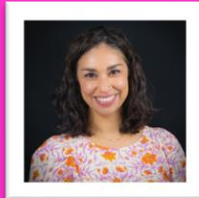


RTI Process-Initial Concern (Initial Concern)

1. There is an academic, behavioral, or social emotional concern based on:
 - Teacher Observations
 - Parent Observations
 - Test Results (running record, Ren 360, benchmark assessment)
2. A meeting is held to discuss concerns, identify deficit, discuss research-based materials, and progress monitoring
3. After agreeing on goal and resources to support the goal, students will complete 4-6 weeks working on deficit skill with progress monitoring, along the way

People Involved:

- Parent
- Classroom Teacher
- Melanie Hines (IAT Liaison and Assistant Principal)
- Cassie Lemoine-Reading Specialist



Next Steps-Exit RTI/ IAT Meeting

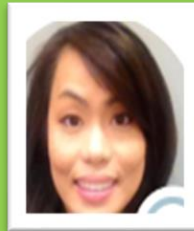
Students Makes Adequate Progress

- Students are successful in meeting goal and can be exited from the program

1. Students continue to struggle to make their goals and an IAT meeting is held to determine if testing is necessary

People involved:

- Parent
- Melanie Hines
- Testing Specialists



Jocelyn Lam-
LSSP



Veronica
Majed-
Diagnostician



Mary
Litzenberger-
Speech

Meeting-to Determine Services

Students Qualify for a 504 Plan-

- Students are tested for Dyslexia, Dysgraphia, ADHD, or another health impairment that qualifies them for accommodations

People Involved:

- Parents, Teachers, Mrs. Botello, and possibly dyslexia specialists



Carrie Botello-
504 Coordinator



Margaret Libby-
Dyslexia
Specialist



Alicia Shoemaker-
Dyslexia
Specialist

Students Qualify for an IEP and have an ARD-

- Students are given an FIE and are possibly diagnosed with a learning impairment that qualifies them for accommodations and/or modifications

People Involved:

- Parents, Teachers, Mrs. Ford, Mrs. Gildersleeve, and Mrs. Krul



Amy Ford-
SPED Admin



Amanda
Gildersleeve-
SPED Teacher



Jennifer Krul-
SPED Chair

Students do not qualify for a service-

- Student is tested and does not qualify for a learning impairment or 504 accommodations
- Student continues intervention with classroom teacher