



# Response to Intervention Handbook

**CAMPBELL COUNTY SCHOOLS**

**REVISED AUGUST 2021**

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In Campbell County Schools, the RTI framework is designed around three levels of prevention. Each level offers differences in intensity and individualization. The framework is fluid so that as students who receive more intensive levels of intervention meet their goals, they are returned to less intensive instruction with their peers.

## Levels of Intervention Overview

	Level 1	Level 2	Level 3
<b>Curricular Breadth</b>	Core	Core + Supplemental	Core + Supplemental and/or Intensive
<b>Curricular Focus</b>	<u>Reading and Math:</u> As Required by Curriculum  <u>Behavior:</u> As Required by School-wide Expectations	<u>Reading, Math, and Behavior:</u>  Targeted area(s) of Deficit as identified by the Grade/Building Level Team	<u>Reading, Math, and Behavior:</u>  Specific deficit(s) as identified by the Building Level Team
<b>Time</b>	As Required by building schedule for core instruction	Minimum of three times per week/30 minutes or more <b>OR</b> as prescribed by the intervention as designed	Minimum of three times per week/30 minutes or more <b>OR</b> as prescribed by the intervention as designed
<b>Group Size</b>	Whole Classroom	No more than 6-8 students (or as determined appropriate by the Building Level Team)	No more than 3 students (or as determined appropriate by the Building Level Team)
<b>Frequency of Progress Monitoring</b>	Three times a year (Universal Benchmarks)	Weekly or less as deemed necessary by the Grade/Building Level Team	Weekly or more as deemed necessary by the Building Level Team

**\*\*See pages 20 - 22 for definitions of Building Level, Grade Level, Content Level, and Student Level Teams.**

# Response to Intervention (RTI): Moving Through Levels of Intervention

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## Level 1 Intervention (aka General Classroom Instruction)

When presented with concern for a student's progress, be it academic or behavior, it is important to consult with the student's parent/guardian regarding your concern. The student's previous year's teachers and record of interventions are other important resources to explore when concerned about a student. Explicit instruction should be provided to the student to target skill deficits. If the student's performance does not improve following a time of differentiated instruction, the teacher should consult with the Grade/Content Level Team for next steps.

## Level 2 Intervention

1. Present your concerns and data to the Grade/Content Level Team. (Bring appropriate data: MAP scores, classroom data, discipline referrals...)
  - a. Develop a working hypothesis on why the student is not responding to instruction/intervention.
  - b. Select a research-based intervention to match the hypothesis and an appropriate tool to monitor progress. (See Intervention Folder on Google Drive for ideas.)
  - c. Inform parent/guardian of the intervention plan and how progress will be monitored.
  - d. Deliver the intervention with fidelity at least three times weekly for 6-9 weeks.
  - e. Collect progress data once a week and document accordingly on district approved tracking system (e.g., AIMSWeb Plus, EasyCBM, or Excel Behavior Sheet).
  - f. Data graphs will be reviewed by the Building Level Team at least once a month.
  - g. Provide parent with information on student's progress (i.e., send copy of progress monitoring graph).
  
2. After 9 data points are collected, review student progress and make a data-based decision with the Grade/Content Level Team on how to proceed:
  - i. Good progress (trend line is positive and the last four data points are at or above the aim line)—continue the intervention until progress is commensurate with grade expectations and/or skill is attained. Return student to Level 1 instruction/differentiation.
  - ii. Questionable progress (trend line is positive, but the last four data points are inconsistent)—continue the intervention and may consider adding another layer of instruction or incentive. Reassess progress in 6-9 weeks as outlined above.\*

- iii. Poor progress (trend line is flat, negative, or positive, but the last four data points are below the aim line)—request a meeting with the Student Level Team for assistance with Level 2 or 3 Intervention.\*

\* Request vision, hearing, motor, and/or communication screenings as appropriate and inform parents.

<b>Level 3 Intervention</b>
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1. Invite parent and intervention provider to a meeting with the Student Level Team to further analyze student's poor response to instruction/ intervention.
  - a. Review interventions and student's response to date.
  - b. Consider conducting diagnostic screenings to obtain additional information on student's struggle.
  - c. Change to and/or add a more intensive and/or individualized intervention aligned with revised hypothesis. Select appropriate tool to monitor progress.
  - d. Implement intervention(s) with fidelity at least three times a week and record on district approved graphing system (e.g., AIMSWeb Plus or similar).
  - e. Collect progress data at least once weekly and record scores on the on student's data graph.
  
2. After 9 data points are collected, review student progress and make a data-based decision with the Student Level Team on how to proceed:
  - i. Good progress (trend line is positive and the last four data points are at or above the aim line). Return to Level 2 Intervention as outlined above.
  - ii. Questionable progress (trend line is positive, but the last four data points are inconsistent)—may consider Referral for Multidisciplinary Evaluation.
  - iii. Poor progress (trend line is flat, negative, or positive and the last four data points are below the aim line)—consider Referral for Multidisciplinary Evaluation.

**Guidance for Intervention Planning for Students  
With Characteristics of Dyslexia or Other Deficits in Reading**

**Tier One – Universal Interventions – General Education**

- Teach My View/My Focus using a multi-sensory approach.
- Teachers will be trained in the rules of Barton/OG to allow them to connect to the lessons they are teaching in My View/My Focus
- Teach Heggerty Phonemic Awareness to all students K-2.
- FastForWord – K-1

**Tier Two Targeted Interventions-RTI**

- Students that have been identified for RTI in reading (<25th percentile) by integration of data (MAP, AIMSWeb Plus, Brigance, etc.) will be placed in research-based reading intervention approved by district personnel (e.g., SPIRE, etc.) to address appropriate early literacy skill deficits. These groups will be determined in the Fall and Winter of each school year.
- Students that do not fall in the at-risk category will receive a research-based intervention based on the student’s skill deficit.

**Tier Three Intensive Interventions - RTI**

- If a student makes limited to no progress in the selected reading intervention after 9 weeks, follow district referral procedures.

## Referral for Multidisciplinary Evaluation Meeting

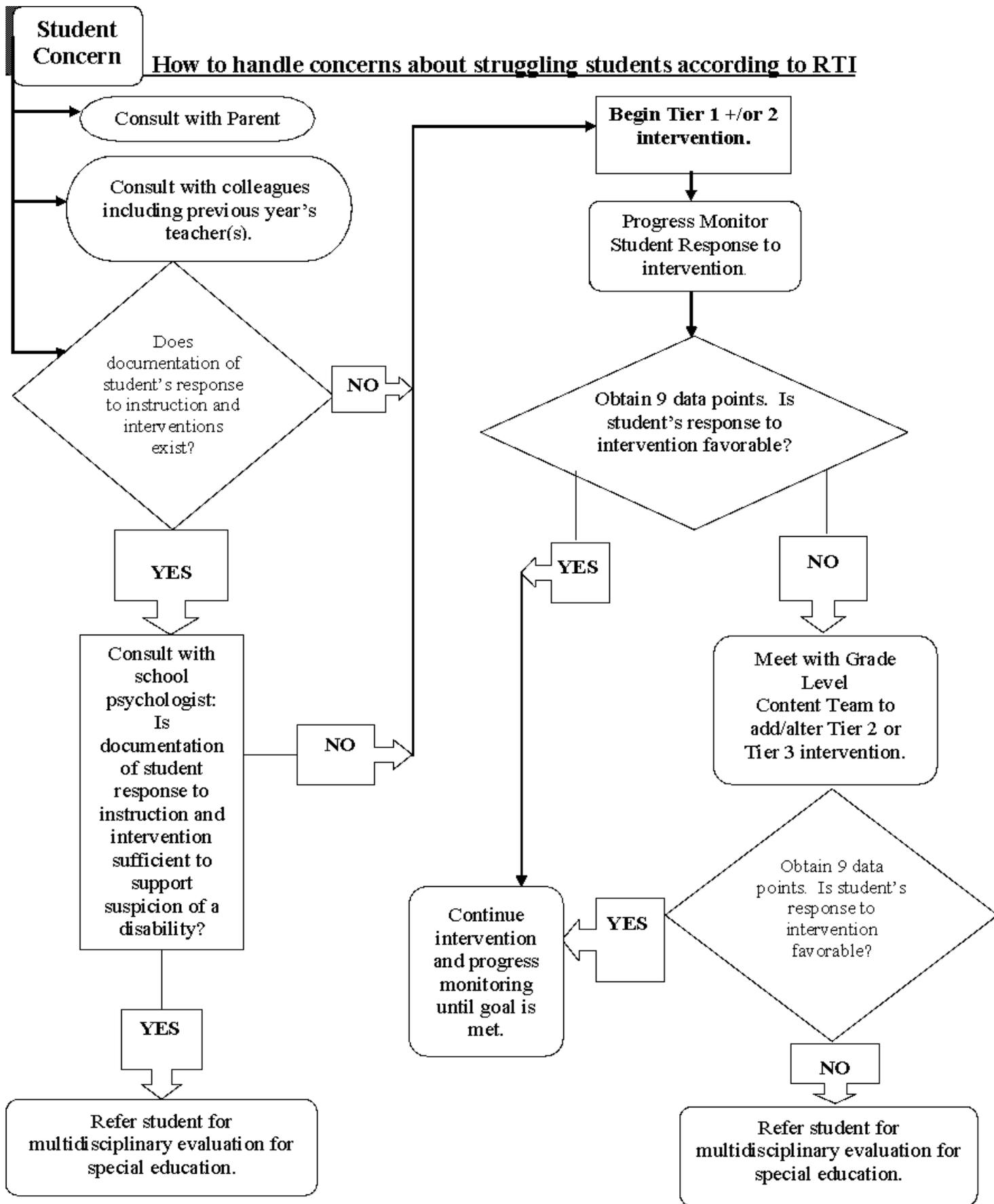
1. Referral for Multidisciplinary Evaluation meeting:
  - a. The Building Level Team will recommend, based on documented lack of progress, that the referral process for special education evaluation be initiated.
  - b. The building principal, or designee, will contact parents to provide an update of the student's progress, express continued concerns, and briefly explain the referral and evaluation process.
  - c. The building principal will designate a special education/resource teacher as case manager.
  - d. Complete the Referral for Multidisciplinary Evaluation form and continue with intervention.
  - e. Each section of the referral shall be completed in its entirety, including appropriate vision, hearing, motor, and speech-language screenings.
  - f. Once the referral has been determined complete and has been signed by the building principal, the case manager will schedule an ARC meeting for the referral to be reviewed, and if appropriate, obtain permission for a multi-disciplinary evaluation. Note: Incomplete referrals will be returned to the general education teacher for completion.

**A copy of the completed referral will be submitted to the RTI Specialist and Building Level Team Chair (if it is not the building principal) a minimum of 10 school days prior to the ARC.**

### Speech/Language Screening Requests

1. Building Level Team (BLT) Chairperson will provide the Communication screening form and checklist upon request.
2. The staff person making the request will speak/meet with the parent to explain the screening process before completing the form.
3. The signed, completed form and checklist will be given to the Speech-Language Pathologist (SLP).
4. The student will be screened. Results and recommendations will be shared with the general education teacher, parent and BLT Chairperson.
5. If intervention is warranted, the SLP will share the recommended interventions with the general education teacher and monitor the student's progress for a minimum of six weeks.

Decisions about the student's response to intervention should follow the steps outlined on pages 5 - 6.



# Important things to remember when moving through the levels of intervention:

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- A student may stay in each level of intervention longer than the minimum time to collect data. Some students may require more time within a level of intervention for the data to be meaningful.
- Students who show good response to an intervention (at any level) should **not** progress to a more intensive level.
- Some students may remain in a particular level of intervention as long as good response to the intervention is evidenced as well as a continued need for supplemental instruction.
- Once a student shows consistently good response to the intervention, as evidenced by performing consistently above the goal line, that student should move to a lower level of intervention.
- Students should not be “fast-tracked” through RTI without prior approval of the Building Level Team. This includes collecting progress monitoring more frequently than once per week or providing multiple interventions at the very beginning in order to simulate Level 3.
- Students who show extremely poor response to intervention may be referred to the Student Level Team at an interim point for consideration of an early change in intervention level.
- Interventions must be delivered with fidelity and continuity.
- Interventions do not replace core classroom instruction.

## Consider Providing an Intervention When...

- A student performs below the 25<sup>th</sup> percentile on district universal assessment (i.e., MAP, CERT...) especially on consecutive administrations.
- A student has a high risk score on the Persistence to Graduation Tool (PtGt).
- A student consistently performs poorly on formative assessments within the classroom when compared to his/her peers.
- A student has repeated discipline referrals.
- A student’s classroom performance does not match test scores.

*\*\*This is not an exhaustive list.*

***Triangulation of the data is imperative when making educational decisions.***

Each of the above indicators serves as a single piece of information. Teacher input, parental concern, school history... provides important information to be included in the triangulation of data

# What is an Intervention?

**Definition:** An intervention is a specific academic/behavioral strategy or program that differs from activities occurring in the student's classroom as part of the general curriculum. An intervention is instruction designed to build/improve an at-risk student's skills in areas that are necessary to allow him/her to achieve grade-level expectations.

An Intervention is what a classroom teacher, or another designated and trained interventionist, does with a student. An intervention is the specific instruction provided to meet the student's academic or behavioral needs (programs/lessons/strategies that are explicitly taught).

## INTERVENTION

- Must involve instruction.
- Must be provided in a small group or individually.
- Must be in addition to not in place of the general curriculum.
- Must be provided consistently a minimum of three times a week over a period of at least 6 weeks.
- Cannot be more of the same thing, presented in the same way. Must be focused on remediating a skill deficit.
- Must have a logical structure/progression of skills or be targeted to a specific identified weakness.

## NOT INTERVENTION

- Completing a form
- Giving the student an assessment or doing a classroom observation
- A change in seating or other change in the classroom environment
- Progress monitoring
- Parental contact
- Extra homework or extra practice activities to be completed at home
- Peer buddies
- Retention
- Recording/logging behavior by teacher/observer
- In or out of school suspension
- Small group or any other instruction, if the instruction is not specific to the student's identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student's learning
- Other accommodations, modifications, or differentiation (see pages that follow for definitions)

# What are Accommodations?

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**Accommodations are changes to the way a child is expected to learn or how he/she is tested.**

**Accommodations eliminate obstacles that would interfere with a student's ability to perform or produce at the same standard of performance as all general education students.**

- Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting.
- Accommodations are intended to reduce or even eliminate the effects of a student's academic or behavioral deficits.
- Accommodations do not reduce learning expectations.
- Accommodations can be provided for:
  - Instructional method and materials
  - Assignments and assessments
  - Learning environment
  - Time demands and scheduling
  - Special communication systems

## EXAMPLES OF ACCOMMODATIONS

- Reading a test to a student (with no additional help). This does not apply to a reading test.
- Allowing extra time to take the same test or complete the same assignment
- Signing an assignment book
- Breaking down work into smaller segments, but still expecting all elements to be completed
- Staying after school for homework help
- Preferential seating
- Providing an extra set of books at home
- Home-School communication journal
- Books on tape

# What are Modifications?

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**Modifications are changes to what a child is expected to learn. Modifications are changes that actually lower the standards of performance.**

- Modifications are substantial changes in what the student is expected to demonstrate.
- Modifications may be changes in instructional level, content, and performance criteria, and may include changes in test form or format or alternative assignments.
- Modifications can increase the gap between the achievement of students with academic/behavioral deficits and expectations for proficiency at a particular grade level.

## EXAMPLES OF MODIFICATIONS

- Reading a reading test to a student
- Reading a test and rewording/re-explaining questions on the test
- Changing multiple-choice answers from 4 to 3 options
- Shortening a spelling test or other assignment
- Using a different grading scale for a student
- Reducing homework/number of assignments to be completed

# What is Differentiation?

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**Differentiation includes changes to instruction designed to meet the needs of students at different instructional levels within the classroom and should be a natural part of good core instruction at LEVEL 1.**

- Differentiation may involve a combination of Accommodations and Modifications.
- It may also include additional small group instruction and/or purposeful design of instructional centers within the classroom.

# What is Explicit Instruction?

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**Explicit instruction is a structured, systematic, and effective methodology for teaching academic skills. It is called explicit because it is an unambiguous and direct approach to teaching that includes both instructional design and delivery procedures. Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved. (Archer, 2011)**

## Progress Monitoring

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In order to know if our instruction is effective, we must monitor our students' progress in meeting instructional expectations. For the majority of our students, universal benchmarking three times a year (i.e., MAP, CERT) along with classroom assessment will be sufficient. For those not responding as expected to classroom instruction and are receiving supplemental instruction/intervention, their progress must be monitored more frequently. (Please refer to the Levels of Intervention Overview and RtI Math and Reading Assessment Framework.)

**Teachers:** To aid teachers in documenting student interventions and student responsiveness to the interventions, electronic data tracking systems are available (e.g., AIMSWeb Plus or similar). Any skill and/or behavior that can be quantified for monitoring purposes should be recorded electronically in the approved system. Teachers and Building Level Team members will review the data graphs monthly. Building Level Team members will look not only for the students' responsiveness to the interventions provided, but also for the integrity of the intervention implementation (meets minimum requirements for frequency, duration, and data collection).

**Teachers are encouraged to retain an electronic back-up or a hard copy of his/her records in case something should happen to the original.**

**Building Level Team Chairperson:** Each Building Level Team is expected to document student interventions, their responsiveness to interventions, and meeting notes. Building Level Teams are to record this information on a RTI Building Level Team (BLT) Intervention Spreadsheet.

# Common Questions/Comments Related to the Purpose and Principles of RTI

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## **Why wasn't Sally referred to RTI last year? ~OR~ How do I get John into RTI?**

There is no referral process for RTI per se. If a child is enrolled in school, then he/she is in RTI. When a student is not making progress as expected when compared to his/her peers, LEVEL 1 instruction (classroom instruction) should be examined to determine if differentiation, environmental changes, and/or supplemental instruction is indicated. See pages 5 – 6 of the CCS RTI Handbook for procedures on moving through levels of intervention. Students who have been identified for and are receiving a LEVEL 2 or a LEVEL 3 intervention (see definitions) should be progress monitored and tracked via the outlined RTI procedures for academics and/or behavior.

## **What do you mean I can't have 15 kids from my class in RTI?**

LEVEL 2 interventions are intended for those students who do not respond to regular classroom instruction with differentiation and explicit instruction. This should not be more than 20% of the student population. If more than 20% of a classroom or more than 20% of a grade level is not responding to regular classroom instruction, LEVEL 1 instruction or classroom management should first be analyzed and changes made before planning LEVEL 2 interventions. No more than 5% of the student population should require LEVEL 3 interventions. If these numbers are in excess of 5%, LEVEL 2 interventions should be analyzed and changes made.

## **How can we speed up this intervention process? Jack is really struggling!**

Six to nine weeks of progress monitoring data is required to determine a reliable trend or response to intervention. We all know that there are no “quick fixes”. Students who are behind instructionally or who struggle behaviorally generally have deficits that have developed over time and for a myriad of complex reasons. The assumption that they have such deficits because they have an underlying disability should not be the first hypothesis considered. The only way we currently have of separating out those students who have a disability from those who have deficits for other reasons is to patiently and consistently follow the RTI process.

## **Billy's been in the RTI process for 2 years; so when do we refer him for special education?**

There are many students who are able to make adequate progress toward grade-level goals when receiving LEVEL 2 interventions. This is perfectly acceptable and should be expected. There will always be a group of students that learn more slowly and that hover at or near the bottom of the average range. These students will likely need extra daily practice and repetition of instruction, which can be provided via LEVEL 2 intervention. This does not constitute a disability. We need to creatively problem solve to see that students who need this level of supplemental instruction continue to receive it. There is no time limit on RTI LEVEL 2 interventions.

## **I have 9 weeks of CBM data for Sue in reading and math. Now what?**

Progress monitoring alone is not an intervention. If you have collected data without providing an intervention, the good news is that you have nine good weeks of baseline data to see whether students are responding to LEVEL 1 instruction. If the student is not making progress, RTI discussions should take place to determine what LEVEL 2 intervention can be implemented. If the student is making progress, you should continue high quality LEVEL 1 instruction and continue to progress monitor as needed. You could consider monitoring less frequently in this case, as weekly progress monitoring is only required for students receiving a LEVEL 2 and/or a LEVEL 3 intervention.

## **How do I explain to Bob's parents why we are doing nothing?**

We have many students who now receive a variety of interventions that were not previously available prior to our adoption of the RTI process. In years prior to RTI, students often did not receive any specific interventions or supplemental instruction unless they were identified as having a disability and were enrolled in special education. This is no longer the case. If a student is involved in the RTI process, intervention, ongoing monitoring, and team problem solving should be taking place at regular intervals, particularly for those students who are not making sufficient progress. This is far from doing nothing! Just as you would never comment to a parent that you are sorry that we are not labeling their child as educationally disabled or academically handicapped fast enough, you should never make this type of comment to a parent. It is simply untrue. If there is a student that you feel strongly should be receiving an intervention, gather existing data, share this data with your principal, RTI chairperson, and grade level team, and be prepared to be actively involved in the problem solving and intervention implementation process.

## **I choose not to participate in RTI. There is too much paperwork involved, and I don't have time.**

It is not an individual teacher's choice to participate or not to participate in RTI. Students are chosen for existing interventions (e.g., Voyager Reading) based on data. Data is also gathered and analyzed on an ongoing basis throughout the school year (e.g., behavior referrals, attendance, grades, MAP scores, Voyager and AIMSweb benchmarks, etc.). The RTI Grade Level and/or Building Level Team may determine based on this data that any given student requires a LEVEL 2 and/or LEVEL 3 intervention at any point in the school year. The regular classroom teacher is required to actively participate in the problem solving process and follow through with any RTI decisions that are made regarding intervention and progress monitoring.

## **Why should I provide an intervention for Teresa? If I help her, she will never qualify for an IEP.**

Precisely!!! That is the primary goal of RTI. We want to provide students with what they need to learn in the least restrictive environment possible. Secondly, eligibility guidelines for virtually all disability categories require students to 1) receive multiple interventions, 2) show a pattern of inadequate progress despite those interventions, and 3) have multiple sources of evaluation data indicating that they are performing significantly and consistently below their grade-level peers. The third item is often the easiest. We generally have much data indicating why and how students are not performing up to our expectations. However, the first two items on the list are what allow students to qualify for services. Without this information, students cannot qualify.

## **Let's hurry up and get data for Joey so I can refer for special education.**

As mentioned above, we want to provide students with what they need to learn in the least restrictive environment possible. So the emphasis should be on implementing an intervention to help students learn commensurately with their peers within the general curriculum. Reframing the initial statement places the emphasis in the correct direction: **Let's hurry up and implement an intervention for Joey so he can catch up to his peers.** The expectation is that Joey will respond well to the intervention and not need more intensive (aka more restrictive) instruction.

## **IMPORTANT! IMPORTANT! IMPORTANT!**

An IEP is not a goal or prize that we should be seeking for our students. Special education serves a specific purpose, and there will always be students that require specially designed instruction. However, there will also always be a group of students who are lower performing but that are not students with disabilities. If we are quick to identify any student that struggles as an educationally disabled student, we will quickly overwhelm our special education system and many more students will go without the

level of services they require. Special education eligibility should be considered the last resort to address student needs after all other reasonable and appropriate possibilities have been exhausted.

## **RTI Roles and Responsibilities**

### **Director of School Improvement**

- Lead the District Response to Intervention Team, and consult with content coordinators/interventionists in the development, implementation, and evaluation of academic and behavior interventions in accordance with district and state standards.
- Work with principals to monitor intervention implementation to ensure alignment with the district Response to Intervention model.
- Oversee the creation of district RTI Handbook and forms
- Review, evaluate, recommend, and/or purchase materials and services needed for implementing the RTI model.

### **Teaching and Learning Leads**

- Develop and coordinate district-wide professional development for the RTI model.
- Provide technical assistance to teachers and administrators regarding the Response to Intervention (RTI) model.
- Collaborate with district school psychologists, instructional coaches, school-based intervention specialists, and other school staff in developing individualized service plans for students who are struggling in the general education classroom.

### **Principal**

- Assure fidelity of core instruction implementation through classroom observations.
- Assure fidelity of intervention implementation through classroom observations.
- Provide for flexible scheduling opportunities to allow for intervention to occur.
- Lead building level team to review multiple data sources in order to ensure data-based decision making.
- Initiate creative problem solving strategies in order to remove barriers so that appropriate intervention can occur.
- Work to identify the content and behavior “specialists” within his/her building.

### **Building Level Team Chairperson (BLT Chair)**

- Chair all monthly RTI Grade Level/Content Team Meetings (GLTs and CTs) related to RTI.
- Take meeting notes.
- Work with team to organize universal screening data (e.g. MAP, PtGT List, Behavior Screening Data, Benchmarking Data).

### **(BLT Chair cont'd)**

- Manage RTI student folders on each student.
- Manage, organize and submit Mid-Year and End of Year RTI Reports to appropriate recipients.
- Ensure parent letter is sent home when a student enters Level 2.
- Ensure meeting with parents, teacher and other staff is scheduled prior to student entering Level 3.
- Organize and ensure all appropriate health and motor screenings have occurred prior to Level 3.
- Any other responsibilities assigned by the building principal at his/her discretion.

### **School Psychologists**

- Consult with campus staff and leadership teams on the Response to Intervention model, the RTI process, and the documentation requirements for students receiving Level 2 and 3 interventions.
- Contribute expertise in evaluation of outcomes, data collection and data analysis.
- Identifies strategies, materials and resources for interventions in partnership with counselor, teaching and learning leads, and instructional coaches.
- Provide guidance in decision-making regarding assessment issues.
- Consult on need for and collection of diagnostic or screening information as requested by the Building Level Teams (BLTs).
- Assist with data graphing as approved by Director for School Improvement.
- Work with Principal, Building Level Team Chairperson, and Student Level Team members (including parents) to identify the point at which a student is suspected to have a disability.

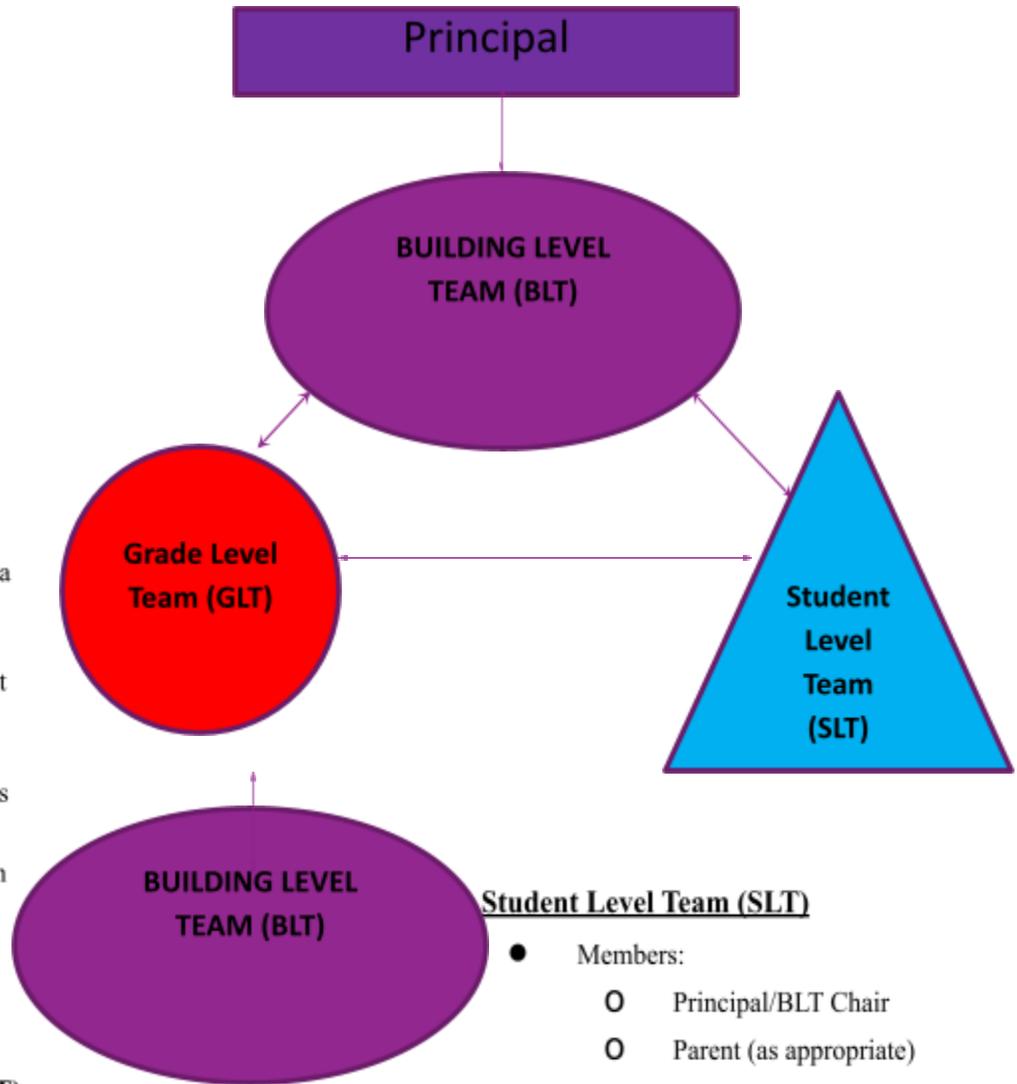
### **Teaching and Learning Leads/Instructional Coaches**

- Provide information, resources, training and support to teachers on the design and implementation of research based interventions.
- Model classroom level interventions for classroom teachers.
- Model pull-out interventions for school intervention teachers and specialists.

### **Classroom Teachers**

- Provide core instruction, core (Level 1) differentiation, and/or Level 2 (classroom level) interventions to students as required.
- Attend all grade level team (GLT) meetings.
- Monitor the progress of ALL students receiving Level 2 intervention.
- Complete electronic progress monitoring graph for each student within Level 2 and Level 3 intervention in partnership with person providing the intervention.
- Maintain appropriate communication with parents on student progress (phone calls, letters home, parent conferences, etc.)
- Any other responsibilities assigned by the building principal at his/her discretion.

# Elementary



## Building Level Team (BLT)

- Members:
  - Principal
  - BLT Chair
  - Counselors
  - School Psych
  - Intervention Teachers
  - \*FRYSC, \*Speech-language pathologist (\*As Needed)
- Meet once per month (at the discretion of the Principal)
- Data Review & Analysis
- School-wide Academic & Behavior Intervention Planning

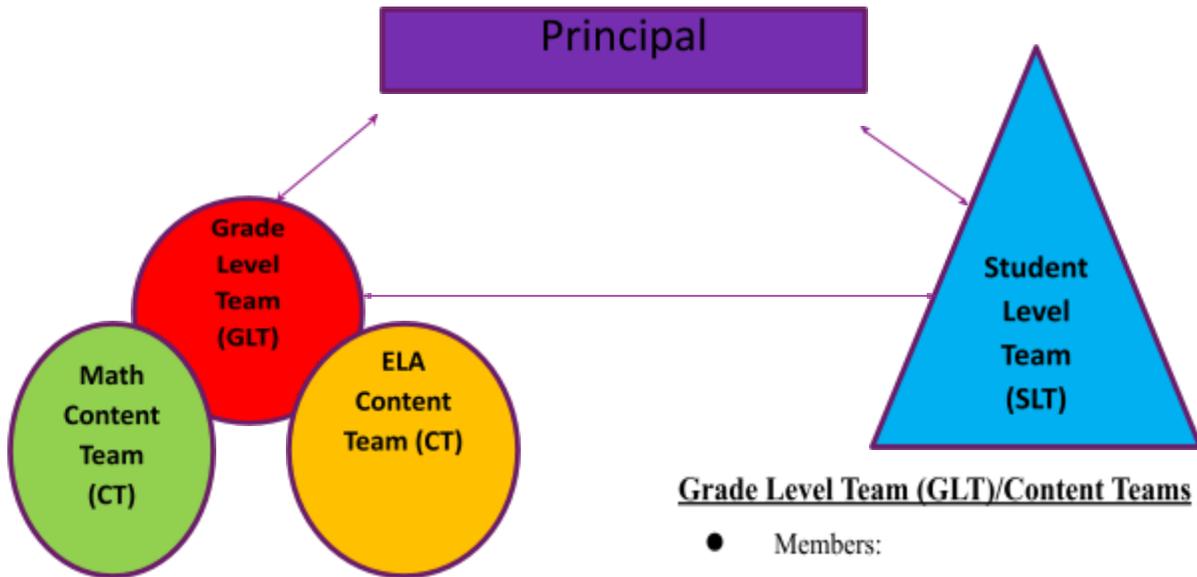
## Grade Level Team (GLT)

- Members:
  - Principal/BLT Chair
  - Grade Level Teachers
  - \*School Psych,\*Counselor,\*FRYSC,\*Intervention teacher, \*Behavior Specialist (\*As Needed)
- Meet Once Per Month for RTI purposes
  - Core (Level 1) Differentiation Planning
  - Level 2 Classroom Intervention Planning
  - Review student progress and make data-based decisions
- Communicate data to BLT

## Student Level Team (SLT)

- Members:
  - Principal/BLT Chair
  - Parent (as appropriate)
  - Classroom Teacher
  - \* School Psych,\*Counselor,\*FRYSC,\*Behavior Specialist,\*Intervention teacher,\*Speech Pathologist (\*As Needed)
- Plan intensive intervention
- Review student progress and make data-based decisions
- Meet As Needed Prior to and during Level 3 Intervention

# Middle School



## Building Level Team (BLT)

- Members:
  - Principal
  - BLT Chair
  - Counselors
  - Instructional Coaches
  - School Psychologist
  - \*Intervention Teachers, \*FRYSC, \*SRO, \*Speech-language pathologist (\*As Needed)
- Meet once per month (at the discretion of the Principal)
- Data Review & Analysis
- School-wide Academic & Behavior Intervention Planning

## Grade Level Team (GLT)/Content Teams (CT)

- Members:
  - Principal/BLT Chair
  - Instructional Coach
  - Grade Level /Content Teachers
  - \*School Psych, \*Counselor, \*FRYSC, \*Intervention teachers, \*Behavior Specialist (\*As Needed)
- Meet Once Per Month for RTI purposes
  - Core (Level 1) Differentiation Planning
  - Level 2 Classroom Intervention Planning

## Student Level Team (SLT)

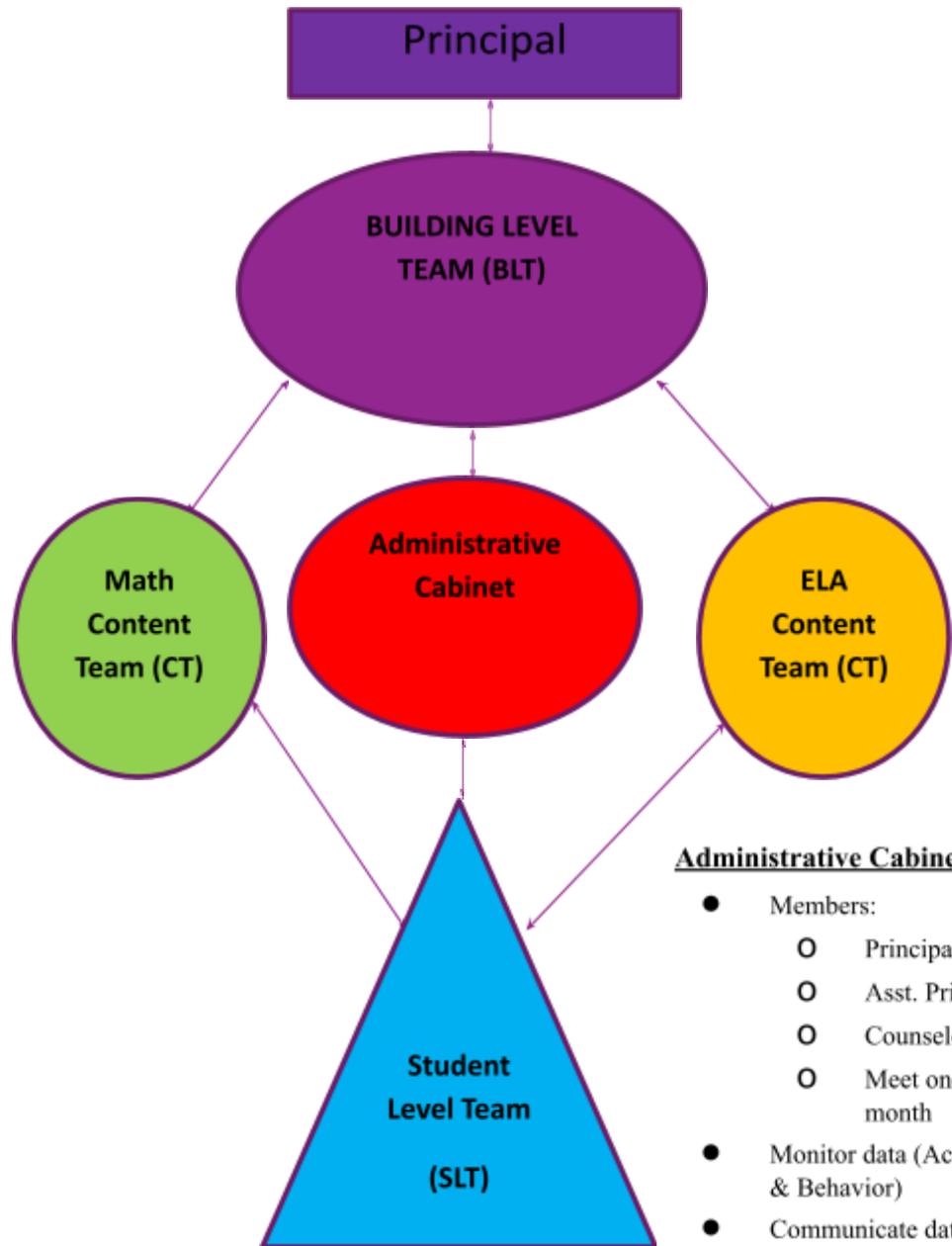
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- Members:
  - Principal/Co-Chair
  - Parent (as appropriate)
  - Classroom Teacher
  - \* School Psych, \*Counselor, \*FRYSC, \*Content/Behavior Specialist, \*Intervention teacher (\*As Needed)
- Plan intensive intervention
- Review student progress and make data-based decisions
- Meet As Needed prior to and during Level 3 Intervention

# High School

## Building Level Team (BLT)

- Members:
  - Principal
  - BLT Chair
  - Counselors
  - Instructional Coach
  - School Psych
  - \*Intervention Teachers, \*FRYSC, \*SRO, \*Speech-language pathologist (\*As Needed)
- Meet once per month (at the discretion of the Principal)
- Data Review & Analysis
- School-wide Academic & Behavior Intervention Planning
- Share/discuss trends with



## Administrative Cabinet

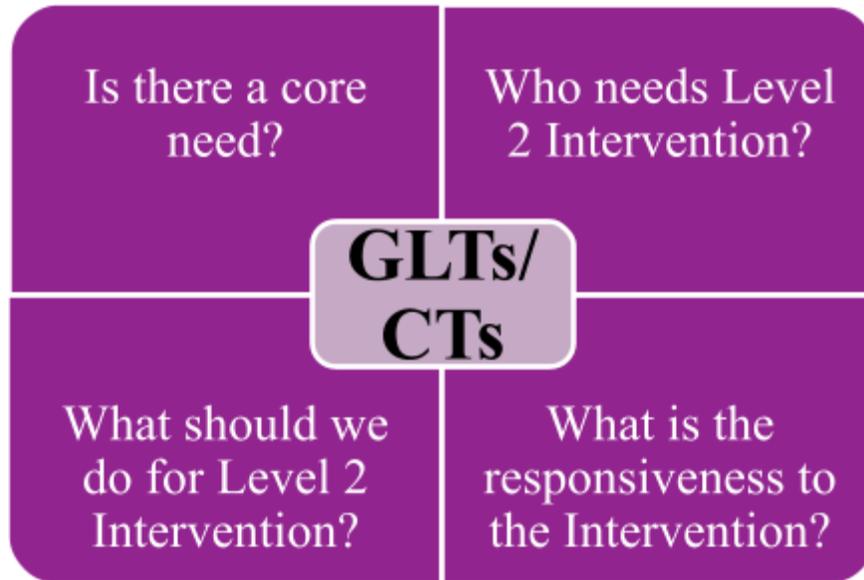
- Members:
  - Principal
  - Asst. Principals
  - Counselors
  - Meet once per month
- Monitor data (Academic & Behavior)
- Communicate data to BLT

## Student Level Team (SLT)

- ### Content Teams (CT)
- Members:
    - Principal/BLT Chair
    - Staff Developer
    - Content Teachers
    - \*School Psych, \*Counselor,\*FRYSC, \*Intervention teachers, \*Behavior Specialist (\*As Needed)
  - Meet Once Per Month for RTI purposes
    - Core (Level 1) Differentiation Planning
    - Level 2 Classroom Intervention Planning
    - Review student progress and make data-based decisions
  - Communicate data to BLT

- Members:
  - Principal/Co-Chair
  - Parent (as appropriate)
  - Classroom Teacher
  - \* School Psych, \*Counselor,\*FRYSC, \*Content/Behavior Specialist, \*Intervention teacher (\*As Needed)
- Plan intensive intervention
- Review student progress and make data-based decisions
- Meet As Needed prior to and during Level 3 Intervention

## GRADE LEVEL TEAMS/CONTENT TEAMS



## Proposed Agenda

Examine various formal and informal data to drive core instruction.

Embedded PD on topics that address opportunities and challenges for core instruction.

Design appropriate Level 1 and 2 differentiation/ interventions and plan for implementation.

## **Appendix A: RTI Screening Request Forms**

A-1. RTI Screenings

A-2. Vision Screening Request

A-3. Hearing Screening Request

A-4. Speech-Language Screening Request & Checklist

A-5. Motor Screening

## RTI Screenings

Student: \_\_\_\_\_ Teacher/Grade: \_\_\_\_\_

### Screenings

Screening	Request Date	Screening Date	Result	Rescreen Date	Result
Vision			P F		P F
Hearing			P F		P F
Speech/Language			P F		P F
Motor			P F		P F

### Other Factors

Repeated Grades	Medical Diagnosis/Medication	504 Plan	Speech/Lang.	ESL	On PtGT List

**VISION SCREENING REQUEST**  
**SCHOOL NURSE**

The following student has been referred for a **VISION** Screening:

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Date Referred: \_\_\_\_\_

	<b><u>Passed</u></b>	<b><u>Failed</u></b>	<b><u>Date</u></b>
Vision	_____	_____	_____

Recommendations/Comments

Completed by: \_\_\_\_\_

Dated: \_\_\_\_\_

Return to: \_\_\_\_\_

Revised 09/2011

**HEARING SCREENING REQUEST**  
**Speech Therapist**

The following student has been referred for a **Hearing** Screening:

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Date Referred: \_\_\_\_\_

	<b><u>Passed</u></b>	<b><u>Failed</u></b>	<b><u>Date</u></b>
Hearing	_____	_____	_____

Recommendations/Comments

Completed by: \_\_\_\_\_

Dated: \_\_\_\_\_

Return to: \_\_\_\_\_

**COMMUNICATION SCREENING REQUEST**  
**Speech-Language Therapist**

The following student has been referred for a **Speech** Screening:

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Date Referred: \_\_\_\_\_

	<b><u>Passed</u></b>	<b><u>Failed</u></b>	<b><u>Date</u></b>
Articulation	_____	_____	_____
Language	_____	_____	_____
Voice	_____	_____	_____
Fluency	_____	_____	_____

Recommendations/Comments

Completed by: \_\_\_\_\_

Dated: \_\_\_\_\_

Return to: \_\_\_\_\_

Revised 09/2011

**Speech and Language RTI Checklist**

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

**Areas of concern: Please check all that apply**

- \_\_\_\_\_ **Speech** – difficult to understand articulation
- \_\_\_\_\_ **Language** – misuses grammar/sentences too short for age
- \_\_\_\_\_ **Language** – difficulty expressing what he/she wants to say
- \_\_\_\_\_ **Language** – low vocabulary skills
- \_\_\_\_\_ **Language** – cannot follow directions
- \_\_\_\_\_ **Stuttering** – Repeats sounds, words, phrases (i.e., “I I I I w w want to go.”)
- \_\_\_\_\_ **Stuttering** – long hesitations, opens mouth to talk but nothing comes out
- \_\_\_\_\_ **Voice** – pitch is too high or low for age/gender
- \_\_\_\_\_ **Voice** – voice is breathy, airy, harsh, and/or hoarse
- \_\_\_\_\_ **Hearing** – difficulty hearing in class

**Additional Comments/Concerns:**

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