

# Academic and Behavioral Response to Intervention Handbook



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# Response to Intervention: Academic and Behavioral

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# Key Definitions:

## 504 Plan

Spells out the modifications and accommodations that will be needed for 504 students to have an opportunity to perform at the same level as their peers. This is *not* a special education process or plan. Also referred to as an IAP (Individual Accommodation Plan).

## Behavior Intervention Plan (BIP)

Specific plan of action for managing a student's behavior. A BIP may include ways to change the environment to keep behavior from starting in the first place, provide positive reinforcement to promote good behavior, employ planned ignoring to avoid reinforcing bad behavior, and provide supports needed so that the student will not be driven to act out due to frustration or fatigue.

## Functional Behavior Assessment (FBA)

The process of determining why a student engages in challenging behavior and how the student's behavior relates to the environment. Functional behavior assessments describe the relationship between a skill or performance problem and variables that contribute to its occurrence.

## Individual Education Plan (IEP)

Spells out the goals, modifications, accommodations, and related services that are needed for special education students to have an opportunity to perform at the same level as their peers.

## Related Service Provider

Provides services to students to offer access to their environment and support them in meeting their goals (occupational therapist, speech and language pathologist, adapted physical education teacher, physical therapist, social worker/counselor).

## Response to Intervention (RtI)

Integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with disabilities.

## School Building Level Committee (SBLC)

A general education, data driven, decision-making committee whose standing members consist of at least the principal/ designee, a classroom teacher, and the referring teacher.

## Special Education Services

Service provided by a special education teacher or related service provider to help a student perform at the same level as their peers.

## Tier 1 Intervention

Universal interventions provided and systems in place in the regular education setting on a daily basis (e.g. marks system, positive behavior support system, guided reading).

## Tier 2 Intervention

Research-based interventions provided in a small group setting for limited time (e.g. pull-out Number Worlds group 2x/wk, 45 min.).

## Tier 3 Intervention

Research-based interventions provided in a one-on-one or small group setting for an extended time (e.g. pull-out Number Worlds group 4x/wk, 90 min.). This is the tier directly before referral for a special education evaluation.

## Universal Screening

Universal screening is a type of assessment that is characterized by the administration of repeatable testing of age-appropriate skills to all students. These screenings should be conducted 3-4 times during the school year to monitor progress and help identify at-risk students.

## **Personnel Roles:**

### **504 Coordinator**

Responsible for all 504 plans, meetings, and paperwork.

### **Behavior Interventionist**

Responsible for check-in/outs, behavior contracts, bi-weekly observations, functional behavior assessments, and behavior intervention plans. This cannot be the Coordinator of Student Safety and Behavior.

### **Coordinator of Student Safety and Behavior**

Collaborates with the Behavior Interventionist to complete observations and coach teachers on how to implement behavior interventions in their classrooms.

### **Director of Counseling Services/Social Worker**

Collaborates with the Behavior Interventionist to conduct functional behavior assessments and create behavior intervention plans. They are also responsible for providing social work and counseling services to students who are referred to them through the Rtl Director/Rtl Case Manager.

### **Rtl Director/Rtl Case Manager**

Responsible for managing all Rtl paperwork, scheduling and facilitating meetings, organizing and monitoring interventions, and monitoring progress through weekly data point collection. The Director also makes sure all students receive the appropriate related services by filling out and submitting referral forms to the service providers.

### **Rtl Team/504 Team/IEP Team**

Rtl Director/Rtl Case Manager, 504 Coordinator, Special Education Director, Principal, Assistant Principal, Dean of Students, General Education Teachers, Special Education Teachers of Record, Interventionists, Parents, Student.

### **School Testing Coordinator**

Responsible for organizing weekly, interim, and state test materials, along with the school-wide accommodations list.

### **Special Education Director**

Responsible for all IEPs, meetings, and special education paperwork. Should not be the Rtl Director/Rtl Case Manager or 504 Coordinator.

# Response to Intervention—Academic

The Rtl Director/Rtl Case Manager will place a student in intervention at the beginning of the school year based on the Universal Screening data (e.g. state testing data, STEP, Math or Reading progress monitoring tools, and Map) OR a teacher, professional learning community, administrator, or parent will refer a student to the School Building Level Committee (SBLC) team because they are not successful in Tier 1. To refer a student, complete the Student Referral form in its entirety and turn in to the SBLC Chair. Note: Pre-Kindergarteners and Kindergarteners should be given a waiting period of five months at the beginning of the year before being referred for Rtl.

The Director/Case Manager will notify the Rtl Team of the date, time, and agenda of Meeting #1, by sending an e-mail and a written reminder using the Notice of Meeting form. The Director/Case Manager will enter the student into the Processing Spreadsheet.

The Rtl Director/Rtl Case Manager will use the School Nurse Referral form to schedule a vision and hearing screening, and complete the Assistive Technology Screening Checklist. The Rtl Director/Rtl Case Manager will also use the Speech and Language Referral form to schedule a speech and language screening with the Speech Pathologist, who will assist with the Rtl process if a deficit area is found. According to the initial student referral, this will determine what additional forms the teacher and/or parent will complete.

The Rtl Director/Rtl Case Manager will place a student in Tier 2 or 3 interventions, determined by the definitions on the Academic Tier Pyramids. They will also administer the appropriate assessment for the subject area(s), as listed on the Intervention Flow Charts, to collect initial baseline data.

The Rtl Director/Rtl Case Manager will complete a draft Rtl Plan form for each subject area referred.

The Rtl Director/Rtl Case Manager will enter the student and his/her Rtl Plan information into the Rtl progress monitoring spreadsheet. They will provide a copy of the Rtl Plan, along with any intervention materials, to the assigned interventionist.

At Meeting #1 the Rtl Director/Rtl Case Manager will present the Rtl Plan. The Director will complete the Meeting Notes page, making sure to note any parent/guardian concerns. The SBLC team will:

- Discuss the baseline data and Rtl Plan, providing suggestions or changes when appropriate
- Determine a date and time for the Team to meet again and discuss progress

The Rtl Director/Rtl Case Manager will ensure that the Rtl Plan and data point collection is implemented correctly, as described on the Intervention Flowcharts. The Rtl Director/Rtl Case Manager will enter the weekly data into the Rtl progress monitoring spreadsheet.

At Meeting #2, the end of the six-nine week intervention period, the Rtl Director/Rtl Case Manager will present a report and/or graph of all data collected for each of the student's goals. The Director will complete the Meeting Notes page, making sure to note any parent/guardian concerns. The Rtl Team will:

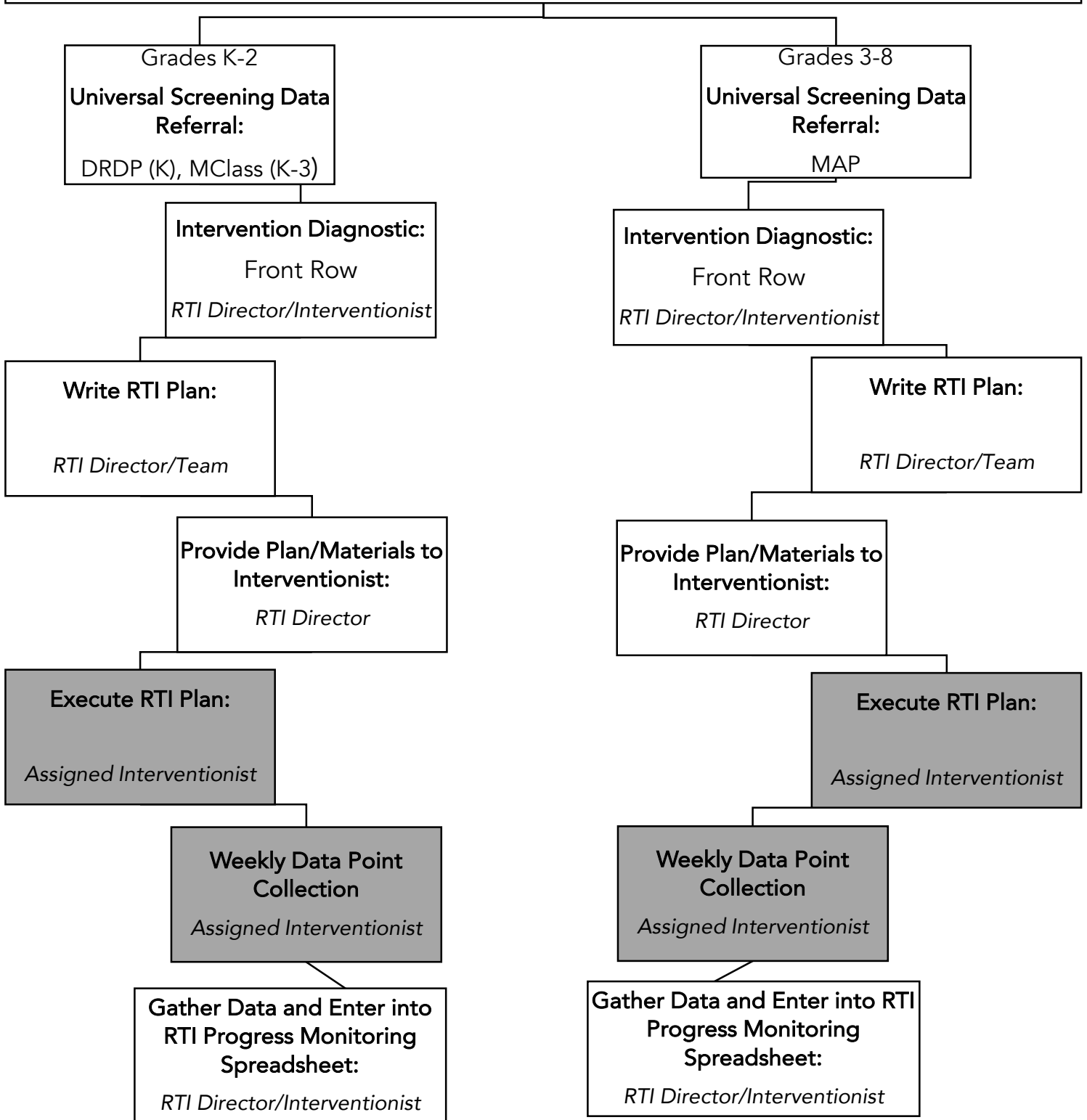
- Determine the next step for the student (continue interventions, 504/SpEd, return to Tier 1)

Step	Description	Person Responsible
1. Complete Student Referral Packet	<ul style="list-style-type: none"> <li>• Includes Universal Screening data for subject area(s) referred and Tier 1 interventions that were tried.</li> <li>• Pre-K and Kindergarten must wait 5 months.</li> <li>• Turn in to Rtl Director/Rtl Case Manager.</li> </ul>	Teacher, SBLC Team, Rtl Director/Rtl Case Manager, Administrator, or Parent
2. SBLC/SATeam Determination Meeting	<ul style="list-style-type: none"> <li>• Participants sign in;</li> <li>• Review data from referral packet</li> <li>• Determine if student will be placed into Tier 2 intervention or if additional Tier 1 interventions should be tried.</li> </ul>	Rtl Director/Rtl Case Manager
3. Create Folder	<ul style="list-style-type: none"> <li>• Label a file folder with the student's name;</li> <li>• Insert a parent contact log; and</li> <li>• Insert Student Referral Packet.</li> </ul>	Rtl Director/Rtl Case Manager
4. Select a Tier	<ul style="list-style-type: none"> <li>• Student must meet the outlined qualifications;</li> <li>• This can differ for each subject area referred.</li> </ul>	Rtl Director/Rtl Case Manager
5. Baseline Data	<ul style="list-style-type: none"> <li>• Administer a diagnostic for each subject area referred.</li> </ul>	Rtl Director/Rtl Case Manager
6. Rtl Plan	<ul style="list-style-type: none"> <li>• Use baseline data to complete a draft Rtl plan for each subject area referred; and</li> <li>• Enter student and Rtl Plan information into the appropriate grade level's progress monitoring spreadsheet.</li> </ul>	Rtl Director/Rtl Case Manager
7. SBLC/SATeam Review Meeting #1	<ul style="list-style-type: none"> <li>• Participants sign in;</li> <li>• Present Rtl Plan;</li> <li>• Note any parent/guardian concerns;</li> <li>• Determine a date and time for Meeting 2; and</li> <li>• Provide copy of signed Meeting Notes and Rtl Plan to Team.</li> </ul>	Rtl Director/Rtl Case Manager
8. Inform Interventionist	<ul style="list-style-type: none"> <li>• Provide assigned interventionist with: <ul style="list-style-type: none"> <li>○ A copy of the Rtl Plan,</li> <li>○ Necessary intervention materials,</li> <li>○ Intervention schedule,</li> <li>○ Tracker (if applicable), and</li> <li>○ Intervention Flow Chart</li> </ul> </li> </ul>	Rtl Director/Rtl Case Manager
9. Data Entry #1	<ul style="list-style-type: none"> <li>• Gather student data using appropriate progress monitoring tool;</li> <li>• Enter data into progress monitor spreadsheet;</li> <li>• E-mail progress monitoring spreadsheet to administrator and Director of Data.</li> </ul>	Interventionist, Rtl Director/Rtl Case Manager, Administrator, Director of Data
10. Notice of SBLC/SATeam Review Meeting #2	<ul style="list-style-type: none"> <li>• E-mail and paper copies sent to SBLC Team;</li> <li>• If a 504/SpEd Referral is likely, make sure to invite the corresponding Directors; and</li> <li>• Include date, time, and agenda.</li> </ul>	Rtl Director/Rtl Case Manager
11. SBLC/SATeam Review Meeting #2	<ul style="list-style-type: none"> <li>• Participants sign in;</li> <li>• Present data graph(s) and report(s);</li> <li>• Note any parent/guardian concerns;</li> <li>• Use data graphs to make a final decision for student (Return to Tier 1, 504 Plan, SpEd, or Continue Interventions); and</li> <li>• Provide copy of Meeting Notes and Rtl Plan to SBLC Team.</li> </ul>	Rtl Director/Rtl Case Manager, Rtl team

12. NOTE:	If the SBLC Team decides...	Then...	
	1. Return to Tier 1	Continue to monitor progress in the general education setting	
	2. 504 Plan	Follow the steps for a 504 Referral	
	3. Special Education	Follow the steps for a Special Education Referral	
	4. Continue Interventions	Continue to monitor progress in Tier 2 or 3 interventions	

# Intervention Flow Chart: Math

## *Interventionist and RTI Coordinator Responsibilities*





## Academic Tiers: Math

### TIER #3—Intensive Interventions

#### Intervention Examples:

#### Group Size/Frequency/Duration:

1-4 students, 4x/week, 45-60 minutes

#### Data Tracking Examples:

#### Operational Processes:

### TIER #2—Strategic Interventions

#### Intervention Examples:

#### Group Size/Frequency/Duration:

6-8 students, 2x/week, 30 minutes

#### Data Tracking Examples:

#### Operational Processes:

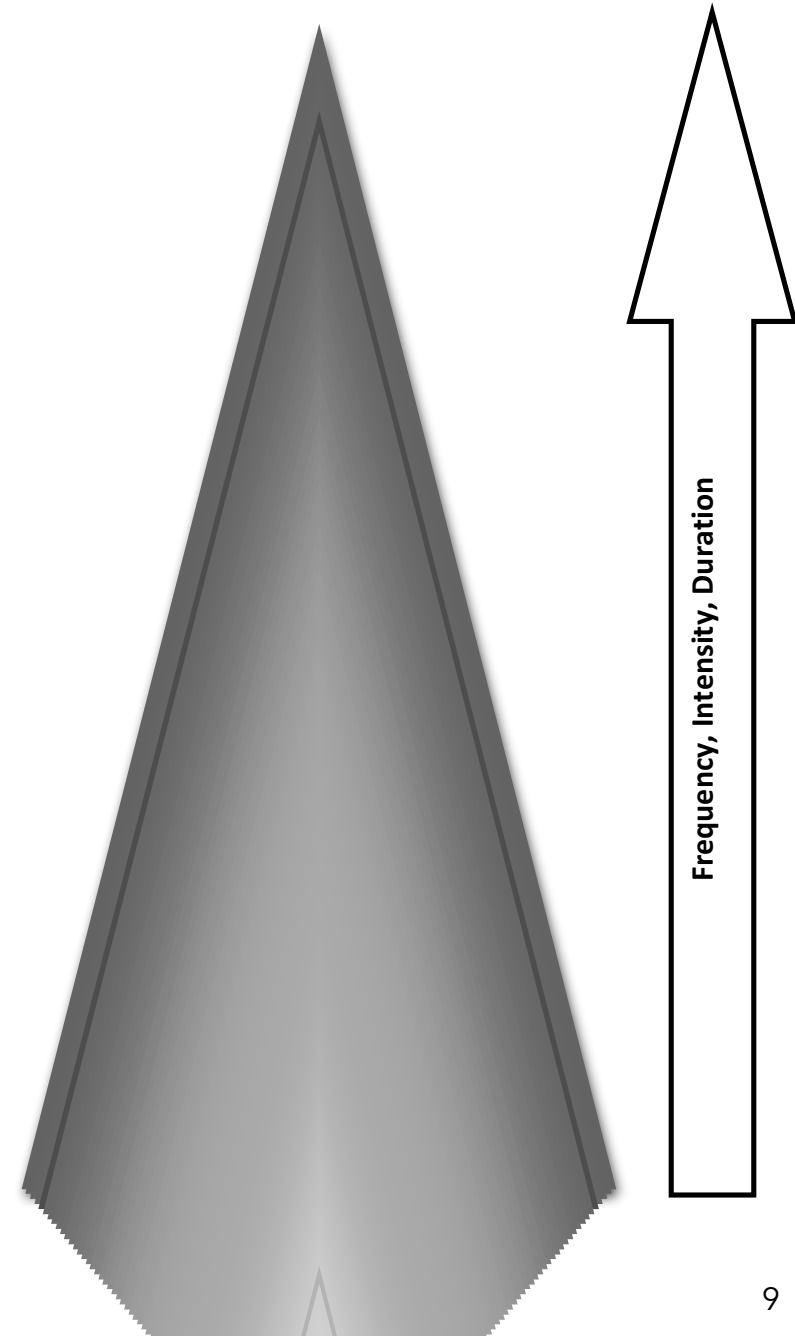
### TIER #1—Universal

#### Core Curriculum Examples:

#### Group Size/Frequency:

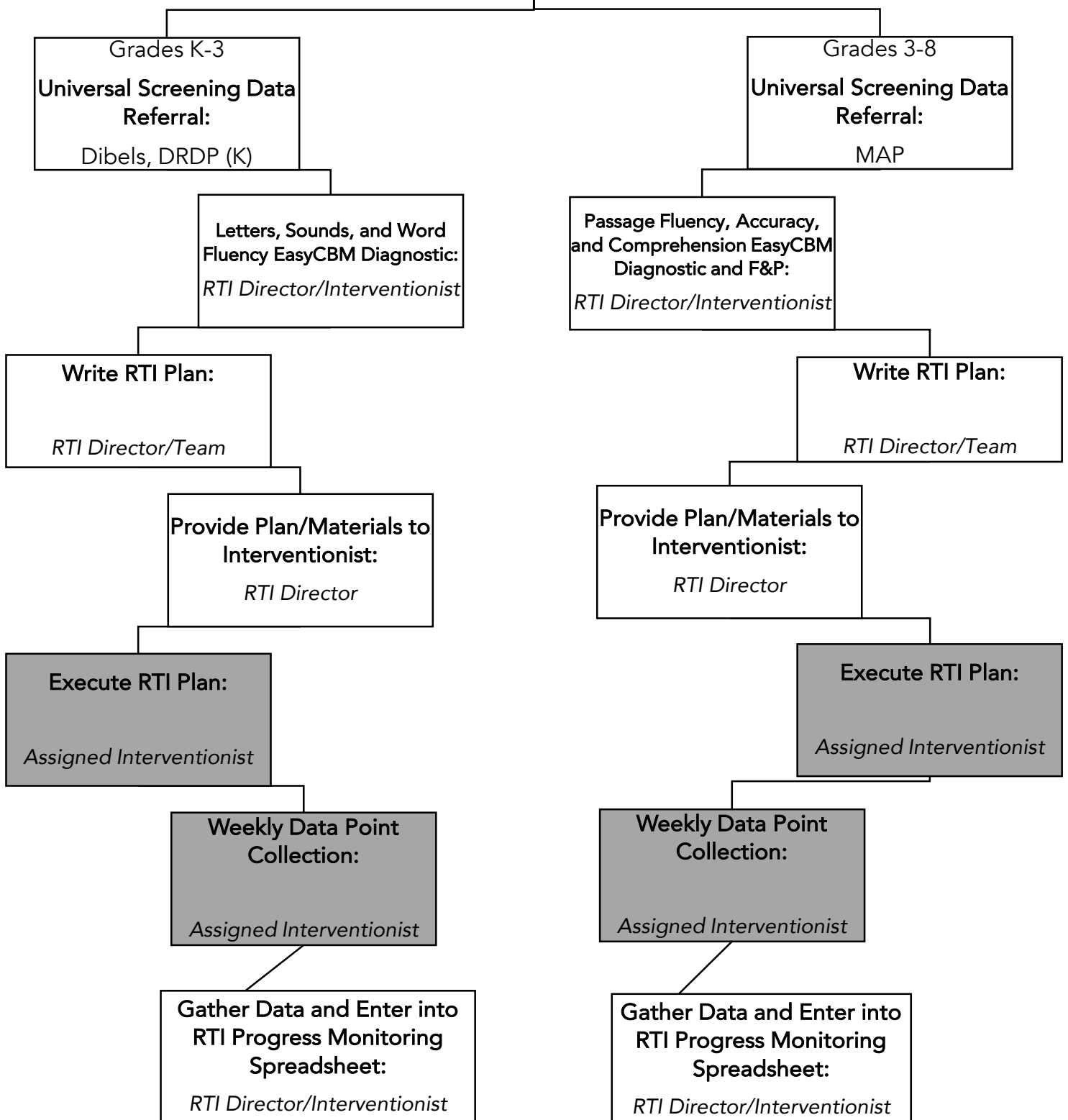
#### Universal Screeners or Progress Monitor:

#### Operational Processes:



# Intervention Flow Chart: Reading

## Interventionist and RTI Coordinator Responsibilities



# Academic Tiers: Reading

## TIER #3—Intensive Interventions

### Intervention Examples:

### Group Size/Frequency/Duration:

1-4 students, 4x/week, 45-60 minutes

### Data Tracking Examples:

### Operational Processes:

## TIER #2—Strategic Interventions

### Intervention Examples:

### Group Size/Frequency/Duration:

6-8 students, 2x/week, 30 minutes

### Data Tracking Examples:

### Operational Processes:

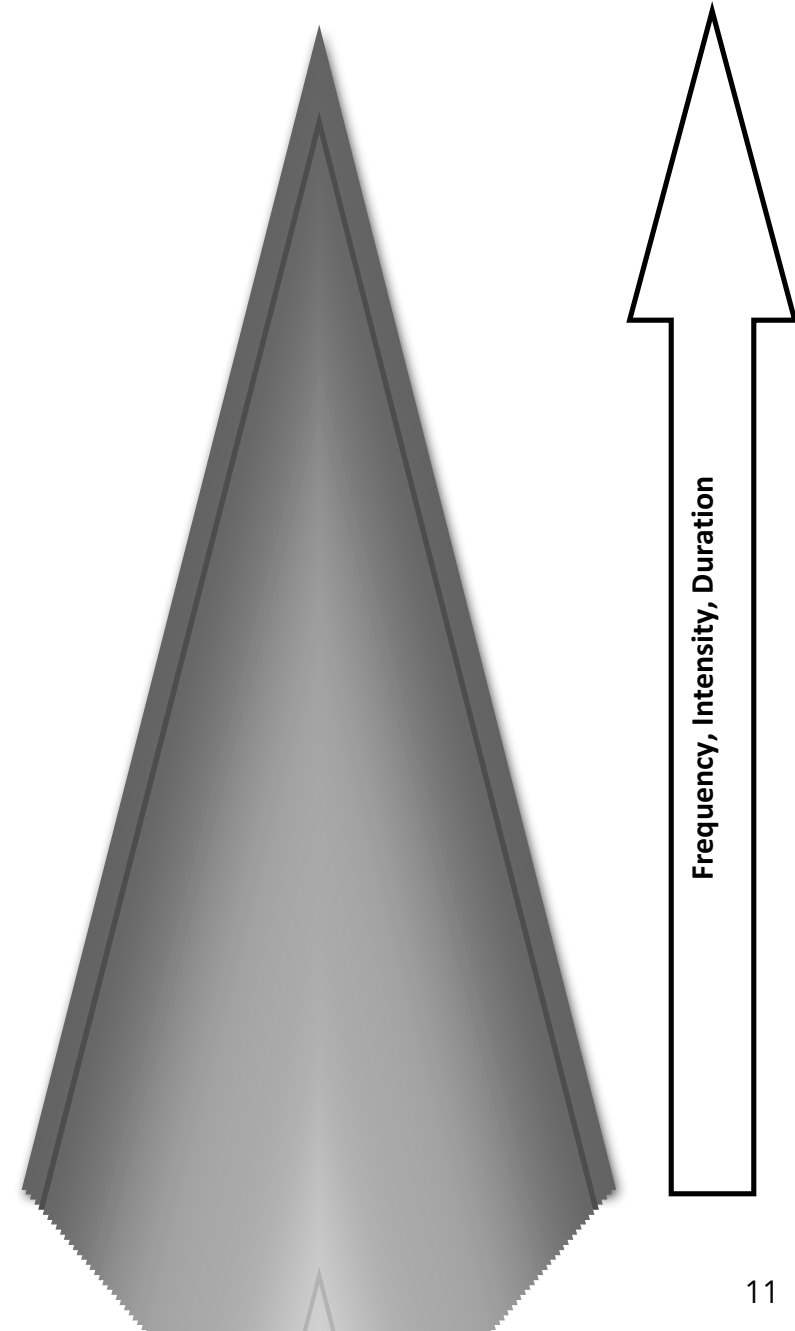
## TIER #1—Universal

### Core Curriculum Examples:

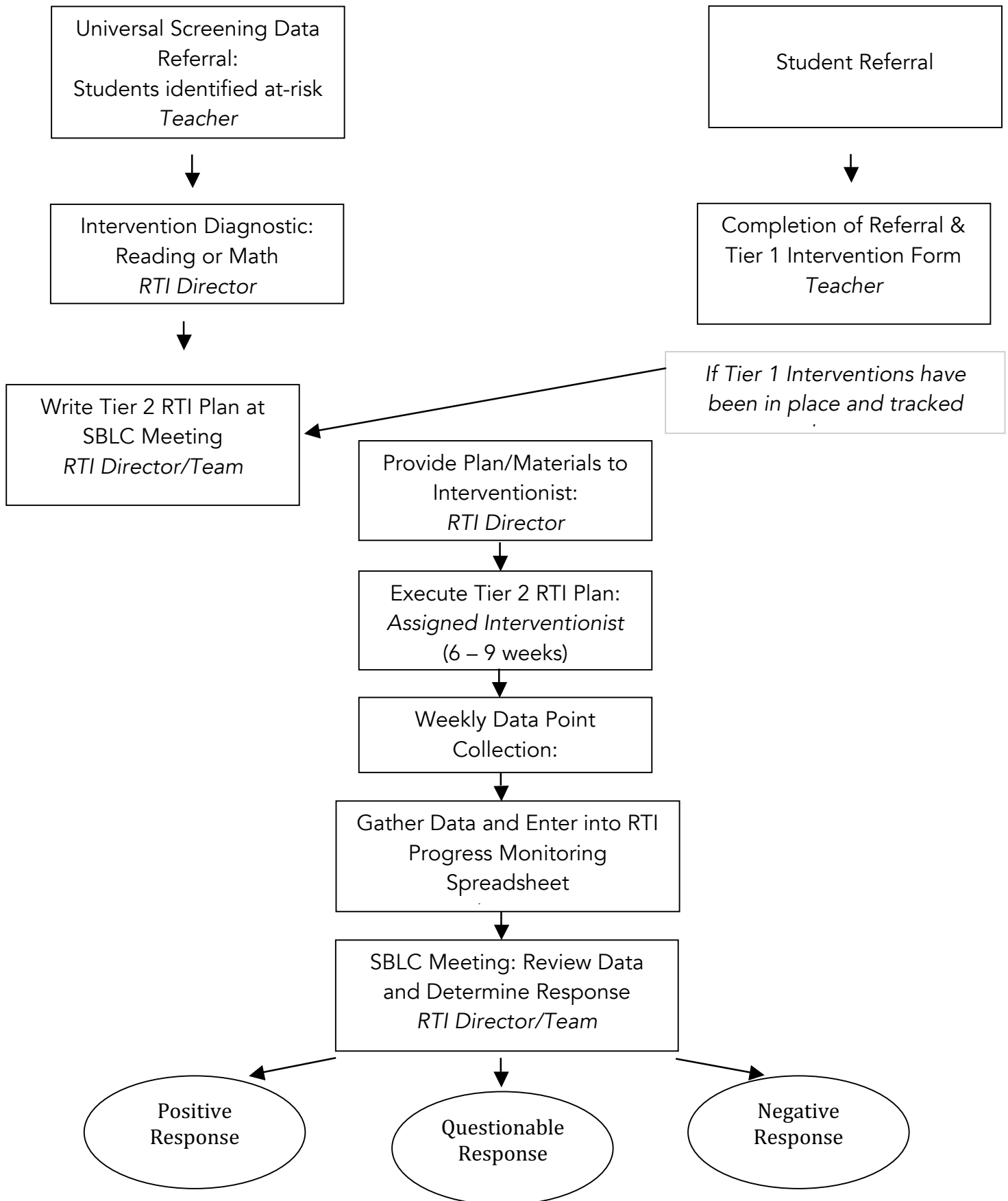
### Group Size/Frequency:

### Universal Screeners or Progress Monitor:

### Operational Processes:



# Academic Intervention Referral Flow Chart



### POSITIVE RESPONSE

Gap between the trend line and the goal line is closing at an acceptable rate.

#### Was intervention implemented as intended?

- Continue intervention with current goal
- Continue intervention with goal increased
- Teach self-management
- Fade intervention components

### QUESTIONABLE RESPONSE

Gap between trend line and goal line stops widening but closure does not occur in an acceptable amount of time.

#### Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- If yes: increase intensity of current intervention for a short period of time and assess impact.
- If rate improves, continue.
- If rate does not improve, return to problem solving.

### POOR RESPONSE

Gap between trend line and goal line continues to widen with no change in rate.

#### Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- If yes:
  - Was the problem identified correctly?
  - Is intervention aligned with the function?
  - Are there other functions to consider?

# Response to Intervention—Behavioral

The SBLC team will place a student in intervention based upon trends in discipline data and the results of the Universal Screener or a teacher, professional learning community, administrator, or parent will identify a student as needing behavioral support and refer him/her to the SBLC team. To refer a student, the Student Referral Pages must be completed in its entirety and turned in to the Rtl Director/Rtl Case Manager.

The Director will also notify the SBLC team of the date, time, and agenda of Meeting #1, by sending an e-mail and a written reminder using the Notice of Meeting form. The Director will enter the student into the Processing Spreadsheet.

The Rtl Director/Rtl Case Manager will use the School Nurse Referral form to schedule a vision and hearing screening.

The Rtl Director/Rtl Case Manager will place a student on either Tier 2 or 3 interventions, as determined by the definitions on the Behavior Tier Pyramids. If Tier 2, the Behavior Interventionist will use the Classroom Behavior Observation form to collect baseline data and identify target behaviors. If Tier 3, the Behavior Interventionist will complete a Functional Behavior Assessment using the Scatterplot form to collect data.

The Behavior Interventionist will complete the Rtl Plan form. If Tier 2, they will work with the student and team to create a Behavior Contract and/or Check-In/Out Rewards System. If Tier 3, they will work with the student and team, and use the FBA data, to create a Behavior Intervention Plan. A Counseling Referral can be completed on either Tier.

The Rtl Director/Rtl Case Manager will enter the student and their Rtl Plan information into the Rtl progress monitoring spreadsheet. They will provide a copy of the Rtl Plan to the Behavior Interventionist.

At Meeting #1 the Behavior Interventionist will present the Rtl Plan. The Director will complete the Meeting Notes page, making sure to note any parent/guardian concerns. The SBLC team will:

- Discuss the baseline data and Rtl Plan, providing suggestions or changes when appropriate
- Determine a date and time for the Team to meet again and discuss progress

The Rtl Director/Rtl Case Manager will ensure that the Rtl Plan and data point collection is implemented correctly, as described on the Intervention Flowcharts. The Director will enter the weekly data into the Rtl progress monitoring spreadsheet. The Director will also send an e-mail and written reminder to the Team of the date, time, and agenda of Meeting #2, using the Notice of Meeting form.

At Meeting #2, the end of the intervention period, the Rtl Director/Rtl Case Manager will present a report and/or graph of all data collected for each of the student's goals. The Director will complete the Meeting Notes page, making sure to note any parent/guardian concerns. The SBLC team will:

- Determine the next step for the student (continue interventions, 504/SpEd, return to Tier 1)

Step	Description	Person Responsible
1. Complete Student Referral Packet	<ul style="list-style-type: none"> <li>• Include student mark, detention, and suspension data;</li> <li>• Include Universal Screening data; and</li> <li>• Turn in to Rtl Director/Rtl Case Manager.</li> </ul>	Teacher, SBLC Team, Rtl Director/Rtl Case Manager, Administrator, or Parent
2. SBLC/SATeam Determination Meeting	<ul style="list-style-type: none"> <li>• Participants sign in;</li> <li>• Review data from referral packet</li> <li>• Determine if student will be placed into intervention</li> </ul>	Rtl Director/Rtl Case Manager
3. Create Folder	<ul style="list-style-type: none"> <li>• Label a file folder with the student's name;</li> <li>• Insert a parent contact log; and</li> <li>• Insert Student Referral Packet.</li> </ul>	Rtl Director/Rtl Case Manager
4. Enter Student into Processing Tracker	<ul style="list-style-type: none"> <li>• Tracks completion and dates of all steps in the Rtl process.</li> </ul>	Rtl Director/Rtl Case Manager
5. Select a Tier	<ul style="list-style-type: none"> <li>• Student must meet the outlined qualifications;</li> <li>• Depends on the severity/frequency of behaviors.</li> </ul>	Rtl Director/Rtl Case Manager

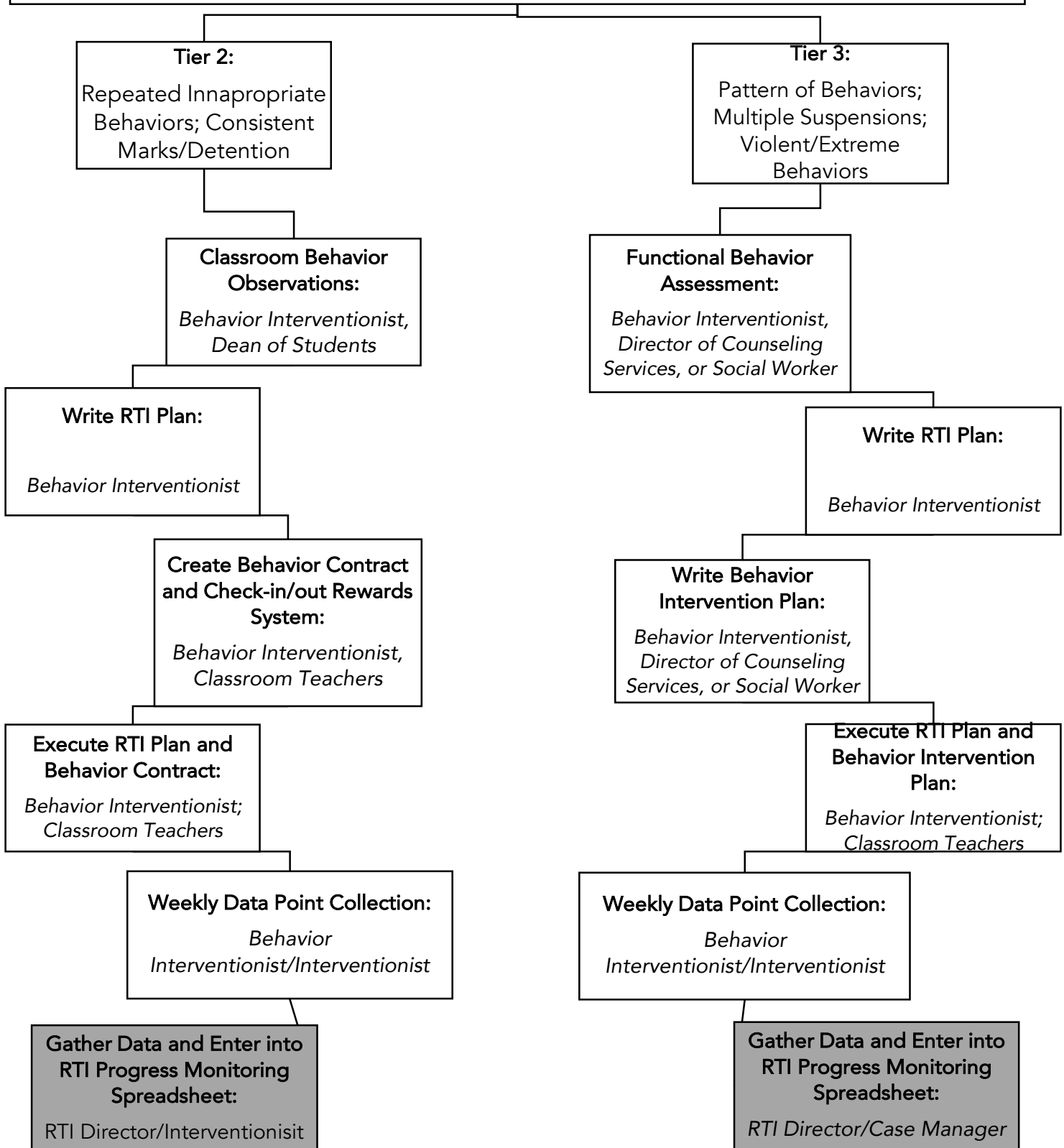
6. Baseline Data	<p>Tier 2:</p> <ul style="list-style-type: none"> <li>• Conduct classroom observation to collect baseline data and identify target behaviors.</li> </ul> <p>Tier 3:</p> <ul style="list-style-type: none"> <li>• Conduct functional behavior assessment.</li> </ul>	Behavior Interventionist; Dean of Students; Director of Counseling Services
7. Rtl Plan	<ul style="list-style-type: none"> <li>• Use baseline data to complete a draft Rtl plan for each target behavior referred; and</li> <li>• Enter student and Rtl Plan information into the appropriate grade level's progress monitoring spreadsheet.</li> </ul>	Rtl Director/Rtl Case Manager
8. SBLC/SATeam Review Meeting #1	<ul style="list-style-type: none"> <li>• Participants sign in;</li> <li>• Present Rtl Plan; Behavior Documentation;</li> <li>• Note any parent/guardian concerns;</li> <li>• Determine a date and time for Meeting 2; and</li> <li>• Provide copy of Notes and Rtl Plan to Team.</li> </ul>	Rtl Director/Rtl Case Manager; Behavior Interventionist
9. Data Entry #1	<ul style="list-style-type: none"> <li>• Gather student data using observation, check-in/out data, and marks analysis;</li> <li>• Enter data into progress monitor spreadsheet; and</li> <li>• E-mail progress monitoring spreadsheet to administrator and Director of Data.</li> </ul>	Behavior Interventionist, Rtl Director/Rtl Case Manager, Administrator, Director of Data
10. Data Entry #2	<ul style="list-style-type: none"> <li>• Gather student data using observation, check-in/out data, and marks analysis;</li> <li>• Enter data into progress monitor spreadsheet; and</li> <li>• E-mail progress monitoring spreadsheet to administrator and Director of Data.</li> </ul>	Behavior Interventionist, Rtl Director/Rtl Case Manager, Administrator, Director of Data
11. Notice of SBLC/SATeam Review Meeting #2	<ul style="list-style-type: none"> <li>• E-mail and paper copies sent to SBLC Team;</li> <li>• If a 504/SpEd Referral is likely, make sure to invite the corresponding Directors; and</li> <li>• Include date, time, and agenda.</li> </ul>	Rtl Director/Rtl Case Manager
12. SBLC/SATeam Review Meeting #2	<ul style="list-style-type: none"> <li>• Participants sign in;</li> <li>• Present data graph(s) and report(s);</li> <li>• Note any parent/guardian concerns;</li> <li>• Use data graphs to make a final decision for student (Return to Tier 1, 504 Plan, SpEd, or Continue Interventions); and</li> <li>• Provide copy of Meeting Notes and Rtl Plan to SBLC Team.</li> </ul>	Rtl Director/Rtl Case Manager, Rtl team
13. NOTE:	<b>If the SBLC team decide if... Then...</b>	

	<ol style="list-style-type: none"> <li>1. Return to Tier 1 the general education</li> <li>2. 504 Plan Referral</li> <li>3. Special Education Education Referral</li> <li>4. Continue Interventions Tier 2 or 3</li> </ol>	<p>Continue to monitor progress in setting</p> <p>Follow the steps for a 504</p> <p>Follow the steps for a Special</p> <p>Continue to monitor progress in interventions</p>	



# Intervention Flow Chart: Behavior

## *Behavior Interventionist and RTI Coordinator Responsibilities*



# Behavior Tiers

## **TIER #3—Intensive Interventions** *(Students w/ a Pattern of Problem Behaviors, Extreme/Violent Behaviors, and/or Multiple Suspensions)*

### **Intervention Examples:**

Check-In/Out Rewards System, Behavior Intervention Plan, Referral to Outside Agency, Crisis Plan

### **Group Size/Frequency/Duration:**

As stated in BIP

### **Data Tracking Examples:**

RTI Progress Monitoring Spreadsheet, Functional Behavior Assessment (FBA)

### **Operational Processes:**

Professional Learning Communities, SBLC/SAT Team Meetings

## **TIER #2—Strategic Interventions** *(Students w/ Repeated Inappropriate Behaviors)*

### **Intervention Examples:**

Check-In/Out Rewards System, Behavior Contract, Small Group Counseling/Skill Group instruction, Mentoring

### **Frequency/Duration:**

Daily and Weekly

### **Data Tracking Examples:**

RTI Progress Monitoring Spreadsheet, Daily and Weekly Class Dojo or Color Chart Analysis

### **Operational Processes:**

Professional Learning Communities, SBLC/SAT Team Meetings

## **TIER #1—Universal** *(In Place to Prevent Problem Behaviors)*

### **Universal Screening Examples:**

Student Internalizing and At-Risk Behavior Screening Scales

### **Support Examples:**

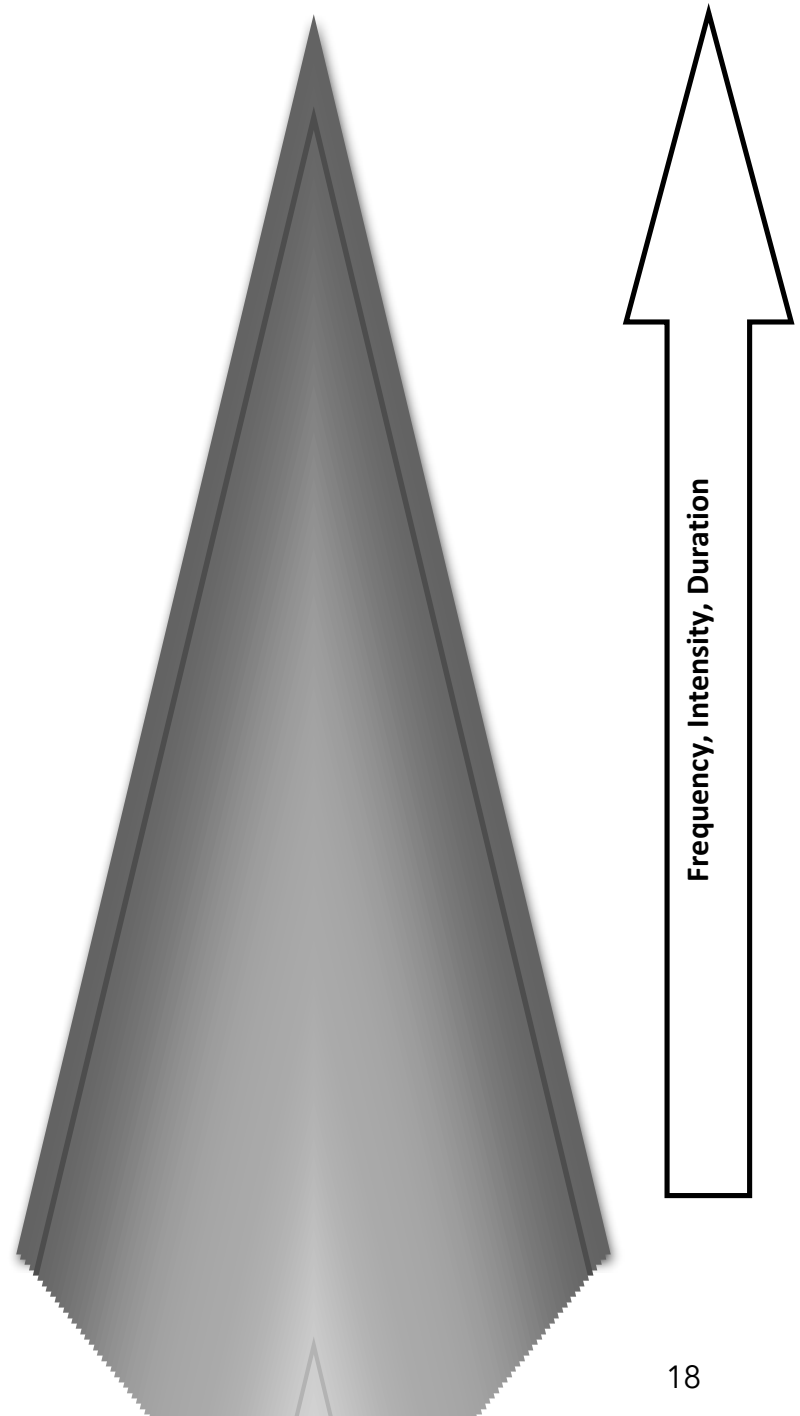
Schoolwide Positive Behavior Support (PBIS) System, Color Chart, Class Dojo, Student Discipline Code Handbook

### **Data Tracking:**

Daily, Weekly, and Monthly Class Dojo or Color Chart Analysis

### **Operational Processes:**

Professional Learning Communities, SBLC/SAT Team Meetings



# Frequently Asked Questions (FAQs)

## **What is required to recommend a student to be promoted to the next grade because of their age?**

The recommendation must address all factors of a student's academic, physical, and emotional growth. The SATeam will consider the need for acceleration for regular education students. Accelerated promotion requires parental approval. After a student is promoted, they must be monitored in the Rtl process to ensure success in their new grade.

## **Do parents have to be invited to all Rtl meetings?**

Parents must be invited to all Rtl meetings when decisions are made regarding their child. They should be notified through a calendar invite and/or an initial phone call, and then followed up with by sending home the Notice of Meeting form.

## **What if a student already has an IEP but the student is exhibiting difficulties in an academic area not mentioned in the IEP?**

*Speech, G/T:* Proceed through the entire Rtl process, as these are not academic issues.

*Language, Academic, Other:* Reconvene the IEP Team to add academic/behavior goals in the area of need.

## **What if a student has no academic issues, but needs a related service (e.g. social work, counseling, adapted physical education, occupational therapy, speech, etc.)?**

The student should be referred to the Rtl Director/Rtl Case Manager using the Student Referral Packet. The Rtl Director/Rtl Case Manager will then complete the appropriate referral form to give to the related service provider. All services must be documented through the Rtl process.

## **Does a special education student need to go through Rtl and be re-evaluated to add a related service?**

A re-evaluation is not required to add a related service to a pre-existing IEP. However, an assessment must be conducted by the related service provider to determine if the service is appropriate and needed. If it is determined that the service is needed and appropriate, the IEP Team should re-convene and add the related service to the IEP.

## **Can a student be suspended or expelled if they are on a behavior plan?**

Yes. However, before suspending over the 10 day limit or expelling a student on a behavior plan, the Rtl Team must convene an emergency meeting to determine whether or not the behavior was related to their BIP and whether or not the BIP was implemented with fidelity. If the behavior was not related, and all components of the plan were in place, the consequence can be given.

## **Am I required to lock up my Rtl documents?**

Yes. Any documents containing confidential and/or sensitive student information need to be kept in a secure, locked location.

## **If a parent requests an evaluation for special services, does the Rtl Team have to honor the request?**

The Rtl Team will base this decision on the data provided through intervention progress monitoring, universal screening data, and the student's cumulative records. If the Team chooses that evaluation is not the appropriate measure, the Director will get in touch with the LDE to ensure all paperwork and procedural safeguards are in order to present to the parent.

## **How and when does the Rtl Team determine that a child is eligible for a special education evaluation?**

In order to suspect a disability, a comprehensive and documented review of research-based interventions conducted with fidelity and for the length of time necessary to obtain sufficient data to determine their effectiveness must be conducted.

## **Can the Dean also be the Behavior Interventionist?**

No. The Dean cannot be both due to a conflict of interest between the roles. When a student exhibits behaviors that solicit a consequence, the Dean should be there to provide the consequence while the Behavior Interventionist makes sure that all supports were in place before the consequence is given. The Dean and Behavior Interventionist should work closely together in their roles.

## **Are the Rtl Director/Rtl Case Manager and the Special Education Coordinator the same person?**

No. The Rtl Director/Rtl Case Manager cannot fill both of these roles due to conflict of interest. Rtl is *not* a special education process, and is meant to intervene before the child needs to be evaluated for special education.

## **Is the Rtl Team able to do grade level Rtl meetings instead of individual meetings to save time?**

No. Parents must be invited to every meeting at which a decision about their child is being made. If parents are present, the Team is not allowed to discuss another child in front of them due to confidentiality issues. Therefore, individual meetings must be scheduled for each student. Grade level meetings and professional learning communities are, however, an excellent time to complete Rtl referrals and discuss progress.

**Is there a waiting period for transfer/new students to enter Rtl?**

No. The only waiting period necessary is for pre-kindergarten and kindergarten. Staff should wait a minimum of 5 months before referring any pre-kindergarten or kindergarten students to Rtl. This time period can be shortened for emergency situations, at the discretion of the SAT/SBLC.

**If a student has never attended school before, and is in a grade higher than kindergarten, can we immediately refer them for a special education evaluation?**

No. Students who have never attended school need to be placed into the Rtl process and their progress should be closely monitored. They need to be provided with an opportunity to show that they are/are not learning before they are referred for a special services evaluation

**What if a student referred to Rtl this year was screened for vision and hearing last year?**

A new vision and hearing screening does not need to be completed *if* normal screening results have been achieved within the last 24 months for enrolled students, and 12 months for non-enrolled students.

**Can the Rtl Director/Rtl Case Manager complete a communication checklist for speech or language issues instead of having the Speech Pathologist conduct a screening?**

No. Best practice is that every student referred to Rtl is screened for speech and language impairment. It is necessary to make sure that speech or language interventions are implemented when appropriate. The communication checklist is included in the Student Referral Packet that professional learning communities or grade level teams will submit to the Rtl Director/Rtl Case Manager.

**What is the problem-solving approach to Rtl?**

The problem-solving approach to Rtl is a decision-making cycle implemented by the Team. The 5 steps include: Problem Identification, Problem Analysis, Plan Design, Plan Implementation, and Plan Evaluation.