**RTI – A System of Support -** Teaming Structures Sample

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| **Universal Screening Meetings****Time:** September, January, May**Team:** Grade level team, principal, Title One Coordinator, and any other specialists as appropriate**Tasks:** * Data review and analysis
* Examine core program effectiveness
* Plan for needs of all students

**Outcomes:** Grade level goals and action plans established and shared, Instructional Program Brochure sent home with every student.**Data Review Meetings****Time:** Generally after 20 to 30 days of instruction in the intervention.**Team:**  Grade level team, principal, Title One Coordinator, Special Education teacher and any other specialists as appropriate.**Tasks:*** Focus on groups of students in interventions
* Follow district decision rules
* Focus on time, design, and delivery of intervention

**Outcomes:** Decisions are made about student intervention needs and recorded on the Student Intervention Profile. Parents are notified that their child has been place in an intervention. |  | **Individual Intensive Intervention and Planning Meeting****Time:** Happens after an intervention has had at least two substantial changes, based on individual student need and team decisions.**Team:** Parent, classroom teacher, principal, Title One Coordinator, Special Education teacher, and any other specialists as appropriate**Tasks:** * EBIS Team meeting notice sent home prior to meeting
* Developmental History completed prior to meeting
* Individual Student File Review completed prior to meeting
* At the meeting, review all information (data, strengths, concerns, modifications tried)
* Team establishes a desired outcome and an action plan to achieve
* Assign case manager

**Outcomes:** Individual intervention and Action Plan form completed, copy given to parent along with Parent Notification when using RTI under IDEA. |  | **After one highly structured individualized intervention that lasts 20 to 30 instructional days** |
| **Progress****Options:*** Continue in intervention, review student progress at data review meetings, and reintegrate into general education curriculum.
* Heavy dose of intervention that cannot be maintained long-term with the current resources – consider SPED referral.
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| **No Progress****Options:*** Difficulties appear to be related to other factors (e.g., behavior, attendance, other), continue targeted interventions and develop plan to target identified issues, review progress at data review meetings.
* Progress is **not** adequate – consider SPED referral
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| **If SPED Referral****Team:** IEP Team**Tasks:*** Team meeting notice (IDEA) (can be given at meeting – parent can waive 10 day notice)
* Team convenes to review all the data and information
* Team determines if additional testing should occur
* Consent for SPED evaluation signed
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| **Progress*** Continue in intervention
* De-intensify or discontinue intervention
 |  | **No Progress*** Consider all factors
* Consider a substantial change (review options)
* No less than two substantial changes must be made before an individualized intervention meeting
 |  |  | **SPED Determination****After SPED evaluation is complete, team should determine if SPED eligibility is appropriate. Protocols and forms should be completed.** |
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| **Exit Program** |