



RCSD RTI Process

If a student is experiencing academic or behavioral difficulty in the classroom the teacher will begin T1 upgrades. If after 4 weeks of T1 upgrades adequate progress has not been made, follow the steps below:

Moving a Student to T2 Interventions:

- ☐ Interventionist/Counselor/Teacher will notify Mary Katherine Denley (mar506@rcsd.ms) for a hearing/vision screening.
*Melanie Stevens will coordinate and explain this process.
- ☐ Interventionist/Counselor/Teacher will complete T2 Academic Referral Form. (Optional for MS/HS)
- ☐ Interventionist/Counselor/Teacher will contact parent (conference, phone, or email) about beginning T2 interventions and send home Parent Notice of T2 Services letter.
- ☐ Interventionist/Counselor/Teacher creates a T2 intervention plan. This plan is documented on the T2 Documentation Plan.
- ☐ Interventionists/Counselor/Teacher will give the interventionist/counselor the T2 Referral Form, and a copy of the T2 Documentation Plan. This is to alert the interventionist/counselor that a student has moved from T1 to T2. The interventionist will create a file for this student.
- ☐ Interventionist/Counselor will indicate in PowerSchool that the student has started T2 interventions.
- ☐ Teacher/Counselor begins T2 interventions. *T2 meetings need to occur every 4 weeks after implementation. If T2 services continue, keep meeting every 4 weeks to review data. Teachers are responsible for scheduling these meetings, alerting the administration of when these meetings will occur and turning in the T2 Meeting Summary Forms to the interventionist/counselor after each 4-week meeting. These meetings can take place during grade level meetings. If you are a middle or high school, you can meet in department meetings or you can document progress through a Google Doc system set up by your interventionist/counselor.
- ☐ Teacher/Counselor must progress monitor a minimum of twice a month and graph on the Progress Monitoring Graph form OR provide a copy of the built in progress-monitoring tool from your intervention. (However, if you are using a program like LLI, you should use the progress monitoring as the program states, which means you will have more data points than just twice a month.)

*Note: Counselors assume interventionist responsibilities at middle and high school levels with no interventionist.

Moving a Student to T3 Interventions:

- ☐ If adequate progress has not been made after 8-10 weeks of T2, the teacher/counselor will complete the top portion of the TST/MSIS Referral and Initial Meeting Summary form and give to the interventionist/counselor. The meeting must be scheduled within 2 weeks of the referral date. A Parent Notice of TST Meeting will be sent home to parent/guardian by the interventionist/counselor.
- ☐ Interventionist/Counselor/Teacher will begin to complete and gather the additional paperwork for the initial T3 meeting:
 - _____ Progress Monitoring Graph or Data
 - _____ Student Data Profile
 - _____ Copy of Cum Insert
 - _____ For grades Kg-2, Copy of Standards-Based Report Card
 - _____ Parent Contact & Meeting Log
 - _____ For behavior issues, complete Social/Emotional Worksheet.
 - _____ If student receives ELL, attach a copy of their LSP from the ELL teacher.
 - _____ Work Samples (academic only)
- ☐ When a child is moved to T3, TST meetings will be conducted every 8 weeks. Students in dyslexia therapy are considered T3 students and meetings should be conducted on these students every 8 weeks. (If they receive SPED services for ELA, you don't have to conduct T3 meetings for dyslexia.) Use TST Meeting Summary Forms for all other T3 meetings. Parents should be invited to all T3 meetings. Interventionist/Counselor will create T3 Documentation Plan, conduct interventions, progress monitor, schedule, & facilitate meetings, and notify parents and team members. The meetings will continue as long as the student is receiving T3 interventions.
- ☐ If parent attends the initial T3 meeting, go ahead and conduct Developmental History Interview following the meeting. If they fail to attend, *classroom teacher* will interview the parent/guardian by conference or phone call before the 8th week meeting.
- ☐ After student begins T3 interventions, teacher/counselor will complete additional paperwork that will be due at the 8th week review meeting:
 - _____ Teacher Narrative
 - _____ Developmental History Parent Interview (If not completed during initial T3 meeting.)
- ☐ If after 16th week review meeting, progress is being made, continue T3 interventions and meetings or consider moving back to T2.
- ☐ If after 16th week review meeting multiple sources of data indicate the child is still performing below grade level, the TST team may consider a referral to the Multidisciplinary Evaluation Team (MET) meeting for a possible evaluation. At this time, the counselor will begin the process to set up a 10 day MET referral, contacting Shannon Boyce in the SPED Department.
- ☐ If the decision is made to refer for a MET meeting, the Teacher Narrative and Developmental History must be updated before the meeting.

Note:

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In special cases, (for example, transfers with significant academic deficits, multiple retentions and/or absences, excessive discipline issues, transfer from a facility, etc..) you can request an initial T3 meeting prior to implementing T2 interventions. However, all documentation except progress monitoring data will still be required before initial meeting takes places.

At the MET Referral Meeting, no copies of the tier folders need to be made for team members. Just be able to discuss what has been done for interventions and the student's progress or lack thereof. The forms listed above are forms they will have to have. In addition to that, they want the Tier 3 Documentation Plan for sure. If they want any other data from the tier folder, they will let you know that day and you can make them a copy then. You do NOT need to make multiple copies of this information.

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