

Response To Intervention Process

What is the RtI process?

Requests for consideration of Response to Intervention (RtI) support will be processed through the campus core team. Parent, teacher, and/or student requests will be turned over to the campus RtI coordinator who will initiate the Response to Intervention process. The coordinator will schedule an RtI team meeting for consideration of documented need and intervention strategies. The campus RtI core team will offer recommendations for those students who are experiencing problems that interfere with their academic performance as well as those that may interfere with their emotional, physical, mental and/or social development and link them to a network of available care. All screenings, requests, and/or evaluations are considered confidential. Contact your child's campus RtI coordinator for additional information on the PSJA Response to Intervention.

Who makes up the Response to Intervention core team?

The RtI core team is composed of a campus administrator, RtI campus coordinator, case manager, core curriculum teachers (various subjects), school nurse, and school counselor. Additional staff members may be invited to attend the meetings, depending on the student's needs. Each campus team receives extensive training on strategies and interventions that can be used to screen requests and to provide appropriate interventions.

District RtI Contact

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For more information on PSJA RtI procedures, contact your child's school principal or campus RtI coordinator.

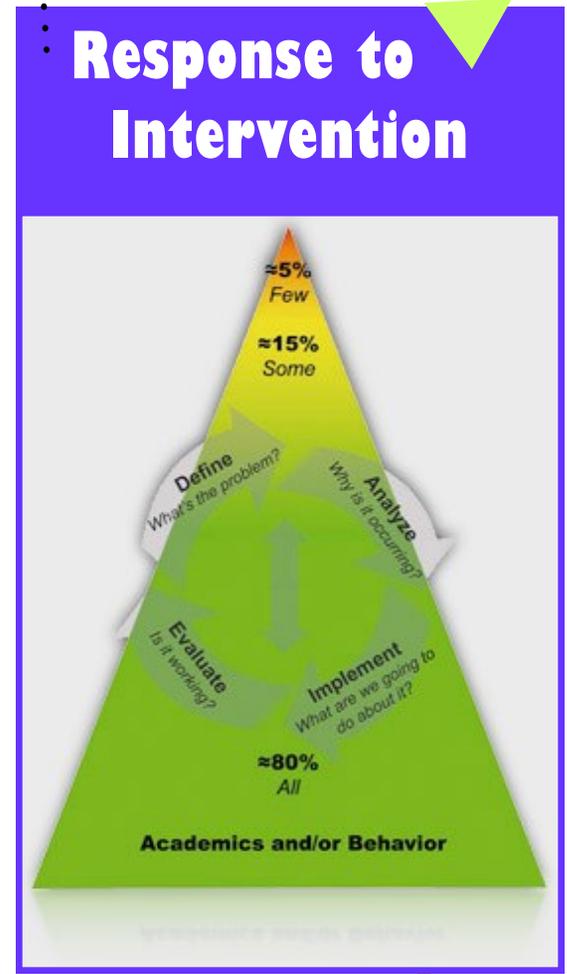


Visit the PSJA ISD website for additional information on Response to Intervention.
www.psjaisd.us

On the home page, click on [Department Links](#), then click on the [Response to Intervention](#) tab. This page will link you to additional information on Response to Intervention.



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 Es norma del Distrito Escolar de Pharr-San Juan-Alamo no discriminar en base al sexo, inhabilidad, raza, color, religión, nacionalidad o edad.



What is Response to Intervention?

The RtI process is a multi-step approach to providing services and interventions to students who struggle with learning and/or behavior at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education.

The RtI process has the potential to limit the amount of academic failure that any student experiences and to increase the accuracy of targeting instruction. Its use could also reduce the number of children who are mistakenly identified of having learning disabilities when their learning problems are actually due to cultural differences or lack of adequate instruction. Information and data gathered by an RtI process can lead to earlier identification of children who are in need of special education services.

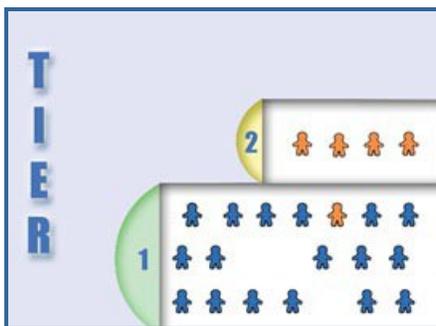
A Four-Tier RtI Model

The RtI process is defined as a three- or four-tier model of school supports that uses research-based academic and/or behavior interventions. PSJA utilizes a four-tier model that is student centered at every stage. The emphasis is to discover a manner in which to create positive and successful learning experiences.



Tier 1: General Education Classroom — Screening and Group Interventions

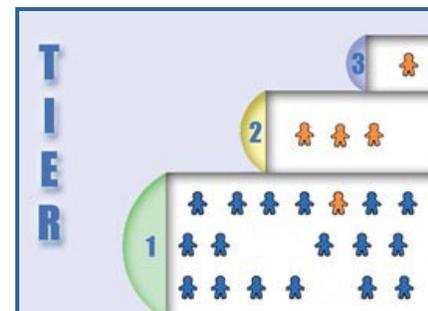
Tier 1 includes all the students in the general education classroom. Teachers use interventions and monitor all students weekly. Students identified as “at-risk” using universal screenings and/or results on state or district-wide assessments receive accelerated instruction and/or tutorials during the student’s usual school day in the general classroom. The length of time for this step varies, generally lasting a minimum of eight weeks. During that time, progress is closely monitored. At the end of this period, students demonstrating minimal to no progress may require targeted interventions through Tier 2.



Tier 2: Targeted Interventions

Students requiring additional supports are provided with increased services and interventions. These services supplement instruction in the general curriculum and are research-based. Interventions are provided in small group,

ability based settings. Interventions in reading and/or math are typically the focus in the early grades (K—3). Thorough monitoring is conducted on these students every two weeks. Students who continue to demonstrate minimal to no progress at this level of intervention will then be considered for more intensive, individualized interventions as part of Tier 3.



Tier 3: Intensive Interventions (Section 504 and/or Dyslexia)

Students receive individualized, intensive interventions that are research-based and are shown to be effective in targeting academic and/or behavioral needs. Those who do not respond to these intensive interventions may then be considered for specialized instruction as required by the Individuals with Disabilities Education Act (IDEA).

Tier 4: Full and Individual Evaluation (FIE)

The data collected during Tiers 1, 2 and 3 are included and used to make eligibility decisions for Special Education. At any point in an RtI process, IDEA allows parents to request a formal evaluation to determine eligibility for special education. Depending on the available data, an RtI process cannot delay a formal evaluation for special education if the data indicates a possible disability and an educational need.

Additional information on the RTI process can be found at: *Parent’s Guide to Response to Intervention, National Center for Learning Disabilities, www.LD.org*.