

**Tennessee State Department of Education**  
**Template for RTI Guidelines**  
**School Districts or Schools Proposing to Use Response to Intervention**  
**To Identify Specific Learning Disabilities**

**Directions**

This template is adapted from the IRIS Center's template for RTI Guidelines that appears in the fifth module of the RTI series – *Considerations for School Leaders*, found at [http://iris.peabody.vanderbilt.edu/rti\\_leaders/chalcycle.htm](http://iris.peabody.vanderbilt.edu/rti_leaders/chalcycle.htm). It provides guidance in submitting an RTI plan. **An LEA or individual school proposing to use the RTI model for the identification of learning disabilities must submit, and have approved, a plan.** Plans should be submitted to Veronica McDonald, Director of Program Improvement, Division of Special Education, 7<sup>th</sup> floor, Andrew Johnson Tower, 710 James Robertson Parkway, Nashville, Tennessee 37243.

The template presented is intended for general guidance; it does not have to be used as a form, but in order to receive approval, all points presented should be addressed. The State allows for some variation in models for implementing an RTI model; therefore, allowance for more than three (3) tiers of instruction is made.

Following each header, give descriptions of how your school or district intends to implement the model. Following some headers, specific questions or prompts are given when a particular standard must be met prior to approval.

**\*Note regarding subject area:** A school or district who intends to implement an RTI approach may choose to do so in either reading or math, or both subject areas. The State recommends beginning with reading, but a school or district may choose to do both reading and math. Implementing a full RTI approach for both subject areas is NOT required at this time. However, the new standards for pre-referral intervention must be in place. In submitting an RTI plan, each LEA or district must describe procedures to be used in the subject areas involved in the RTI process.

## **A. General Procedures**

- 1. Academic area(s):** (Reading, \*Math, or both)
  
- 2. Describe staff resources configuration:** *Who can teachers ask for help? Who will provide support for instruction and data management?*
  
- 3. Describe your universal screening procedures:**
  
- 4. Number of tiers to be used:**
  
- 5. How often are grade-level teams going to meet?**
  
- 6. What is the procedure for students who enter school mid-term?**
  
- 7. When will school staff contact parents?** *Parents should be contacted at the beginning of the year for communication, after each universal screening, before initiating and discontinuing each level of intervention, and at regular intervals during intervention. When referral for special education service is being considered, the parents should be a member of the school support team.*

## **B. Tier 1**

- 1. Describe core reading and/or \*math curriculum by grade:**
- 2. Length of core reading instruction across all grades (90 minute standard):**  
  
**\*If using RTI for math, length of math instruction:**
- 3. Describe staff training and staff development for core curriculum in \*each academic area being implemented:**
- 4. Describe types of instructional practices for \*each academic area being implemented:** (*small group, learning centers, peer tutoring*)
- 5. Progress-monitoring procedures:**
  - *Monitoring of entire class*
  - *Probes administered by \_\_\_\_\_*
  - *Duration of progress monitoring:*
  - *Frequency of progress monitoring:*
  - *Progress monitoring measure:*
  - *Criteria established by probe to be used to determine which students are in need of Tier 2 intervention:*
- 6. Data-based decision making procedures for Tier 1:**  
*How will each student's progress monitoring data be evaluated? Who will evaluate the data?*  
*Describe use of slope and rate of growth to make instructional decisions:*
- 7. Describe procedures to monitor fidelity of implementation for Tier 1:**

## **C. Tier 2**

**1. Describe Tier 2 interventions to be used by grade \*for each academic area being implemented:**

**2. Length of intervention session for reading \*and/or math:** *(in addition to 90 minutes of Tier 1 reading instruction or \*designated instruction in math)*

**3. Number of sessions per week and maximum number of students per group \*(per subject areas being used):**

**4. Who provides intervention(s) for reading? \*For math?**

**5. Describe staff development and training for Tier 2 providers in \*each subject area being used:**

**6. Progress-monitoring procedures for \*each subject area being used:**

- *Monitor all Tier 2 students*
- *Who will administer progress monitoring at Tier 2?*
- *Duration of progress monitoring:*
- *Frequency of progress monitoring:*
- *Progress monitoring measure:*
- *Norms established by each measure will be used to determine which students are in need of Tier 3 intervention*

**7. Data-based decision making procedures for Tier 2:**

- *Evaluate each Tier 2 student's progress monitoring data at the end of the monitoring period*
- *A student is making adequate progress if his or her scores are at or above the established criterion for either the performance level OR the rate of growth.*
- *A student is NOT making adequate progress if his or her scores fall below the criteria for both the performance level AND the rate of growth. Who will be responsible for presenting information to a grade level team for consideration of need for Tier 3 intervention?*

**8. Describe procedures to be used to monitor the fidelity of implementation for Tier 2 intervention:**

**D. Tier 3** (may involve special education referral and service at this level)

- 1. At what point is referral for consideration of special education services made?**
- 2. Describe the Tier 3 intervention program for \*each academic area being used:**
- 3. Length of intervention session and maximum number of students per group \*per subject area:**
- 4. Number of sessions per week:**
- 5. Who provides intervention(s)? Designate type of personnel by funding source: special ed, regular ed, NCLB, etc. For reading/ \*for math?**
- 6. How are Tier 3 providers trained and describe staff development at Tier 3:**
- 7. Progress-monitoring procedures:**
- 8. Data-based decision making procedures:**
- 9. How are parents involved and kept informed at this level?**
- 10. How is fidelity of implementation monitored at Tier 3?**

**E. Tier 4, if being used** (should involve special education referral and service)

- 1. At what point is referral for consideration of special education services made?**
- 2. Describe the Tier 4 intervention program for \*each academic area being used:**
- 3. Length of intervention session and maximum number of students per group \*per subject area:**
- 4. Number of sessions per week:**
- 5. Who provides intervention(s)? Designate type of personnel by funding source: special ed, regular ed, NCLB, etc. For reading/ \*for math?**
- 6. How are Tier 4 providers trained and describe staff development at Tier 4:**
- 7. Progress-monitoring procedures:**
- 8. Data-based decision making procedures:**
- 9. How are parents involved and kept informed at this level?**
- 10. How is fidelity of implementation monitored at Tier 4?**

**F. Special Education Procedures** *(may be addressed as a part of Tier 3 or Tier 4)*

- 1. When does a student get referred for a special education evaluation?**
- 2. Who makes the decision for a referral for special education evaluation and how do school support teams interface with grade level teams?**
- 3. What are the general procedures to be used for special education evaluation?**
- 4. What are the components of a special education evaluation?**
- 5. Describe progress-monitoring procedures after the student begins receiving special education services:**
  - *Frequency of progress monitoring:*
  - *Administered by special education teacher*
  - *Progress monitoring measure to be used*\_\_\_\_\_
- 6. Data-based decision making procedures after the student begins receiving special education services:**
  - *When will progress monitoring data be communicated to the parent?*
  - *A student is making adequate progress if his or her scores are at or above the established grade-level criterion for both the performance level and the rate of growth. He or she may:*
    - 1. Discontinue Tier 3 intervention and receive Tier 2 intervention to support an eventual transition to Tier 1 instruction only*
    - 2. Discontinue Tier 3 intervention and receive Tier 1 instruction only*
  - *Because the student is receiving special education services, an IEP meeting must be held to change or discontinue intervention services*
  - *A student is NOT making adequate progress if his or her scores fall below the grade-level criteria for both performance level and rate of growth. The student should continue receiving special education services.*
- 7. Describe procedures for monitoring fidelity of implementation of special education services:**

## **G. Program Evaluation**

### **1. Describe overall program evaluation activity:**

*The overall effectiveness of the program should be evaluated at pre-determined points. Summary data should then be used to make program improvement adjustments.*

*\*see page 1 directions for details regarding plan submission.*