

**Federated States of Micronesia
Department of Education**



**RESPONSE TO INTERVENTION
(RTI)**

PROCEDURAL HANDBOOK

2012

FSM DEPARTMENT OF EDUCATION – Response to Intervention (RTI)

MESSAGE FROM THE SECRETARY OF EDUCATION

The FSM Department of Education is proud to disseminate this newly developed procedural manual that describes the Response to Intervention (RTI) model for the FSM. The RTI model is truly a step forward in providing an Integrated Service Delivery Model (ISD) that coordinates services from general education and special education. During the past two years, we have worked to develop the framework for this model that has been adopted by FASCCO.

The intent of RTI is to monitor the academic progress of all elementary students in reading and math and, using student performance data, to identify at-risk students who need additional assistance to succeed. RTI allows for frequent progress monitoring in reading and math that provides screening data that will be used by the Child Assistance Teams (CAT) to be developed in each school. At-Risk students will be identified early, before their academic problem becomes severe.

The CAT in each school will be responsible for developing Intervention Plans designed to provide focused assistance with tiered-interventions that offer at-risk students real opportunities to gain the skills they need to succeed in reading and math. The progress monitoring data will allow the CAT in each school to make informed, data-driven decisions concerning student progress and interventions that can be implemented either individually or on a school-wide basis.

RTI will coordinate services from both general and special education. For Special Education, the RTI model will provide for the in-school identification of students who may have a disability affecting their education. The CAT in each school will be made up of both general education and special education teachers working with the principal of the school. The RTI procedures will ensure that at-risk students are identified early and that academic interventions are provided to assist these students in succeeding in the core reading and math curriculum. If students are not making adequate progress, they can be referred, by the CAT, to Special Education for a comprehensive evaluation to determine if the student has a disability that affects their academic success. Nothing about the RTI model would prevent a student from being referred to special education at any time.

We are excited to begin the process of implementing the FSM RTI Model. The National Department of Education looks forward to working with each State Department of Education in supporting the implementation of the model. This will require dedicated efforts to develop policies, provide focused teacher training, and work together facing the budgetary challenges that will arise.

From the National Department of Education, I have delegated the Chief of XXXX and the Chief of Special Services to take the responsibility of creating a National Leadership Team with representation from each State Department of Education to guide the implementation of RTI. We will approach the changes incrementally and with careful consideration. Our focus is on the success of ALL students.

Rufino Mauricio, Ph.D.
Secretary of Education

FSM DEPARTMENT OF EDUCATION – Response to Intervention (RTI)

Foreword

The Federated States of Micronesia, Department of Education (NDOE) has received funding for special education from the U.S. Department of Education, Office of Special Education Program for many years under the Individuals with Disabilities Education Act (IDEA). During the past two years, NDOE has received training and technical assistance to learn more about an emerging service delivery model being used with the U.S. to develop a greater collaboration between general education and special education to serve both at-risk students and students with disabilities. This model is referred to as “Response to Intervention” (RTI).

NDOE, with support from the Western Regional Resource Center (WRRC) and San Diego State University (SDSU), has conducted two intensive training workshops to consider how the FSM might adopt and develop an RTI model. In April, 2011, the first workshop was held in Chuuk, FSM. This workshop was attended by key State and National education leaders. As a result, the FSM Association of Chief State School Officers (FACSSO) passed Resolution # 11-07 supporting the adoption of using an RTI model in the FSM to create an integrated service delivery system that would coordinate services between general and special education.

The training was followed by another follow up workshop held in July, 2011 in Pohnpei. This meeting was designed to further develop the beginning of an FSM RTI project. FACSSO Resolution Y11-02 was passed to provide an administrative structure for the RTI project and to begin work on a “RTI Blueprint” for the FSM.

In October, 2011, a delegation of FSM Education leaders attended the RTI Innovations Conference in Salt Lake City, Utah. During this time the delegation was able to conduct school site visits to observe first-hand RTI programs being implemented.

During all of these developmental efforts, NDOE would acknowledge the expertise and guidance of Dr. David Tilly, Iowa Department of Education and Amber Roderick-Landward who have served as lead consultants in assisting the FSM to develop a RTI Framework for implementation.

NDOE would also acknowledge the National Association of Special Education Directors (NASDSE) for making available the “Response to Intervention, Blueprints for Intervention – Building and District Level”, in 2008 that provided additional guidance in understanding RTI and how it could be implemented in the FSM.

In SY 2011-12, the NDOE, Special Education program, with the assistance of Dr. Steve Spencer, San Diego State University, revised the Special Education Handbook to recognize the critical role that RTI will play in identifying and serving at-risk students. As a result, a new Response to Intervention Handbook has been created with joint responsibility for implementation-by general education and special education.

NDOE looks forward to working with each FSM State to systematically implement an RTI model in each State working collaboratively with Special Education and General Education.

Federated States of Micronesia
Department of Education

NDOE FR 11-07

FACSSO RESOLUTION
INTEGRATED SERVICE DELIVERY
(ISD)

A resolution endorsing the development and implementation of an integrated service delivery framework to improve instruction and student learning outcomes in the area of literacy.

Whereas, the FSM Department of Education, each FSM State Department of Education, and the College of Micronesia-FSM has received initial training related to an educational framework known as an Integrated Services Delivery (ISD) model, and

Whereas, FACSSO agree that there is a critical need to improve instruction and student learning outcomes in the area of literacy, and

Whereas, FACSSO agree that the development of an ISD framework for the Federated States of Micronesia will provide opportunities to significantly improve student learning outcomes in the area of literacy, and

Whereas, FACSSO agree that development of an ISD framework for the FSM will require a significant investment of resources to address issues such as student assessment for screening and progress monitoring, review and revision of national and state language policies, development of literacy curriculum, provision of coaching for teachers, provision of training for teachers, and procurement/development of core curriculum literacy materials, and

Whereas, FACSSO agree that there is a critical national interest to have a unified program to address student learning outcomes in the area of literacy, and

Whereas, the University of Oregon, Western Regional Resource Center (WRRC) has provided initial training and expertise in the area of Integrated Service Delivery models, and

Whereas, the University of Oregon, Western Regional Resource Center (WRRC) has the expertise to provide ongoing training and technical assistance to support the FSM in the development and implementation of an ISD model;


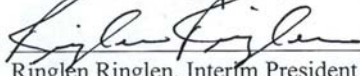
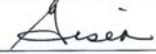
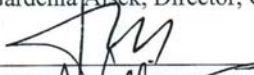

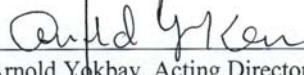
Now Therefore, the FSM Association of Chief State School Officers resolve to take the following actions that will support the development and implementation of an ISD framework in the FSM;

1. To support the development and implementation of the framework for an “ISD project” in each FSM State.

FSM DEPARTMENT OF EDUCATION – Response to Intervention (RTI)

2. To support the initial implementation of the project by designating an ISD administrative structure that represents each State Department of Education and the National Department of Education and will include the creation of:
 - a. National Management Team
 - b. National Transformation Team
 - c. State Leadership Teams
 - d. Innovation Zones for ImplementationHON
3. To support the initial implementation of the project by designating State level ISD Coaches who will be responsible for implementing ISD programs in one or more site school(s) in each State for school year 2011-2012.
4. To support focused ISD implementation training during the Summer of 2011 prior to implementing the ISD framework.
5. To collaboratively identify the resources necessary to implement ISD project for the FSM.
6. To utilize the expertise of the Western Regional Resource Center and other technical assistance centers to provide training and technical assistance to support the development and implementation of the ISD project in the FSM.
7. To evaluate the progress and success of the ISD framework after the initial implementation and based on results commit further resources for further expansion of the ISD framework within FSM public schools.

FACSSO Hereby Resolves to Support and Adopt this Resolution as Indicated by the Signatures Below:

 _____ Casiano Shoniber, Secretary, National Department of Education	4/28/11 _____ Date
 _____ Ringlem Ringlem, Interim President College of Micronesia-FSM	04/28/11 _____ Date
 _____ Gardenia Aisek, Director, Chuuk State Director of Education	4/28/11 _____ Date
 _____ Lyndon Cornelius, Director, Kosrae State Director of Education	04/28/11 _____ Date
 _____ Joseph Vilazon, Director, Pohnpei State Director of Education	04/28/11 _____ Date
 _____ Arnold Yokbay, Acting Director, Yap State Director of Education	4/28/11 _____ Date

FSM DEPARTMENT OF EDUCATION – Response to Intervention (RTI)

FSM ASSOCIATION OF CHIEF STATE SCHOOL OFFICERS
NATIONAL DEPARTMENT OF EDUCATION

FACSSO Res# Y11-02

A RESOLUTION

A Resolution approving the creation of the National Leadership Team and the four State Leadership Team to formally begin implementation of an Integrated Service Delivery framework to improve instruction and student learning outcomes in the area of literacy.

WHEREAS, the National Department of Education and each FSM State Department of Education continue to support the creations of an educational framework known as Integrated Services Delivery (ISD) model; and

WHEREAS, FACSSO approved Resolution 11-07 on April 28, 2011, endorsing the creation of an ISD Framework model program; and

WHEREAS, the National Department of Education sponsored further training and development to initiate an ISD Framework within the FSM on July 4-6, 2011; and

WHEREAS, the Secretary of Education and each Director of Education agree that development of an ISD Framework for the FSM will require a significant investment of resources to address issues such as student assessment for screening and progress monitoring, review and revision of national and state language policies, development of literacy-curriculum, provision of coaching for teachers, provision of training for teachers and procurement/development of core curriculum literacy materials; and

WHEREAS, the Secretary of Education and each Director of Education agree that there is a critical national interest to have a unified program to address student learning outcomes in the area of literacy; **NOW THEREFORE**,

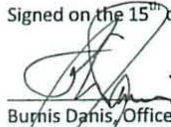
BE IT RESOLVED that the FSM Association of Chief State School Officers (FACSSO) take the following actions that will support the development and implementation of an ISD Framework and pilot implementation of ISD project for the FSM:

1. To continue to support the development and implementation of the ISD Framework;
2. To approve the creation of the following ISD administrative structures to represent each State Department of Education and the National Department of Education for the initial implementation of the ISD Framework. These structure include:
 - a. National Management Team – will be the members of FACSSO.
 - b. National Transformation Team – will include the following members:
 - i. Chief of Basic Education Systems & Accreditation
 - ii. Chief of Specialized Services
 - iii. Bridging the Gaps State Representatives
 - iv. Other Individuals as designated by FACSSO
 - c. State Leadership Teams
 - i. Designated Chairperson in each State will be the Bridging the Gap representative
 - ii. Special Education Coordinator
 - iii. Curriculum Specialist
 - iv. Assessment Specialist
 - v. Other members as designated by the Director of Education
 - d. Innovation Zones for Implementation
 - i. Each State will, with the approval of the Director, designate one or two schools to be Innovation Zone for the initial ISD implementation.
3. To charge the National Transformation Team to, within 60 days, prepare and submit to FACSSO for approval, the initial ISD Implementation Framework Plan (ISD Blueprint) and budget request for the first model implementation.

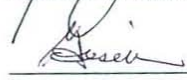
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4. To charge the National Transformation Team to work with each State Director of Education in supporting the creation of State Leadership Teams within 60 days.
5. To request each Director of Education to identify one ISD Coach who will be able to work with the model implementation on a full-time basis. A model position description will be provided to support the selection of coaches.
6. To charge the Transformation Team with the responsibility of developing measurable quarterly objectives for the ISD initiative and evaluating the progress and success of the ISD framework as implemented. The transformation team will provide FACSSO with quarterly progress reports based on the projected measurable objectives.

Signed on the 15th day of July, 2011.



Burnis Danis, Officer In Charge, NDOE



Gardenia Aisek, Director of Education, Chuuk



Joseph Villazon, Director of Education, Pohnpei



Ringlen Ringlen, Interim President, COM-FSM



Lyndon Cornelius, Director of Education, Kosrae

Arnold Yokbay, Acting Director of Education, Yap

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Introduction

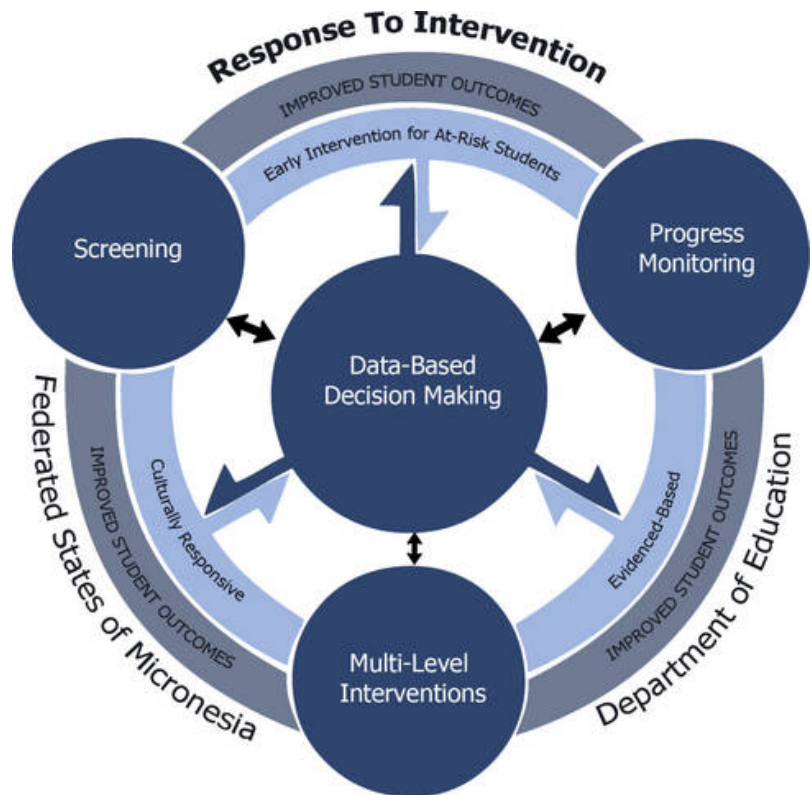
The FSM Department of Education is working to implement a comprehensive Response to Intervention (RTI) model that will coordinate the efforts of general education and special education to more effectively meet the needs of at-risk students. The procedures contained in this manual have been developed to assist each State as they work to implement the RTI model. The FSM Department of Education looks forward to working with each State to support the implementation of the RTI model throughout the FSM.

What is Response to Intervention or RTI?

There is no single, absolute definition of RTI. A quick and descriptive summary, though, comes from the U.S. National Center on RTI and reads:

With RTI, schools identify students at-risk for poor learning outcomes, monitor student progress, provides evidence-based interventions and adjusts the intensity and nature of those interventions depending on a

student’s responsiveness. Based on how a student responds, data collected may be used to identify students with learning disabilities or other disabilities.



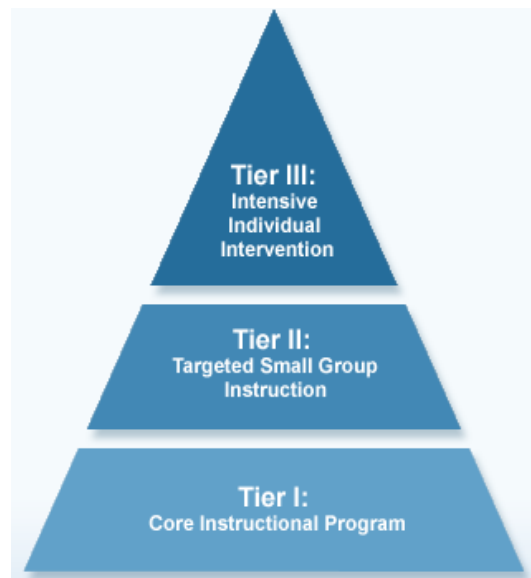
How does RTI Work?

For each entity implementing a RTI model, there are common elements that make up the framework for their specific model. There is no exact “cookbook” to follow. However, there are effective strategies that many entities have used to successfully implement a RTI model that meets their needs.

The basic elements of RTI can be observed readily in almost any RTI implementation. At-risk students are identified through a poor performance on academic screening assessments that are intended to identify which children may be at risk of academic problems. Academic Screening is done for all students to assess progress in each grade for reading and math. A child may also be identified through other means, such as teacher observation. Each school has a Child Assistance Team (CAT) that is responsible to conducting the academic screening and monitoring the academic progress of all students. For those students identified as being At-Risk, the CAT may decide to develop an Intervention Plan to assist the student in the specific areas they are having difficulty. The school provides the child with research-based interventions while the child is still in the general education environment and closely monitors the student’s progress (or response to the interventions), and adjusts their intensity or nature, given the student’s progress. RTI can also be instrumental in identifying students who have learning disabilities or other disabilities that may impact on academic progress.

RTI uses a “Multi-Tiered” Intervention Approach

Tier 1 | Most students are served in Tier 1. At-risk children who have been identified through a screening process receive research-based instruction, sometimes in small groups, sometimes as part of a whole class intervention. A



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certain amount of time (generally not more than six or eight weeks) is allotted to see if the child responds to the intervention—hence, the name RTI. Each student’s progress is monitored closely by the CAT. If the child does, indeed, respond to the research-based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction. As a result, the CAT may focus on Tier 2 Interventions and develop an individual Intervention Plan for the student. If the student does respond well, the CAT will terminate the student from RTI services.

Tier 2 | If, however, the child does not respond to the first level of group-oriented interventions, he or she typically moves to the next RTI level. The length of time in Tier 2 is generally a bit longer than in Tier 1, and the level of intensity of the interventions is greater. They may also be more closely targeted to the areas in which the child is having difficulty. The CAT will meet to develop an Intervention Plan that specifies the frequency, duration, and location of the Tier 2 services that will be provided. Again, child progress is closely monitored by the CAT. The time allotted to see if the child responds to interventions in this more intensive level may be longer than in the first level—an academic quarter, for instance, rather than six weeks—but the overall process is much the same. If the child shows adequate progress, then the intervention has been successful and a “match” has been found to what type of instruction works with that child. It is quite possible that, if the problem is caught early enough and addressed via appropriate instruction, the child learns the skills necessary to continue in general education without further intervention. This is one of the goals, to identify and provide appropriate intervention early before they become major problems that are more difficult to resolve.

Tier 3 | On the other hand, if the child does not respond adequately to the intervention(s) in Tier 2, then a third level becomes an option for continued and yet more intensive intervention. This third level is typically more individualized as well. If the child does not respond to instruction in this level, then he or she is likely to be referred for a full and individual evaluation under IDEA.

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The data gathered on the child's response to interventions in Tiers 1, 2, and 3 become part of the information available during the evaluation process and afterwards, when a determination must be made as to disability and the child's possible eligibility for special education and related services. Considering the amount of data typically collected in an RTI approach, thanks to its monitoring of student progress all along the way, the information that will now be available will be very helpful to the team of individuals involved in evaluating the child and determining his or her eligibility for special education services.

Important Note: At **any** point in this multileveled intervention process, a child may be referred for [evaluation](#) under IDEA to determine if he or she is a "[child with a disability](#)" consistent with IDEA regulations. Becoming involved in RTI does not mean that a child has to complete a level, or all levels, of an RTI approach before he or she may be evaluated for eligibility for special education and related services. RTI may not be used as a means of delaying or refusing to conduct such an evaluation if the school suspects that the child has a disability or if the parents request that the school system evaluate the child.

How Do General and Special Education Work Together in an RTI Model?

The Federated States of Micronesia (FSM) National Department of Education (NDOE) receives funding under the U.S. Individuals with Disabilities Education Act (IDEA). NDOE is the government entity responsible for ensuring the provisions of IDEA are fully implemented within the FSM and eligible children with disabilities receive a Free and Appropriate Public Education (FAPE). To fulfill the requirements of IDEA, NDOE must conduct Child Find activities to identify and locate children with disabilities. The integrated service delivery model provided by general education and special education working together within an RTI model ensures that at-risk students are identified early before they fail. Working together, general and special education resources are used in an RTI model to monitor the academic progress of students and provide focused assistance for at-risk students who are experiencing academic difficulties. Those

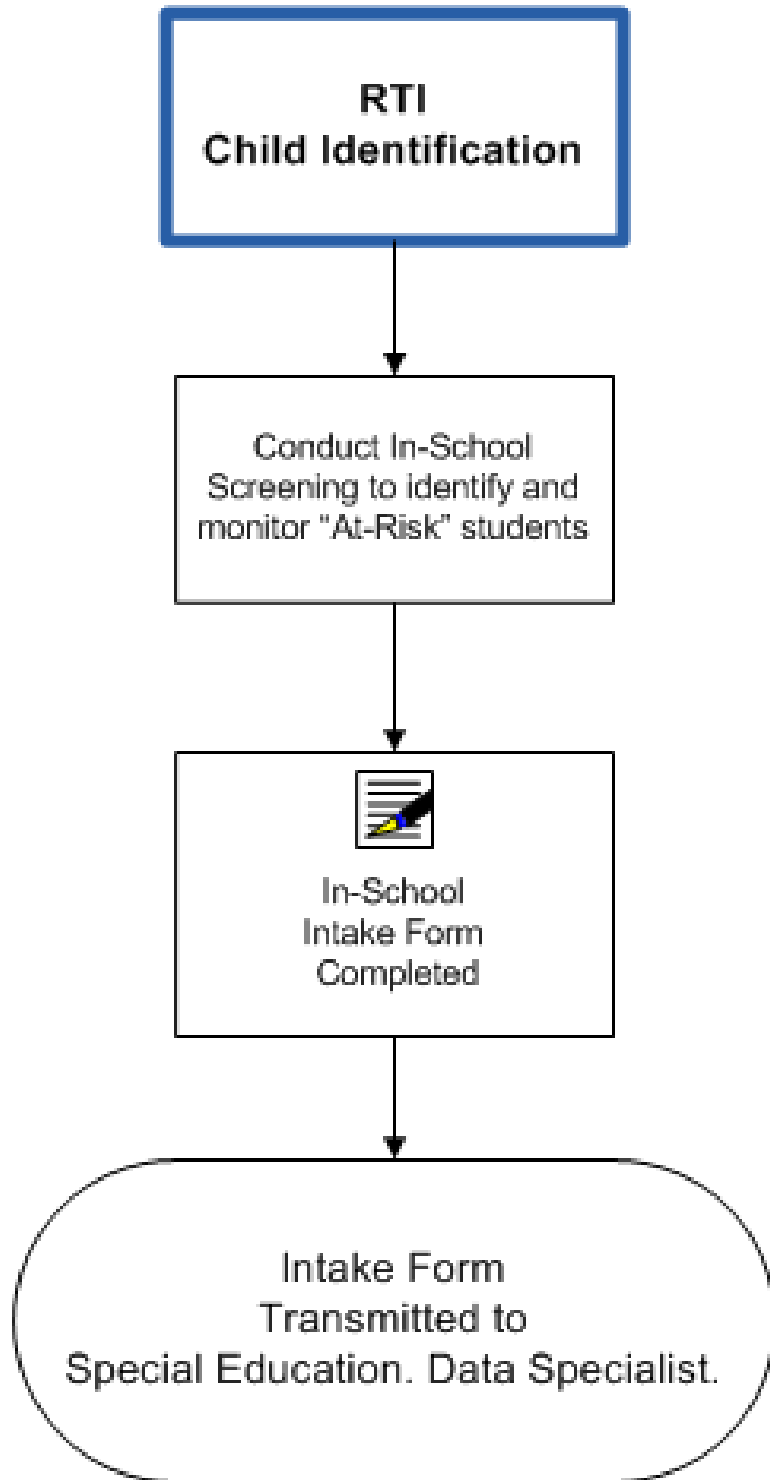
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students who continue to experience academic difficulties will be referred to special education for further assessment to determine if they have a disability that impacts on their education.

In each school there will be a Child Assistance Team (CAT) that will coordinate the services provided through the RTI model. The CAT will have access to general and special education resources in working to develop Intervention Plans that will meet the unique education needs of ALL students. RTI does not replace special education services. Rather, RTI allows for early identification of at-risk students, focused academic interventions, and progress monitoring as a method of both correcting minor learning difficulties and documenting student performance that can be used within a comprehensive evaluation if the decision is made to refer the student to special education.

The information provided within the RTI Handbook is designed to be an integrated service delivery model with the FSM Special Education Handbook. For special education, the “Identification” and “Intake” requirements under IDEA are covered by the RTI Handbook. Also, the provisions of the RTI Handbook are included within the FSM Special Education Handbook. It is critical to remember, the FSM Department of Education is committed to having general education and special education resources working together to provide integrated services that will more effectively serve all students.

RTI In-School Child Referral



CHILD REFERRAL

The FSM Department of Education and each FSM State Department of Education are committed to providing a high quality education program for ALL students. Some students do not make adequate progress in their education program. There may be many reasons why a student does not meet the expected performance levels for their age/grade level. Research has found that early identification of at-risk students and the provision of specific academic interventions can assist struggling students in meeting expected performance levels.

Within the FSM, both general education and special education work collaboratively to implement a Response to Intervention (RTI) model. RTI allows both general and special education resources to be used in school to identify at-risk students and, as needed, to provide differentiated instruction and interventions designed to assist students who are not making adequate progress in the general education classroom. While a student may be referred to special education for a comprehensive evaluation at any time, with RTI, the CAT in each school can work to develop and monitor the implementation of Intervention Plans that are designed to assist at-risk students before their learning difficulties become a major problem.

While Special Education is responsible for the overall Child Find effort that includes both in-school and community-based activities, the following RTI Child Referral Procedures and Timelines are conducted within each school to support early identification and intervention for at-risk students.

Child Assistance Team (CAT)

Within each school, there is a Child Assistance Team (CAT). The CAT is responsible for monitoring the progress of each student, analyzing student progress data, designing Intervention Plans for at-risk students, and initiating referrals for special education evaluation. It is the responsibility of the principal to establish the CAT in their school at the beginning of each school year. The CAT membership must include 1 general education teacher, 1 special education teacher, and 1 additional member selected by the principal. Additional members can be selected by the principal as needed.

The CAT is responsible for ensuring that at-risk students are identified and provided with appropriate differentiated instruction and interventions designed to meet their educational needs. The specific areas of responsibility include (See Intake Section for a complete description of the CAT):

1. Processing Community-Based Intake Referrals
2. Conducting In-School Academic Screening
3. Analyzing Student Performance Data
4. Developing Intervention Plans
5. Monitoring Student Progress
6. Referring Students For Special Education Evaluation

Child Referral

1. **Community-Based Referral**

Community based Intake Referrals can occur at any time. Each State Department of Education is responsible for conducting **Child Find** activities within the community. Often **Child Find** activities will be coordinated with other government agencies such as the Department of Health. The purpose of **Child Find** activities is to identify at-risk students and students who may have a disability that will impact their school performance.

- a. Organizations such as Public Health completes and submits to the school or education program the **Community Intake Form**.
- b. Parent completes and submits to the school or education program the **Community Intake Form**.

Community-based Intake Referrals are transmitted to the Department of Education, Special Education, Child Find Coordinator. The Child Find Coordinator is responsible for ensuring the referral is entered into SITS and a Case Manager is assigned. The referral is sent to the school where the student is enrolled for further Intake processing by the CAT. The CAT receives the referral and has 14 days to complete the Intake process.

2. **In-School Referral**

The CAT is responsible for conducting in-school referral activities. Each teacher is responsible for working with the CAT to complete progress monitoring and screening activities for all students. Those students who meet the screening criteria identified below must be referred to the in-school Child Assistance Team (CAT), using the **Intake Form** for further action. The Case Manager is responsible for transmitting the Intake Form to Special Education for entry into SITS as a Pending Case. The CAT receives the referral and has 14 days to complete the Intake process.

Progress Monitoring and Screening

At-risk students and students with suspected disabilities can be identified in school at any time during a school year. The following Progress Monitoring and Screening activities are designed to identify students experiencing academic difficulty early so that appropriate interventions can be implemented to meet the educational needs of all students. Our goal is to identify children who are at-risk of academic failure and who are suspected of being a child with a disability and in need of special education and related services as early as possible.

1. **Screening**

Each teacher will be responsible for conducting the following screening activities within the first six weeks of each school year.

Timeline:	Within six weeks of the start of the school year
Forms:	Reading and Math Screening Instruments from “ <i>Handbook of Screening and Intervention Procedures for Children ‘At Risk’</i> ”

by Dr. Clay Starlin, University of Oregon-WRRC

“Sample” Screening Schedule

Teacher Ranking Sheet

Student Data Sheet

Pre-Referral Checklists

Referral for Assessment

Responsible Person(s): CAT and General Education Teachers

Screening Steps for General Education Teachers with the assistance of CAT

- a. Rank each student in your classroom for reading and math. Using the **Teacher Ranking Sheet**, rank the student most skilled for each area as #1 and continue through least skilled. Rank all students.
- b. Conduct screening in math and reading using the reading and math assessment instruments from the “**Handbook of Screening and Intervention Procedures for Children ‘At-Risk’**”
- c. Fill in the screening scores on the **Student Data Sheet** for each student in the class.
- d. Determine the middle score (i.e. the median) for the class on the reading and math screening assessment. To get the middle score, write the scores for the students in the class from lowest to highest. Find the middle score. If there is an even number of scores the middle score is obtained by dividing the two scores in the middle by 2. If there is an odd number of scores, there will automatically be a middle score.

Example 1: Here is a set of scores for the reading assessment: 55, 27, 68, 36, 77, 57, 88, and 90 (Even number)

Lowest to highest: 27, 36, 55, 57, 68, 77, 88, 90; There is an even number of scores. Therefore, we take the two middle numbers, 57 and 68, add them together and divide them by two. The middle number (i.e. the median) is 62.5

Example 2: Here is a set of scores for the math assessment: 55, 27, 68, 36, 77, 57, 88, 90, and 100.

Lowest to highest: 27, 36, 55, 57, 68, 77, 88, 90, and 100. There is an odd number of scores. Therefore, we find the middle number after placing the scores from lowest to highest. The middle score (i.e. the median) is 68.

- e. Compare your ranking of the student and the student’s performance on the reading and math. Base your decision on one of the criteria below. The criteria is taken from the *Screening and Intervention Procedures for Children ‘At Risk’* by Dr. Clay Starlin, University of Oregon-WRRC.

Criteria 1: The student is unable to participate in the General Education Curriculum and is immediately referred for a Special Education Assessment. This may include students who have an IEP from another jurisdiction or are obviously in need of services based on observation.

Decision: Refer immediately to Child Assistance Team for determination of referral for further evaluation to determine special education eligibility.

Criteria 2: The student's score for teacher ranking falls within the bottom $\frac{1}{4}$ of the class and between $\frac{1}{4}$ and $\frac{1}{2}$ of the screening.

Example: You ranked Student A as #26 out of 28 students. This score falls within the bottom $\frac{1}{4}$ of the class. The student's score on the math screening was a 40 with the middle score for the class equal to 74. The bottom $\frac{1}{4}$ of the class will be scores \leq 37. Therefore, a score of 40 falls between $\frac{1}{4}$ and $\frac{1}{2}$ of the screening scores.

Decision: Refer the student for CAT with a recommendation of an Intervention Plan.

Criteria 3: The student's score for the teacher ranking falls in the bottom $\frac{1}{4}$ of the class and the student's ranking for math and reading is $\frac{1}{4}$ of the grade level median (i.e. the middle score of all scores) or below based on screening results.

Example: You ranked Student B #26 out of 28 students. This score falls within the bottom $\frac{1}{4}$ of the class. The student's score on the reading screening was 25 with the middle score for the class at 74. The bottom $\frac{1}{4}$ of the class will be scores \leq 37. Therefore, a score of 25 falls below $\frac{1}{4}$ of the screening assessment.

Decision: Refer immediately to Child Assistance Team for determination of referral for further evaluation to determine special education eligibility.

Criteria 4: The student's score for the teacher ranking is above the middle and the student's reading and math scores on the screening is average (between $\frac{1}{2}$ below the median and $\frac{1}{2}$ above the median based on the screening results).

Example: You ranked Student D #4 out of 28 students. The student's reading and math scores were 85 and 90 respectively. The median was 100. The scores fell within $\frac{1}{2}$ below the median.

Decision: Keep in Current Program.

Criteria 5: Students who do not make satisfactory progress in the General Education Intervention program. The student has progressed less than 50% per month within one school year in basic reading or math.

Example: If a student only improved from 50 words correct/minute to 65 words correct/minute in 4 months, this would be considered inadequate progress. The

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student should be referred for special education assessment. 50% per month progression for this student would be 75 words correct/minute a month.

Decision: Refer immediately to Child Assistance Team for determination of referral for further evaluation to determine special education eligibility.

Criteria 6 In addition to the academic screening, each teacher should determine if any children are experiencing any additional educational performance problems related to the areas listed below by completing appropriate checklists:

- i. Physical (motor problems)
- i. Vision (eyes)
- ii. Hearing (ears)
- iii. Speech and/or Language
- iv. Emotional Problems
- v. Health Problems

Complete the appropriate pre-referral checklist. If you checked more than half (>50%) of the items on the list for each suspected area, complete the “In-School Intake” form in consultation with the CAT. Check the appropriate areas including the “learning problem” area if the student also meets Criteria 3 above.

Note: The determination to refer a child should not be based solely on the checklists. All available data should be considered when making a determination to refer a child for an assessment.

- f. If the student did not show any problems for reading and math as indicated by your ranking and screening results, but is still struggling in class, determine if the educational performance problem is due to one or more of the other areas listed in Criteria #6. Complete “In-School Intake” form and forward to the CAT.
- g. If the decision is not to complete an In School Intake Form, consult with a CAT member or other appropriate educator in regards to possible alternatives that may be implemented in your class.
- h. It is the responsibility of the Case Manager to submit all Intake Forms to Special Education for entry into SITS.

2. Progress Monitoring

The Child Assistance Team in each school is responsible for conducting regular academic progress monitoring of all students in reading and math. The CAT will review and analyze results of Progress Monitoring data at the end of each quarter to identify students who may be at-risk.

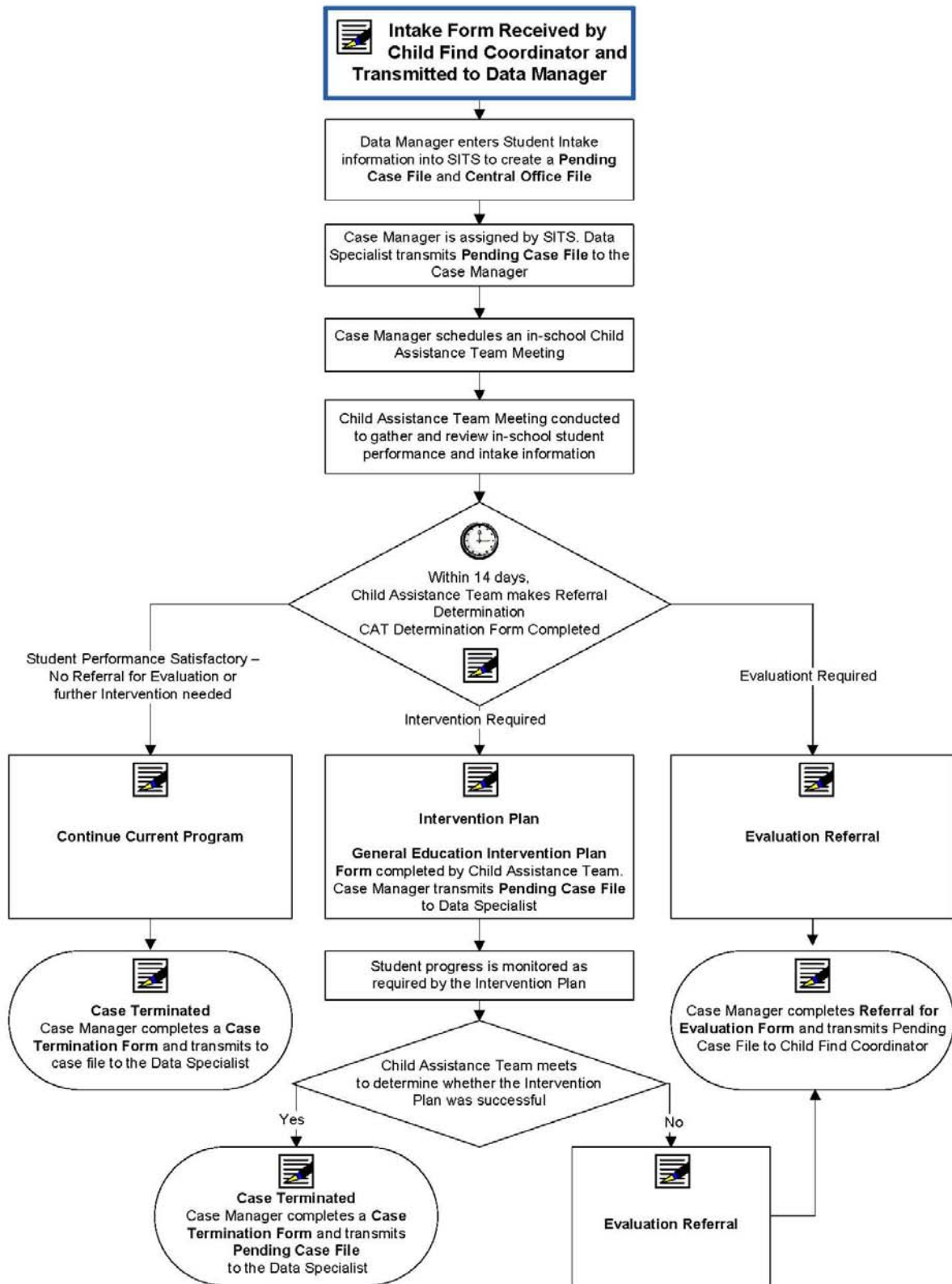
Timeline: At the end of each academic quarter.

Forms: Reading and Math Screening Instruments from “*Handbook of Screening and Intervention Procedures for Children ‘At Risk’*” by Dr. Clay Starlin, University of Oregon-WRRC

Responsible Person(s): CAT and General Education Teachers

RTI Intake

Intake



RTI INTAKE

Child Assistance Team (CAT)

Within **14 days** of receipt of a Community or In School Intake Form, The Child Assistance Team must conduct a meeting to make a determination based on the student's needs. The Child Assistance Team (CAT) is an *integrated service delivery model (ISD)* that uses both general education and special education resources to effectively serve at-risk students. Each State Department of Education will ensure the implementation of a Child Assistance Team (CAT) within each school or education program. The CAT process is the joint responsibility of both general and special education within each school or education program. The CAT process is designed to monitor the academic progress of ALL students and identify at-risk students and provide focused interventions to help at-risk students improve their academic performance.

It is the responsibility of the school principal to ensure the CAT process is fully implemented in their school or education program. The special education Case Manager assigned to the school will serve as the chairperson for the CAT. The principal will appoint at least one general education teacher and one special education teacher to serve on the school CAT for the school year.

1. CAT Responsibilities

The CAT is responsible for:

- a. Facilitating in-school progress monitoring/screening in reading and math to identify at-risk students.
- b. Gathering and reviewing information concerning at-risk students.
- c. Conducting Intervention Plan Meetings.
- d. Meeting with parents to ensure they are part of the team when designing an Intervention Plan.
- e. Monitoring progress of students who have an Intervention Plan.
- f. For students who do not make adequate progress, completing a Referral for Evaluation for Special Education.
- g. Participating in all IEP meetings.

2. CAT Forms

The CAT will use the following forms and will be linked to the Special Education Student Information Tracking System (SITS):

- a. Community Intake Form
- b. In-School Intake Form
- c. CAT Meeting - Parent Invitation Letter

- d. CAT Meeting – Participant Notification Form
- e. CAT Intervention Plan (Parts 1, 2, and 3)
- f. CAT Intervention Plan Progress Report

CAT Determination

The CAT will receive referrals based on completed In-School and Community Intake Forms that have been received. The CAT must officially meet and make a determination within 14 days of receipt of the Intake Form. The CAT will make one of the following determinations:

- Student is making satisfactory progress and will remain in the general education class with no interventions.
- Student will participate in specific interventions described within a parent approved Intervention Plan.
- Student will be referred to Special Education for further evaluation to determine eligibility for special education services.

3. Student making satisfactory progress case terminated

CAT reviews intake and determines that the student is making satisfactory progress in the general education class. Satisfactory progress is defined as achieving passing grades of “C” or better. The chairperson completes the **Termination Form** and transmits it to Special Education for entry into SITS.

4. Intervention Plan

The CAT determines that the student meets the criteria for a specific Intervention Plan. The CAT will schedule an Intervention Plan Meeting and invite the parents to attend. During the meeting, the Intervention Plan Form will be completed. The Intervention Plan and completed Intake Form will be transmitted to Special Education for entry into SITS. The CAT will monitor the progress of the student based on the Intervention Plan and will schedule subsequent meetings to determine if the plan is effective or not. If effective, the CAT may decide to terminate the case or if the plan is not effective, the CAT may decide to refer the child to special education for further evaluation. In no case can an Intervention Plan last longer than one semester.

5. Refer for Special Education Evaluation

If the CAT determines that the student is not making adequate progress, even with interventions, and they have reason to suspect that an educational performance problem is due to one or more of the following disabilities:

- a. Specific learning disability
- b. Cognitive impairment
- c. Hearing impairment

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- d. Emotional disturbance
- e. Other health impairment (i.e. health problems that affects student's alertness and vitality)
- f. Multiple disabilities (includes two or more of the other impairments that result in severe educational needs; does not include deaf-blindness)
- g. Speech or language impairment
- h. Visual impairment (including blindness)
- i. Orthopedic impairment
- j. Autism
- k. Traumatic brain injury
- l. Deaf-blindness
- m. Deafness
- n. Developmentally delayed (ages 3 through 9)

The CAT completes the **Initial Evaluation Referral Form**, the appropriate **Pre-referral Checklist**, and **Prior Notice to Initiate the Evaluation: Parent Consent Form** and obtains parent permission to conduct the evaluation. These completed forms are transmitted to Special Education for entry into SITS. The Evaluation Report and Eligibility Determination must be made within 60 days of receiving parent consent to conduct the evaluation.

Intervention Plan

An Intervention Plan is developed by the CAT for students who meet the criteria described above. The Intervention Plan is supplemental to current instruction being provided in the general education classroom in the area of need. It is scientifically-based and should be implemented for at least 10-20 weeks. At least two specific interventions must be tried in working to assist an at-risk student. Scientifically-based research programs are programs/methods that have been proven effective in producing student progress. An Intervention Plan is a program that is different from the current program that is being implemented and provides intensive instruction in the area of need.

1. Implement Tier 1 intervention for 6 to 8 weeks. May be modified or extended if progress is being made. The Intervention Plan will typically be provided within the general education core curriculum.
2. Implement Tier 2 intervention for at least one academic quarter. The Intervention Plan will typically have more focused instruction provided in small group settings. If adequate progress is not being made, implement Tier 3 Interventions.
3. Implement Tier 3 interventions. The Intervention Plan will typically have increased duration of instruction and smaller group, including individual tutoring sessions.
4. Monitor progress in areas of need at least once per week.

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5. Discontinue general education intervention program when a child's performance improves sufficiently to allow satisfactory progress in the regular classroom. ***
6. Intervention in reading and/or math should be scientifically-based.

*** Taken from *Handbook of Assessment Procedures & Materials for Children with Special Needs* by Dr. Clay Starlin, University of Oregon Western Regional Resource Center (WRRRC).

Appendix A

Forms

Summary Record Checklist

	Forms	Submitted Date	Submitted by
Child Referral Forms			
1.	<input type="checkbox"/> CAT – Community Intake Form		
2.	<input type="checkbox"/> CAT – School Intake Form		
Intake Forms			
3.	<input type="checkbox"/> CAT Meeting– Member Invitation Letter		
4.	<input type="checkbox"/> CAT – Parent Invitation Letter		
5.	<input type="checkbox"/> CAT – Determination Form		
6.	<input type="checkbox"/> CAT – Intervention Plan		
7.	<input type="checkbox"/> CAT – Progress Report		
Special Education Referral Forms			
8.	<input type="checkbox"/> Pre-Referral Checklist for Communication Impairments		
9.	<input type="checkbox"/> Pre-Referral Checklist for Emotional Disability		
10.	<input type="checkbox"/> Pre-Referral Checklist for Hearing Impairments		
11.	<input type="checkbox"/> Pre-Referral Checklist for Visual Impairments		
12.	<input type="checkbox"/> Pre-Referral Checklist for Specific Learning Disability		
13.	<input type="checkbox"/> Pre-Referral Checklist for Autism Spectrum Disorder		
14.	<input type="checkbox"/> Pre-Referral Checklist for Mental Retardation		
15.	<input type="checkbox"/> Referral for Initial Evaluation		
16.	<input type="checkbox"/> Termination of Services		

RTI

Child Referral Forms

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Child Assistance Team – School Referral Form

This form should be used by teachers or other concerned individuals in school to refer a child to the Child Assistance Team. The Referral Form should be completed and delivered to the Principal.

Name of Teacher:	School:		
Name of Student:	Grade:	DOB:	Date:

Screening Information: Based on the screening information gathered, the student meets the following criteria for referral to the CAT. Attach appropriate documentation.

Criteria 1 – Special Education Evaluation Criteria 2 – Refer for Intervention Plan
 Criteria 3 – Special Education Evaluation Criteria 5 – Special Education Evaluation
 Criteria 6 – Experiencing Other Concerns (see attached checklist)

Summary of Concerns: Please check the areas of concern. Please attach any further documentation of your concerns.

<input type="checkbox"/> Vision	<input type="checkbox"/> Hearing	<input type="checkbox"/> Health (Physical/Motor)
<input type="checkbox"/> Intellectual/Cognitive	<input type="checkbox"/> Academic Achievement	<input type="checkbox"/> Speech and Language
<input type="checkbox"/> Vocational	<input type="checkbox"/> Adaptive Behavior	<input type="checkbox"/> Social Emotional

Describe Concerns: Please describe the areas of concern and what impact these will have on student learning at school. Please attach any further documentation of your concerns.

Summary Steps You Have Taken to Address the Concerns: Please attach any documentation

Describe Goals: Please describe what goals would be appropriate for this student

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Child Assistance Team – School Referral Form

Name of Teacher:	School:		
Name of Student:	Grade:	DOB:	Date:

Referral Form Submitted by:		
_____	_____	_____
Name	Title/Position	Date

Contact Information (Phone number and/or address)		

Referral Form Received by:		
_____	_____	_____
Name	Title/Position	Date

Intake Forms

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Child Assistance Team Meeting – Member Invitation Letter

Name of Student:	Grade:	DOB:	School:
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Dear CAT Member. _____

In our school we have a Child Assistance Team (CAT) to help students who are experiencing learning difficulties. The CAT is responsible for gathering information concerning students who are experiencing learning difficulties and developing Intervention Plan to help assist the student.

The child identified above is being referred to the CAT for the following reasons:

<input type="checkbox"/> Vision	<input type="checkbox"/> Hearing	<input type="checkbox"/> Health (Physical/Motor)
<input type="checkbox"/> Intellectual/Cognitive	<input type="checkbox"/> Academic Achievement	<input type="checkbox"/> Speech and language
<input type="checkbox"/> Vocational	<input type="checkbox"/> Adaptive Behavior	<input type="checkbox"/> Social Emotional

Summary of Concerns:

We would like to invite you to attend and participate in a Child Assistance Team Meeting. Please come prepared with any information you have concerning learning difficulties this student is experiencing. This meeting is scheduled for:

Date: _____ **Time:** _____ **Locations:** _____

We look forward to your attendance at this important meeting.

Sincerely,

Principal/Administrator Signature Date

Child Assistance Team – Parent Invitation Letter

Name of Student:	Grade:	DOB:	School:
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Dear Parent(s)/Guardian(s). _____

The Department of Education is committed to providing a high quality education program for ALL students. Some students do not make adequate progress in their education program. There may be many reasons why a student does not meet the expected performance levels for their age/grade level. Research has found that early identification of at-risk students and the provision of specific educational interventions can assist struggling students in meeting expected performance levels.

In our school we have a Child Assistance Team (CAT) to help students who are experiencing learning difficulties. The CAT is responsible for gathering information concerning students who are experiencing learning difficulties and developing Intervention Plans to help assist the student.

The child identified above is being referred to the CAT for the following reasons:

<input type="checkbox"/> Vision	<input type="checkbox"/> Hearing	<input type="checkbox"/> Health (Physical/Motor)
<input type="checkbox"/> Intellectual/Cognitive	<input type="checkbox"/> Academic Achievement	<input type="checkbox"/> Speech and language
<input type="checkbox"/> Vocational	<input type="checkbox"/> Adaptive Behavior	<input type="checkbox"/> Social Emotional

Other Concerns:

We would like to invite you to attend and participate in a Child Assistance Team Meeting. Please come prepared with any information you have concerning learning difficulties this student is experiencing. This meeting is scheduled for:

Date: _____ **Time:** _____ **Locations:** _____

We look forward to your attendance at this important meeting.

Sincerely,

Principal/Administrator Signature Date

Parent Response - Please check the appropriate box below and sign below. Please return this form to the school principal.

- I will be able to attend the CAT Meeting.
- I will not be able to attend the CAT Meeting. Please proceed without me.
- I would like to request the meeting be rescheduled.

Parent Signature Date

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Child Assistance Team – Determination Form

Intake Type:	<input type="checkbox"/> In School	<input type="checkbox"/> Community
Name of Teacher:	School:	
Name of Student:	Grade:	DOB:
		Date:

1. Areas of Concern: The following Areas of Concern were discussed.

2. CAT Determination: Based on a review of the information provided, the CAT is making the following determination.

- The student is performing satisfactory in the general class and will continue without any additional Interventions as this time. A Termination Form will be completed and submitted to Special Education SITS.
- The student is experiencing learning difficulties as documented in the attached information provided by the teacher under Criteria 2. As a result, the CAT will develop an Intervention Plan for this student. The Intervention Plan will be submitted to Special Education for entry into SITS
- The student is experiencing learning difficulties as documented by information provided by the teacher under Criteria 1 or Criteria 3. As a result, the CAT will complete a Special Education - Referral for Evaluation Form and submit it to Special Education for entry into SITS.
- The student is experiencing other areas of concern (e.g. Criteria 6 - hearing, vision, behavior, speech, medical). As a result, the CAT will complete a Special Education Referral for Evaluation Form and submit it to Special Education for Entry into SITS.
- The student has participated in an Intervention Plan and is still experiencing significant learning difficulties (Criteria 5). As a result, the CAT will complete a Referral for Evaluation Form and submit it to Special Education for Entry into SITS.
- The student has participated in an Intervention Plan and is now performing satisfactory in the general education class. No further intervention is needed. A Termination Form will be completed and submitted to Special Education SITS.

CAT Members:

1.	_____	2.	_____
	Name		Name
	Date		Date
3.	_____	4.	_____
	Name		Name
	Date		Date

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Child Assistance Team – Intervention Plan

Part 1

This form should be used by the CAT to develop an Intervention Plan. The Intake Form should be completed and delivered to the Principal for approval.

Intake Type:	<input type="checkbox"/> In School	<input type="checkbox"/> Community
Name of Teacher:	School:	
Name of Student:	Grade:	DOB:
		Date:

Screening Information: Based on the screening information gathered, the student meets the following criteria for referral to the CAT. Attach appropriate documentation.

- Criteria 1 – Special Education Evaluation Criteria 2 – Intervention Plan
- Criteria 3 – Special Education Evaluation Criteria 5 – Special Education Evaluation
- Criteria 6 – Experiencing Other Concerns (see attached checklist)

Summary of Concerns:

The child identified above is being referred to CAT for the following areas of concerns.

<input type="checkbox"/> Vision	<input type="checkbox"/> Hearing	<input type="checkbox"/> Health (Physical/Motor)
<input type="checkbox"/> Intellectual/Cognitive	<input type="checkbox"/> Academic Achievement	<input type="checkbox"/> Speech and Language
<input type="checkbox"/> Vocational	<input type="checkbox"/> Adaptive Behavior	<input type="checkbox"/> Social Emotional

Summary of Concerns: Please describe the areas of concern and what impact on student learning at school. Please attach any further documentation of your concerns.

Summary Steps You Have Taken to Address the Concerns: Please attach any documentation

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Part 2 – Use one page for each goal

Date: _____

Describe the specific Goal and the Intervention Service to be provided. Also include the frequency of the service, the location, and the start and end dates for the service.

Goal	Intervention Service	Frequency	Location/ Person- Responsible	Start	End

Progress Measurement: Please describe how progress towards meeting the goal will be measured.

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Part 3 - Approval

Date: _____

The members of the CAT Team have developed this Intervention Plan for:

_____ Name of Student	_____ DOB
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Signature of Team Members	Title	Agree	Disagree
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Parent Approval

- I/we have participated in the development of the Intervention Plan for my child and **give consent** for implementation.
- I/we **do not give consent** to implement the Intervention Plan.

Parent or Guardian Signature Date

Principal Approval

Name Title/Position Date

Intervention Plan Progress Meeting Date: _____

Child Assistance Team – Progress Report

This form is used to document progress a student is making towards achieving the goals established in an Intervention Plan.

Name of Teacher:	School:		
Name of Student:	Grade:	DOB:	Date:

1. Progress Report: Please describe the specific progress the student is making using outcome data.

2. CAT Determination: Based on a review of the progress information provided, the CAT is making the following determination:

- The student has achieved the performance goal(s) established in the Intervention Plan. The Intervention Services will be discontinued and the student will be monitored in the general education class for one quarter to ensure the student is making satisfactory progress. A follow up Progress meeting will be scheduled for: _____ (Date)
- The student has achieved the performance goal(s) established in the Intervention Plan and is successfully performing in the general education class with no additional interventions. The CST will terminate the case. A Termination Form will be completed and submitted to Special Education SITS.
- The student has partially completed the goal(s) established in the Intervention Plan. The Intervention Plan will be continued. A follow up Progress Meeting will be scheduled for: _____ (Date)
- The student will continue on the Intervention Plan with revised interventions (see revised Intervention Plan.)

CAT Members:

1. _____	2. _____
Name	Name
_____	_____
Date	Date
3. _____	4. _____
Name	Name
_____	_____
Date	Date

