

Procedural Guidelines to the RtI Process
Oak Lawn-Hometown District 123
PreK – 8th

| 8 RtI Steps | Characteristics | Timeline |
|--|--|--------------------------------------|
| Universal Screening | <ul style="list-style-type: none"> • Systematic process for assessment of all students within a given grade, school building, or school district on critical academic skills. • AIMSweb is used for PreK - 5th grade students • MAP is used for 6th- 8th grade students • The School's Data Review Team analyzes results of universal screenings to identify at-risk students. | Fall, Winter, Spring |
| Tier 1 Quality Core Instruction for all students | <ul style="list-style-type: none"> • Grade-level teams review additional standardized and local assessments in conjunction with the universal screener. • Research-validated curriculum • Accommodations and Modifications as needed | Ongoing |
| Integrity Check | <ul style="list-style-type: none"> • Observation done to ensure instruction is being delivered accurately (i.e. walkthrough's, collaboration meetings, self-check measures, and integrity checklists) • Should be documented by meeting minutes, Walk-throughs, teacher records, etc. | Periodically |
| Progress Monitoring | <ul style="list-style-type: none"> • Utilize AIMSweb Progress Monitoring Probes • Utilize the monitoring/assessment tool specific to the intervention | As determined in data review meeting |
| Tier 2 Small Group Intervention | <ul style="list-style-type: none"> • In addition to instruction. • Must be research-validated (a.k.a. research proves that this intervention improves the specific problem that is being addressed i.e. fluency, comprehension) • Will be delivered by interventionist (possibly classroom teacher, LST, TPI, Reading Specialist, or Resource Teacher, etc.) • Complete Intervention Planning Form (IPF) and Documentation Worksheet (IDW) • Send RtI Parent Letter | Ongoing |
| Small Group Integrity Check | <ul style="list-style-type: none"> • Another adult observes instruction to make sure it is being delivered accurately – checking specifically for process and dosage. • Integrity check should be documented. | Periodically |
| Small Group Progress Monitoring | <ul style="list-style-type: none"> • Every student at the Tier 2 level. | As determined in data review meeting |

**Procedural Guidelines to the RtI Process
Oak Lawn-Hometown District 123
PreK – 8th**

| | | |
|--|---|---|
| Individual Problem Solving | <ul style="list-style-type: none"> • Progress is not being made within Tier 2 move to individual problem solving • Follow Individual Problem Solving Protocol | As determined in data review meeting |
| Tier 3 Intensive Individualized Intervention | <ul style="list-style-type: none"> ▪ Eligibility for special education services may be determined at this point. ▪ Complete Intervention Planning Form (IPF) and Documentation Forms (IDW) ▪ Send Parent Invitation to attend Tier III meeting | As determined at the individual problem solving meeting |
| Tier 3 Integrity Check | <ul style="list-style-type: none"> • Another adult observes instruction to make sure it is being delivered accurately – checking specifically for process and dosage. • Integrity check should be documented. This is to create a paper trail for the student, as he/she moves through the RtI process. | Periodically |
| Progress Monitoring | <ul style="list-style-type: none"> • Utilize AIMSweb Progress Monitoring Probes • Utilize the monitoring/assessment tool specific to the intervention | As determined at the individual problem solving meeting |