BONNEVILLE SCHOOL DISTRICT 93

Building sustainable RTI systems for academics and behavior

Nicki Pack and **Kati Pyper**
Cloverdale Elementary School

Session outcomes

By the end of this session, you'll have ideas for how to:

- Build a consistent problem-solving framework that guides student support.
- Design purposeful RTI meetings with clear goals, outcomes, and next steps.
- Create systems that support the process so teams spend less time managing logistics and more time helping students.

CHAPTER ONE

FALL 2024

Where we started

Like most schools, we had an RTI process. What we didn't have was a process that actually worked the way we wanted it to.

FALL 2024 SPRING 2025 2025-2026 TODAY

"WHAT IS HAPPENING IN OUR BUILDING TODAY?"

What was working

- Caring teachers and staff
- A dedicated RTI team
- Weekly collaboration time
- A shared commitment to students

"WHAT IS HAPPENING IN OUR BUILDING TODAY?"

What was holding us back

Meetings lacked structure

- No clear purpose or expected outcome
- Teachers felt like they were on the "hot seat"
- Meetings ended with ideas instead of action

"WHAT IS HAPPENING IN OUR BUILDING TODAY?"

What was holding us back

An inefficient referral process

- Referral form felt like special education paperwork
- No notification system after submission

"WHAT IS HAPPENING IN OUR BUILDING TODAY?"

What was holding us back

The process wasn't sustainable

- Academic information, behavior, and meeting notes lived in different places.
- Previous conversations were hard to find.
- Teams spent time searching instead of solving problems.
- Managing the process took time away from supporting students.

"WHAT IS HAPPENING IN OUR BUILDING TODAY?"

What was holding us back

No clear workflow

- Follow-up was inconsistent
- Next steps weren’t clearly assigned
- Students often waited weeks or month for support

OUR CURRENT REALITY

What can we do about it?

- How can meetings become more meaningful?
- How can we make it easier for teachers to ask for help?
- How do we keep everyone working from the same information?
- How do we keep students moving forward?

BEFORE WE STARTED...

If this was going to work, it couldn't become one more thing for teachers.

We wanted a system that...

- Supported teachers through a consistent, shared process.
- Built team capacity instead of relying on individual teachers to manage everything.
- Connected naturally with the work already happening in PLCs.
- Reduced the work required to get students help—not increased it.

WE NEED A CONSISTENT FRAMEWORK

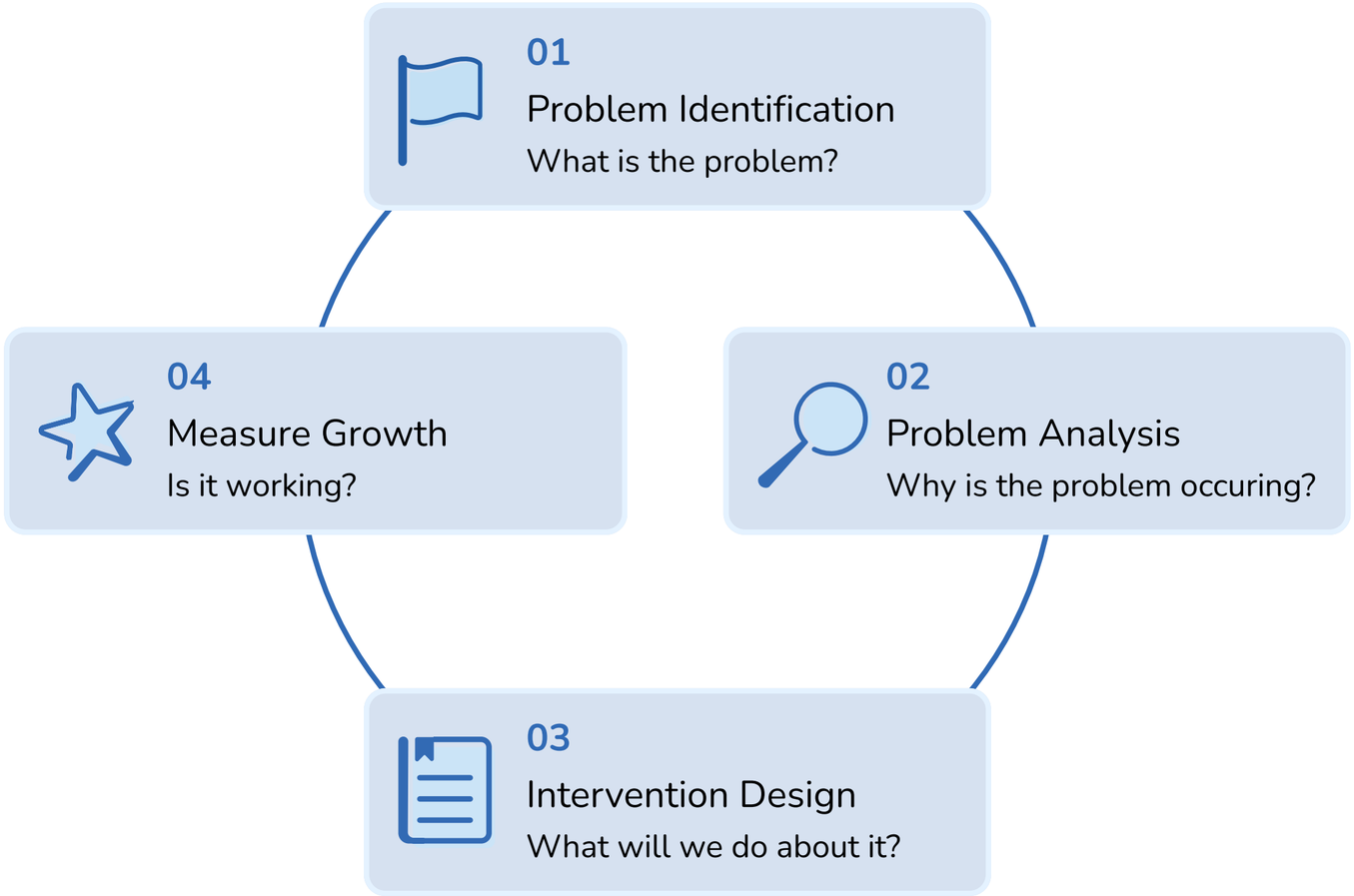
Every student should move through one consistent problem-solving process

Once we committed to that, we could...

- Build our team's capacity around a shared process.
- Design a workflow that naturally moved students from one stage to the next.
- Develop resources and tools that supported each step of the process.
- Create a sustainable system that didn't depend on one person to keep it running.

OUR FRAMEWORK

The problem-solving process



STEP 01

Problem Identification

Goal: Create a clear, data-based understanding of the concern before trying to determine why it exists or how to solve it.

What is happening in this step?

- Gather input
- Review available data
- Define the problem

Key Output

A shared, data-based problem statement that clearly defines the student's area of need and provides direction for the rest of the problem-solving process.

STEP 02

Problem Analysis

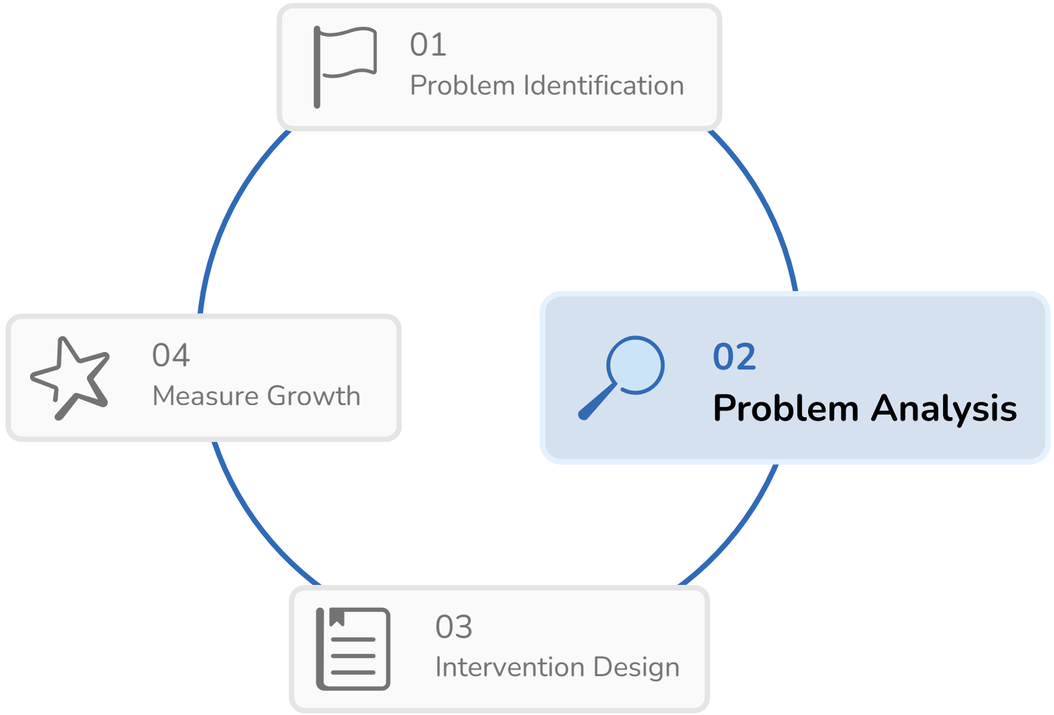
Goal: Identify and validate the most likely cause of the student's area of need before designing an intervention.

What is happening in this step?

- Analyze contributing factors
- Develop a hypothesis
- Select diagnostic assessments
- Validate Hypothesis

Key Output

A validated, data-based hypothesis that identifies the most likely cause of the student's area of need and provides the foundation for intervention planning.



STEP 03

Problem Analysis

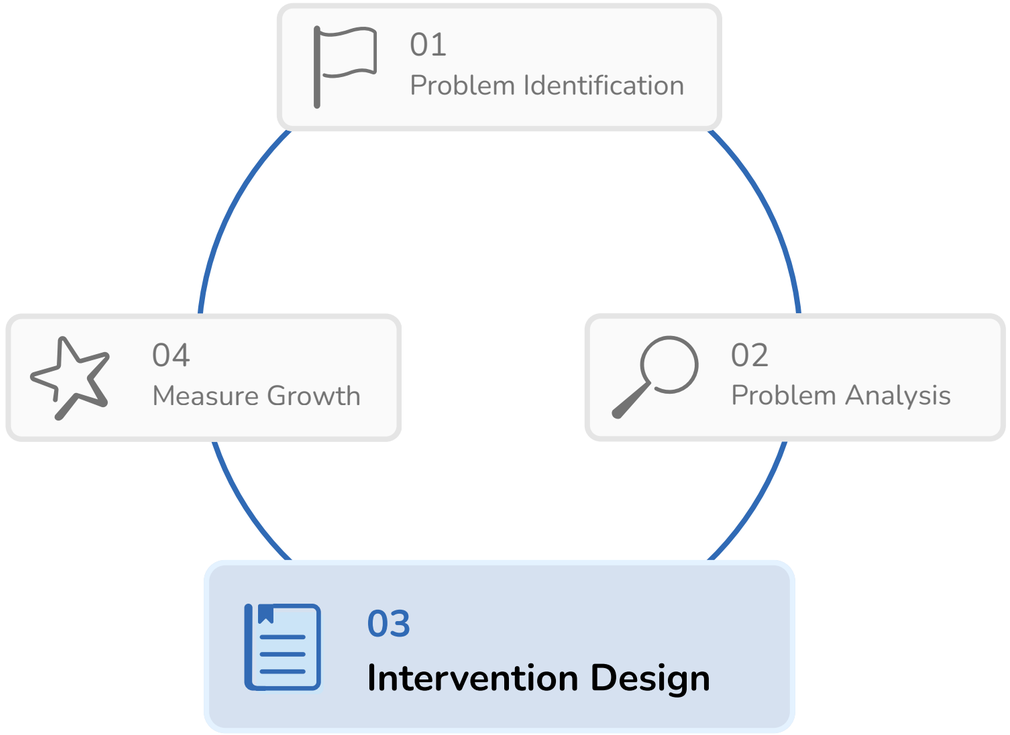
Goal: Develop a targeted intervention plan with a clear goal, implementation plan, and progress monitoring.

What is happening in this step?

- Identify target skill(s)
- Develop a measurable goal and intervention plan
- Select an evidence-based intervention
- Plan for progress monitoring

Key Output

A targeted, evidence-based intervention plan with clearly defined goals, implementation details, and a progress monitoring plan.



STEP 03

Measure Growth

Goal: Use the available data to determine the effectiveness of the intervention and identify the next steps.

What is happening in this step?

- Review progress monitoring data
- Review Implementation
- Evaluate the student’s response
- Determine next steps

Key Output

A data-based decision about the effectiveness of the intervention and a clear plan for the student's next steps.

HOW CAN MEETINGS BECOME MORE MEANINGFUL?

Lesson #2- meetings needed a clear structure and purpose

We started by identifying the work that needed to happen throughout the problem-solving process and then grouped related work into purposeful meetings.

The result was three meetings, each with one clear purpose.

MEETING ONE
Initial Problem Solving

→

MEETING TWO
Diagnostic Review

→

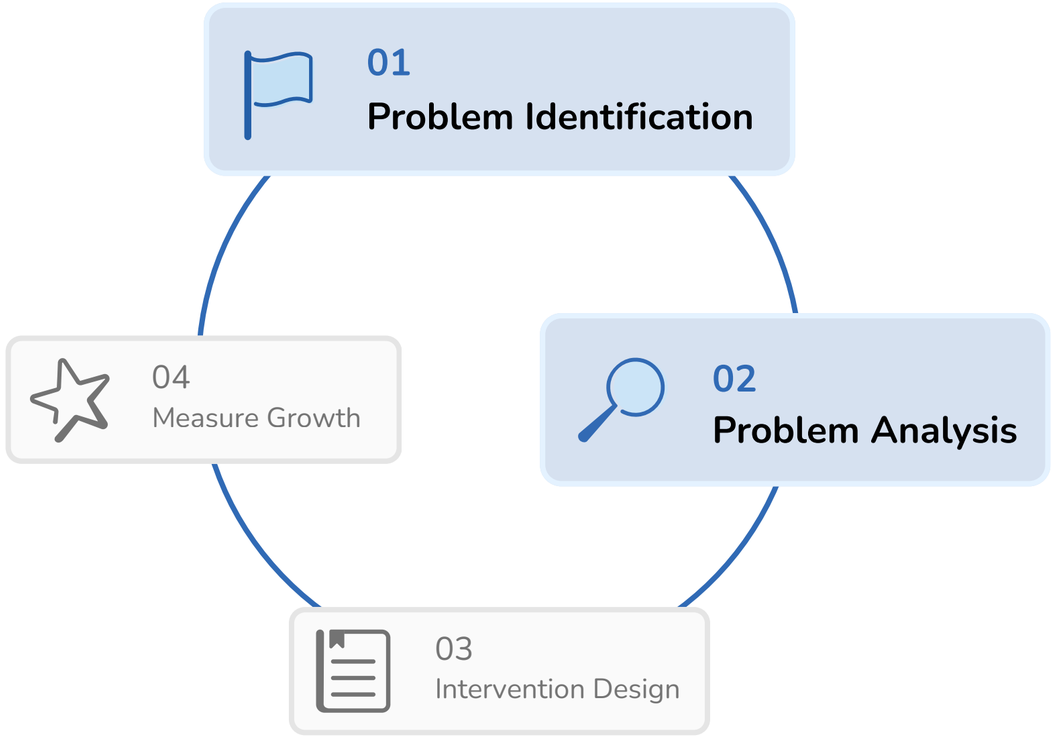
MEETING THREE
Intervention Review

MEETING ONE

Initial problem solving meeting

This meeting takes place after a student has been referred to the RTI team.

Purpose: Define the student's area of need and determine what additional information is needed to understand why the problem is occurring.



MEETING ONE

Initial problem solving meeting

Define the problem

- [ ] Review available data
- [ ] Gather input from team members
- [ ] Write a clear, measurable problem statement

EXAMPLE

Student: Glee Daylin
Kindergarten student
December

Define the problem

Review available data

Amira

- ○ Amira Overall Reading: 5th percentile (Beginning-of-Year Benchmark)
- ○ Amira Letter Recognition: 4th percentile
- ○ Amira Phonemic Awareness: 7th percentile
- ○ Amira Letter Knowledge Composite: 5th percentile

DIBELS 8

- ○ DIBELS 8 Letter Sound Fluency (CLS): 8 correct letter sounds per minute (Benchmark: 25)
- ○ DIBELS 8 Phoneme Segmentation Fluency (PSF): 9 phonemes per minute (Benchmark: 29)

EXAMPLE

Define the problem

Student: Glee Daylin
Kindergarten student
December

Gather input from team members

Reason for referral

Glee is struggling with foundational early literacy skills and is having difficulty keeping up with grade-level reading instruction. He currently recognizes only 3 uppercase letters, 1 lowercase letter, and 6 letter sounds. During literacy instruction, he is unable to consistently decode or blend simple words and requires significant teacher support to participate in phonics activities. Despite classroom instruction and repeated practice, his progress has been limited. I am concerned that his lack of letter and sound knowledge is affecting his ability to develop early decoding skills and would like additional support to determine his instructional needs.

EXAMPLE

Student: Glee Daylin
Kindergarten student
December

Define the problem

Write a clear, measurable problem statement

Problem statement

On the DIBELS 8 Nonsense Word Fluency (Correct Letter Sounds) assessment, Glee currently scores 8 correct letter sounds per minute, compared to the midyear kindergarten benchmark of 25. Teacher observations indicate that this deficit in foundational decoding skills is impacting his ability to decode and blend words during classroom reading activities.

MEETING ONE

Initial problem solving meeting

Problem analysis

- [ ] Discuss possible reasons the concern is occuring
- [ ] Develop one or more hypotheses
- [ ] Identify what additional information is needed to test those hypotheses

EXAMPLE

Problem analysis

Student: Glee Daylin
Kindergarten student
December

Discuss possible reasons the concern is occuring & Develop one or more hypotheses

Hypothesis

Based on the available information, the team believes Glee's reading difficulties may be due to underdeveloped phonological awareness. As a result, he may have difficulty identifying and manipulating individual sounds in words, limiting his ability to connect sounds to letters and decode unfamiliar words.

MEETING ONE

Initial problem solving meeting

Select Diagnostics

- [ ] Choose diagnostic assessments, observations, or other diagnostic information that will help confirm or rule out the hypothesis.
- [ ] Schedule the diagnostic review meeting

EXAMPLE

Problem analysis

Student: Glee Daylin
Kindergarten student
December

Identify what additional information is needed to test those hypotheses

Diagnostic Screeners

Phonemic Awareness Screener

MEETING ONE

Initial problem solving meeting

Outcomes

- ○ Clear problem statement
- ○ Initial hypothesis
- ○ Diagnostic assessment selected and scheduled
- ○ Less unnecessary paperwork for teachers
- ○ Teachers feel supported

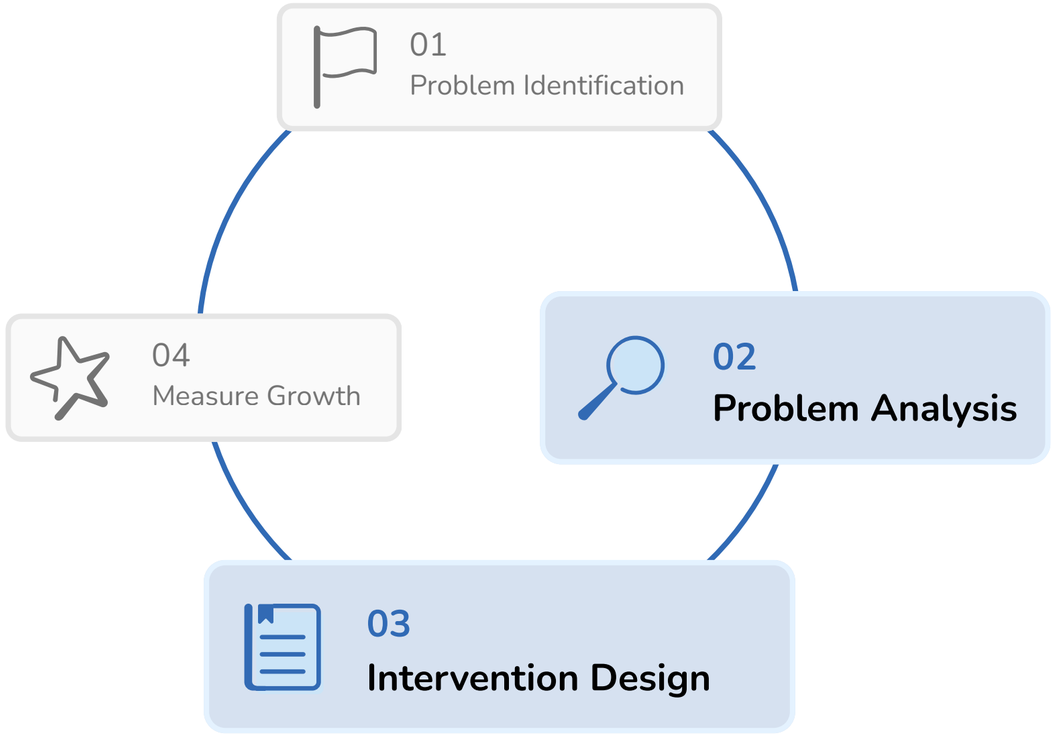
Between meetings: diagnostic assessments are completed and additional information is collected.

MEETING TWO

Diagnostic review

This takes place after diagnostic assessments have been completed.

Purpose: Review diagnostic data to test the team's hypothesis.



MEETING TWO

Diagnostic review

Define the Problem

- [ ] Review assessment results
- [ ] Review observations
- [ ] Review any additional information collected

EXAMPLE

Diagnostic review

Student: Glee Daylin
Kindergarten student
December

Define the Problem

Review assessment results

Diagnostic assessment indicates that Glee has age-appropriate skills with larger sound units but significant difficulty working with individual sounds (phonemes). These phonemic awareness deficits are impacting his ability to decode and read words.

MEETING TWO

Diagnostic review

Problem Analysis

Determine whether the evidence:

- ○ Supports the hypothesis
- ○ Suggests the hypothesis should be revised
- ○ Indicates additional information is needed

EXAMPLE

Diagnostic review

Student: Glee Daylin
Kindergarten student
December

Problem Analysis

Hypothesis

Based on the available information, the team believes Glee's reading difficulties may be due to underdeveloped phonological awareness. As a result, he may have difficulty identifying and manipulating individual sounds in words, limiting his ability to connect sounds to letters and decode unfamiliar words.

Review assessment results

Diagnostic assessment indicates that Glee has age-appropriate skills with larger sound units but significant difficulty working with individual sounds (phonemes). These phonemic awareness deficits are impacting his ability to decode and read words.

Supports hypothesis ✓

MEETING TWO

Diagnostic review

Create intervention plan or select diagnostics

If hypothesis is supported:

- ○ Identify target skill(s) and set a measurable goal
- ○ Select an evidence based intervention and develop the intervention plan
- ○ Schedule the intervention review

If hypothesis is not supported:

- ○ Revise the hypothesis, add assessments, and schedule another diagnostic review

EXAMPLE

Diagnostic review

Student: Glee Daylin
Kindergarten student
December

Create intervention plan

Identify target skill(s) and set a measurable goal

Phonemic Awareness

Set a measurable goal

By May 2026, Glee will correctly segment at least 45 phonemes per minute on the DIBELS 8 Phoneme Segmentation Fluency (PSF) assessment, as measured across three consecutive progress monitoring probes.

Instructional Resource

Phonemic Awareness by Jo Fitzpatrick

Progress Monitoring

DIBELS PSF, every 1 week

MEETING TWO

Diagnostic review

Outcomes

- ○ Validate hypothesis and complete the intervention plan

Or

- ○ Schedule additional diagnostics

> **Between meetings:** the intervention is implemented and progress monitoring data is collected.

MEETING THREE

Intervention review meeting

This takes place after the intervention has been implemented.

Purpose: Review progress data to determine if the intervention is working.

MEETING THREE

Intervention review meeting

Review Progress

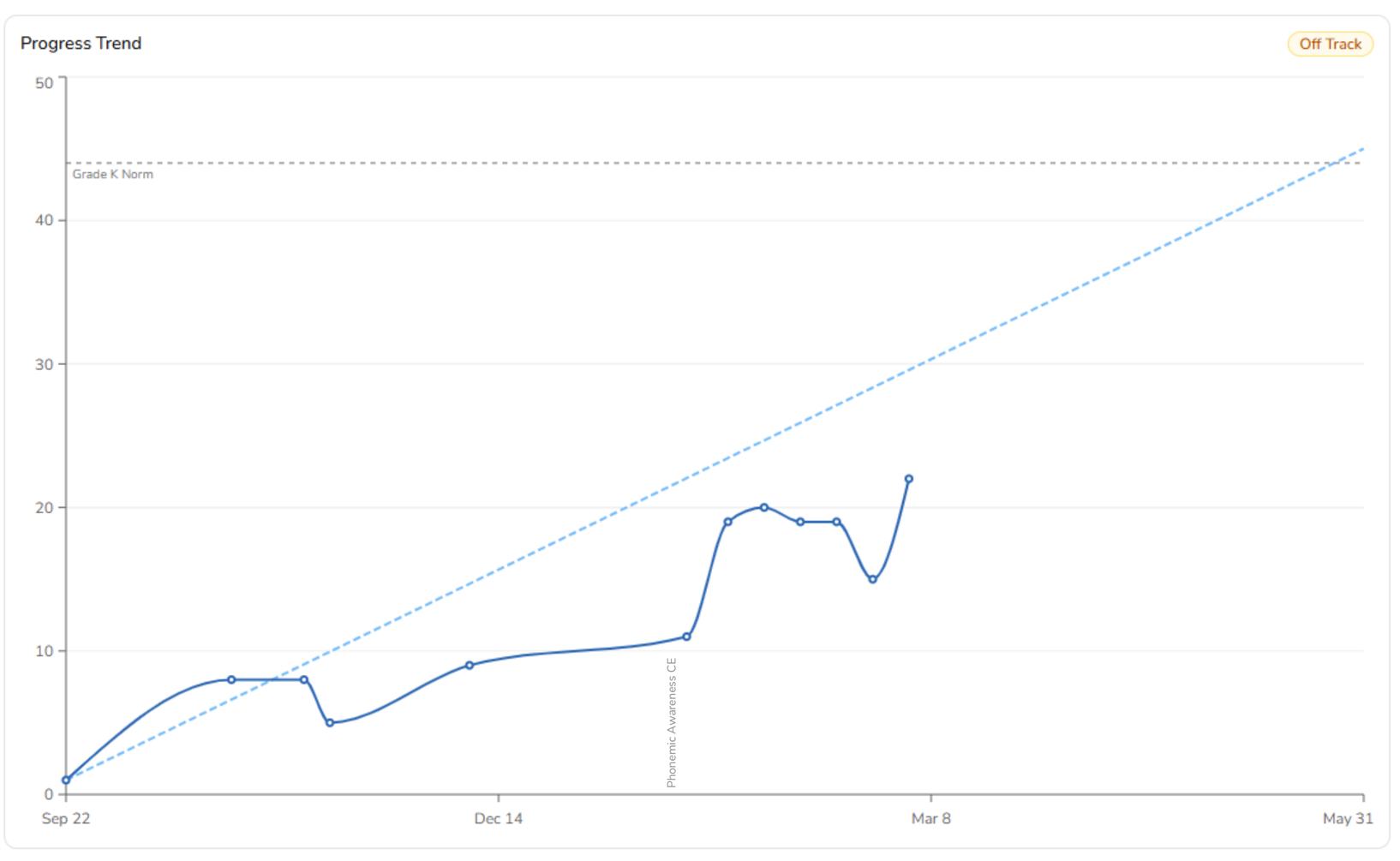
- [ ] Review progress monitoring data
- [ ] Compare progress to the student’s goal
- [ ] Review implementation

EXAMPLE

Intervention review meeting

Student: Glee Daylin
Kindergarten student
December

Review Progress



MEETING THREE

Intervention review meeting

Make a Decision

- ○ Continue the intervention
- ○ Adjust the intervention
- ○ Intensify supports
- ○ Conclude the intervention because the goal has been met
- ○ Return to earlier steps in the problem-solving process

EXAMPLE

Intervention review meeting

Student: Glee Daylin
Kindergarten student
December

Make a Decision

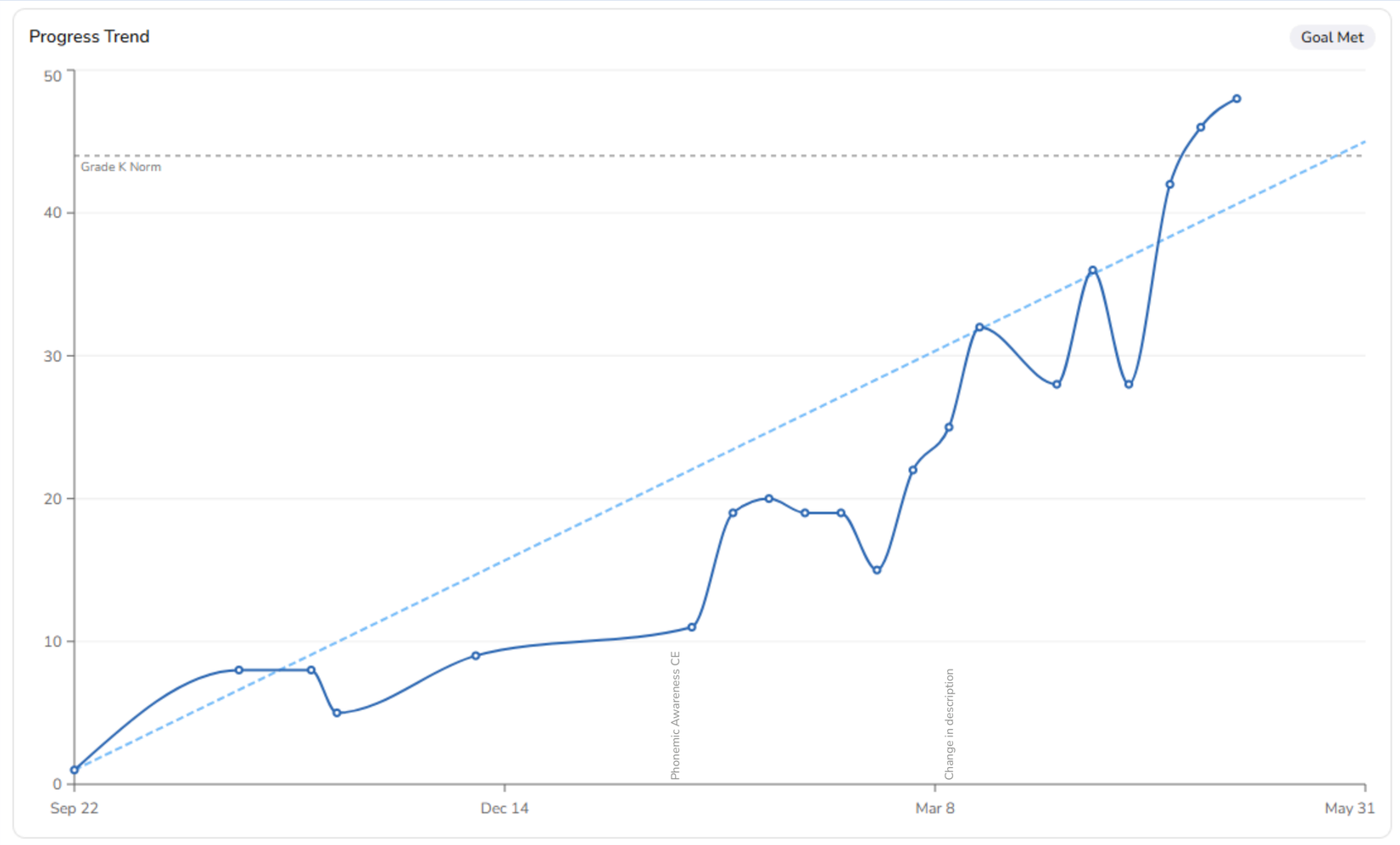
- ○ Continue the intervention
- ☑ *Adjust the intervention*
- ○ Intensify supports
- ○ Conclude the intervention because the goal has been met
- ○ Return to earlier steps in the problem-solving process

EXAMPLE

Intervention review meeting

Student: Glee Daylin
Kindergarten student
December

Review Progress



MEETING THREE

Intervention review meeting

Outcomes

- A data-based decision about the student’s next steps.
- Scheduled follow-up intervention review to ensure continued monitoring and support.

HOW CAN MEETINGS BECOME MORE MEANINGFUL?

Lesson #2- meetings needed a clear structure and purpose

Each meeting was intentionally designed to accomplish specific parts of the problem-solving process, ensuring our team had the right information, the right people, and a clear outcome every time we meet.

MEETING ONE
Initial Problem Solving

→

MEETING TWO
Diagnostic Review

→

MEETING THREE
Intervention Review

LESSON THREE

How can we make it easier for teachers to ask for help?

Once we knew what needed to happen during the Initial Problem Solving Meeting, we could redesign the referral to support that meeting.

The result

- A shorter, more intentional referral
- Questions that prepared the team for the meeting
- Less unnecessary paperwork for teachers
- A process focused on collaborative problem solving—not special education eligibility

SHARED INFORMATION

How do we keep everyone working from the same information?

Our team was still struggling to...

- Know when a teacher submitted a referral
- Keep track of which students were being discussed and when
- Quickly find the information needed for each meeting
- Keep documentation connected from one meeting to the next
- Ensure diagnostic assessments, follow-up meetings, and action items actually happened
- Identify behavior patterns early and communicate consistently with teachers and administrators

The process was no longer the problem. Managing the process was.

Can we come up with a system to help us manage the process?

A great process still depends on people remembering dozens of small tasks. We wanted to see if we could create a system to handle those tasks so our team could focus on students.

CAN WE COME UP WITH A SYSTEM TO HELP US MANAGE THE PROCESS?

We started with Google:

> Could the system notify the team automatically?

COULD THE SYSTEM NOTIFY THE TEAM AUTOMATICALLY?

We started with Google:

Automatic email notifications using Autocrat and Mail Merge

P

pyperk@d93mail.com

To: packn@d93mail.com; pyperk@d93mail.com; pyperk@d93mail.com

A new literacy concern referral form has been submitted for review.

The student is Kati Pyper in Stephanie Abney's class.

Please check the form responses for details: [Form Responses](https://docs.google.com/spreadsheets/d/1hWkZWpYF1gYj6W0vf4YedsrkTtCMNTLVYIyxc5IVF8M/edit?gid=242708671&range=1:101)

Thank you! | Thank you for letting me know. | Received, thank you.

Reply | Reply all | Forward

CAN WE COME UP WITH A SYSTEM TO HELP US MANAGE THE PROCESS?

We started with Google:

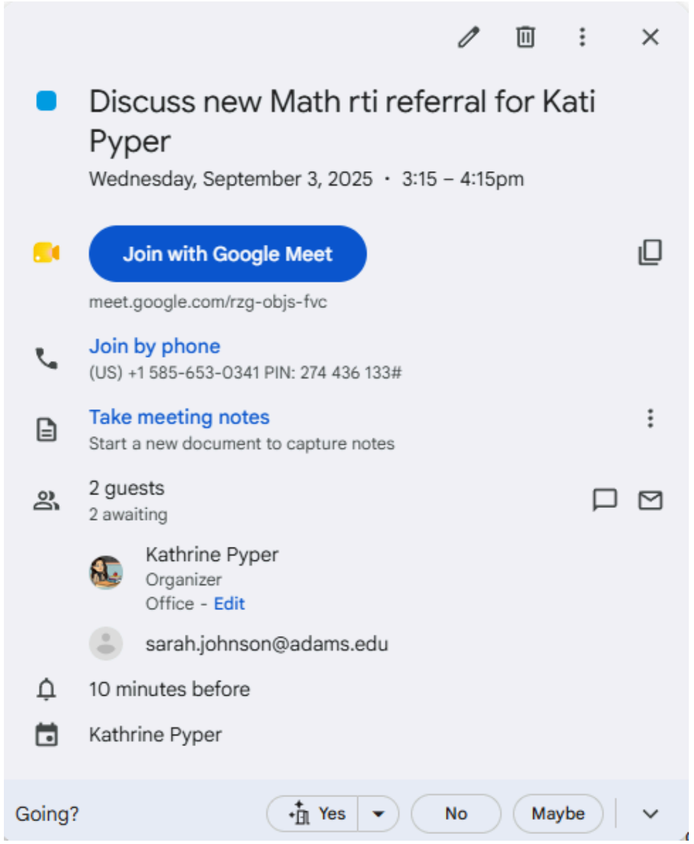
✓ Could the system notify the team automatically?

Could the system schedule meetings for us?

COULD THE SYSTEM SCHEDULE MEETINGS FOR US?

We started with Google:

Automated meeting scheduling using Google Calendar and Apps Script



CAN WE COME UP WITH A SYSTEM TO HELP US MANAGE THE PROCESS?

We started with Google:

- ✓ Could the system notify the team automatically?
- ✓ Could the system schedule meetings for us?
- Could the system organize our agenda?

COULD THE SYSTEM ORGANIZE OUR AGENDA?

We started with Google:

Automated meeting agenda by student and meeting type

September				October				November				
9/9/2025	9/16/2025	9/23/2025	9/30/2025	10/7/2025	10/14/2025	10/21/2025	10/28/2025	11/4/2025	11/11/2025	11/18/2025	11/25/2025	12/2/2025
Barron, Erin Pyper, Kati Literacy	Friess, Marlyce Pyper, Kati Speech	Friess, Marlyce Pyper, Kati Behavior	Finch, Carene Pyper, Kati Math	Barron, Erin Pyper, Kati Literacy	Davis, Kim Pyper, Kati Literacy	Davis, Kim Pyper, Kati Literacy	Martinez, Ethan Young, Sarah Literacy	Davis, Kim Pyper, Kati Literacy	Davis, Kayla Pyper, Kati Literacy	Davis, Kayla Pyper, Kati Literacy	Brown, Liam Roberts, James Behavior	Finch, Carene Pyper, Kati Literacy
Davis, Kim Pyper, Kati Literacy	Barron, Erin Pyper, Kati Literacy	Davis, Kim Pyper, Kati Literacy	Finch, Carene Pyper, Kati Math	Finch, Carene Pyper, Kati Math	Davis, Kim Pyper, Kati Literacy	Hill, Isabell O'Neill, Patrick Behavior	Martinez, Ethan Young, Sarah Literacy	Davis, Kayla Pyper, Kati Literacy	Martinez, Ethan Young, Sarah Literacy	One, Student Davis, Kim Literacy	Brown, Liam Roberts, James Behavior	Shumway, Brooke Pyper, Kati Literacy
Friess, Marlyce Pyper, Kati Behavior	Davis, Kayla Pyper, Kati Speech	Barron, Erin Pyper, Kati Literacy	Finch, Carene Pyper, Kati Math	Finch, Carene Pyper, Kati Math	Williams, Emma Clark, James Math	Davis, Kayla Pyper, Kati Math	Martinez, Ethan Young, Sarah Literacy	Taylors, Drew Pyper, Kati Literacy	Brown, Isabella Allen, James Literacy	Burk, Bailey Briggs, Julie Literacy	Miller, Rex Pyper, Kati Speech	Miller, Mason Roberts, Emily Behavior
	Davis, Kayla Pyper, Kati Math	Barron, Erin Pyper, Kati Math	Finch, Carene Pyper, Kati Math	Finch, Carene Pyper, Kati Math	Williams, Emma Clark, James Math	Hill, Isabell O'Neill, Patrick OT	Davis, Kayla Pyper, Kati Literacy	One, Student Davis, Kim Literacy	Burk, Bailey Briggs, Julie Literacy	Brown, Isabella Allen, James Literacy	Friess, Marlyce Pyper, Kati Behavior	Taylors, Drew Pyper, Kati Literacy

CAN WE COME UP WITH A SYSTEM TO HELP US MANAGE THE PROCESS?

We started with Google:

- ✓ Could the system notify the team automatically?
- ✓ Could the system schedule meetings for us?
- ✓ Could the system organize our agenda?

AS OUR PROCESS BECAME MORE PREDICTABLE

Our culture began to change.

- **More teachers reaching out to the RTI team earlier** because asking for help felt supportive instead of intimidating.
- **More focused and efficient meetings** because everyone understood the purpose and came prepared.
- **Better collaboration** because the team was working from the same information.
- **More confidence in our decisions** because they were based on intentional diagnostic and progress monitoring data—not just opinions.
- **More consistent follow-through** because responsibilities and next steps were clear.

CHAPTER THREE

SPRING 2025

It worked for our school. Would it work for every school?

At our school

- We understand how our team worked
- We could make adjustments as we went
- We knew the limitations of our Google system

Across a district

- Every school had different meeting schedules
- Teams wanted different meeting lengths
- Schools organized RTI differently
- Hundreds of teachers and thousands of students created much more complexity

FALL 2024 | **SPRING 2025** | 2025-2026 | TODAY

WE CONTINUED IMPROVING THE GOOGLE SYSTEM

2025-2026 SCHOOL YEAR

We partnered with developers, and we were able to...

- Automatically organized student folders
- Build more sophisticated scheduling
- Create smarter meeting management
- Better organize teacher and student information
- Improve the overall workflow

FALL 2024 | SPRING 2025 | **2025-2026** | TODAY

2025-2026 SCHOOL YEAR

Eventually we reached Google’s limits

Google helped us build

- A connected workflow
- Automated communication
- Organized meetings
- Consistent documentation

EVENTUALLY WE REACHED GOOGLE’S LIMITS

WE FOUND OURSELVES SAYING...

- "I wish I could see everything about a student in one place."
- "I wish every school could customize their scheduling and workflow to fit their exact needs."
- "I wish intervention groups were just as easy to organize, monitor, and adjust as individual RTI plans."
- "I wish we could quickly see behavior trends across classrooms, grade levels, and individual students"
- "I wish behavior referrals helped identify students before they needed intensive support."
- "I wish the system could teach the process while teachers and teams were using it."
- "I wish we could customize the workflow to fit each school's needs without making it more complicated for teachers.”

ladderly
LEARNING

So we built the platform we wished we'd had from the beginning.

LADDERLY LEARNING

Our vision

- **Simple** enough that teachers felt confident asking for help.
- **Intuitive** enough that teams could focus on students instead of logistics.
- **Flexible** enough to fit each school's unique needs.
- **Guided** enough to build team capacity through embedded learning and support.
- **Connected** enough to keep every student moving through the problem-solving process.

FALL 2024 SPRING 2025 2025-2026 **TODAY**

ladderly
LEARNING

More time helping students. Less time managing the system.

A high-quality RTI process doesn't require Ladderly. It can be implemented with paper, Google, or any other system. We built Ladderly to remove the logistical barriers so teams can spend more time helping students and less time managing the process.

LADDERLY LEARNING

Help teachers, help students.

Our goal was never to build software. Our goal was to make implementing a high-quality RTI process easier for every school.

One connected student hub

All referrals, meetings, interventions, behavior, and documentation in one place.

Connected behavior support

Tier 1, Tier 2, and Tier 3 behavior reporting and communication in one system.

Purposeful meeting management

Meeting scheduling, agendas, calendars, and student timelines built around the problem-solving process.

Intervention management

Create, monitor, adjust, and document interventions with connected progress monitoring.

Flexible school workflows

Customize meeting schedules, team structures, and referral processes to fit your school.

Less time managing. More time helping.

Automate the logistics so teams can focus on supporting students.

BONNEVILLE SCHOOL DISTRICT 93

Thank you!

pyperk@d93mail.com

Nicki Pack and **Kati Pyper**
Cloverdale Elementary School

BEHAVIOR

Our questions became...

- How can teachers quickly document behavior incidents?
- How can administrators and teachers communicate about those incidents?
- How can we identify patterns before behaviors become bigger problems?
- How can behavior data naturally feed into the RTI process when additional support is needed?

BEHAVIOR FRAMEWORK

A clear, consistent behavior framework.

TOGETHER WE DEFINED

- Expected classroom expectations
- Teacher-managed behaviors
- Administrator-managed behaviors
- Tier 1 interventions
- When counselors become involved
- When administrators become involved
- When the RTI team becomes involved

Cloverdale Behavior Flowchart

Tier 1 Classroom Prevention Cycle

- Welcome students daily
- Clear and consistent classroom expectations
- Classroom agreements
- Routines and procedures
- Short transition times
- Active supervision
- Precise directions and positive narrations
- Accountability systems
- Teacher managed classroom system

R.O.D.E.O

- **Respect**
- **On Task**
- **Determined**
- **Effort**
- **Ownership**

Problem Behavior Observed

Alternative Discipline Contract

(Other Means of Correction) in alignment with Restorative Practices

- Restorative
- Reflective
- Instructional

Mandatory behaviors that are handled per district guidelines

Intervention 1:
-T 1 Classroom Response Menu
-Collaborate with Grade Level Team
-Fill Out Behavior Reporting Form*
-Contact Parent

Intervention 2:
-RODEO Reteach
-RODEO Reflection
-Fill Out Behavior Reporting Form*
-Contact Parent

Intervention 3:
-Restorative Conversation with Teacher
-Fill Out Behavior Reporting Form*
-Reteach with Miss Kylie
-Contact Parent

Intervention 4:
-Fill Out Behavior Reporting Form*
-Restorative Contract with Admin Support
-Admin Contacts Parent

Intervention 5:
-Fill Out Behavior Reporting Form* for Full Behavior Academy
-Fill Out Form to Meet with Behavior RTI Team**

Click the word "intervention" in each box for an explanation video.

MINOR Teacher Managed Problem Behaviors	MAJOR Office Managed Problem Behaviors
DEFIANCE • Saying "No" repeatedly • Not doing any work • Not listening	**DEFIANCE** • Sustained defiance of 15 minutes or more • Leaving campus or classroom without permission
DISRESPECT • Talking back • Making faces • Body gestures	**DISRESPECT** • Verbal threats of aggression against a teacher or student • Harassment of any kind
DISRUPTION • Talking/Screaming • Throwing an object • Pounding their fist	**DISRUPTION** • Sustained interruption of 15 minutes or more
BULLYING • Teasing • Messing around	**BULLYING** • Seeking to harm or intimidate • Repeated bullying towards student
INAPPROPRIATE LANGUAGE • Cussing to self • Name calling • Using unkind words	**ABUSIVE LANGUAGE** • Hateful/racist comments • Sexual harassment • Profanity (including gestures) directed towards a person
MINOR PHYSICAL/EMOTIONAL INCIDENTS *Purpose: Playing Around / Reaction* • Teasing	**MAJOR PHYSICAL/EMOTIONAL CONTACT** Purpose: Intent to Harm • Hitting, Pushing, or Punching • Tripping or Kicking • Sexual Harassment
PROPERTY MISUSE • Throwing an object • Dropping an object • Breaking an object	**VANDALISM** • Of personal or school property of a high value
POSSESSION OF INAPPROPRIATE ITEM • Non-school appropriate items	**POSSESSION OF ILLEGAL ITEMS** • Drugs/Alcohol • Vape/Lighter • Weapons
TECHNOLOGY VIOLATION • Use of cell phone or smartwatches. • Use of headphones or other technology without permission	**TECHNOLOGY VIOLATION** • Cyber-bullying • Inappropriate image/sites • Inappropriate search • Inappropriate use of AI
STEALING (PETTY) • Petty theft with little or no value	**STEALING (MAJOR)** • Major theft with high value

Action 1:
-Call for Admin Support

Action 2:
-Administrator Conferences with Students and Stakeholders

Action 3:
-Alternative Discipline:
Consequences will be decided by administrator and communicated to stakeholders.
-Referral to Behavior Academy

Action 4:
-Administrator Documents and Monitors the Alternative Discipline Contract and Behavior Academy
If major between student and teacher, it requires re-entry restorative conference.

Click the QR codes to for the Google Form.

Behavior Reporting Form Video

RTI Behavior Team Form Video

Here is a shortened URL to find these resources digitally

https://tinyurl.com/38hey38d

Resources:

Acadience

- https://acadiencelearning.org

Delta Math

- https://www.deltamath.com

DIBELS 8

- https://dibels.uoregon.edu/materials/dibels

Safe & Civil Schools

- https://www.safeandcivilschools.com/virtual-courses-2026-27
- Champs
- Tier 2 & 3 Behavior Interventions
- Attendance

Stephanie Stollar

- **Reading Science Academy**
- **Assessment Done Right**

Think SRSD

- **https://thinksrsd.com**

The Writing Revolution by Jan Hasbrook

95 Percent Group

- https://www.95percentgroup.com/phonemic-awareness/