General Education
SUPPORT CHECKLIST

TIER 1

Has TIER 1 regular instruction with reasonable reteach opportunities occurred?	
Are there attendance concerns?	
Has the difficulty the student is having been shared with the parent?	
Do report cards, universal screening, running records, and/or progress reports indicate a concern? If not, can we explain why data does not align or is inconsistent?	

Teacher determined that there is a need for T2. Parents are informed. Move to T2.

Prior to TIER 2

Notify specialists and administration.	
Develop a plan and put it in the Frontline.	
Parent teacher communication needs to occur in order to move to T2. Review the documented data (report cards, running records, progress reports, etc.) Document the meeting/contact. Have parents sign T2 form.	
Let parents know how often and how progress monitoring will be shared.	

In T2 we need a targeted goal, entered in Frontline, we need progress monitoring on the goal to determine appropriate or inadequate growth.

TIER 2

Review T2 progress monitoring. Is the trend line going up?	
Was the plan implemented with fidelity?	
Was progress monitoring shared with parents?	
Do report cards, universal screening, running records, and/or progress reports indicate a concern?	

*Trend line is not going up or growth is not satisfactory. Consider T3.

Prior to TIER 3

Discuss student with specialists and/or administration.	
Develop a new plan in Frontline.	
Meet with parents as an RTI committee. (include interventionist and administration)	
Do accommodations need to be considered? What about 504?	

Communicate how progress will be reported and shared. Have parents sign the T3 form.	

In T3 we need a targeted goal, entered in Frontline, we need progress monitoring on the goal to determine appropriate or inadequate growth. *** There should be a change in intensity, duration, group size, intervention, etc.

TIER 3

Review T3 progress monitoring. Is the trend line going up?	
Was the plan implemented with fidelity?	
Was progress monitoring shared with parents?	
Do report cards, universal screening, running records, and/or progress reports indicate a concern?	
Accommodations were implemented with fidelity.	

Progress is not adequate…consider Special Education Referral

Discuss student at ILT.	
What accommodations worked and what did not?	
Was the plan implemented with fidelity?	
Was progress monitoring shared with parents?	

Next steps… gather referral data, have a SIT meeting with LSSP and/or diagnostician.

Referral Data Needed At Staffing to consider Referral

·   Teachers (core subject) need to complete forms
·   Vision and Hearing Form needs to be completed
·   Obtain Home Language Survey from registrar and report cards
·   Collect all Universal Screeners, Benchmarks, STAAR Assessments, etc.
·   Obtain LPAC information (ESL teachers—only if EL)
·   RTI Data Collected
·   Prior Evaluations Collected
·   504 Paperwork
·   Running Records, Sight Word Collection, Report Card Grade, Work Samples

Other Information that will need to be discussed and considered (one "no" does not indicate that we do not move forward, it is just talking points to consider)…

1. What grade was the student in March 2000 and school year 2021-2021?
2. Did the student participate in virtual or in person learning during 2020-2021?
3. Were there services that were not given due to the closure? (ESL, RTI, Dyslexia, 504)
4. Was education interrupted due to teacher or student absences?
5. Prior to the closure, what did the data look like and where was the child performing?
6. What kind of concerns do parents have or had prior to now?
7. What kind of specialized instruction does the student need?
8. What is the student's educational experience?
9. Do parents have concerns at home?
10. Language?
11. Vision, hearing, and health?
12. What accommodations and strategies worked and did not work?
13. When did the student start showing signs of difficulty (look at previous report cards)
14. Universal screeners, grades, STAAR tests, benchmarks, etc.

Types of Meetings for Spd Referrals

SIT/Referral Meetings need to be set (one with staff and then another one with parents)
***If it is a parent referral then we need to do all of this within 15 school days.*

We need to have all our documents prior to the SIT Meeting with staff in order to make an informative decision. Please upload all the documents into Frontline Archive Manager.

SIT Meeting with Staff should include: Administrator, Evaluator, Teachers, Academic Specialist or Interventionist, along with any other staff stakeholder

** All referral data needs to be collected in order to make an informative decision.

**If the decision is to move forward with general education or 504 and no formal testing at this time, then evaluation staff will not attend the meeting with the parent. If it was a parent request, then the counselor needs to have parents sign the Notice of Proposal of Refusal to Provide Services letter at the SIT/Referral Meeting (15 school days from parent request). I'd follow up with parents in six weeks to see how things are improving. Call another staffing/SIT, if parents and teachers are not seeing improvement.

SIT/Referral Meeting with Parents: Same members, but include the parents. Share data and concerns, if testing then <u>informed</u> consent will be obtained, we will still need to put general education supports in place or continue them to help the student during the referral process. Evaluation staff will attend if we are getting or recommending testing.

NOTES: Students should have general education support in place to help them before and during the process of referral. If general education supports have not been implemented with fidelity, then most likely this needs to occur first, as we are doing the student a disservice by jumping to an evaluation without exhausting our resources. However, there are a few rare circumstances when evaluation should happen as the interventions begin. At the staffing, that should all be determined.

Other help/Guidance to Consider:

How do I put the information in frontline?
Where is the T2/T3 documentation?
What does a T3 meeting include/look like?
What do I do if a parent makes a referral?
What do I say if a parent asks about a possible disability?
What kind of goal do I write? Who do I ask for help?
How do I progress monitor, where do I put the data, and how often?