K-8 RTI Procedures Quick Reference Guide SY 2016-17

(Updated August 22, 2016)

Contents:

RTI Coordinator
Roles and Responsibilities

Role:

- RTI Building Leader
-On site RTI and TieNet expert
-Knowledge of curriculum and instruction

Responsibilities:

-Oversee the overall RTI process
- Schedule and lead all Tier 3 meetings and invite team members and parents
- Manage "Fast Track" procedures with the District Staffing Specialist (DSS) when parents request
    evaluations
- Provide teacher support with TieNet, interventions, and progress monitoring
- Liaison between teachers and District Academic Specialists, DSS, Psychologist, Behavior
    Interventionists
-Communicate to teachers District expectations on the implementation of the RTI process
-Collaborate with the Grade Level Team Leaders
-Monitor and respond to all Alert Reports in TieNet for all grade levels
-Schedule training and support sessions with District Academic Specialists (AS) as
    needed/required
-Oversee Tier movement
-May Finalize intervention plans in TieNet
-Communicate RTI needs to school administration
-Monitor TieNet for transfer students that are at Tiers 2 and 3

RTI Grade Team Leaders
Roles and Responsibilities

Role:
- Grade Level Team Leader for RTI Procedures and Outcomes meetings

Responsibilities:

- Facilitate all grade level Tier 2 meetings
- Guide team through the stages of the <u>problem-solving process</u> during Outcomes meetings
- Check for agreement between team members on important discussion points during meetings
- Maintain focus and order during meetings
- Provide teacher support on the process and TieNet procedures
- Liaison between teachers and school RTI Coordinator
- Collaborate with RTI Coordinator regularly
- Monitor grade level TieNet Alert Reports and support accuracy
- Finalize RTI documents for team as needed

RTI Procedures Check-list (Academic Concerns)

Student's Name: _____   School Year: _____

Tier 1: Date: _____
Utilizing all Tier 1 assessment data available, identify any students who are not performing at grade level expectations.

☐ For students struggling with GRADE LEVEL skills follow normal remediation procedures:
  - Differentiate instruction as needed (process, product, environment, content)
  - Develop relevant and appropriate small group activities based on students' needs
  - Monitor students' progress through formative assessments, work samples, anecdotal notes, grades, and all grade level assessment data

☐ After appropriate Tier 1 strategies have been implemented over a reasonable length of time without improvement in the student's performance, Tier 2 interventions should be considered.

Tier 2: Start Date: _____

☐ For students with BELOW grade level skill deficits, determine the appropriate targeted instructional small group needed in order to remediate the weaknesses at Tier 2.

☐ Create *Tier 2 Parent Notification Letter* and *Parent Consent for Screening* forms in TieNet. Print and send home. **FINALIZE** *Tier 2 Parent Notification Letter*.

☐ The *Parent Consent for Screening* should be signed by the parent and returned to school.

☐ Upon receipt of the SIGNED *Parent Consent for Screening form,* forward to the school nurse for completion.

☐ Upon return of the SIGNED and COMPLETED *Parent Consent for Screening Form*, scan and attach it to the Intervention Plan.

☐ Create *Tier 2 Intervention Plan* in TieNet as soon as student is placed in Tier 2 (do **NOT** wait until return and completion of the *Parent Consent for Screening* form). The Intervention Plan should be set to the "Review" status as soon as it is completed and interventions begin.

☐ Provide the interventions according to protocol and collect weekly progress monitoring data points. All data points must be entered into TieNet according to the district *Instructional and Grade Level Progress Monitoring Schedule for Tiers* provided.

☐ Every 4 weeks, the Grade Level Tier 2 Team should review the student's data to determine if the student is or is not making sufficient progress toward goals.

☐ Utilize the Tier 2 Decision Guidelines and complete the *Outcomes Page* of the Intervention Plan accordingly.

☐ Follow the Guidelines provided for each decision box on the Outcomes Page in order to complete each 4 week cycle**. (**Every current goal should have a row of decision boxes visible on the Outcomes Page.)

☐ After at least two 4-week cycles (8 data points) with inadequate progress toward goals (with a change of interventions if appropriate) have been implemented, student may be considered for referral to Tier 3. Follow the *Tier 2 Outcomes Decisions Guidelines*.

Tier 3:   Start Date: _____

☐ Teacher should complete the *Tier 3/SST Referral Form* in TieNet and email the RTI Coordinator that the student is being referred.

☐ Teacher should create a DRAFT *Tier 3 Intervention Plan* in preparation for the upcoming meeting.

☐ RTI Coordinator will verify that all information and documents are in order from Tiers 1 and 2 in order to approve the Tier 3 Referral.

☐ RTI Coordinator will create and send out the *Initial Tier 3/SST Parent Invitation* Letter and *Student Background Information* Forms. Invite all appropriate school representatives (teacher, interventionists, administrator, DSS, and any other appropriate parties) via an Outlook calendar invite.

☐ RTI Coordinator should verify return of the SIGNED Parent Invitation Letter indicating agreement to attend and/or consent to proceed. The signed form should be scanned and attached to the TieNet Invitation document. FINALIZE.

☐ Teacher should assure that all Tier 2 documents and information are current and correct in TieNet.

☐ RTI Coordinator should lead the meeting, allowing all participants to share appropriate information regarding student's progress.

☐ RTI Coordinator should complete the *Outcomes Page in the Tier 2 Intervention Plan*, including all minutes of the initial Tier 3 meeting.

☐ RTI Coordinator can FINALIZE the Tier 2 Intervention Plan and any other relative documents.

☐ Teacher should complete the *Tier 3 Intervention Plan* and set to "Review" status to begin implementation.

☐ Tier 3 meetings should be held every 4 weeks with appropriate individuals to review data and make Outcomes decisions.

☐ When data indicates continued lack of sufficient progress toward goals (after multiple interventions at Tier 2 and at least 4 weeks of intensified and individually focused interventions at Tier 3) the psychologist or DSS should be consulted about a possible referral for evaluation of a disability.

☐ Once all required documents are available and the team (including the DSS or School Psychologist) determines that a psychological evaluation is warranted, a Tier 3 meeting should be set up and led by the RTI Coordinator to facilitate the signing of Consent to Evaluate. Parent must be present. DSS or psychologist will provide and explain the Parents Rights and obtain all appropriate signatures and forms.

☐ DSS or Psychologist will handle all of the referral for evaluation and related documentation.

☐ General education teacher will continue to provide the Tier 3 interventions, collect weekly progress monitoring data as required and maintain the current Intervention Plan in TieNet. Changes to the Intervention Plan and data format should NOT be made during the evaluation process. Be sure to check the "Refer for Evaluation" box on the Outcomes Page and follow instructions.

☐ Upon completion of the evaluation, the DSS/Psychologist will contact the RTI Coordinator to discuss scheduling the upcoming eligibility meeting.

☐ If the student is found eligible for a disability, the RTI Coordinator/General Education Teacher will finalize all related RTI documents, as soon as the Eligibility Form is completed and finalized by the Psychologist (initial referrals) or SPED Teacher (RNP or Redeterminations) **AND** the IEP has been finalized by the SPED staff.

☐ If the student is found ineligible for a disability, the Tier 3 Team should discuss appropriate options for any additional support or services to assure the student's success (i.e., 504, after school programs, additional tutorials, etc.). The TieNet Intervention Plan and all other required documents should be maintained according to the decisions made and RTI protocols.

Instructional and Grade Level Progress Monitoring Schedules for Tiers

Tier 2 (Grades 2-8)

Strategy may need to be changed on the 5th data point if student is **NOT** successful.

May Change Strategy
Complete Outcome Page

	Baseline	Data Point 1	Data Point 2	Data Point 3	Data Point 4	Data Point 5	Data Point 6	Data Point 7	Data Point 8
Instructional	IL	IL	IL	IL	IL	IL	IL	IL	IL
Grade Level	GL				GL				GL

Tier 3 (Grades 2-8)

Tier 3 continues with reviews in 4 week cycles. If student is still **NOT** successful, the Tier 3 team should consider consulting appropriate staff members such as AS, DSS, Psychologist, Counselor, Social Worker, etc.

Critical Decision Point

	Baseline	Data Point 1	Data Point 2	Data Point 3	Data Point 4	Data Point 5	Data Point 6	Data Point 7	Data Point 8
Instructional	IL				IL				IL
Grade Level	GL	GL	GL	GL	GL	GL	GL	GL	GL

Complete Outcome Page

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*At both Tiers 2 and 3, Kindergarten and First Grade are progress monitored using Grade Level probes only.

Tier 2 (Grades K-1)

May Change Strategy

K-1									
	Baseline Probe	Data Point 1	Data Point 2	Data Point 3	Data Point 4	Data Point 5	Data Point 6	Data Point 7	Data Point 8
Grade Level	GL	GL	GL	GL	GL	GL	GL	GL	GL

Complete Outcome Page

Tier 3 (Grades K-1)

Critical Decision Point

K-1									
	No Baseline	Data Point 1	Data Point 2	Data Point 3	Data Point 4	Data Point 5	Data Point 6	Data Point 7	Data Point 8
Grade Level		GL	GL	GL	GL	GL	GL	GL	GL

Complete Outcome Page

<mark>Tier 2</mark> OUTCOMES DECISION GUIDELINES

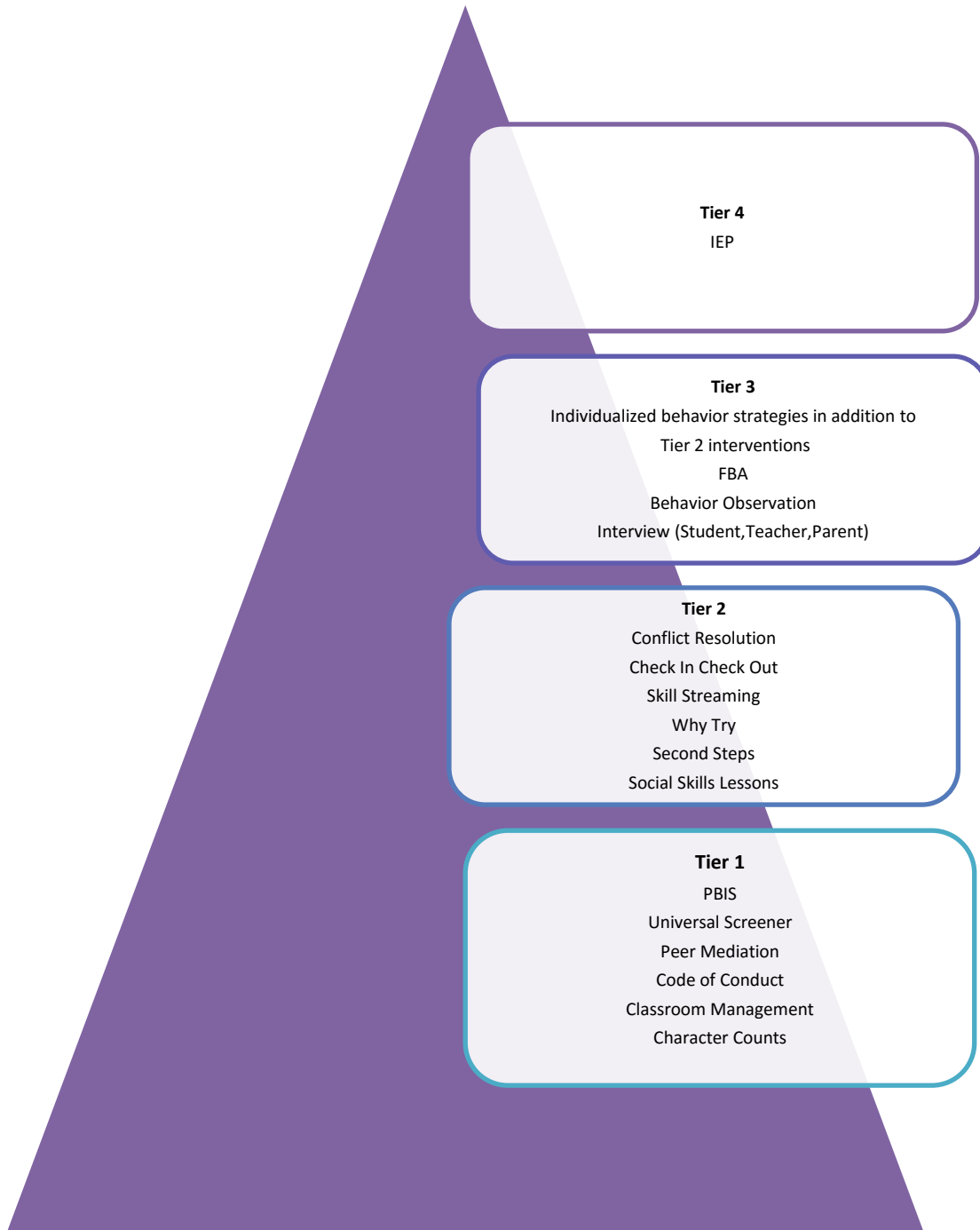| RETURN TO TIER 1	Return to Tier 2 from Tier 3	REMAIN IN TIER 2	REMAIN IN TIER 2	REMAIN IN TIER 2	REMAIN IN TIER 2	REFER TO TIER 3
All Goals Met	***Progress being made, Reduce Intensity***	***Continue Interventions***	***Goal Met/Add New Goal for Next Skill***	***Change Interventions***	***Change Goal or Progress Monitoring Tool***	***Insufficient Progress after Multiple Strategies***
1. Complete the Outcomes page Check box: "Move Back to Tier 1" *2. Enter SAME date in the "Most Current Meeting Date" box and the "Next Meeting Outcomes Date" box,* *3. Enter Participants, comments pertaining to decision* *4. Print, Sign, Scan, Attach Signature Page to the Intervention Plan* *5. Notify your RTI Coordinator via email that student is being dismissed* *6. RTI Coordinator will approve and finalize plan.* *7. Complete the RTI Dismissal Letter Print and send to parent*	*1. Complete Outcomes Page. Check box: "Tier 3 Goal Met, Move Back to Tier 2"* *2. Enter same date in both "Current Meeting Date" and "Next Meeting Date" Boxes* *3. Enter participants, decision, & comments* *4. Print, Sign, Scan, and Attach Signature Page to the Intervention Plan* *5. RTI Coordinator will Finalize Tier 3 Plan* *6. Teacher Create new Tier 2 Intervention Plan*	*1. Complete the Outcomes page Check box: "Progress Being Made – Continue Intervention"* *2. Enter Meeting Date, Next Meeting Date, Participants, decision, and comments* *3. Return to Intervention Plan and Extend Dates for 4 more weeks on each Goal Page (Extended End Date only)* *4. Continue interventions and progress monitoring*	*1. Complete the Outcomes page Check box: "Goal Met/Add New Goal for Next Skill"* *2. Enter Meeting Date, Next Meeting Date, Decision, Participants, and comments* *3. Return to Intervention Plan and ADD New Goal Page*	*1. Complete the Outcomes page Check box: "Insufficient Progress, Change Intervention"* *2. Enter Meeting Date, Next Meeting Date, Decision, Participants, and comments* *3. Return to Intervention Plan and enter Extended Date on Goal Page AND* *4. Add name of new Intervention Strategy in the box "Strategy/Intervention Label" located in the progress monitoring section on the same row with the next PM data point*	*1. Complete the Outcomes page Check box: "Insufficient Progress, Change Goal or Progress Monitoring Tool"* *2. Enter Meeting Date, Next Meeting Date, Participants, Decision and comments* *3. Return to Intervention Plan and ADD New Goal Page*	**1.** Complete the Outcomes page *Check box: "Insufficient Progress after Multiple Strategies"* **2.** *Enter Meeting Date, Next Meeting Date, Participants, Decision, & Minutes regarding this critical decision* **3.** *Print, Sign, Scan, Attach signature page to the Intervention Plan* **4.** *Return to Intervention Plan and Extend Dates for 4 more weeks on Goal Pages* **5.** *Complete the Tier 3/SST Referral Form in TieNet and send email to RTI Coordinator* **6.** *Continue interventions at Tier 2 and progress monitor until Initial Tier 3 Meeting* **7.** *Teacher create DRAFT Tier 3 Intervention Plan* **8.** *When student has a passing HV Screening and has been approved for Tier 3 at meeting with RTI Coordinator, Finalize Tier 2 plan and implement Tier 3 Intervention Plan as agreed by Team*

Tier 3 OUTCOMES DECISION GUIDELINES

RETURN TO TIER 1	Return to Tier 2 from Tier 3	REMAIN IN TIER 3	REMAIN IN TIER 3	REMAIN IN TIER 3	REMAIN IN TIER 3	REFER FOR Psychological EVALUATION	Found Eligible for SPED
All Goals Met	*Sufficient Progress made, Tier 3 Goal Met*	*Progress Being Made, Continue Interventions and Extend End Date*	*Goal Met/Add New Goal for Next Skill*	Insufficient Progress, Change Interventions	*Insufficient Progress, Change Goal or Progress Monitoring Tool*	1. Set up Follow Up Tier 3 Meeting 2. Invite DSS or School Psychologist to attend 3. Complete the Outcomes Page: Check **both boxes** "Refer for Evaluation" **AND** "Remain in Tier 3 Continue and Extend End Dates" 5. Enter Meeting Date, Next Meeting Date, Participants Names and Comments 6. Print, Sign, Scan, and Attach Signature Page to Intervention Plan 7. Return to Intervention Plan and Extend End Dates on All current Goal Pages 8. Continue interventions and Progress Monitoring until Eligibility Meeting (Do not change progress monitoring methods during evaluation period)	1. At Eligibility Meeting all required SPED documents will be completed by the SPED Teacher and/or School Psychologist 2. Complete the Outcomes page: Check box "Found Eligible for SPED" 3. Enter SAME date in both the "Current Meeting Date" and "Next Meeting Date" boxes 4. Enter the name of participants and comments in the minutes section 5. Print signature page, sign, scan and attach to the intervention plan 6. RTI Coordinator/General Education Teacher should finalize all RTI documents as soon as the Eligibility Form and IEP is finalized by the SPED Teacher
1. Complete the Outcomes page Check box: "Move Back to Tier 1" *2.* Enter SAME date in the "Most Current Meeting Date" box and the "Next Meeting Outcomes Date" box, *3.* Enter Participants, comments pertaining to decision *4.* Print, Sign, Scan, Attach Signature Page to the Intervention Plan *5.* Complete the RTI Dismissal Letter Print and send to parent *6.* Finalize Intervention Plan and all RTI documents	*1.* Complete Outcomes Page. Check box: "Tier 3 Goal Met, Move Back to Tier 2" *2.* Enter same date in Current Meeting Date and Next Meeting Date Boxes *3.* Enter participants, decision, and comments *4.* Print, Sign, Scan, and Attach Signature Page to the Intervention Plan *5.* Finalize Tier 3 Plan *6.* Create new Tier 2 Intervention Plan	*1.* Complete the Outcomes page Check box: "Progress Being Made – Continue Intervention" *2.* Enter Meeting Date, Next Meeting Date, Participants, decision, and comments *3.* Return to Intervention Plan and Extend Dates for 4 more weeks on *each Goal Page* (Extended End Date only) *4.* Continue interventions and progress monitoring	*1.* Complete the Outcomes page Check box: "Goal Met/Add New Goal for Next Skill" *2.* Enter Meeting Date, Next Meeting Date, Decision, Participants, and comments *3.* Return to Intervention Plan and *ADD* New Goal Page	*1.* Complete the Outcomes page Check box: "Insufficient Progress, Change Intervention" *2.* Enter Meeting Date, Next Meeting Date, Decision, Participants, and comments *3.* Return to Intervention Plan and enter Extended Date on Goal Page *AND* *4.* Add name of new Intervention Strategy In the box "Strategy/Intervention Label" located in the progress monitoring section on the same row with the next PM data point	*1.* Complete the Outcomes page Check box: "Insufficient Progress, Change Goal or Progress Monitoring Tool" *2.* Enter Meeting Date, Next Meeting Date, Participants, Decision and comments *3.* Return to Intervention Plan and *ADD* New Goal Page		

RTI Behavior Pyramid

Tier 4
IEP

Tier 3
Individualized behavior strategies in addition to
Tier 2 interventions
FBA
Behavior Observation
Interview (Student,Teacher,Parent)

Tier 2
Conflict Resolution
Check In Check Out
Skill Streaming
Why Try
Second Steps
Social Skills Lessons

Tier 1
PBIS
Universal Screener
Peer Mediation
Code of Conduct
Classroom Management
Character Counts

RTI Procedures Check-list (Behavior Concerns)

Student's Name: _____   School Year: _____

Tier	Documents	Process Checklist
1	- Behavior Screener - Data - Office Referrals - Attendance Records - PBIS documentation - Placement history	Develop a school wide system of requirements for students to have a Tier 2 intervention plan. Requirements should include several sources of information. Students that exhibit behavior that impedes their learning or the learning of others and have not responded to school wide behavior management procedures may be referred to Tier 2.
2	- Tier 2 Notification - Parent Consent for Screening - Intervention Plan	☐ Create *Tier 2 Parent Notification Letter* and *Parent Consent for Screening* forms in TieNet. Print and send home. FINALIZE *Tier 2 Parent Notification Letter*. ☐ The *Parent Consent for Screening* should be signed by the parent and returned to school. ☐ Upon receipt of the SIGNED *Parent Consent for Screening form,* forward to the school nurse for completion. ☐ Upon return of the SIGNED and COMPLETED *Parent Consent for Screening Form*, scan and attach it to the Intervention Plan. ☐ Create *Tier 2 Intervention Plan* in Tienet (do NOT wait until return and completion of the *Parent Consent for Screening* form). The Intervention Plan should be set to the "Review" status as soon as it is completed and interventions begin. ☐ Every 4 weeks, the Grade Level Tier 2 Team should review the student's data to determine if the student is or is not making sufficient progress toward goals. ☐ Utilize the Tier 2 Decision Guidelines and complete the *Outcomes Page* of the Intervention Plan accordingly. ☐ After at least two 4-week cycles (8 data points) with inadequate progress toward goals (with a change of interventions if appropriate) have been implemented, student may be considered for referral to Tier 3.

3	- Tier 3 Referral - Tier 3 Parent Invitation Letter - Student Background Information Form - Intervention Plan - Student Observation Form - Functional Behavior Assessment (FBA) - Interviews :
	  -Student
	  -Parent
	  -Teacher
		☐ Complete the **Tier III Referral Form** in TieNet and notify the RTI Coordinator of referral.
		
		☐ Create a DRAFT **Tier III Intervention Plan** in preparation for the upcoming meeting.
		
		☐ RTI Coordinator will verify and approve the Tier 3 Referral.
		
		☐ RTI Coordinator will create and send out the **Tier 3 Parent Invitation**, **Student Background Information, and Parent Interview Questionnaire**. Invite all appropriate school representatives (teacher, interventionists, administrator, DSS and any other appropriate parties).
		
		☐ Prior to the Initial Tier 3 meeting the teacher will complete the **Teacher Interview Questionnaire** and ensure the student completes the **Student Interview Questionnaire**. The Coordinator will arrange for a student observation to be conducted and documented on the **Tier 3 Student Observation** Form to be completed and begin the **Functional Behavior Assessment**.
		
		☐ RTI Coordinator will verify the SIGNED Parent Invitation and attach to the Tier 3 Invitation Letter in TieNet and FINALIZE the letter.
		
		☐ RTI Coordinator should complete the **Outcomes Page in the Tier 2 Intervention Plan**, including all minutes of the initial Tier 3 meeting.
		
		☐ RTI Coordinator can FINALIZE the Tier 2 Intervention Plan and any other relative documents.
		
		☐ Teacher should complete the **Tier 3 Intervention Plan** and set to "Review" status to begin implementation.
		
		☐ Tier 3 meetings should be held every 4 weeks with appropriate individuals to review data and make Outcomes decisions.
		
		☐ When data indicates continued lack of sufficient progress toward goals (after multiple interventions at Tier 2 and at least 4 weeks of intensified and individually focused interventions at Tier 3), the psychologist should be consulted about a possible referral for evaluation of a disability.
		
		☐ If agreed, a Tier 3 meeting should be set up and held by the RTI Coordinator and DSS to facilitate the signing of Consent to Evaluate. Parent must be present. Psychologist should be invited. DSS or psychologist will provide and explain the Parents Rights and obtain all appropriate signatures and forms.
		
		☐ DSS/Psychologist will handle all of the referral for evaluation and related documentation.
		
		☐ Continue to provide the Tier 3 interventions, collect weekly progress monitoring data and maintain the current Intervention Plan in TieNet. Changes to the Intervention Plan and data format should NOT be made during the evaluation process.
		
		☐ If the student is found eligible, the RTI Coordinator/General Education Teacher will finalize all related RTI documents as soon as the Eligibility Form is complete and finalized by the DSS/Psychologist **AND** the IEP has been finalized by SPED staff.
		
		☐ If the student is found ineligible for a disability, the TieNet Intervention Plan and all others required documents should be maintained.

SAMPLE FREQUENCY CHART

BASELINE DATA POINT

Student Name:_____

FREQUENCY					
	50	50	50	50	50
	49	49	49	49	49
	48	48	48	48	48
	47	47	47	47	47
	46	46	46	46	46
	45	45	45	45	45
	44	44	44	44	44
	43	43	43	43	43
	42	42	42	42	42
	41	41	41	41	41
	40	40	40	40	40
	39	39	39	39	39
	38	38	38	38	38
	37	37	37	37	37
	36	36	36	36	36
	35	35	35	35	35
	34	34	34	34	34
	33	33	33	33	33
	32	32	32	32	32
	33	33	33	33	33
	32	32	32	32	32
	31	31	31	31	31
	30	30	30	30	30
	29	29	29	29	29
	28	28	28	28	28
	27	27	27	27	27
	26	26	26	26	26
	25	25	25	25	25
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	23	23	23	23	23
	22	22	22	22	22
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	20	20	20	20	20
	19	19	19	19	19
	18	18	18	18	18
	17	17	17	17	17
	16	16	16	16	16
	15	15	15	15	15
	14	14	14	14	14
	13	13	13	13	13
	12	12	12	12	12
	11	11	11	11	11
	10	10	10	10	10
	9	9	9	9	9
	8	8	8	8	8
	7	7	7	7	7
	6	6	6	6	6
	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
	0	0	0	0	0
DATE:					

Directions:

1. Determine target behavior.

Ex.: Out of seat

2. Record the date. (The student should be monitored Monday-Friday)
3. Take an average of the student's highest marks for each day.
4. The average is the baseline score.
5. To determine the target endpoint (goal) for positive behaviors increases the average by 80%, and for negative behaviors decrease by 80%.

Example:

Positive Behaviors- Student is in his/her seat an average of 10 times in a week. Therefore, the goal would be to increase this behavior to 18 times in a week.

Negative Behaviors- Student is out of his/her seat an average of 10 times in a week. Therefore, the goal would be to decrease this behavior to 2 times in a week.

Baseline Score=_____   **Target Score= _____**

SAMPLE BEHAVIOR FREQUENCY CHART FOR WEEKLY PROGRESS MONITORING

Frequency

Columns grouped as: Data Point 1, Data Point 2, Data Point 3, Data Point 4

Each column lists the frequency scale from 50 down to 0:

50, 49, 48, 47, 46, 45, 44, 43, 42, 41, 40, 39, 38, 37, 36, 35, 34, 33, 32, 31, 30, 29, 28, 27, 26, 25, 24, 23, 22, 21, 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0

Date																				
Data																				

Add Your School

CHECK IN CHECK OUT POINT SHEET

Name: _____ Date: _____/_____/_____

GOALS:_____

_____

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	RECESS	LANGUAGE ARTS	SCIENCE
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Points Possible _____ Points Received _____ %of Points _____ Goal Met _____

Mentor Signature:_____

Student Signature:_____

Parent Signature:_____

Tier 3 Student Observation Form

Student:	Teacher:	Observer:
Age:	Grade	Date:

Environmental Factors		
Setting	Adults/Peers	Type of Instruction
☐ Resource ☐ Inclusion ☐ Classroom ☐ Gym/Outdoors ☐ Other _____	Number of adults: _____ Number of students:_____	☐ Whole group ☐ Small group ☐ Independent work ☐ Non-Instructional Time

Directions for scoring: *Strength (Above Average) – 3   Age-Appropriate (Average) – 2   Weakness (Below Average)- 1*

Academic Behaviors		*Social Behaviors*		*Conduct*	
Skills related to the academic task		Respects others' safety and personal space		Attention span	
Follows along with instruction/task		Interacts appropriately with peers in academic setting		Behaviors disrupt class	
Attentive to instruction and tasks		Interacts appropriately with peers in social setting		Talking out	
Completes tasks		Friendly and respectful toward peers		Activity level	
Works carefully and neatly		Friendly and respectful toward adults		Staying in seat	
Organized work and work habits		*Total*		Easily excitable	
Follow teacher directions/task instructions				*Total*	
Constructively contributes to class					
Total					

Overall score: _____ /57

Observation Summary and Recommendations

Grades K-8 Communication Checklist

Student Name: _____ **Date Completed**: _____

Teacher: _____ **Grade:** _____

Sound Production

_____ Child substitutes sounds (t/k, d/g, w/r).

_____ Child omits sounds (seet/street, ellow/yellow).

_____ Child distorts sounds.

_____ Child can be difficult to understand at times.

_____ Child shows frustration when misunderstood.

Receptive/Expressive Language

_____ Child has difficulty communicating in complete sentences.

      _____ Communicates mostly in fragmented sentences.

      _____ Communicates mostly in phrases.

      _____ Communicates mostly in single words.

      _____ Communicates mostly by gesturing/pointing.

_____ Child uses incorrect verb forms in his/her speech.

_____ Child uses incorrect pronouns in his/her speech.

_____ Child has a limited vocabulary.

_____ Child has difficulty with concepts (in front/behind, more/less, big/little).

_____ Child has difficulty with word relationships (antonyms, synonyms).

_____ Child has difficulty following directions.

_____ Child has difficulty answering yes/no questions.

_____ Child has difficulty answering "wh" questions.

_____ Child has difficulty understanding figurative/non-literal language.

_____ Child has difficulty sequencing pictures and events.

_____ Child has difficulty retelling familiar events.

_____ Child has difficulty retelling stories.

_____ Child has difficulty maintaining eye contact.

_____ Child has difficulty staying on topic on conversations.

_____ Child has difficulty asking questions.

Phonological Awareness

_____ Child has difficulty identifying and labeling rhyming words.

_____ Child has difficulty segmenting sentences into individual words.

_____ Child has difficulty segmenting words into syllables.

_____ Child has difficulty segmenting words into individual sounds.

_____ Child has difficulty manipulating sounds in words (adding sounds, deleting sounds, omitting sounds).

_____ Child has difficulty with letter/sound recognition.

Fluency

_____ Child tends to repeat sounds and words when talking (**The the** girl is going home.)

      _____ Repeats mostly sounds

      _____ Repeats mostly part-words

      _____ Repeats mostly words

      _____ Repeats mostly phrases

_____ Child tends to prolong sounds when talking (The **sssssnake** is crawling.)

_____ Child tends to get stuck when trying to say certain words or sounds.

_____ Child becomes frustrated when he/she can't get the words out smoothly.

_____ Child seems unaware of his/her speech difficulties.

_____ Child speaks with an abnormally rapid rate of speech.

_____ Child speaks with an abnormally slow rate of speech.

_____ Child tends to make unusual body movements when trying to speak.

Voice

_____ Child's voice stands out as being different from other children.

_____ Child's voice sounds hoarse all of the time.

_____ Child's voice sounds breathy all of the time.

_____ Child's voice is abnormally high or low pitched.

_____ Child tends to speak in an abnormally loud voice when indoors.

_____ Child tends to make funny noises with his/her voice (animal noises, car noises, etc).

_____ Child coughs or clears his/her throat abnormally often.

Additional Comments (Please summarize your concerns): _____

_____ _____

Communication/Speech RTI Plan (Information for TieNet)

Student's Name: _____ **Date:** _____/_____/_____

School: _____ **Grade:** _____ **Teacher:** _____

SLP: _____ Contact #:_____

☐ Parental *Consent to Screen* Provided
☐ *Communication Checklist* Provided

1. Student should be placed in:
   - **Tier 2**
   - **Tier 3 Due to:**
     - **Parent Referral**
     - **RNP**
     - **SST Decision**
2. Student's communication/speech "***area of concern***":
   - Articulation: _____
   - Fluency: _____
   - Language: _____
   - Voice: _____
3. Student's communication/speech goal(s):

   Tier ____ **Goal:** _____

   _____

   Tier ____ **Goal:** _____

   _____

4. Student's intervention(s): *(provide intervention, intervention instructions, & progress monitoring tool/form)*

   _____

   _____

   _____

   _____

5. Progress monitor student using: (choose one)
   - **% Correct**   **(take weekly % average for TieNet PM data point)**
   - *#* **Correct**   **(use # correct weekly average for TieNet PM data point)**
6. Student's target for goal mastery is:

   _____**% Correct;** *for _____weeks*

   _____ *of* _____ **# Correct;** *for _____ consecutive weeks*

TieNet RTI Documents
Finalization Procedures

Who can _finalize_ TieNet RTI documents?

- ☐ All General Education teachers can finalize the following TieNet documents:
    - ▪ Tier 2 Notification letters
    - ▪ Dismissal Letters
- ☐ Only RTI Coordinators AND Grade Level Team Leaders have the access to finalize:
    - ▪ Intervention Plans
    - ▪ Tier 2 Notification Letters
    - ▪ Dismissal Letters
- ☐ Only RTI Coordinators:
    - ▪ Tier 3 Referrals
    - ▪ Tier 3 Parent Invitation Letter
    - ▪ Follow up Tier 3 Meeting Invitation
    - ▪ Student Background Information Form

When should TieNet RTI documents be _finalized_?
- ☐ _Tier 2 Notifications_, Initial _Tier 3/SST Parent Invitation_ Letters, _Follow up Tier 3 Meeting Notices_, _Dismissal Letters_, should be finalized as soon as created, printed, and sent home
- ☐ _Intervention Plans_ should be finalized when one of the following conditions occurs:
- ☐ Student changes **TIERS (**ie., student is dismissed/returned to Tier 1 or Referred to Tier 3),
- ☐ A new Intervention Plan is developed and the previous one will no longer be used,
- ☐ Student **changes Grade Levels** (ie., beginning of the school year when student enters a different grade, finalize last year's plan and create new one),
- ☐ As soon as a student is **identified with a disability AND an IEP** has been developed and finalized by the SPED staff, all related RTI documents should be finalized (including Intervention Plan, Tier 3 Referral Form and Student Background Information Form).

<u>RTI Procedures for Student Withdrawals/Transfers</u>

When students <u>withdraw</u> from your school:
- Please make sure that ALL RTI documents are up to date **PRIOR** to the student being withdrawn from your school by the Information Specialist
- Teachers should have all data points entered on goal pages
- Outcomes Meetings and Minutes should be up to date and communicate a clear understanding of the status of the student's progress and all RTI decisions made
- No documents should be left in "DRAFT" status
- Any documents that were created/open and are incomplete should be deleted
- Any documents that are no longer in use or current should be Finalized
- All current/active documents such as Intervention Plan should be in "REVIEW" status
- When student moves out of district, current RTI Intervention Plan should be copied and placed in the student's Permanent Records. The student will become "Inactive" in TieNet, but all documents can be viewed.

When students <u>transfer</u> into your school:
- Teacher should immediately check TieNet for any RTI documents and review the content
- If a current Intervention Plan is in place, the teacher should review the status and recommendations from the previous school
- The Outcomes/Minutes page of the Intervention Plan should be updated by the Grade Level Team to indicate the student's change of school and how the current school will address the student's needs
- Place the **same date** of that meeting in the "Most Current Outcomes Meeting Date" box AND in the "Next Outcomes Meeting Date" box
- This Intervention Plan should be Finalized and a **NEW Intervention Plan** created to identify how the present school will implement interventions

RTI Tier 3 Referral for Psychological Evaluation Procedures

☐ Tier 2 Intervention Plan should indicate the skill deficit areas addressed with appropriate interventions that show a lack of progress (this would require a minimum of 4-8 weeks in Tier 2).

☐ Before a referral for a special education evaluation is to be considered, the student should already be in Tier 3 and have a current Tier 3 Intervention Plan in place. All required Tier 3 documents should be completed and/or uploaded to TieNet (Tier 3/SST Referral Form, Initial Tier 3/SST Parent Invitation Letter, Tier 3 Intervention Plan, and Student Background Information Form).

☐ Student progress in the Tier 3 Intervention Plan should indicate a continued lack of progress for a minimum of 4-8 weeks at the Tier 3 level with appropriate interventions.

☐ All areas of concern should have goal pages within the Intervention Plan (including behavior, if appropriate).

☐ If the RTI Team decides to refer the student for a comprehensive special education evaluation, there should have been at least one Outcomes Meeting (4 weeks) in Tier 3. At that time, the RTI Coordinator will arrange a second Tier 3 meeting and invite the DSS or School Psychologist and other required participants.

☐ At the meeting to refer for a comprehensive special education evaluation, the DSS or School Psychologist will review all RTI documents, data and other related information to assist the team in determining whether additional information is needed in order to process the referral for evaluation.

☐ Once all required documents are available and the team (including the DSS or School Psychologist) determines that a psychological evaluation is warranted, the DSS or School Psychologist will create the consent to evaluate and discuss parental rights.

☐ During the 60 day assessment period, the current RTI Intervention Plan should be implemented exactly as written. There should be **no change** in the progress monitoring during this period. All intervention and progress monitoring should continue and be kept **up to date in** TieNet until the Eligibility meeting is held.

☐ When the evaluation is completed, the School Psychologist or RTI Coordinator will schedule an Eligibility Meeting. At the meeting, the findings of the comprehensive evaluation and all related information regarding the student's eligibility for a disability will be discussed.

☐ If the student is found eligible for a disability, the RTI Coordinator/General Education Teacher will finalize all related RTI documents, as soon as the Eligibility Form is completed and finalized by the Psychologist (initial referrals) or SPED Teacher (RNP or Redeterminations) **AND** the IEP has been finalized by the SPED staff.

☐ If the student is found ineligible for a disability, the Tier 3 Team should discuss appropriate options for any additional support or services to assure the student's success (i.e., adding another goal page to the intervention plan, 504, after school programs, additional tutorials, etc.). The TieNet Intervention Plan and all others required documents should be maintained according to the decisions made and RTI protocols.

PLEASE CONTACT YOUR RTI COORDINATOR IMMEDIATELY FOR ASSISTANCE WITH ALL PARENT REQUESTS FOR EVALUATIONS

Procedures When Parents Request Initial Evaluation

When a parent requests an initial evaluation, **even if the student has either not completed the RTI process or has not yet participated in the RTI process**, the school **must** complete the following activities:

Date	Activity
	Immediately provide and explain Parent Rights (long form) at time of request
	Immediately obtain consent to screen vision/hearing
	Schedule the Tier III RTI/SST meeting within 24 hours (contact school psychologist)
	Obtain consent to evaluate when the passing vision/hearing results are available (at Tier III meeting)
	Continue to follow the RTI process during the referral period
	Complete evaluation and eligibility within 60 calendar days
	Complete IEP within 30 days of eligibility, if eligible
	Obtain consent to place from parent, if eligible

Student Name:_____

School:_____

Referral to New Program (RNP) Procedure Checklist
(Per SPED Manual)

A Referral to a New Program is made when an IEP team determines the need to consider a new/additional eligibility. The consideration process will include the need for two amendment meetings.

Before the first meeting:	
	1. Obtain parent's agreement and signature on *Parental Consent for Screening* form.
	2. Have the school nurse complete the hearing and vision screening.
	a. If a student fails the hearing screening, a letter should be provided to the parents to notify them of the need for further evaluation and a referral should be made to the district audiologist. **b.** If a student is unable to screen using traditional methods, an Educational Vision Assessment may be administered. This may include students with significant cognitive delays who cannot identify or point to items. This may include nonverbal students and students with physical limitations. A passing Educational Vision Assessment will give information that the child can see what is presented to him. Psychological testing can proceed. A failing Educational Vision Assessment gives information that the child showed no evidence that he could see what was presented. The Educational Vision Assessment form is located in TieNet. **c.** If a student fails the vision screening, a letter should be provided to the parents to notify them of the need for further evaluation. Parents must have the student's vision examined by a doctor; results of the examination should be returned to the school.
	3. Create an IEP amendment document in TieNet.
	4. Send home the IEP notification form to the parents to schedule a meeting.
	5. Invite all necessary staff members including District Staffing Specialist (DSS).
At the first meeting:	
	6. In Present Levels of Academic Achievement and Functional Performance identify additional areas of concern and describe the specially designed instruction which includes: Adapting of Content Methodology (specialized program), or Instructional Delivery provided. Give the parent any necessary forms (e.g. Health Care Provider's Certification of Medical Impairment, etc.).
	7. Develop new goals and objectives to address identified needs. ***When a referral for consideration of Specific Learning Disability is warranted, the RNP-RTI plan will be opened to document grade level progress by adding a grade level goal(s) in the student's area(s) of weakness using research based interventions to address the goal(s). ==The grade level goal should end at the end of the school year not the end of the IEP.==**
	8. General and special education teachers will collaborate to implement and progress monitor goals.
	9. Schedule the next meeting, scan all signature pages into TieNet as part of the IEP amendment and finalize.

After the first meeting:	
	10. Complete the interventions with fidelity and progress monitor goals weekly.

	11. If after 4 data points of progress monitoring, regression or no progress is indicated, the team should determine if:
	      a. more intensity in delivery, time, or instruction is required, or
	      b. if a different strategy should be implemented until improvement, or
	      c. a referral for further testing is warranted (see below for scheduling referral meeting).

At the Referral Meeting:	

	12. Special Education Teacher of Record may initiate Referral to New Program when the following documents have been scanned and uploaded to TieNet.
	  • Current (within one year of projected date of testing) passed vision and hearing screening results).
	  • Necessary medical and other required forms depending upon the disability area of concern (consult with District Staffing Specialist).

	13. Special Education Teacher of Record will:
	  • Schedule Amendment meeting.
	  • Invite the District Staffing Specialist and other appropriate IEP team members.

	14. Special Education Teacher of Record chairs Amendment Meeting.
	  • Provide and review Parental Rights and Senate Bill 10 information.
	  • Analyze progress monitoring data.
	  • Complete Redetermination page indicating Referral to New Program.
	  • The District Staffing Specialist creates Parental Consent for Evaluation.
	  • Obtain Parent Consent for Evaluation signature. Scan and upload signed consent to draft document.
	  • Notify appropriate staff such as OI, VI, or HI of the signed consent for evaluation.

NOTE: Continue to use the RNP-RTI paperwork on TieNet for students who are eligible for speech only and who are being referred to a new program. A special education teacher is not assigned to the student and the general education teacher typically completes this process. If the referral comes from the Speech Language Pathologist or Speech Therapist; she/he is responsible for setting up the meetings, but not providing or assessing the academic/behavior interventions. If the referral is for Speech Impairment services from another program, the SLP or Speech Therapist provides and assesses the communication interventions. The SLP provides the interventions based on screening results but they do not assess (or progress monitor) the intervention. The general education teacher is responsible for implementing and monitoring the intervention.

Referral to New Programs (RNP) RTI Guide

(A Referral to New Program is made when an IEP team determines the need to consider a new/additional eligibility. The consideration process will include the need for two amendment meetings through the IEP. This process will be initiated by the SPED teacher of record.)

For ALL RNP's
A **CURRENT** signed, completed and **PASSED** Hearing and Vision Screening Form must be available.

If NOT Available

1. Obtain parent's signature on the Parental Consent for Hearing and Vision Screening Form and check the appropriate boxes.
2. Give the signed form to the school nurse to complete the hearing and vision screening and enter information.

If student **FAILS the HEARING** screening, the nurse will send notification to the parent (HS Form 9 & 10.) Referral should also be made to the district audiologist.

If student **FAILS the VISION** screening, the school nurse will notify the parent (HS Forms 9 & 10.) The parent must have the student's vision examined by a doctor and the physician's documentation of those results should be returned to the school.

If student is unable to complete the **VISION** screening using traditional methods, an Educational Vision Assessment (EVA) may be administered. (Examples include students with significant cognitive delays who cannot identify or point to items, nonverbal students, or students with physical limitations.) As passing EVA will give information that the child can see what is presented; therefore, psychological testing may proceed. A failing EVA gives information that the student showed no evidence that he could see what was presented. The EVA form is located in TieNet.

When PASSED H&V is available continue the process as outlined.

General Education Teacher/Speech Teacher Roles for RNP

Speech students being referred for academic and/or behavioral concerns.	**Students with disabilities** (not speech) being referred for SLD.

IEP amendment will be scheduled by **speech teacher** to address concerns. **General education teacher** is responsible for creating RNP-RTI intervention plan in TieNet to address grade level and instructional level goals.	IEP amendment will be scheduled by **special education teacher** to address concerns and develop goals. **General education teacher** is responsible for creating RNP-RTI intervention plan in TieNet to address grade level goals.

After the amendment meeting, general education and special education teachers will collaborate to create the intervention plan.

Complete the interventions with fidelity and progress monitor weekly. If after 4 data points, regression or no progress is indicated, the outcomes team should determine if:

- more intensity in delivery, time or instruction is required, or
- if a different strategy should be implemented until improvement, or
- a referral for further testing is warranted, hold a second amendment and refer for evaluation.