Shelby County Schools



2017-18

RTI2 Forms

Revised September 2017

# Description: Description: Macintosh HD:Users:administrator:Desktop:Untitled-1.psd

#

# 2017-18 RTI2 Forms

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#

# 2017-18 Core School-Based RTI2 Data Team

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Please list members on the spaces below.\**

|  |  |  |
| --- | --- | --- |
|  | Name | Email Address |
| Principal:  |  |  |
| RTI2 Chairperson:  |  |  |
| School Psychologist:  |  |  |
| Other Permanent Members:  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**\**General and Special Education Teachers, School Counselors, ESL Teachers, Speech/Language Pathologists, or other individuals providing interventions will participate in School RTI2 Data Team Meetings as necessary.***

**School Name**

**2017-18 RTI2 Data Team Meeting Minutes**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Time: \_\_\_\_\_\_\_\_\_\_\_\_ Grade level(s) Discussed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

RTI2 Data Team Meeting Participants Signature(s)/Title:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summary of Items Discussed**

**2017-18 Referral to RTI2 Data Team**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student Name |  | Teacher |  | Grade |  |
| School |  | **Date of Meeting** |  |  |  |

***easyCBM* Benchmark Assessment (Circle One): Fall Winter Spring**

|  |  |  |  |
| --- | --- | --- | --- |
| *easyCBM Benchmark Probe**(Only enter percentile ranks for probes administered. If area not assessed write N/A.)* | *easyCBM* BenchmarkPercentile Rank | Tier 2Check if between 10th and 24th percentile | Tier 3Check if between0 and 9thpercentile |
| Letter Names (*Basic Reading*) |  |  |  |
| Letter Sounds (*Basic Reading*) |  |  |  |
| Phoneme Segmenting (*Basic Reading*) |  |  |  |
| Word Reading Fluency *(Basic Reading/Fluency*) |  |  |  |
| Passage Reading Fluency (*Basic Reading/Fluency*) |  |  |  |
| Vocabulary (*Comprehension*) |  |  |  |
| Reading Comprehension (*Comprehension*) |  |  |  |
| Math CCSS |  |  |  |

**Instructional Level Documentation (Directions found on pages 9-18 of RTI2 Implementation Guide)**

Complete the chart below if additional *easyCBM* measures were administered to determine instructional level

|  |  |  |
| --- | --- | --- |
| **Skill Area** | **Grade Level Administered** | **Score/Percentile** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Complete the chart below if MAP assessment data was used to determine instructional level

|  |  |  |
| --- | --- | --- |
| **Skill Area** | **RIT Score** | **Instructional Level** |
|  |  |  |

Complete the chart below if i-Ready data was used to determine instructional level for Math

|  |  |  |  |
| --- | --- | --- | --- |
| **i-Ready Domain/Skill Deficit** | **Placement/****Instructional Level**  | **i-Ready Domain/Skill Deficit** | **Placement/****Instructional Level**  |
| Numbers & Operations |  | Measurement & Data |  |
| Algebra & Algebraic Thinking |  | Geometry |  |

Record the student’s final lowest skill deficit area and instructional level results in the chart below

|  |  |  |
| --- | --- | --- |
| **Identified Skill Deficit Area** | **Instructional Level** | **Tier** |
|  |  |  |

Does the student receive any of the following services? (check all that apply)

\_\_\_Instructional Resource \_\_\_Speech/Language \_\_\_\_English as Second Language (ESL) \_\_\_\_ 504

**A**

**2017-18 Student Intervention Plan**

 **(Completed and Reviewed During RTI2 Data Team Meetings)**

**Start Date:\_\_\_\_\_\_\_\_\_\_Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_** **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lowest Skill-Deficit Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tier:\_\_\_\_\_\_** Interventionist:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Research-Based Intervention Program\*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructional Level (circle one): K 1st 2nd 3rd 4th 5th 6th 7th 8th**

***Intervention and progress monitoring must be linked to lowest skill-deficit area and provided on student’s instructional level***

\*Intervention must occur on a daily basis. Tier 2: minimum 30 minutes daily and Tier 3: minimum 45 minutes daily.

Small Group Intervention (circle days that apply): **M T W Th F** **Session Length:\_\_\_\_\_\_\_\_\_\_**

Computer-based Intervention (circle days that apply): **M T W Th F N/A** **Session Length:\_\_\_\_\_\_\_\_\_\_** Computer Program:\_\_\_\_\_\_\_\_\_\_\_

*easyCBM* Progress Monitoring Measure selected: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and will occur (circle one) weekly every other week

***Complete Part B during next RTI2 Data Team Meeting after ROI has been calculated.***

**B**

|  |
| --- |
| **RTI2 Evaluation of Student Intervention Plan** |
| **Date of Review:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Current ROI:\_\_\_\_\_\_\_\_\_** **Reasonable ROI (Needed):\_\_\_\_\_\_\_\_\_** **# of Fidelity Checks Completed:\_\_\_\_\_\_** |
| Current progress (based on ROI) is (check one): **\_\_\_Exceptional**: Sufficient ROI/Solid Tier 1 **\_\_\_Acceptable:** Sufficient ROI/Ready to move up to next instructional level or skill **\_\_\_Satisfactory:** Sufficient ROI/Maintaining current instructional level and skill **\_\_\_Minimal:**  Insufficient ROI/Student shows some progress**\_\_\_Insufficient:** Insufficient ROI/Limited growth or regression | Is intervention documentation sufficient to make data-based decision? (check one) \_\_\_Yes \_\_\_No | Is plan being implemented with fidelity? (check one)\_\_\_Fully \_\_\_Partially\*\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Not Implemented\*\*\_\_\_\_\_\_\_\_\_\_\_\_\_\*\*Reason not fully implemented  |
| **Evaluation of Student Intervention Plan Decision\*** (check one) \_\_\_\*Continue current plan in Tier 2 or Tier 3 (circle one) with Progress Monitoring in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\*Modify by changing intervention to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\*Discontinue current plan. Move to new skill \_\_\_\_\_\_\_\_\_\_\_\_\_ and/or instructional level \_\_\_\_\_\_\_ \_\_\_Discontinue RTI2 interventions and move to Tier 1 | **\*Complete Part A of a new Student Intervention Plan.** |

**2017-18 Intervention Log**

Name of Student: Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month of: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week**  | **Date** | **Start** **Time** | **End** **Time** | **Intervention**(method of delivery and program used e.g., computer/Achieve 3000) | **\*Skill area addressed** | **Instructional Level** | **Observations/Notes****(e.g., student was ill, left early, earned a reward, etc.)** |
| **Week 1** |  |  |  |  |  |  |  |
| Monday |  |  |  |  |  |  |  |
| Tuesday |  |  |  |  |  |  |  |
| Wednesday |  |  |  |  |  |  |  |
| Thursday |  |  |  |  |  |  |  |
| Friday |  |  |  |  |  |  |  |
| **Week 2** |  |  |  |  |  |  |  |
| Monday |  |  |  |  |  |  |  |
| Tuesday |  |  |  |  |  |  |  |
| Wednesday |  |  |  |  |  |  |  |
| Thursday |  |  |  |  |  |  |  |
| Friday |  |  |  |  |  |  |  |
| **Week 3** |  |  |  |  |  |  |  |
| Monday |  |  |  |  |  |  |  |
| Tuesday |  |  |  |  |  |  |  |
| Wednesday |  |  |  |  |  |  |  |
| Thursday |  |  |  |  |  |  |  |
| Friday |  |  |  |  |  |  |  |
| **Week 4** |  |  |  |  |  |  |  |
| Monday |  |  |  |  |  |  |  |
| Tuesday |  |  |  |  |  |  |  |
| Wednesday |  |  |  |  |  |  |  |
| Thursday |  |  |  |  |  |  |  |
| Friday |  |  |  |  |  |  |  |

*\* Insert name of intervention program & targeted skill deficit identified on Student Intervention Plan*

Monthly RTI2 Data Team Meeting Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Letter and *easyCBM* Parent Report Sent Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intervention Fidelity Statement: I certify that the above noted strategies/interventions were conducted as described.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Current Tier: \_\_\_\_\_

**Rate of Improvement (ROI) Worksheet**

|  |  |
| --- | --- |
| Assessment Used: | *easyCBM* |
| Targeted Skill Area: |  |
| Progress Monitoring Probe Used (e.g., PRF): |  |
| Student’s score on first probe administered: |  |
| Student’s score on last probe administered: |  |
| Fall Benchmark expectation: |  |
| Spring Benchmark expectation: |  |

**Step 1: Determine Typical ROI**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_  | - | \_\_\_\_\_\_\_\_\_\_\_\_\_  | / | \_\_\_\_\_\_36\_\_\_\_\_\_\_ | = | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Spring Benchmark expectation |  | Fall Benchmark expectation |  | Number of weeks |  | Typical ROI (slope) |

**Step 2: Determine Student ROI**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_  | - | \_\_\_\_\_\_\_\_\_\_\_\_\_  | / | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | = | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Score on last probe administered |  | Score on first probe administered |  | Number of weeks of intervention between first and last probe |  | Student ROI (slope) |

|  |  |
| --- | --- |
| **Step 3: Compare Student ROI to Typical ROI** | **Is Student’s ROI** **Greater than Reasonable ROI?** |
| **\_\_\_\_\_\_\_\_\_**  | **X** | **\_\_\_\_\_1.5\_\_\_\_\_**  | **=** | **\_\_\_\_\_\_\_\_\_\_\_\_\_** | **□ Yes □ No** |
| **Typical ROI** |  |  |  | **Reasonable ROI** |
| **OR** |  |
| \_\_\_\_\_\_\_\_\_\_\_  | X | \_\_\_\_\_\_2.0\_\_\_\_\_\_\_  | = | \_\_\_\_\_\_\_\_\_\_\_\_\_ | ***\*Aggressive ROI should only be calculated if aggressive intervention strategies are determined necessary by the RTI2 data team.*** |
| Typical ROI |  |  |  | Aggressive ROI\* |

**If the team answers “No”, consider a change in intervention**:

* Increasing frequency of intervention sessions
* Changing intervention
* Changing interventionist
* Changing time of day intervention is delivered
* Increasing intensity (Tier) of intervention

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade/Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Current Tier: \_\_\_\_\_\_\_\_\_\_

 Percentile: \_\_\_\_\_\_\_\_\_\_\_

**Gap Analysis Worksheet**

|  |  |
| --- | --- |
| Assessment Used: | *easyCBM* |
| Target Skill Area: |  |
| Student’s current performance: |  |
| Student’s current rate of improvement (ROI): |  |
| Current Benchmark expectation: |  |
| End of year Benchmark expectation: |  |
| Number of weeks left in the school year: |  |

**Step 1: Determine Gap**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | Is Gap Significant? |
| \_\_\_\_\_\_\_\_\_\_\_\_\_ / | \_\_\_\_\_\_\_\_\_\_\_\_\_ = | \_\_\_\_\_\_\_\_\_\_\_\_\_ | □ Yes □ No |
| Current Benchmark Expectation | Current performance | Current Gap |

If Gap is significant, complete Step 2

**Step 2: Gap Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_  | - | \_\_\_\_\_\_\_\_\_\_\_\_\_  | = | \_\_\_\_\_\_\_\_\_\_\_\_ |
| End of year Benchmark |  | Current performance |  | Difference |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| \_\_\_\_\_\_\_\_\_  | / | \_\_\_\_\_\_\_\_\_\_\_\_  | = | \_\_\_\_\_\_\_\_\_\_\_\_\_ | Is this reasonable\*? |
| Difference |  | Weeks left in the year |  | Rate of Improvement Needed | □ Yes □ No |
| **OR** |  |
| \_\_\_\_\_\_\_\_\_\_\_  | / | \_\_\_\_\_\_\_\_\_\_\_\_\_  | = | \_\_\_\_\_\_\_\_\_\_\_\_\_ | □ Yes □ No |
| Difference |  | Student’s Current ROI |  | Number of weeks to meet goal |

\*A reasonable ROI is one which is no more than twice (2x) the ROI of typical peers

**Step 3: Conclusion** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School Psychologist Signature and Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*\**Copy and place on school letterhead\*\****

**Response to Instruction and Intervention (RTI2) Parent Letter-Increasing Intervention**

Date: Student:

Dear Parent,

Based on your child’s performance on the District’s universal screening (NWEA MAP) and benchmark assessment (*easyCBM*), his/her scores show that he/she is experiencing some challenges in reading or math. In addition to Tier 1 core instruction, your student will now receive additional interventions each day. Intervention will be done in small groups with trained personnel using research-based materials and/or computer-based programming. Your child’s progress will be monitored every one to two weeks. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Your child’s area(s) of need and corresponding RTI2 intervention focus have been identified as:

|  |  |  |
| --- | --- | --- |
| Subject | Tier 2Additional 30 minutes/day | Tier 3Grades 1-8: additional 45 minutes/dayKindergarten: additional 40-45 minutes/day |
| Reading and Literacy |  |  |
| Math |  |  |

We encourage you to provide daily opportunities for your child to read aloud, write, and share his or her math work with you. Improvement in any skill area requires ongoing practice. If you have questions, or would like more information, please contact your child’s teacher.

Respectfully,

Insert Signatures

**\*\**Copy and place on school letterhead\*\****

**Response to Instruction and Intervention (RTI2) Progress--Parent Letter**

Date: Student:

Dear Parent,

This letter is to inform you of your child’s progress in the Response to Instruction and Intervention (RTI2) Framework. Your child has been receiving extra help in his or her area(s) of need for the last 4 weeks of instruction. We have assessed your child using our District’s progress monitoring tools. Attached is a copy of your child’s progress monitoring.

Your child’s area(s) of need have been identified as:

\_\_\_\_Mathematics Intervention

\_\_\_\_Reading and Literacy Intervention

Based on our progress measurements, we believe your child is:

|  |  |
| --- | --- |
|  | Making **exceptional progress** and we plan to discontinue the additional intervention. |
|  | Making **acceptable progress** and we plan to decrease the amount of additional intervention time being provided. |
|  | Making **satisfactory progress** and we plan to continue the intervention at this time. |
|  | Making **minimal progress** and we plan to consider changes in the intervention that we are providing. |
|  | Making **insufficient progress** and we plan to change the intervention plan at this time. Further assessment and/or a parent meeting may be necessary. |

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. If you have additional questions or concerns, please contact your child’s teacher.

Respectfully,

Insert Signature

***\*\*Copy and* *place on school letterhead\*\****

**Response to Instruction and Intervention (RTI2) Parent Letter-Decreasing Intervention**

Date: Student:

Dear Parent,

Based on your child’s performance on the District’s universal screening (NWEA MAP), benchmark assessment and progress monitoring (*easyCBM*), his/her scores show that he/she has made significant improvement in reading or math. Your child has been receiving direct instruction daily in Tier 1 and an additional intervention each day in small group and/or computer-based programming. The RTI2 Framework, along with your child’s effort, has helped to show improved academic progress.

At this time, we will be decreasing the intervention time your child has been receiving, as noted below. Your child’s progress will continue to be monitored. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

|  |  |  |
| --- | --- | --- |
| Subject | Tier 230 minutes per day | Tier 1Core Curriculum only,No Tier intervention needed |
| Reading and Literacy |  |  |
| Math |  |  |

We encourage you to provide daily opportunities for your child to read aloud, write, and share his or her math work with you. Improvement in any skill area requires ongoing practice. We are extremely proud of the progress your child has made and hope you are too. If you have questions, or would like more information, please contact your child’s teacher.

Respectfully,

Insert Signature

**\*\**Copy and place on school letterhead\*\****

**Response to Instruction and Intervention (RTI2) High School Increasing Intervention**

Date: Student: \_\_\_\_\_\_

Dear Parent,

In Shelby County Schools, ongoing effort to improve College and Career Readiness, high schools are now offering additional literacy and math interventions to students beginning this year. These interventions will take place during the school day and count as an elective course. Based on your child’s data from the 2015-16 school year, his/her data show that he/she is experiencing some challenges in reading or math. In addition to core instruction, your student will now receive additional interventions each week. Intervention will be done in small groups with trained personnel using research-based materials and/or computer-based programming. Your child’s progress will be monitored every one to two weeks. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Your child’s area(s) of need and corresponding RTI2 intervention focus have been identified as:

|  |  |  |
| --- | --- | --- |
| Subject | Tier 2Additional 30 min/day or 150 min/week | Tier 3Additional 45 min/day or 225 min/week |
| Reading and Literacy |  |  |
| Math |  |  |

We encourage you to provide daily opportunities for your child to read aloud, write, and share his or her math work with you. Improvement in any skill area requires ongoing practice. If you have questions, or would like more information, please contact your child’s teacher.

Respectfully,

Insert Signatures

**Characteristics of Dyslexia Screening Record Form**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Measures administered to:**

**Kindergarten Fall/Winter/Spring---MAP scores on lowest 15% list**

 **First Grade Fall/Winter/Spring---MAP scores on lowest 15% list**

 **Second Grade Fall/Winter/Spring---MAP scores on lowest 15% list**

|  |  |  |  |
| --- | --- | --- | --- |
| **Screener** | **Percentile/Score** | **Area of Concern** | **Scoring Guidelines (indicate “Yes”)** |
| Letter Names  |  | Yes\* | No | \*Below 9th percentile |
| Letter Sounds  |  | Yes\* | No | \*Below 9th percentile |
| Phoneme Segmenting  |  | Yes\* | No | \*Below 9th percentile |
| Arkansas Rapid Naming | Errors Form A:\_\_\_\_\_Errors Form B:\_\_\_\_\_ | Yes\* | No | \*More than 5 errors on form A OR\*More than 10 errors on Form A and B combined |
| PWRS: Extension Encoding | Errors:\_\_\_\_\_/38\_\_ | Yes\* | No | \*Kindergarten Fall: more than 20 errors\*Kindergarten Winter/Spring: more than 15 errors\*1st/2nd grade: more than 15 errors |
| Word Reading Fluency  |  | Yes\* | No | \*Below 9th percentile |
| Passage Reading Fluency\*\* |  | Yes\* | No | \*Below 9th percentile |

**\*\*1st grade (Winter/Spring) and 2nd grade (Fall/Winter/Spring). Note: if student scores below the 9th percentile in Passage Reading Fluency, then administer Letter Names, Letter Sounds, and Phoneme Segmentation.**

Answered Yes to area of concern in at least *4* of the *administered* screeners? Yes No

If the answer to the question above is “YES”, the RTI2 data team:

(1) Notifies the student's parent or legal guardian, using the **Parent Feedback Form – Dyslexia Screening**

(2) Provides the student's parent or legal guardian with information and resource material regarding dyslexia

**Parent Feedback Form – Dyslexia Screening**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent/Guardian of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

As required by the Tennessee Department of Education, your student’s school has screened students in grades K-2 for characteristics of dyslexia. Brief reading skills tests were administered as part of the Response to Instruction and Intervention Framework (RTI2). Not all screeners are administered during each benchmark window. The purpose of the screening is NOT to diagnose dyslexia but to identify students whose performance may indicate characteristics of dyslexia and who would benefit intervention in these areas of difficulty.

What is Dyslexia?

Dyslexia refers to a cluster of symptoms that may lead to difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills such as spelling, writing, and pronouncing words. (Just the Facts, International Dyslexia Foundation, 2012)

Your Student’s Performance Fall Winter Spring (circle one)

|  |  |  |  |
| --- | --- | --- | --- |
| **Screener** | **Percentile/Score** | **Area of Concern** | **Scoring Guidelines (indicate “Yes”)** |
| Letter Names |  | Yes\* | No | \*Below 9th percentile |
| Letter Sounds |  | Yes\* | No | \*Below 9th percentile |
| Phoneme Segmenting |  | Yes\* | No | \*Below 9th percentile |
| Arkansas Rapid Naming | Errors Form A:\_\_\_\_\_Errors Form B:\_\_\_\_\_ | Yes\* | No | \*More than 5 errors on form A OR\*More than 10 errors on Form A and B combined |
| PWRS: Extension Encoding | Errors:\_\_\_\_\_/38\_\_ | Yes\* | No | \*Kindergarten Fall: more than 20 errors\*Kindergarten Winter/Spring: more than 15 errors\*1st/2nd grade: more than 15 errors |
| Word Reading Fluency |  | Yes\* | No | \*Below 9th percentile |
| Passage Reading Fluency\*\* |  | Yes\* | No | \*Below 9th percentile |

**\*\*1st grade (Winter/Spring) and 2nd grade (Fall/Winter/Spring). Note: if student scores below the 9th percentile in Passage Reading Fluency, then administer Letter Names, Letter Sounds, and Phoneme Segmentation.**

Answered Yes to area of concern in at least *4* of the *administered* screeners? Yes No

What does it mean if my student is identified as having characteristics of dyslexia?

The RTI2 data team will review your student’s performance and determine the need for intensive intervention. If intervention is recommended, your child’s progress in responding to intervention will be monitored.

It is important to remember that not all students who have difficulties with these skills have dyslexia. A poor reader may appear to “fit the profile” of dyslexia, but with appropriate intervention, increase their ability in reading areas which were previously below expectation.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RTI2 Team Member Signature Date

For additional information on Dyslexia:

International Dyslexia Association, www. dyslexiaida.org Yale Center for Dyslexia and Creativity, www. dyslexia.yale.edu

**Parent Contact Log**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Parent contact is required after first *easyCBM* benchmark. For students identified as needing Tier 2 or Tier 3, parent contact is required every 20-23 instructional days following RTI2 data meeting. Progress montitoring graph is provided to the parent at time of contact.

**Please attach supporting data (e.g., email, letter, conference notes) when applicable.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Person Making Contact** | **Method of Contact** **(Indicate One)****L = Letter****E = Email****P = Phone****C = Conference** | **Person Contacted** |  **Progress Monitoring Graph Provided to Parent****(Circle One)** | **Reason for Contact (e.g., fall benchmark, progress review, parent request)** | **Notes** |
|  |  |  |  | **Yes or No** |  |  |
|  |  |  |  | **Yes or No** |  |  |
|  |  |  |  | **Yes or No** |  |  |
|  |  |  |  | **Yes or No** |  |  |
|  |  |  |  | **Yes or No** |  |  |
|  |  |  |  | **Yes or No** |  |  |
|  |  |  |  | **Yes or No** |  |  |
|  |  |  |  | **Yes or No** |  |  |
|  |  |  |  | **Yes or No** |  |  |

**RTI2 Indirect Fidelity Checklist**

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade: \_\_\_ Reviewed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interventionist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Intervention Used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Targeted Skill Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tier: \_\_\_\_\_\_\_\_

The intervention is:

|  |  |  |
| --- | --- | --- |
| **Description of Indicator** | **Yes** | **No** |
| Provided by or supervised by a highly qualified teacher with training in area of intervention |  |  |
| Targeting one specific area of need/deficit/skill and matches skill indicated on the Student Intervention Plan |  |  |
| Interventions match those indicated on Student Intervention Plan |  |  |
| Occurring in addition to core instruction (Tier 1) |  |  |
| Interventions occur during school hours |  |  |
| Computer-based intervention logs match teacher-produced intervention logs (service, date, and time) |  |  |
| Appropriate daily time in small-group (Tier 2: 30 min X 2 day minimum; Tier 3: 45 min. X 3 days minimum) |  |  |
| Delivered with research-based materials |  |  |
| Provided the appropriate amount of time weekly |  |  |
| Progress monitored appropriately (i.e., weekly or every other week; no more than one data point in the same skill may be obtained per week) |  |  |
| Progress monitoring occurs in the area of targeted skill deficit indicated on the Student Intervention Plan |  |  |
| PowerSchool SMS attendance records confirm that student was present on all days intervention was documented |  |  |
| Attendance is adequate (absent less than 23% of the time) |  |  |
| **Total** |  /13= % |   |

**Outcome:**

\_\_\_\_\_\_Indirect fidelity check suggests that interventions are completed with **at least** 80% fidelity.

\_\_\_\_\_ Indirect fidelity check suggests that interventions are completed with **less than** 80% fidelity.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Observer’s signature Date Teacher's signature Date

**Tier 2 and 3 Computer-based Intervention Fidelity Checklist**

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_

Type of intervention group (circle one): Tier 2 Tier 3

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Area of Intervention & Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Start and Stop Time: Total Time of Observation:

**High level of implementation: 2; Inconsistent level of implementation: 1; Low level of implementation: 0**

|  |  |  |
| --- | --- | --- |
| **AREA** | **Level of Implementation** | **Comments** |
| **Program Access/Preparation** |  |  |
| Teacher has computers turned on and headphones available | **2 1 0** |  |
| Teacher provides student with at least 30 minutes of individual time to complete intervention | **2 1 0** |  |
| **Monitoring Students While They Are Working** |  |  |
| Teacher ensures that students are working in their own account and not another student’s account  | **2 1 0** |  |
| Teacher walks behind students while they are working to be available for questions and to ensure students are on appropriate intervention program (not another computer activity) | **2 1 0** |  |
| Teacher checks that students have successfully completed the entire activity | **2 1 0** |  |
| **Instruction** |  |  |
| Teacher provides individual or small group instruction as needed in the specific skill-deficit area when computer intervention time is less than 30 minutes (Tier 2) or less than 45 minutes (Tier 3) | **2 1 0** |  |
| Teacher uses data, skill suggestions, and resources within program to provide additional intervention | **2 1 0** |  |
| **Follow up/Intervention Monitoring** |  |  |
| Teacher generates class reports to review student progression through intervention program | **2 1 0** |  |
| Teacher generates individual student reports as needed to provide additional instruction or share with parents | **2 1 0** |  |
| Teacher reviews reports for notifications that the students had excessive idle time, rushed through intervention, or excessive log offs | **2 1 0** |  |
| **Total** |  **/20= % Fidelity** |  |

**Outcome:**

\_\_\_\_\_\_Fidelity Check suggests that interventions are completed with **at least** 80% fidelity.

\_\_\_\_\_ Fidelity Check suggests that interventions are completed with **less than** 80% fidelity.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Observer’s signature Date Teacher's signature Date

**Tier 2 and 3 Small-Group Direct Fidelity Check**

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_

Observed by:Tier/Area of Intervention:\_\_\_\_\_\_\_\_\_\_\_

Intervention Program:Number of students in group:

Start and Stop Time: Total Time of Observation:

**High level of implementation=2 Inconsistent level of implementation=1 Low level of implementation=0**

|  |  |  |
| --- | --- | --- |
| **AREA** | **Level of Implementation** | **Comments** |
| **Materials and Time** |  |  |
| Teacher and student materials ready | **2 1 0** |  |
| Teacher organized and familiar with lesson | **2 1 0** |  |
| **Instruction/Presentation** |  |  |
| Follows steps and wording in lessons | **2 1 0** |  |
| Uses clear signals | **2 1 0** |  |
| Provides students many opportunities to respond | **2 1 0** |  |
| Models skills/strategies appropriately and with ease | **2 1 0** |  |
| Corrects all errors using correct technique | **2 1 0** |  |
| Provides students with adequate think time | **2 1 0** |  |
| Presents individual turns | **2 1 0** |  |
| Moves quickly from one exercise to the next | **2 1 0** |  |
| Maintains good pacing | **2 1 0** |  |
| Ensures students are firm on content prior to moving forward | **2 1 0** |  |

|  |  |  |
| --- | --- | --- |
| Completes all parts of teacher-directed lesson | **2 1 0** |  |
| **General Observation of the Group** |  |  |
| Student engagement in lesson | **2 1 0** |  |
| Student success at completing activities | **2 1 0** |  |
| Teacher familiarity with lesson formats and progression through activities | **2 1 0** |  |
| Teacher encouragement of student effort | **2 1 0** |  |
| Transitions between activities were smooth |  **2 1 0** |  |
| **Tier 2 Group (Teacher to Student ratio):** **Grades K-5:** 2 = 1:5 or less; 1 = 1:6-1:9 = 1; 0 = 1:10 or more**Grades 6-12:** 2 = 1:6 or less; 1 = 1:7-1:9; 0 = 1:10 or more |  **2 1 0** **N/A-Tier 3** |  |
| **Tier 3 Group (Teacher to Student ratio):** **Grades K-5:** 2 = 1:3 or less; 1 = 1:4-1.7 = 1; 0 = 1:8 or more**Grades 6-12:** 2 = 1:12 or less; 1 = 1:13-1:15; 0 = 1:16 or more |  **2 1 0****N/A-Tier 2** |  |
| **Total**  |  **/38 = %**  |  |

 **Outcome:**

\_\_\_\_\_\_ Fidelity check suggests that interventions are completed with **at least** 80% fidelity.

\_\_\_\_\_ Fidelity check suggests that interventions are completed with **less than** 80% fidelity.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Observer’s signature Date Teacher's signature Date

**Tier 2 & 3 Direct Fidelity Check-Intervention Walkthrough Observation**

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade \_\_\_\_Date\_\_\_\_\_\_\_\_\_Tier:\_\_\_\_ Intervention provided\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observation completed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rating Scale: 1 = minimal evidence noted; 2 = evidence noted; 3 = high level of implementation**

**Classroom Setting**

\_\_\_\_\_ Space is appropriate for intervention implementation.

**Materials**

\_\_\_\_\_ Evidence exists of program materials being used as designed.

\_\_\_\_\_ Teacher uses the Teacher’s Guide/manual/instructions during intervention.

**Teacher Instruction**

\_\_\_\_\_ Teacher follows the selected program’s instructional routines as designed.

\_\_\_\_\_\_ Evidence exists that activities are student goal directed.

\_\_\_\_\_\_ Teacher fosters active student engagement and motivation to learn.

\_\_\_\_\_\_ Classroom behavior management system is effective in providing an environment conducive to learning.

\_\_\_\_\_ Transitions are smooth and quick.

**Student Actions**

\_\_\_\_ Evidence of active versus passive learning

\_\_\_\_ Evidence of student engagement

**Classroom Environment**

\_\_\_\_\_\_ Teacher and student interactions are mutually respectful and positive in tone.

\_\_\_\_\_\_ Evidence exists that the teacher provides all students with an opportunity to learn.

\_\_\_\_\_\_ Evidence indicates that the teacher implements activities that support student diversity.

\_\_\_\_\_\_**Total Points/39 = \_\_\_\_\_\_\_\_\_\_% Fidelity**

 **Outcome:**

\_\_\_\_\_Direct Fidelity Check suggests that interventions are completed with **at least** 80% fidelity.

\_\_\_\_\_Direct Fidelity Check suggests that interventions are completed with **less than** 80% fidelity.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Observer’s signature Date Teacher's signature Date

**Initial RTI2 Data Team Meeting** **Agenda**

**School Name**

**Date**

Purpose: School Level RTI2 Support Teams meet to identify students scoring at or below the 24th percentile on *easyCBM*. Progress monitoring data and goals are discussed to determine next steps. Additional diagnostic assessments may be needed. Interventions are assigned to target instructional needs/deficits.

|  |  |  |
| --- | --- | --- |
|  | **Action** | **Notes** |
| 1. | Team reviews RTI2 Referral to Data Team to determine review student’s lowest skill-deficit area |  |
| 2. | RTI2 Student Intervention Plan completed for each student  |  |
| 3. | Individualized Parent Letters generated  |  |
| 4. | Intervention Logs distributed to teacher  |  |
| 5. | Other: |  |
| 6. | Other: |  |

**Ongoing RTI2 Data Team Meeting** **Agenda**

**School Name**

**Date**

|  |  |  |
| --- | --- | --- |
|  | **Action** | **Notes** |
| 1. | Student progress is reviewed using intervention logs, progress monitoring, and ROI |  |
| 2. | RTI2 Evaluation of Student Intervention Plan is completed for each student  |  |
| 3. | RTI2 Student Intervention plan is revised, if needed |  |
| 4. | Individualized Parent Letters generated  |  |
| 5. | Intervention Logs distributed to teacher  |  |
| 6. | Other: |  |
| 7. | Other: |  |

**Parent Brochure**

**Shelby County Schools**

**A Family Guide to Response to Instruction and Intervention (RTI²)**

**2017-18**

****

**Dorsey E. Hopson II**

**Superintendent**

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**Visit us on the web at www.scsk12.org**

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Shelby County Schools is committed to helping all children succeed. We have many ways to help children who are struggling to learn and who need additional supports to be successful. Response to Instruction and Intervention (RTI²) is one form of support.

**What is RTI²?**

A multi-tiered delivery system that uses a data-driven problem-solving model to identify specific student need and match appropriate instructional strategies.

In Tennessee, the Response to Instruction and Intervention (RTI²) Framework is a component of TNCORE. The TNCORE implementation plan has three legs with student achievement at the center:

* Assessment alignment and transparency
* Instructional materials and curriculum
* Quality training and meaningful support

**What does the RTI² Framework look like?**

The RTI² Framework has three tiers. Each tier provides differing levels of support.

* In Tier l, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening/benchmark assessment to inform instruction.
* In Tier 2, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier 1 instruction alone. In addition to Tier 1 instruction, students are provided small group interventions designed to meet their specific needs. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student’s individual skills.
* In Tier 3, more intensive interventions are provided to students who have not made significant progress in Tier 2, who are more than 1.5 grade-levels behind, or who are below the 10th percentile. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student’s individual skills.

**What are the key components of the RTI² Framework?**

A key component of RTI² is that all children receive high quality curriculum and instruction in the general education classroom (Tier l).

Another component of RTI² is that the school conducts universal screenings/benchmark assessments. Universal screenings/benchmark assessments review the performance and progress of all students through brief assessments. Universal screenings/benchmark assessments help schools identify students who may need more support or other types of instruction.

As a result of universal screenings and benchmark assessments, students may be identified as needing targeted intervention (Tier 2) in addition to the high quality instruction they are receiving in Tier 1. Research-based interventions are used to support students in the area(s) in which they are struggling. Research-based interventions are teaching strategies or methods that have been proven effective in helping children learn.

Another key component of RTI² is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed. This information is shared with parents on a regular basis.

When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (Tier 1). If progress monitoring shows that a child is not responding to the intervention, then another approach or intervention may be tried. If a higher level of support is needed, then students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier 3). Students who do not respond to Tier 3 interventions may be referred for special education.

**What if I think my child needs special education?**

If at any time parents become concerned that their child needs special education, they should contact their child’s teacher or administrator. Other forms of evaluation, in addition to information gathered through the RTI² framework, are needed to determine if a student is eligible for special education services. In order for these evaluations to be conducted, a parent’s written consent is required.

**Here are a few ways parents can support what their child is doing in school:**

* Make reading an everyday habit a home
* Communicate with your child’s teacher
* Monitor and assist with homework assignments
* Review progress monitoring data
* Share your child’s successes
* Learn more about the curricula and interventions being used in your child’s school
* Attend parent/teacher conferences and other school meeting about your child

Talk to your child’s teacher or principal for more information about how RTI² is being implemented in your child’s school.

**Adapted from: A Parent Advocacy Brief written by the National Center for Learning Disabilities (NCLD)**

Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information***.***