



Response to Intervention (RtI) Plan for Early Childhood Education - Step by Step Process (Students in Pre-K, Head Start and PPCD)

- Student fails to respond to scientifically-based instruction/intervention despite sustained Tier I efforts (6-8 weeks for speech, 6 weeks for behavior).
- Campus-based teachers notify RtI Coordinator (CIC) and request RtI Team Meeting. Center - based teachers at Head Start Centers notify Center Director and Disability / Health Services Coordinator and request RtI Team Meeting.
- Teacher makes formal parent contact (conference, home visit, face-to-face contact) to share student's developmental and/or behavioral difficulties and informs parent that nurse will schedule conference to access Health Information (RtI Form-EC1)
- Teacher completes RtI Tier I form (RtI Form-EC2) and documents major areas of difficulty, *Curriculum Guide* evidence of strategies implemented and student response. The health information form should also be filled out at this time.
- Teacher collects all supporting documentation to take to Tier I meeting, including:
 - ALL ECE TEACHERS BRING: evidence of *Curriculum Guide* learning strategies tried, home language survey, LPAC profile & Woodcock-Muñoz Language Survey results, if applicable, I-Data profile printout of basic demographic data (including attendance and attendance history) and work samples from portfolio may also be included.
 - HEAD START TEACHERS: All of the above plus the Ages & Stages-3 and/or Ages & Stages-SE (Social-Emotional) completed questionnaires, Learning Accomplishment Profile - 3rd Edition (LAP-3), Health Information form from school nurse, and Metro Health Physical results (see Parent Advocate).
 - PPCD TEACHERS: In addition to what all ECE teachers bring, include most recent Child Observation Record (COR) results and applicable IEP progress reports in areas of concern.
- Campus-based programs: RtI Coordinator schedules Tier I meeting and includes required RtI Team members as well as other professionals whose expertise/knowledge will contribute to the decision-making process.
- Head Start Centers: Head Start Center Director and Head Start Disability/Health Services Coordinator schedule Tier I meeting requiring the same documentation and team participants as campus-based programs.
- RtI Coordinators on regular PK-5 or PK Academy campuses schedule, chair, and document tier meeting/s and follow-up meeting information on RtI Student Status Log (RtI-Form EC3) as appropriate for Tier I. Documentation of Tier II meetings, interventions, and deliberations also utilize RtI Student Status Log (RtI Form EC7). (At the Head Start Centers: Director and Disability/ Health Services Coordinator assume this role.)
- Upon movement to Tier II, RtI Coordinator provides parent with Parent RtI Team Meeting Invitation (RtI-Form EC10) and Notification of Intervention and/or Informed Parent Consent for RtI Data Collection (RtI-Forms EC11-11a)–VALID for ONE CALENDAR YEAR. RtI Team continues to collaborate and monitor effective strategies.
- If student is not successful with interventions provided at Tier II, RtI Team should meet to discuss additional strategies and/or to increase the time/intensity of the interventions and/or decrease the number of students participating in small group interventions prior to moving to Tier III.
- If student is unsuccessful following Tier III intervention, consider referral to instructional services and programs and complete all paperwork. Paperwork must be completed, reviewed and signed by the principal or Center Director (RtI-Form EC9).
- Date of consent for special education evaluation is critical and determines timeline dates for specific program services. Evaluation staff is responsible for securing parental consent for evaluation.
- Campus-based ECE teacher and RtI Coordinator utilize RtI Required Items Checklist (RtI-Form EC12) to ensure that all steps are followed and all required documents are completed and sent to appropriate program/department.
- RtI Campus Tracking form is completed and maintained on the campus for monitoring.
- The option of not moving on to Tiers II and III is recommended when interventions are successful.

Campus-based: staff housed at an elementary building

Center-based: staff housed at a Head Start or ECE Center