Preschool RtI Summary

Tier 1- Document concerns via Work Sampling System, curriculum-guided documentation, and parent meeting notes.

Requirements to move to Tier 2:
* Teacher has documentation that she has talked to parent about concerns.
* Student has passed vision/hearing screening. If not passed, documentation in RtI must show how concerns are being addressed.
* Teacher has talked with Principal and RtI Coordinator about concerns.
* Teacher completes Referral Form (POI-1) in IC.
* Teacher schedules meeting with RtI coordinator.

Tier 2- Teacher and RtI coordinator meet
* document concerns/interventions in Infinite Campus (POI-5)
* make sure parent knows that consultation is being done
* # of meetings to have at this level depends on student progress

Requirements to move to Tier 3:
* Request permission to screen student from parent (POI-14)
* After receipt of permission, email Special Education coordinator and request copies of parent and teacher PES-2 for screening.
* Move to Tier 3 if scores on PES-2 warrant placement. Send copies of PES-2 results to psychologist.
* Referred problems should be related to developmental, not academic, weaknesses.
* Student has passed vision/hearing screening. If not passed, documentation in RtI must show how concerns are being addressed.

Tier 3- Formal SST process begins.
* Invite parent and other team members.
* Complete Student Background form (POI-18) and obtain permission to obtain medical records (POI-12 and/or POI-13) at 1st meeting.
* Involve special education coordinator of significant behavioral and/or cognitive deficits suspected.
* Involve SLP (POI-40) if speech/language problems suspected.
* Document developmental weaknesses, target specific areas (no more than 3), set goals, track progress through data collection. If needed, consult with special ed personnel to help set goals and determine ways to track progress.

Requirements to move to Tier 4:

- Consult with psychologist
- Must have passed vision/hearing (if VI/HI primary concern must have medical records)
- Must have documentation of parent involvement
- Entire folder is sent to School Psychologist
- Folder is reviewed by System RtI Staff and then returned to SST coordinator at school to log out if referral is approved. SST coordinator gives folder to special ed coordinator in preparation for referral for evaluation.

REMINDERS:

- ❖ Vision/hearing-must be documented as passed or obtain medical records if under treatment
- ❖ Paperwork in IC- complete forms in Infinite Campus
- ❖ Notes should be written in 3rd person (i.e., do not write in 1st or 2nd person)
- ❖ A developmental screen (PES-2) should be completed prior to moving a child to Tier 3. Address concerns in Tier 3 identified by the screener.
- ❖ Developmental, Behavioral, and Speech/Language are the areas of concern most often addressed in preschool. Never check Reading, Writing, or Math at this level. While we certainly want to address these academics in preschool through Tier 1 and Tier 2, when it comes to referral for Special Education services, we do not make referrals through the RtI process for concerns about lack of progress in these areas because the time for exposure to these concepts has been too limited. However, we are concerned about a child's lack of development because this process has essentially been progressing, we hope, since before the child's birth. These areas are: gross/fine motor, communication, cognitive, social, and adaptive.
- ❖ Be sure to involve special ed at some point in Tier 3 when behavior is a concern. Before we place a child in special ed in preschool due to behavior problems, we want to make very sure we have tried everything to intervene prior to referral and possible placement.