphia: Lessons from teaching and science*. Baltimore, MD: Paul H. Brookes Publishing.
- Hall, S. & Moats, L. (2002). *Parenting a Struggling Reader*. New York: Broadway Books.
- Levine, M. (2005). *Ready or Not, Here Life Comes*. New York: Simon & Schuster.
- Marshall, A. (2004). *The Everything Parent's Guide to Children with Dyslexia*. Avon, MA: F+W Publications, Inc.
- Moats, L. C. and Dakin, K. E. (2008). *Basic Facts About Dyslexia and Other Reading Problems*. Baltimore, MD: The International Dyslexia Association.
- Roffman, A. (2007). *Guiding Teens with Learning Disabilities, navigating the transition from high school to adulthood*. New York: Random House.
- Shaywitz, S. (2003). *Overcoming Dyslexia*. New York: Knopf.

## General Reading

### Websites

- All about Adolescent Literacy <http://www.adlit.org/>
- American Library Association <http://www.ala.org/>
- Book reviews written by kids <http://www.worldreading.org/>
- Bookfinder <http://www.pbs.org/parents/bookfinder>
- Born Learning <http://www.bornlearning.org/default.aspx?id=33>
- Born Learning en Espanol <http://www.bornlearning.org/default.aspx?id=89>
- Colorín Colorado <http://www.colorincolorado.org/index.php>

- Get Ready to Read <http://www.grtr.org>
- Guys Read <http://www.guysread.com/>
- International Reading Association <http://www.reading.org/>
- Jim Trelease on Reading <http://www.trelease-on-reading.com/>
- Kids Place Houghton-Mifflin Reading <http://www.eduplace.com/kids/hmr/>
- National Center for Family Literacy <http://www.famlit.org>
- National Reading Panel <http://www.nationalreadingpanel.org/>
- Reading A-Z <http://www.readinga-z.com/>
- Reading is Fundamental <http://www.rif.org/>
- Reading Rockets <http://www.readingrockets.org/>
- Storyline Online <http://www.storylineonline.net>
- Teachers and Parents/TogetheRead <http://www.teachersandfamilies.com/index.html>
- Tumble Talking Books <http://www.tumblebooks.com/>
- World of Reading – book reviews written by kids <http://www.worldreading.org/>
- Young Adult Library Service Association <http://www.ala.org/yalsa/>

#### Books

- Adams, M (1990). *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: MIT Press.
- Hall, S. & Moats, L. (1999). *Straight Talk About Reading*. Chicago: Contemporary Books.
- Hall, S. & Moats, L. (2002). *Parenting a Struggling Reader*. New York: Broadway Books.
- Levine, M. (2005). *Ready or Not, Here Life Comes*. New York: Simon & Schuster.
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- Trelease, J (1995). *The Read Aloud Handbook*. New York: Penguin