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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. |
|  |
| **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 |
|  |
| **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 |
|  |
|  | | |
| **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.** |
|  |
| **Exit Program** |