

WARE COUNTY SCHOOL SYSTEM
Response-to-Intervention Team
Checklist for Referral to Central Office SST/RtI Review Team

DIRECTIONS

Directions for Use

Referral to Tier 4 (POI-3A)- Teacher or interventionist completes this form as part of the referral for file review by the System RtI Team. (Note: For 2011-12 school year *only*, if the “old” 2-page POI-3 has already been completed for this school year [i.e., since August 1, 2011], the POI-3A does not need to be completed prior to submission to the System RtI Review Team. Questions or other need for clarification should be directed to your school’s psychologist.)

RtI Student Profile (POI-3)- Teacher or interventionist completes this form upon placement into the tiers. It is completed just once.

Vision/Hearing- Before a student is evaluated, we must have passed vision and hearing screenings less than one year old. If a student fails a rescreen, we must have documentation from an audiologist or eye specialist reflecting correction or relative permanence of any deficits in sensory functioning. Best practice requires deficits in hearing and vision to be corrected to the maximum extent possible prior to referral. If the team suspects a student has a primarily disability in vision or hearing, the educational specialist for the corresponding area should be contacted and involved with the RtI process as soon as possible to provide appropriate guidance. (Obtain medical records and have them ready for review prior to contacting the specialist.)

Student Background form (POI-18) This form should be current and reflect the student’s most recent status. Information in the form should be reviewed by the RtI team to determine if additional information is needed from the parent(s) or from professionals who may have served the student in the past.

Speech/Language Assessment (POI-40) Complete this form on all elementary aged students. For middle and high school students, complete this form only if there is any suspicion of speech (articulation) and/or language difficulties. Review test data and if there are questions about a student, consult with the Speech Therapist for clarification regarding steps in this process.

Letters to Parents (POI-16 and POI-17)- Formal invitations to the parents for the RtI meetings and notifications about interventions sent to parents.

Data for Tier 2 or 3 Placement (POI-2)- Include this form to establish the basis for Tier 2 (or Tier 3) placement.

SST/RtI Meeting Notes (POI-5)-The Meeting Notes should reflect the discussions that occurred in the meeting about the student, including information from the student’s parent(s) and the rationale for any changes in Tier level or service provision. Summaries should not be a simple reflection of the final decision for interventions. These notes should be submitted in reverse chronological order.

Notes addendum (POI-5Notes) [OPTIONAL]- This page may be added to complete notes when the POI-5 does not have enough room.

Interventions with Frequencies (POI-5A, POI-5B, POI-5C)- This is the summary page usually attached to the SST/RtI Meeting Notes, which reflects the most current recommendations for services made by the RtI Team.

Student Data and Progress Monitoring (POI-5Data)- [OPTIONAL except for Tier 4 referral] This is an optional form, which may be completed prior to meetings and attached to the POI-5 as part of the summary. This form is required when a referral to Tier 4 for evaluation has been recommended. Data for this form may be attached, but it needs to be submitted in the format examples on this document.

Progress Monitoring Graphs- Data for any area of intervention needs to be provided in graph form with the following clearly indicated: Student's Name, Grade Level, Name of Person doing the monitoring, Teacher's name, Aimline, data points, Trend line.

In the margin or somewhere on the form, indicate the following:

1. Whether the progress monitoring is done on grade or instructional level (if instructional level, indicate the level).
2. If applicable, the end-of-year grade-level goal for the student. If the student is not monitored on grade level, indicate the designated goal for the student.

Progress Monitoring Charts- Data for any area of intervention needs to be provided in chart form with the following clearly indicated: Student's Name, Grade Level, Name of Person doing the monitoring, & Teacher's name. Attach the chart to the back of the corresponding graph. (This information may be included on POI-5Data).

Academy of Reading and/or Math Student Gains Report- This is the report from these interventions that shows the results of the student's pre-test and post-test. The report includes a summary of the results and limited interpretation. The report also includes how much of the prescribed program has been completed and the mastery level for this completion. **Important: Post-tests should be administered only twice during the year (e.g., Winter and Spring).**

Academy of Reading Student Gap Report- This is the report that shows the results of Universal Screening in the "box and whiskers" format.

Academy of Reading Progress Monitoring Dashboard- This is the report that shows the progress monitoring for reading in a graph form with data points, trend line, etc.

Academy of Reading Student Recordings Summary-Universal Screening- This is the report that shows Universal screening results in a list form. Use the Universal Screening tab to find this report.

Academy of Reading Student Recordings Summary-Progress Monitoring- This is the report that is found on the same webpage as the report listed above, but click on the Progress monitoring tab to find this report.

Medical records (POI-12) /Doctor's Report (POI-13)- Include medical records and/or the Doctor's Report when information suggests the student has medical problems, which may negatively impact his/her educational progress. These records must be current and show that the student has been evaluated within the past year. Conditions include but are not limited to the following: ADHD, Asthma, Allergies, Diabetes, Immune Disorders, Cancer or Hx of Cancer (especially with hx of chemotherapy), any psychiatric disorder, etc. A medical diagnosis of any type does not automatically qualify a student for special education services.

Doctor's Report versus Authorization to Release Information:

Usually the Doctor's Report (POI-13) is preferred over lengthy medical records, which is obtained by using the Authorization for Release of Information (POI-12); however, the more complicated the possible implications of the condition, the more comprehensive records may be needed. For example, for possible vision or hearing problems, comprehensive records are required for review by the Vision or Hearing Impaired specialist. In addition, comprehensive records are preferred over the Doctor's Report for review when a student has a psychiatric condition.

Parent Permission to Screen (POI-14) & Results- Include this documentation only if this paperwork was done. If the parent refused the screening, include the documentation. If the parent agreed to screening, include the signed POI-14 and attach the results of the screening. (Screening is typically completed by the psychologist and submitted to the RtI team for review.) *FYI-Note on terminology: Parent Permission to Screen is not the same as Parent Consent for Evaluation. This is a different form used only by personnel associated with special education. The Parent Consent for Evaluation must be accompanied by Parental Rights in Special Education, and after this document has been signed and received at the school, a time-line for formal evaluation begins.*

Referral to Counselor (POI-21) Complete this form and refer the student to the counselor when behavior and/or emotional difficulties are suspected and appear to interfere with the student's performance or the performance of other students. Always consult with the School Counselor when concerns arise in this area, including questions about appropriate steps in the RtI process.

Behavior Screening/Monitoring Tool (POI-22) Complete this form upon recommendation by the School Counselor.

ABC Checklist for Behavior (POI-23)- When a student appears to have significant emotional and/or behavioral problems, quantifiable data needs to be gathered during Tier 3. This checklist appears to be the simplest method for gathering this information. Data should reflect 3 full days of collection over a minimum 5 day consecutive period. This process can be repeated periodically (e.g., every 4, 8, or 12 weeks) to monitor the effectiveness of an intervention. Anecdotal notes are helpful but not sufficient for establishing whether or not an intervention is working for a student.

FBA (POI-25) Include a copy of the completed FBA, the FAST. The FBA provides us with the function of the student's behavior. This information is important in the development of a Behavior Plan for the student since the plan must be formed around the function.

Anecdotal Notes- Anecdotal notes are useful and provide an informal source of information when establishing eligibility for students to receive services in some categories of special education. However, these notes do not provide quantifiable information in most cases, so they are not sufficient documentation of a behavior problem when submitted without the ABC Checklist and FBA. Quantifiable information is needed to establish baselines and to show progress or lack thereof. We have to show that a student has not made progress, even with interventions in place, in order to place a student in special education services.

Teacher notes, Counselor notes- All formal and informal notes in the file should have the following information: 1- the person's name who wrote the information; 2- the date the information was written; and 3- the student's full name. If several pages are included, it is sometimes helpful to indicate the length by writing, for example, 1 of 5 pages, 2 of 5 pages, etc.

ESOL and/or 504- The 504 Plan becomes part of the IEP Plan when a student is placed in special education, so it is no longer necessary. A copy of the most recent 504 Plan and any supporting documentation should be sent in with the referral.

Ware County has ESOL procedures in place. As designated by these procedures, specific documents from the ESOL file should be sent in with the referral. When a student is in 504 or ESOL, someone representing these areas must be part of the RtI Team. See Ware County School System policies and procedures for further clarification of steps used in these processes.

Copy of Permanent Record- These records are maintained in the student's permanent file at the school, usually in the main office.

Report Card for the Current School Year- These records are typically maintained by the student's home room teacher.

Most recent CRCT, Writing Test, EOCT, GHSGT scores (include or attach to POI-5Data)- These records are sometimes obtained by downloading them from IC. In some cases, copies must be made from the student's permanent record. Most recent information should be included in the POI-5Data form, and all information should be attached to this form for submission for review.