

## How to Write an RtI Procedures Manual

**Instructions:** *Please answer yes or no to the following questions.*

1. Has Michigan adopted an instructional framework?
2. Does NCLB define the essential components of reading instruction?
3. Does a well-designed process empower the written procedures?
4. Does an intervention team need parent permission for a child to receive RtI services?
5. Does the parent of the child need to be informed of his child's progress while the child is receiving RtI services?
6. Has Michigan adopted a curriculum framework?
7. Must a student remain in RtI until the end of an intervention cycle before he/she can be evaluated for special education?
8. Fidelity of implementation is the delivery of a program, intervention or system as it is intended with accuracy and consistency. Is that correct?
9. If a district has a multi-tiered system of interventions and its intervention team utilizes a problem-solving method, is that considered Response-to-Intervention?
10. Does the Michigan Department of Education have an RtI link on its website?

## Section 2. October-December

- 2.1 If a new student enrolls after the benchmark assessment period has expired, the classroom teacher administers the DRA to the student.
- 2.2 The classroom teacher differentiates instruction to meet the student's individual learning needs and monitors the student's progress with classroom-based assessments.
- 2.3 A member of the RtI assessment team administers the DIBELS Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) progress monitoring probes to the student.
- 2.4 **The classroom teacher and a member of the RtI assessment team monitor the student's academic progress at least 2x per month for one month prior to the Request for Support form being submitted.**
- 2.5 If progress monitoring has occurred for one month and a new or currently enrolled student's performance on the DRA and DIBELS assessments indicates a significant lack of progress (i.e., a PSF score at or below the 20<sup>th</sup> percentile), the classroom teacher submits a completed Request for Support form to the building administrator. (See Appendix A:5)
- 2.6 The building administrator or the SST building leader schedules an initial Student Support Team (SST) meeting with the Student Support Team (SST). Refer to Appendix A:6 for procedures on conducting an initial SST meeting.
- 2.7 After the initial SST meeting is held, a member of the RtI assessment team monitors the student's progress by administering the DIBELS Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) progress monitoring probes.

## Section 3. January

- 3.1 The classroom teacher administers the DRA and the Michigan Literacy Progress Profile (MLPP) to each first grade student. **The benchmark level on the DRA is Text Level 8.**

## Procedures Practice

1. The DIBELS Phoneme Segmentation Fluency (PSF) probe is administered by the intervention specialist.
2. The Student Support Team holds an initial meeting.
3. The Student Support Team building leader gives the form to the district RtI Coordinator.
4. The school psychologist should attend the Tier III meeting.
5. The classroom teacher will differentiate instruction at Tier I.
6. If a new student enrolls in the district, his progress must be monitored.
7. The classroom teacher refers the student to the Student Support Team.
8. The team meets to discuss the results of the DRA and DIBELS.
9. If a student scores low on the benchmark assessments, he/she will need to be progress monitored.

## Comprehensive Assessment Plan

Assessment Category	Assessment Schedule	Students Assessed	Assessment Tools
<b>Benchmark//Screening</b>	September, January and May	All Students	
<b>Progress Monitoring</b>	Determined by level of intervention	All/Selected Students	
<b>Diagnostic</b>	As needed	Selected Students	Selection based on area of need
<b>Outcome</b>	Quarterly-annual	All Students	

# Strengths, Challenges and Recommendations

