

RESPONSE TO INTERVENTION

A growth mindset is the foundation of every successful intervention plan.

We must believe that every student can learn and succeed.

RESPONSE TO INTERVENTION

What is Rtl?

The practice of providing high-quality instruction and intervention matched to a student's need.

Who is eligible?

Every student. All students are on TIER I strategies and support unless more frequent and intense interventions are needed.

Determine Eligibility

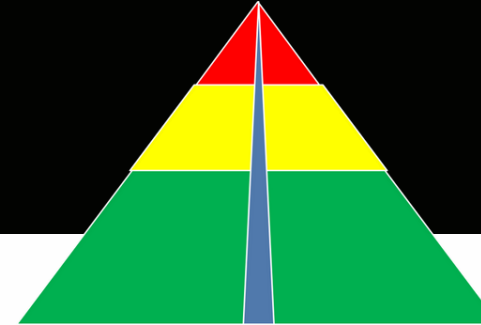
Teacher will collect documentation as evidence that student is continuously struggling even after differentiated instruction has been implemented; in addition, has been identified utilizing results of universal screener.

Where does Rtl take place?

All intervention strategies are addressed in the general education academic setting. Supplemental interventions may take place in other settings (e.g. labs)

What is Rtl?

The teacher will recommend continuously struggling students for TIER II, providing gathered documentation. The campus Rtl Committee will discuss and determine needed strategies/interventions on an individual basis.



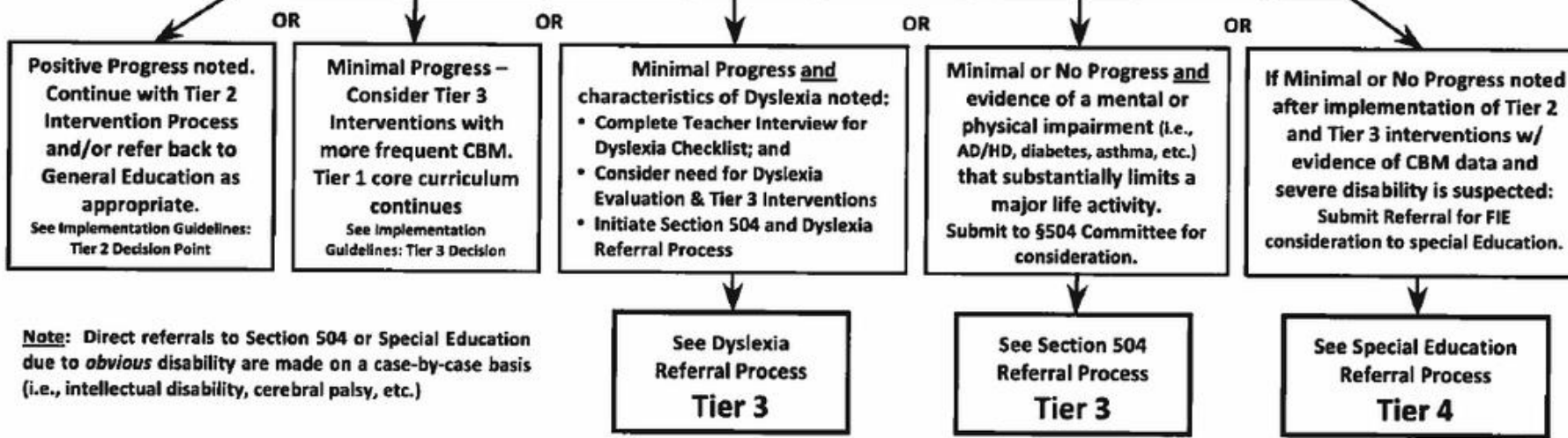
**GENERAL EDUCATION
Tier 1**

Student in General Education exhibits a pattern of academic and/or behavior concerns. Parent, Student or School Staff identifies student problem and completes the Referral Data Form (RTI-1) Classroom Core Curriculum reviewed for efficacy and fidelity of implementation. If verified, continue to Tier 2.
 See Implementation Guidelines: Tier 1 Decision Point

Tier 2

RI Core Team initiates Response to Intervention Process
 RtI Data Gathered and Reviewed by Core Team
 Individual Intervention Plan (IIP) and/or Positive Behavior Support Plan (PBSP) is developed and implemented.
 See RTI Procedures Checklist, General Guidelines and Tier Interventions Defined

Implement and Monitor Response to Intervention progress through IIP and/or PBSP for a recommended period not to exceed 9 – 12 weeks. Tier 1 core curriculum continues.
 Implement Curriculum Based Progress Monitoring; Review/Revise IIP and/or PBSP as appropriate.
 NOTE: Referral for a disability evaluation is not based solely on implementing an IIP for 9 – 12 weeks.



Note: Direct referrals to Section 504 or Special Education due to *obvious* disability are made on a case-by-case basis (i.e., intellectual disability, cerebral palsy, etc.)

Response to Intervention

RTI MULTI-TIERED APPROACH EARLY IDENTIFICATION AND SUPPORT

Tier 1: High Quality Classroom Instruction, Screening, and Group Intervention

- 10–12 weeks of student progress monitoring using a validated screening system—curriculum based measurement.
- Students not demonstrating adequate progress are referred to Tier 2.
- Below 10th percentile of student based on district norms.

Tier 2: Targeted Intervention

- 9–12 weeks of targeted intervention to match needs.
- Students not making adequate progress in regular classroom in Tier 1.
- Significantly below peers at or below 10th percentile.
- Services provided in small group settings and supplement the regular instruction in the general curriculum.
- Evaluate student progress every two weeks
- If student achieves at or above the 25th percentile, consider exit from Tier 2.

Tier 3: Intensive Interventions:

- Implement for 9 weeks
- Smaller group size; increase intensity 30 minutes per day, 5 days a week.
- Intensive intervention that target student’s skill deficits.
- Progress monitoring at least once per week and convene every grading period.

RTI Roadmap

Example

Beginning of the Year
August 19

10-12 weeks

9-12 weeks

9 weeks

Tier 1

October 25-November 8

Tier 2

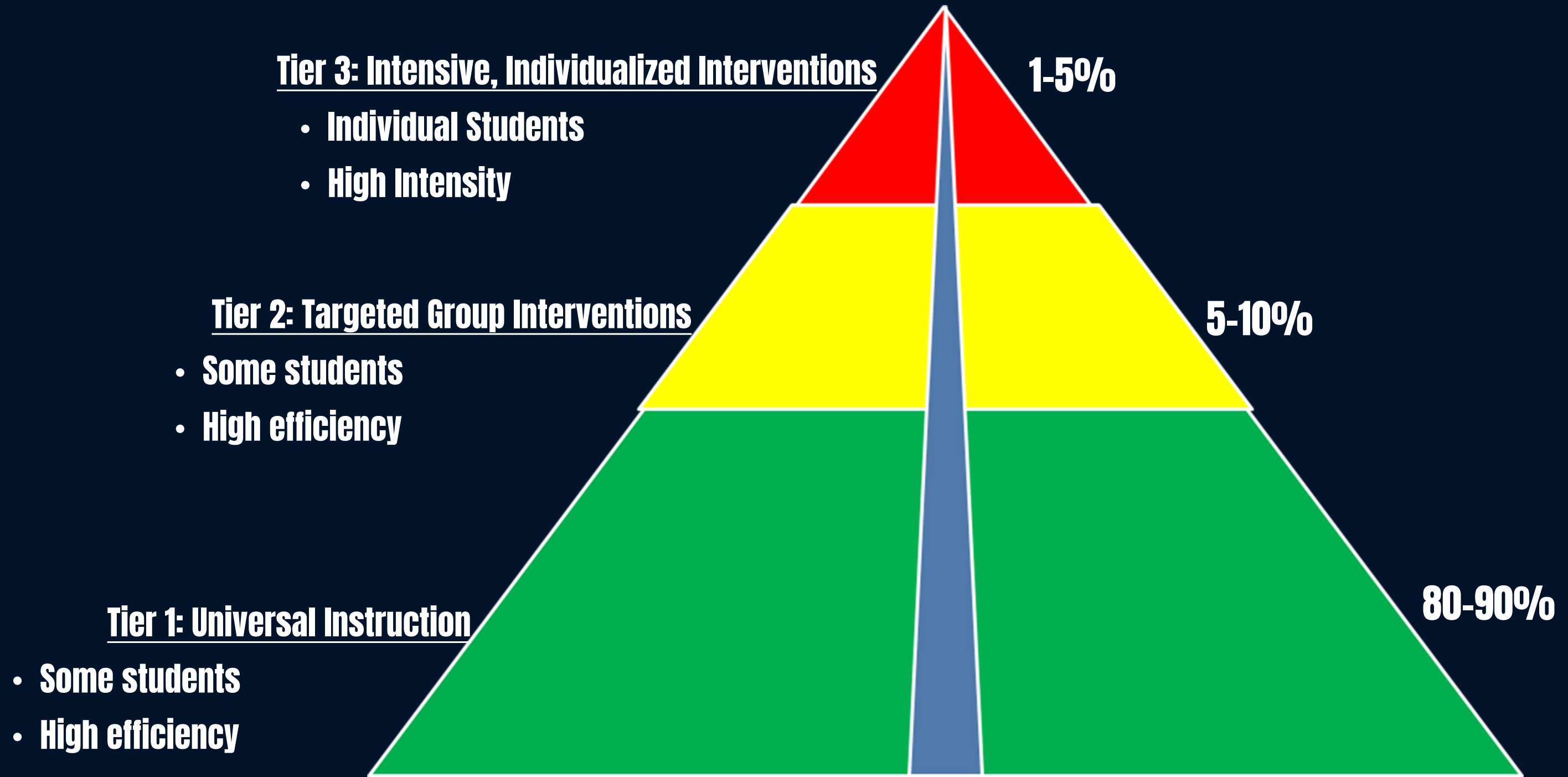
January 17- February 7

Tier 3

March 28

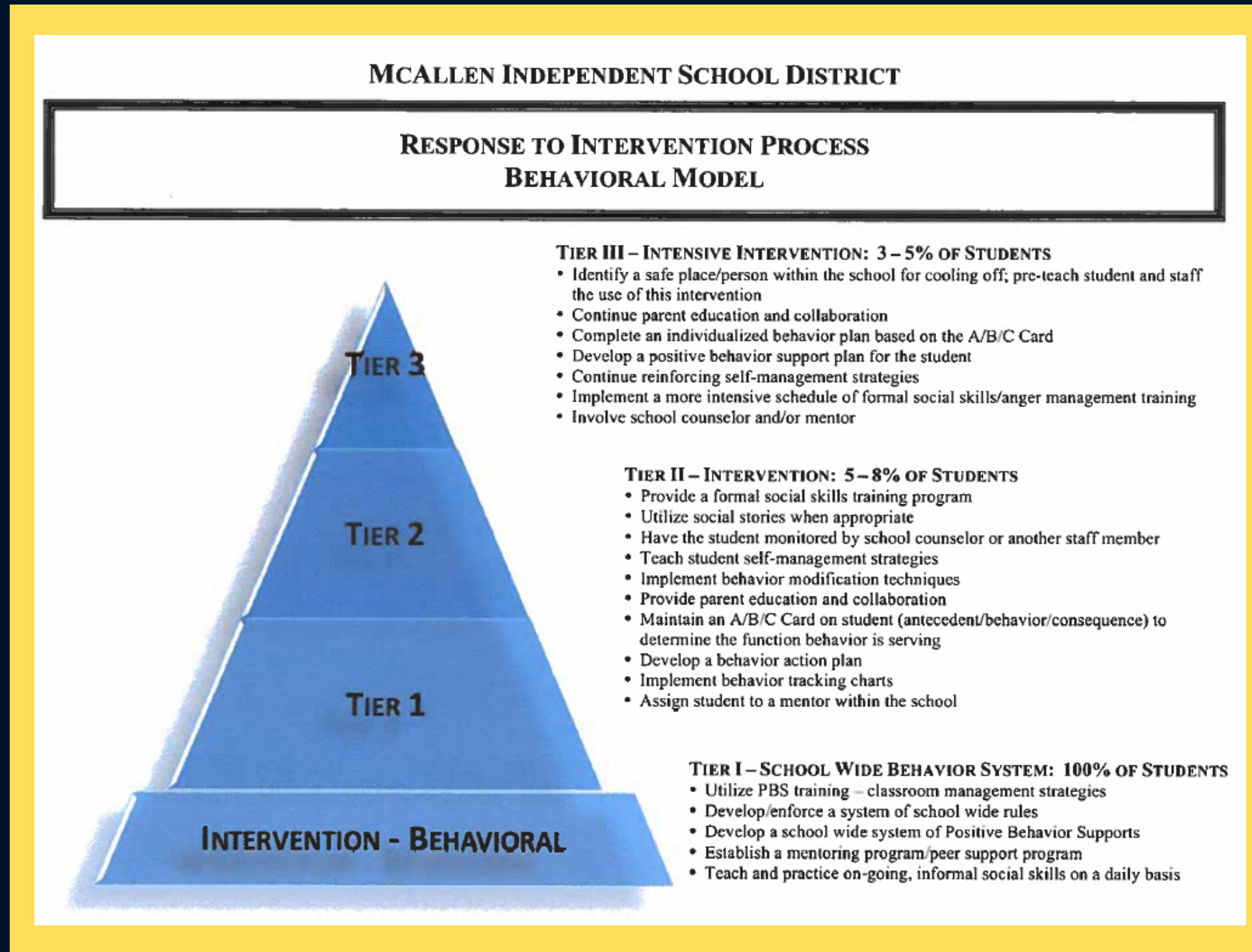
Tier 3 Disability-504 / Tier 4 SPED Referral

3-TIER MODEL FOR ACADEMIC AND BEHAVIOR



RESPONSE TO INTERVENTION

REDUCING BEHAVIOR PROBLEMS IN ELEMENTARY CLASSROOMS



- Addressing student problem behavior- disruptive and aggressive behavior has a negative impact on students' well-being and learning outcomes.
- Describe behavior-identify specifics of the problem behavior and the conditions that prompt and reinforce it.
- Modify environment-modify classroom learning environment to reduce occurrence of problem behaviors.
- Teacher Skills- teach and reinforce appropriate behavior.
- Collaborative relationships-draw relationships with professional colleagues and students' families for continued guidance and support.
- School-wide approach- implement schoolwide strategies that are evidenced based and aligned with school needs and goals.
 - Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and

HOW IS IT DETERMINED WHO WILL RECEIVE SERVICES UNDER RTI?

- A student would not be “referred” to Rtl the same as a student would be referred for a special education evaluation. These are two different processes. A student is identified for Rtl through the data collection and analysis by a building level team.
- A special education request for evaluation can be “made by a parent of a child or by an employee of a State educational agency.”
- Initially, a campus level team consists of campus staff members; however, once a student is identified by the team as a student who may need interventions, the parents of the child could become members of the team in order to develop an intervention plan.



HOW DOES A CAMPUS STAFF START A RTI REFERRAL?

1. Contact the campus RTI Coordinator

2. Set a conference to discuss student concerns data, and interventions

3. RTI Committee reviews the student file and determines eligibility.

4. RTI Coordinator reports decisions to referring staff.

Local educational agencies (LEAs) must provide parents with notice whenever their child begins to receive intervention

strategies.

SECTION

504

WHAT IS SECTION 504?

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities in programs and activities that receive federal funds.

WHO IS COVERED UNDER SECTION 504?

- To be covered under Section 504, a student must be “qualified” (which roughly equates to being between 3 and 22 years of age, depending on the program, as well as state and federal law, and must have a disability) [34 C.F.R. §104.3(k)(2)]*
- As defined by federal law: “An individual with a disability means any person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment” [34 C.F.R. §104.3(j)(1)]*

WHAT IS AN “IMPAIRMENT” BASED ON THE SECTION 504 DEFINITION?

An impairment as used in Section 504 may include any disability, long-term illness, or various disorder that “substantially” reduces or lessens a student’s ability to access learning in the educational setting because of a learning-, behavior- or health-related condition.

WHO IS COVERED UNDER SECTION 504?

Major life activities include, but are not limited to: self-care, manual tasks, walking, seeing, speaking, sitting, thinking, learning, breathing, concentrating, interacting with others and working.

As of January 1, 2009 with the reauthorization of the Americans with Disabilities Amendment Act, this list has been expanded to also include the life activities of reading, concentrating, standing, lifting, bending, etc. This may include individuals with AD/HD, dyslexia, cancer, diabetes, severe allergies, chronic asthma, Tourette’s syndrome, digestive disorders, cardiovascular disorders, depression, conduct disorder, oppositional defiant disorder, HIV/AIDS, behavior disorders and temporary disabilities (e.g., broken writing arm, broken leg, etc.). Conditions that are episodic or in remission are also now covered if they create a substantial limitation in one or more major life activity while they are active.

Students who are currently using illegal drugs or alcohol are not covered or eligible under Section 504

WHO CAN REFER A CHILD FOR CONSIDERATION FOR EVALUATION UNDER SECTION 504?

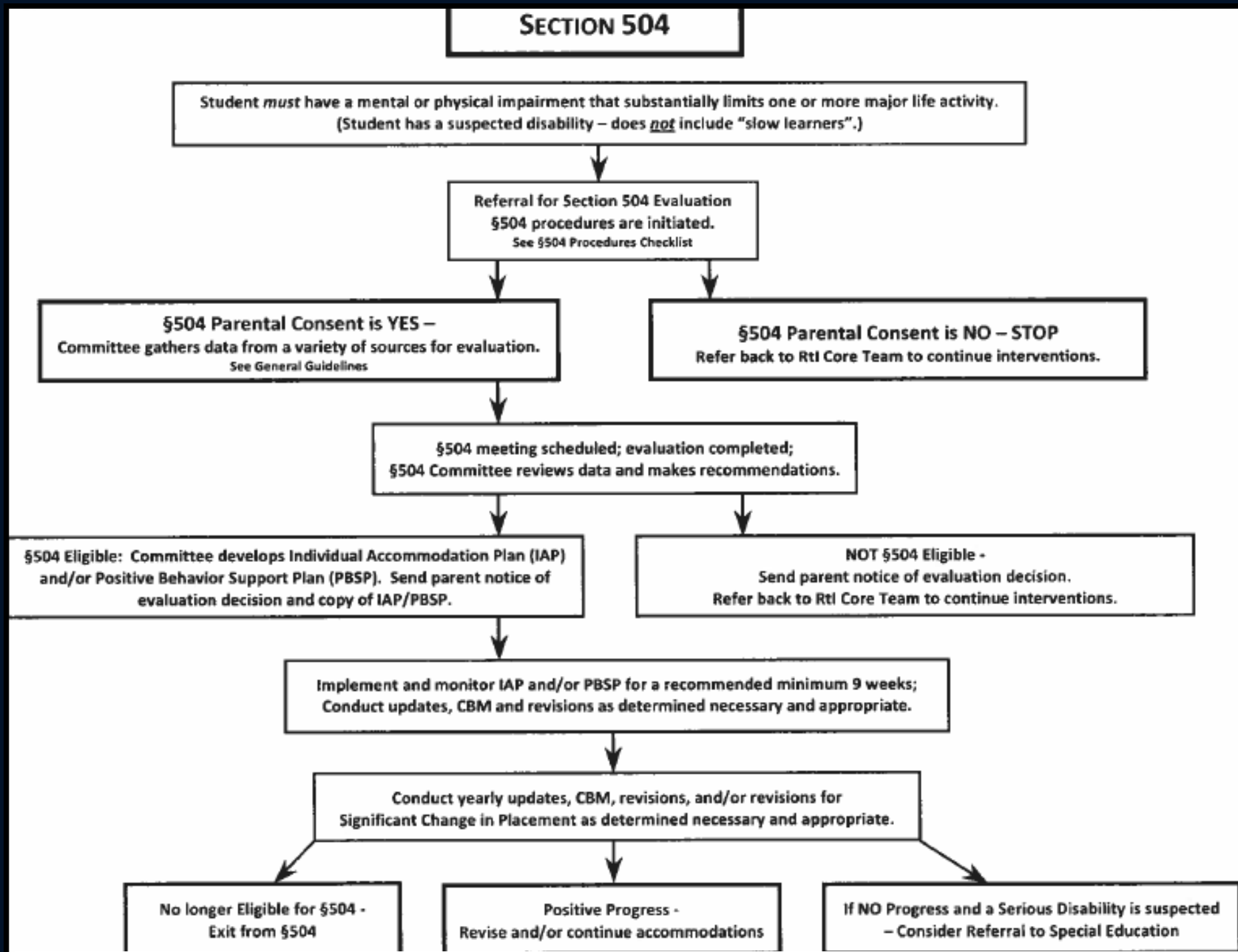
Anyone can refer a child for evaluation under Section 504.

However, while anyone can make a referral, such as parents or a doctor, OCR has stated in a staff memorandum that “the school district must also have reason to believe that the child is in need of services under Section 504 due to a disability” (OCR Memorandum, April 29, 1993).

Therefore, a school district does not have to refer or evaluate a child under Section 504 solely upon parental demand. The key to a referral is whether the school district staff suspects that the child is suffering from a mental or physical impairment that substantially limits a major life activity and is in need of either regular education with supplementary services or special education and related services [letter to Mentink, 19 IDELR 1127 (OCR) 1993].

PROCEDURES

- **Child Find**– the District will take reasonable efforts to identify and locate every qualified student with a disability residing within the District who is not receiving public education.
- **Referral**–RTI or Medical Referral is initiated from the RTI Committee but medical/health conditions may initiate referrals.
- **Consent for Evaluation**–Send parents Notice of Rights under Section 504 with notice and consent for initial evaluation.
 - **Consent denied**– refer back to RTI Committee
- **Consent received**– information and evaluation data is gathered.
 - **Schedule 504 Committee meeting**
 - **Provide parents with notice of time and place of the meeting.**
 - **504 Committee (Evaluation Meeting)**–
 - **Draw upon information from a variety of sources**
 - **Document all information reviewed**
 - **Complete 504 Record of Minutes**
- **At the conclusion of 504 committee/evaluation meeting,** provide parent of notice of evaluation decision and a copy of Individual Accommodation Plan (IAP).



504 evaluation must be completed within 60 calendar days from date of receipt of written parental consent. 504 meeting to be held no later than 30 calendar days after completion of evaluation.

WHO DECIDES WHETHER A STUDENT IS ELIGIBLE FOR SERVICES UNDER SECTION 504?

According to the federal regulations: "...placement decisions are to be made by a group of persons who are knowledgeable about the child, the meaning of the evaluation data, placement options, least restrictive environment requirements, and comparable facilities" [34 C.F.R. §104.35(c)(3)].

Unlike Special Education, the federal regulations for Section 504 do not require or even mention that parents are to be a part of the decision-making committee.

WHAT TYPE OF ACCOMMODATIONS WILL A STUDENT RECEIVE IF DETERMINED TO BE ELIGIBLE UNDER SECTION 504?

**Accommodations that may be used,
but are not limited to, include:**

- Highlight textbooks
- Extended time on tests or assignments
- Peer assistance with notetaking
- Frequent feedback
- Extra set of textbooks for home use
- Computer-aided instruction
- Enlarge print
- Positive reinforcements
- Behavior intervention plans
- Rearranging class schedules
- Visual Aids
- Preferred seating assignments
- Taping lectures
- Oral assessments
- Individual contracts
- Copy of teacher notes

HIGHLIGHTED TEXTS:

- The purpose of highlighted texts is to emphasize important concepts. The teacher, not the student, must highlight the important concepts.

“AS NEEDED”:

- The accommodations that are chosen are mandatory. “As Needed” leaves it to the teacher’s discretion. Consequently, do not use the term “as needed” in association with an accommodation.

But it’s more appropriate to give the student the choice to access the accommodation. If so, writing in as an accommodation would be: “At Student Discretion”

DOCUMENTING IMPLEMENTATION:

- **Keep samples from each grading period. The samples must reflect that the accommodations were made.**

DEALING WITH PARENT REQUESTS:

Three questions:

- Is the accommodation necessary?
- Will the accommodation have a detrimental effect on the student?
- If the accommodation is not detrimental to the child, will it cause a hardship to the staff?

**IF A PARENT DISAGREES WITH THE SCHOOL'S EVALUATION,
WILL THE SCHOOL DISTRICT PAY FOR AN OUTSIDE
INDEPENDENT EVALUATION?**

Under Section 504, schools are not required to pay for an outside independent evaluation. If a parent disagrees with the school's evaluation decision, they may request a due process hearing or file a complaint with the Office for Civil Rights.

HOW DOES CAMPUS STAFF START A SECTION 504 REFERRAL?

Contact the campus 504 Coordinator

- **Set a conference to discuss the student's concerns, data, impermanent, qualifications, and needed accommodation.**
- **504 committee reviews the student file and determines eligibility.**
- **504 coordinator will report the decision to the referring staff.**
- **504 Students are Progress Monitored every Six Weeks.**

Child Find

Child Find At a Glance

- Child Find is a legal requirement that Local Education Agency (LEA) find all children who have disabilities and who may be entitled to special education services.
- Child Find covers every child from birth through age 21.
- The LEA must evaluate any child that it knows or suspects may have a disability.

You may not have heard of the Child Find mandate. It's a legal requirement for schools to find children who have disabilities and need services. Identifying these kids is an important first step toward getting them the help they need to succeed in school.

Child Find is part of a federal law called the Individuals with Disabilities Education Act (IDEA). This law protects the rights of students with disabilities.



Complete quiz by the end of the first grading period.

Click link below to take a Quiz:

[2025-2026 RTI & Section 504 Quiz](#)



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