

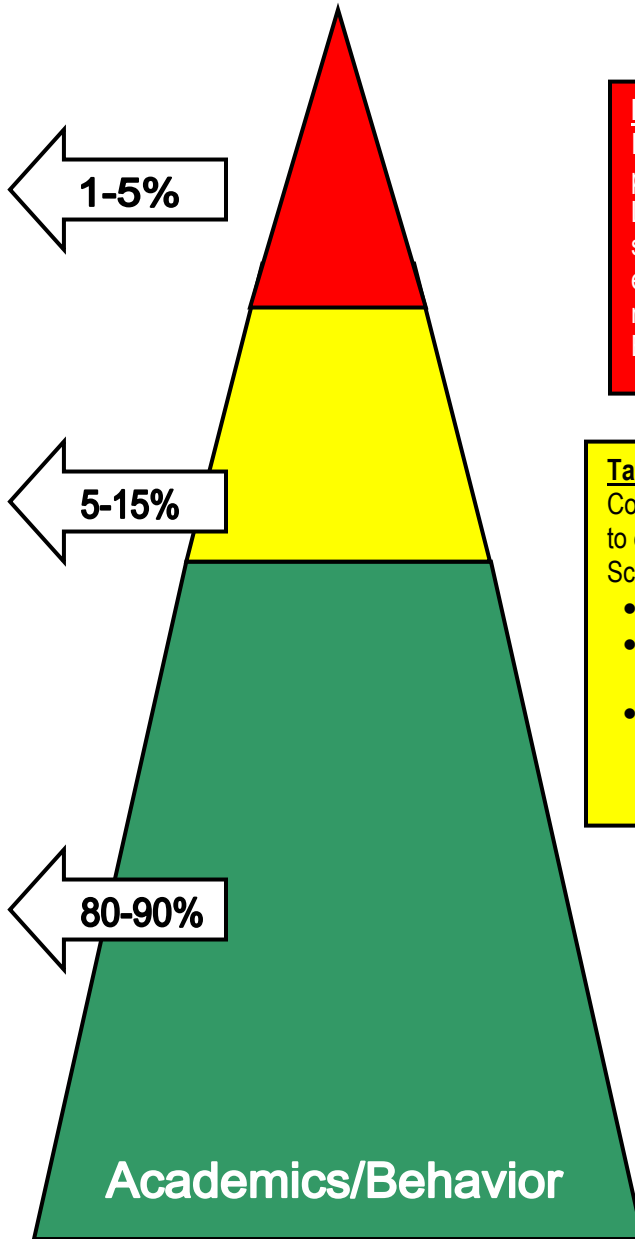
# RTI

# ELL

**Intensive Level**  
Interventions provided to students with intensive needs based on comprehensive evaluation.

**Targeted Level**  
Interventions provided to students identified as at-risk or who require specific supports to make adequate progress in general education.

**Universal Level**  
Provided to ALL students: research-based, high quality, general education incorporating on-going universal screening, progress monitoring, and prescriptive assessment to design instruction.



**Intensive Level**  
Intensive and/or individualized services are provided in a coordinated manner with English Language Acquisition (ELA) and general education staff to allow the student to benefit from the general education curriculum, make progress toward meeting content state standards, and develop English Language proficiency.

**Targeted Level**  
Collaborative team provides multiple supports in order to enhance student learning and support behavior. Schools use this process to:

- Identify students' needs
- Suggest and model effective instructional strategies and behavioral supports
- Select from an array of supports and opportunities

**Universal Level**

- Providing Services for Students who are Limited English Proficient (LEP)
- Assessment to Determine the Need for LEP Services – CELA
- Identification of Students who are PHLOTE (Primary Home Language Other Than English)
- Primary Home Language Questionnaire
- Sound Educational Approach

**Special Education Referral Identification Process:** The district assesses LEP students through a multidisciplinary team that employs evaluation methods/materials to minimize cultural bias. Special Education Referral: The district has a systematic referral process in place that considers the nature, duration, and intensity of LEP students' difficulties when they are resistant to targeted interventions. Documented RTI Process, Diagnostic Information, Parent Questionnaire, and Language Questionnaire