



2017-2018 Response to Intervention and Student Support Team Frequently Asked Questions

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A student on my campus currently receives speech services but his/her teacher feels that the student has academic deficiencies. What steps should the campus take to address the issue?

A student has enrolled in the campus and has recognizable needs for a specialized service such as Homebound Service and / or Special Education. What should I do to provide the appropriate assistance for this student?

What is the next step that the campus should take when a student Does Not Qualify (DNQ) for Special Education services?

What process should the campus follow prior to making a referral to the DAEP for Level II Discretionary removals?

A child has been referred for evaluation through Child Find. What steps should I follow to ensure that the child receives an evaluation?

Dallas ISD Intervention Process

What is the process for implementing the combined Rtl & SST process this school year?

The combined Rtl & SST process is led by a campus administrator (principal or assistant principal). The campus should first schedule the administration of the reading and mathematics universal screener to all students. After the screeners have been administered, the campus administrator should schedule a data meeting to review the results of the screener. During the data meeting, the team should identify the students who are at-risk for poor learning outcomes based on the results of the screener.

Next, the campus administrator should schedule an intervention meeting in the Schoolnet Interventions module. The campus administrator should invite the teacher and Campus Instructional Coach to the meeting to assist with the development of the academic intervention plan for the identified student. The counselor can be invited to the meeting to assist with the development of an intervention plan for a student who presents social, emotional, and / or behavior concerns. In the intervention meeting the team will mutually agree on the intervention that will be provided to assist the student. The campus administrator will document the person who will provide the intervention, the progress monitoring provider, and the frequency of the intervention and progress monitoring. The teacher will then document the student's progress weekly or bi-weekly using the Schoolnet Interventions module. Periodic checks should be made by the campus administrator throughout the intervention period. The campus administrator can view the progress of campus intervention plans by viewing his / her dashboard in the Schoolnet Interventions module. Click [here](#) to access the flowchart that provides a visual aid of the process.

Why is it so important to focus on data in the Rtl process?

Assessment and classroom performance data are critical for problem solving solutions in an Rtl model. The data is used to gather information about the student and provides the Rtl team with an objective way to quantify and measure student's academic and behavioral needs.

Additionally, the data is considered when identifying appropriate interventions to address the area of concern.

What are the pre-determined criteria to trigger students in the Schoolnet Intervention Module?

Certain criteria have been established to notify the campus administrator that a student needs intervention. These criteria include:

- Unsatisfactory performance on the State of Texas Assessments of Academic Readiness (STAAR) 3-8 Reading, 3-8 Mathematics, English I, English II, or Algebra exams
- Below 70 on the six weeks report card in any 3-8 grade RLA or Mathematics course
- Below 70 on the six weeks report card in English I, English II, or Algebra I course

- Tier III performance on the Istations Indicators of Progress (ISIP) Universal Screener
- Below Basic performance on Reading Inventory (9th - 10th)
- Tier III (A & B) performance on the ESTAR or MSTAR Universal Screener (BOY & MOY)
- Below 20% proficiency in ALEKS Initial Knowledge Check assessment
- 3 or more Level I disciplinary infractions that have been documented in the Student Discipline System (SDS)
- 2 or more Level II disciplinary infractions that have been documented in the Student Discipline System (SDS)
- 3 or more unexcused absences within the current six weeks period
- 6 or more tardies within the current six weeks period

What are the general areas of concern for reading?

The general areas of concern for reading are Oral and Written Conventions, Oral Reading, Fluency, Phonics, Phonological Awareness, Reading Comprehension, Vocabulary, and Writing.

What are the areas of concern for math interventions?

Numbers and Operations
Algebra Reasoning and Strategies
Geometry and Spatial Reasoning

What are the general areas of concern for behavior?

The general areas of concern for behavior are Aggression, Bullying, Disruption to the Classroom Environment, Disruption to the School Environment, Classwork Completion, and Willful Disrespect/Defiance.

What resources can I use to provide interventions in reading, mathematics, and behavior?

In the Schoolnet Interventions module you will find the title of the intervention, a description of the intervention, instructions for administering the intervention, the applicable grades for which the intervention can be used and the suggested tier of the intervention. Also, an intervention guide is accessible to all personnel. This guide can be accessed [here](#).

Who is responsible for developing an intervention plan?

A campus administrator is responsible for convening campus personnel to discuss students who are at-risk for poor learning outcomes and in need of intervention. When the screening and/or assessment data suggests that a student may be in need of more support, the campus administrator (case manager) should convene a Student Support Team Intervention Meeting and invite the key personnel who can contribute to the development of an intervention plan. This team could include the campus instructional coach(es), classroom teacher(s), and based on the area of concern, the campus counselor (for social/emotional and behavioral needs), nurse (for health and physical needs), and school psychologist or social worker (for psychological, social, and behavioral needs).

During the meeting the team should identify an intervention that will address the area of concern and discuss specifics about the provider of the intervention, frequency of the delivery of the intervention, progress monitoring method, provider of the progress monitoring, and the frequency of monitoring the effectiveness of the intervention.

How long should an intervention be monitored?

Decisions about the duration of interventions must be based on an individual student's performance data. Sufficient time must be provided to: a) determine if the intervention is working and b) "close the gap" between the performance of the student and the expected performance after the effective interventions have been documented. If a student has a larger gap between his/her baseline performance and the expected performance of a student on that grade level, more time may be needed to bring the student into the range of expected performance. It is important that the campus RtI team consider each individual student's needs and use data from frequent progress monitoring and other sources to determine the length of time to implement interventions and revise interventions.

In the Dallas ISD RtI framework, we suggest that teachers implement and document the effectiveness of academic interventions for a period of 9 weeks. We also recommend that teachers monitor behavior interventions for a minimum of 3 weeks.

How often should the RtI team meet to discuss the concerns of a referring teacher?

The frequency of when campuses schedule data and intervention meetings varies by campus. It is recommended that the campus schedule data meetings on dates that coincide with the receipt of assessment and screening data (i.e. beginning of the year, middle of the year, and end of the year) to review students' progress. This meeting will include each member of the campus administrative team, the campus instructional coach(es), and designated teachers. All attending members will bring data to analyze and help with the formation and/or rearranging of intervention groups as needed. Data discussed at this meeting include the district universal screener; local, state, and national assessments; campus common assessments; and diagnostic assessments. The outcome of the data meeting will inform Tier I instruction for all students and identify at-risk students needing intervention.

Student Support Team (SST) Intervention Meetings are held after Data Meetings to review the intervention plans of each student identified as at-risk and in need of intervention. The initial outcome of the SST intervention meeting is to develop and/or discuss each student's plan for intervention.

What procedure should the campus follow for students who have been identified and currently receive special education services but are triggering for intervention?

The campus administrator should convene a meeting and invite the general education teacher, special education case manager, and campus instructional coach to review the student's IEP.

The team should work with the special education case manager to review the IEP and determine if changes need to be made with the student's IEP in an ARD meeting. The campus administrator can document the review of this trigger in Schoolnet by following the steps below.

- Go through the process of setting up a team meeting.
- Upon selecting the intervention, select the intervention name “Review of IEP by SPED Case Manager” for the reading and/or mathematics area of concern. This intervention should be selected for students that have been identified as a student with disability who currently receives special education services. The instructions for this intervention are that the Special Education case manager ensure the implementation of the student's current IEP and/or schedule an ARD meeting to address specific interventions needed.
- Next, go back to the intervention that was created.
- Select “Close This Area” on the gray bar over the intervention. The reason for closing the area of concern will be **Successful**
- Select **Close this Area**. Performing this task will allow you to document what is happening and will stop the task notices for generating.

What should I do if I have implemented and progress monitored a Tier II intervention plan but after reviewing the progress monitoring data, the campus team has determined that the student is in need of more intensive intervention?

The campus administrator should convene a Student Support Team Intervention Meeting to review the intervention plan. During this meeting the team, which includes the campus administrator (case manager), teacher, campus instructional coach, and based on the area of concern, the campus counselor (for social/emotional and behavioral needs), nurse (for health and physical needs), and school psychologist or social worker (for psychological, social, and behavioral needs) should discuss the selected Tier II intervention, the delivery of the intervention as outlined in the plan, and consider using a different Tier II intervention or developing a Tier III intervention plan in the Schoolnet Interventions module.

Schoolnet Navigation

Define the roles in the Schoolnet Interventions Module.

Response to Intervention is a team effort and there are identified roles in the Schoolnet Interventions module that each person should assume when providing interventions to students. The Case Manager is the campus administrator who is responsible for overseeing the intervention plan. The Intervention Provider is the person who is responsible for delivering the intervention - generally this is the classroom teacher. The Progress Monitoring Provider is the person who is responsible for delivering the weekly / bi-weekly mini-assessment to determine the effectiveness of the intervention throughout the intervention period - generally this person is the classroom teacher but could possibly be another staff member who is trained to develop and / or administer a mini-assessment.

As an administrator, how can I schedule a meeting with my team to develop an intervention plan in the Schoolnet Interventions Module?

Administrators can access this [Quick Reference Card](#) to view directions on how to schedule a team meeting and develop an intervention in the Schoolnet Interventions module.

Is it possible to create a separate intervention plan in the Schoolnet Interventions Module for a student with an existing intervention plan?

Yes it is possible to create a separate intervention plan for a student with an existing intervention plan. Directions on how to create a separate intervention plan can be found in this [Quick Reference Card](#).

How can I develop an intervention plan for a student who is not triggered in the system for universal screening results, discipline, attendance, grades, or performance on state/national assessments?

Directions on how to create an intervention plan for students who are not triggered in the system can be found in this [Quick Reference Card](#).

How can teachers document interventions and enter progress monitoring scores in the Schoolnet Interventions module?

Teachers can view directions on how to document interventions and enter progress monitoring scores by viewing this [Quick Reference Card](#).

How can campus administrators close an intervention plan?

Directions on how to close an existing intervention plan can be viewed in this [Quick Reference Card](#).

What is the next step that campus administrators should employ after interventions have been provided but have not produced successful results and the team agrees that a referral to a specialized service should be made to support the student?

The campus administrator should close the existing intervention plan and then create a new plan for the student. The administrator should follow the same steps that were previously used to schedule a meeting and select an intervention. At this point the team should discuss the referral to the specialized service (i.e. DAEP, SPED, Speech, etc.). The administrator should then select the “Referral to Special Education” under the reading or mathematics area of concern or select “Referral to DAEP” under the behavior area of concern tab.

I followed the process to set up a team meeting. However, when I returned to the Dashboard, I could not locate the team set up under the student's profile. How do I complete the team set up and activate the plan?

The person listed as the case manager should have received an email upon saving and exiting the team set up. That person should open their Outlook email account and find the email for the student under review. In the body of the email is a link. That link will direct you to the plan set up page. Here you will be able to complete your plan and meeting notes. Upon activating the plan, you will be able to assign the intervention.

After leveling, there have been changes to teaching assignments and the providers of interventions for students. How can the campus administrator (case manager) update intervention plans to reflect the changes?

To edit the team that is associated with an intervention plan follow the directions below:

- Login in to Schoolnet
- Type the student's name in the top right field labeled "Find a Student"
- Select the "Interventions" tab
- Select "View Plan"
- On the left side of the page select "Edit Team"
- Then select "Replace" or "Add Member" according to the situation.

Is it possible to edit the start date of a plan?

It is not possible to edit the overall start date for a plan. The system will default to the date that the team is setup and the initial meeting is scheduled. In order to change the start date for a specific intervention you would have to close the open intervention plan and open a new plan. The start date of the new plan will default to the current system date.

Referrals to Specialized Services

A parent suspects that his/her child has a need for special education services such as speech, autism, or a learning disability and would like the child evaluated for special education services. What are my next steps as the campus administrator?

The written request triggers specific timelines that the school must follow.

- The school has 15 school days to provide parents with an opportunity to provide written consent for the evaluation.

Upon receiving the written notice, the campus administrator should

- Determine some dates and times the parent can meet with the speech therapist or diagnostician to provide consent.

- The meeting is to provide the parent an opportunity to provide consent. (The meeting is not to talk the parent out of the request for an evaluation; however, it does provide an opportunity understand the parent's concerns and to ensure the parent is requesting a special education evaluation.)
 - According to the Texas Administrative Code, a parental request for an evaluation cannot be denied or delayed to wait on interventions; however, if a consent for an evaluation is obtained by the diagnostician, an RtI plan should continue to be implemented and monitored during the evaluation period.
- Coordinate with the campus evaluator (diagnostician or LSSP) or speech therapist and arrange a mutually agreeable date and time to meet with the parent to obtain consent.
- Notify the parent of the date and time to provide consent. (Ensure the parent knows to allow at least two hours to provide consent and additional information needed to begin the evaluation.)
- **NEW** The campus administrator should access EdPlan at <https://tx.pcgeducation.com/txdallas>. Log in using your EAD credentials. Review the [Documenting Referrals to Special Education in EdPlan](#) procedures guide for step-by-step instructions to request a special education evaluation here.
- Ask the nurse to do a vision/hearing screening and enter the results in the nurse's electronic system.
- Notify the child's teacher of the request. The teacher should gather (prior to the meeting) academic and behavioral information, including a current vision/hearing screening from the nurse, so as to be prepared to discuss the parent's request and the student's performance.
- During the meeting with the parent, the administrator, campus evaluator (diagnostician or LSSP) or speech therapist, and other appropriate staff should listen to the parent's concerns and discuss the progress on the intervention plan if one is in-place.
 - The campus evaluator (diagnostician or LSSP) or speech therapist will explain special education, the parent's safeguards, notice of evaluation and obtain consent.
 - The purpose of the meeting is to obtain consent, not to talk the parent out of providing consent.
- For Special Education Referrals- If an intervention plan is not in-place, discuss with the parent the need for development or continuation of an RtI plan to address the area of concern. Documentation of the plan should be entered in Schoolnet.
- The campus administrator should invite the parent, teacher, campus instructional coach and based on the area of concern, the campus counselor (for social/emotional and behavioral needs), nurse (for health and physical needs), and school psychologist or social worker (for psychological, social, and behavioral needs) to the part of the meeting to develop the intervention plan as appropriate.

If the parent agrees to wait to see the results of the intervention plan, the campus evaluator (diagnostician or LSSP) or speech therapist will provide the Prior Written Notice - Refusal. A

follow-up meeting date to discuss the results of the intervention plan with the parent should be scheduled in the Schoolnet Interventions module.

If the parent withdraws the request for an evaluation, the campus evaluator (diagnostician or LSSP) or speech therapist will provide the Prior Written Notice - Refusal. An intervention plan, if appropriate, should continue to be implemented.

If the school refuses to conduct the evaluation, the school must provide parents a notice of their procedural safeguards that explains their rights under the law. (19 TAC 89.1001(b)) The campus evaluator (diagnostician or LSSP) or speech therapist prepares the Prior Written Notice - Refusal. An intervention plan, if appropriate, should continue to be implemented.

A student on my campus currently receives speech services but his/her teacher feels that the student has academic deficiencies. What steps should the campus take to address the issue?

The campus administrator should

- Contact the speech therapist to discuss the teacher's academic concerns.
- Convene a meeting with the campus administrator, teacher, campus instructional coach, and the speech therapist to ensure that accommodations and interventions are implemented to address the area of concern consistent with the student's IEP.
- Review the student's academic and/or behavioral concerns, most recent vision/hearing screener, and the current IEP.
- Review that instructional methodologies and positive behavior supports are in place for effective instruction
- Discuss increasing services through the ARD committee to see if additional special education support is required to address the academic or behavioral concerns.
- Document the intervention(s) in the district's electronic database (Schoolnet Interventions Module).
- If other options are not successful, the speech therapist will consult with the Educational Diagnostician or LSSP assigned to the Local Campus in question prior to scheduling the REED, or the Educational Diagnostician may be consulted for additional instructional suggestions prior to considering additional assessments. A REED is held within and ANNUAL or REVISION ARD, whichever is appropriate.
- To request additional assessments, a Review of Existing Evaluation Data (REED) must be held. If the school team believes the student has another disability, additional assessments should be discussed at an ARD.

A student has enrolled in the campus and has recognizable needs for a specialized service such as Homebound Service and / or Special Education. What should I do to provide the appropriate assistance for this student?

The campus administrator should

- **NEW** Access EdPlan at <https://tx.pcgeducation.com/txdallas>. Log in using your EAD credentials. Review the [Documenting Referrals to Special Education in EdPlan](#) procedures guide for step-by-step instructions to request a special education evaluation here.
- Coordinate with the diagnostician and arrange a mutually agreeable date and time to meet with the parent to obtain consent.
- Notify the parent of the date and time to provide consent. (Ensure the parent knows to allow at least two hours to provide consent and additional information needed to begin the evaluation.)
- Ask the nurse to do a vision/hearing screening and enter the results in the nurse's electronic system.
- If an evaluation is determined necessary, an intervention plan and monitoring should be developed and documented in the Schoolnet Interventions module during the evaluation period.

What is the next step that the campus should take when a student Does Not Qualify (DNQ) for Special Education services?

If a student does not qualify for Special Education services, the campus administrator should schedule a Student Support Team Intervention Meeting to identify more appropriate interventions to address the student's deficit area. These interventions can be located in the Schoolnet Interventions module. Recommendations from the evaluation should be used in completing an intervention plan for the student.

What process should the campus follow prior to making a referral to the DAEP for Level II Discretionary removals?

The Campus Behavior Coordinator/designated administrator may assign a student to the DAEP if the student has committed the same offense more than one time and a documented intervention plan has been implemented to redirect the behavior.

Note: Students age 6-3rd grade are **not** eligible to be assigned to the DAEP for Level II Discretionary offenses.

The Campus Behavior Coordinator/designated administrator should follow procedures listed below for DAEP removal:

- Develop and communicate the campus school-wide behavior plan to all personnel
- All Level I & II referrals should be documented in the Student Discipline System, and should be completed/closed (SDS).
- The Campus Behavior Coordinator should hold a SST intervention meeting to develop or review an intervention plan for the student in the Schoolnet Interventions module when the infractions begins or if the infraction continues. The student will trigger for an intervention plan after 3 Level I infractions or 2 Level II infractions have been documented in the SDS. If you are developing an intervention plan for a student who has not triggered in the interventions module, login to Schoolnet, stay on your homepage, look for the “My Classrooms” section, and follow the directions in this [Quick Reference Card](#)
- Intervention plans should be documented in the Schoolnet Interventions module for a minimum of three weeks for Level II discretionary removals.
- Provide a brief description of the offense that occurred in the description of offense box in the Student Discipline System (SDS).

Please refer to the Student Code of Conduct for more information regarding Level II Discretionary removals. A student may be placed in a DAEP any time the offense is a Class C Assault (student on personnel) at the discretion of the Campus Behavior Coordinator. An intervention plan is not required).

Notes for student receiving special education services:

- MD ARDs should be conducted following the disciplinary hearing in which a student has been recommended for a disciplinary change of placement at an Off-Campus DAEP. MD ARDs are completed by LSSP's. The MD ARD must be held within 10 school days of the disciplinary hearing. The parent is entitled to receive 5 school days' notice prior to the MD ARD. They may waive this right if they choose do so (in writing). The campus must schedule the MD ARD meeting with their assigned LSSP.
- A Section 504 meeting is required for DAEP removal for students with disabilities under Section 504.

A child has been referred for evaluation through Child Find. What steps should I follow to to ensure that the child receives an evaluation?

As a campus administrator you should do the following:

- Communicate with the parent to find out his/her concerns and establish a date and time that the parent is able to come to the school to meet with the speech therapist or diagnostician to obtain consent for evaluation.
- Download and provide the parent with an electronic or hard copy of this [Parent Information Form](#) to bring to the meeting. Explain to the parent that he/she will need to

have the child's teacher complete this [Teacher Observation Form](#). Also, inform that parent that he/she may need to provide student work samples when he/she comes to the meeting. If vision and hearing has not been conducted prior to the meeting, explain that the campus nurse will need to conduct a hearing and vision screening prior to the meeting.

- Contact the speech therapist or diagnostician to communicate the parent's availability to meet.
- Send an email to chagovan@dallasisd.org with the student's name and the date and time of the meeting. In the email briefly state the parent's concerns.