

Rtl Forms Training: eCourse Overview



Seguin ISD

Chapter I: Introduction

In this chapter, you will learn about the updated RtI forms in Eduphoria and how they fit into the Response to Intervention (RtI) process.

Course Objectives

Welcome to the Seguin ISD Response to Intervention (RtI) Forms Training!

By the end of this online training module, you will know how to:

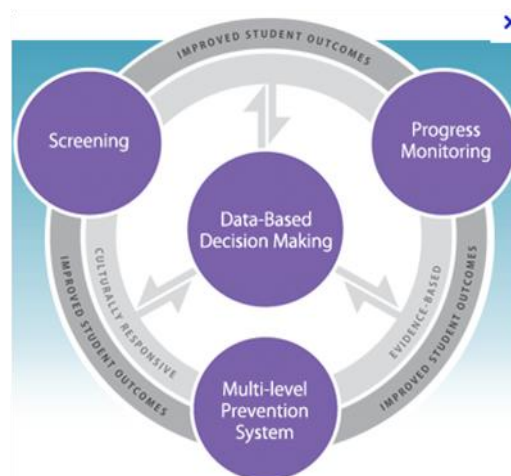
- Assign the new RtI forms to a student using Eduphoria Aware
- Complete the new RtI forms in Eduphoria Aware
- Search for current students who have an RtI form assigned to their record
- Run a report to determine the status of RtI forms assigned to current students

Why RtI?

Response to Intervention (RtI) is a process for ensuring academic and behavioral success for all students by tailoring instruction to meet individual student needs through:

- a. school-wide screening to identify students in need of academic, behavioral, and/or speech intervention;
- b. research-based instruction and interventions provided by highly qualified teachers;
- c. systematic, frequent progress monitoring and data-driven decision-making; and
- d. a layered system of interventions which increase in intensity in response to student needs.

With RtI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. Data-based decision making is the essence of good RtI practice.



RtI Processes and Documentation

Documentation of instruction and interventions attempted is an important part of the Response to Intervention (RtI) process, for both academic and behavior systems. In particular, the data collected allows for the essential RtI component of data-based decision making. Documentation of the RtI process involves both the classroom teacher and the Campus RtI Team. The information that is collected will be documented using the district-wide RtI forms in Eduphoria Aware.

For more information on the RtI Process and Documentation, see the Seguin ISD RtI Guidance Document, found in the Teacher Resources section of the Response to Intervention page on the Curriculum and Instruction Department's website.



Seguin Independent School District
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Seguin ISD Response to Intervention (RtI)

What is Response to Intervention (RtI)?

Response to Intervention (RtI) is a process for ensuring academic and behavioral success for all students by providing systematic, evidence-based interventions through a student-centered problem-solving process in the general education classroom.

There are four parts, or components, of the Response to Intervention (RtI) process:

- Testing, or screening, all students to identify students in need of additional academic and/or behavioral support
- A layered, or tiered, system of interventions that increase in intensity in response to student needs
- Monitoring a student's progress often to determine if they are responding to the intervention
- Making decisions based on student data

These four parts of Response to Intervention ensure academic and behavioral success for all students by customizing instruction to meet individual student needs.

For more information about Response to Intervention, contact the Curriculum and Instruction Department.

Information for Parents

- [Response to Intervention \(RtI\) Parent Guide](#)

Recommended Links

- [Region 13 Response to Intervention](#)
- [TEA Response to Intervention](#)
- [National Center on Response to Intervention](#)
- [RtI Action Network](#)
- [Building RtI Capacity](#)

Teacher Resources

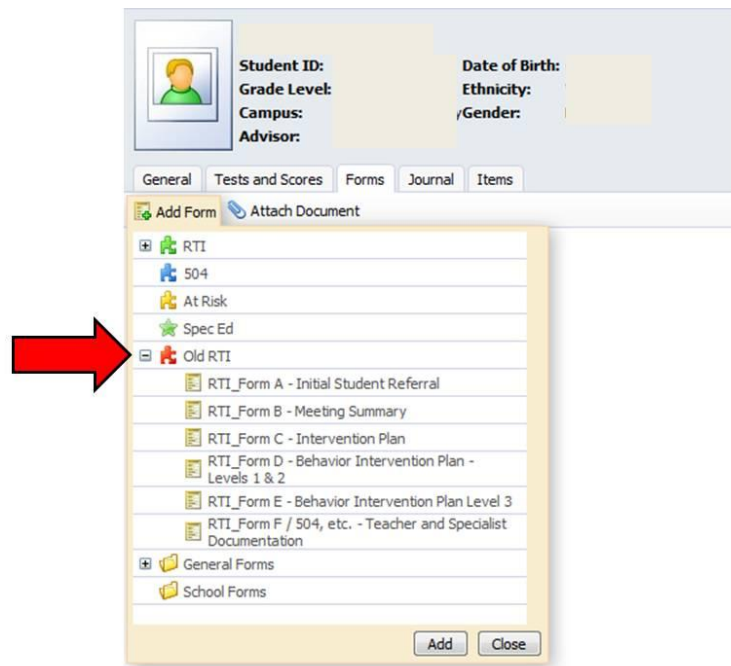
[\(Access only in district\)](#)

What RtI forms do I use?

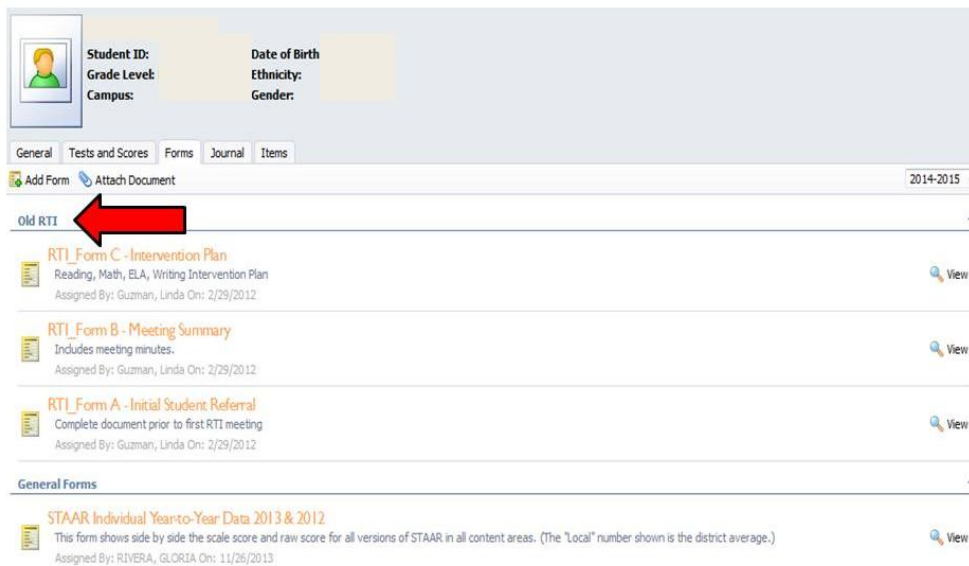
Two new RtI Forms are available for use in Eduphoria Aware, beginning during the 2014-2015 school year:

1. Initial Referral for RtI
2. Academic/Behavior Intervention Plan

The RtI Forms that were used in previous school years (i.e before 2014-2015) are now listed under the section "Old RtI" and should no longer be assigned to students.



Any old RtI forms that were assigned to a student before the 2014-2015 school year can still be viewed in the student's record but should no longer be edited or updated.



Form – Initial Referral Form


There are three versions of the Initial Referral Form:

1. Initial Referral For Rtl (PreK)

Seguin ISD - Initial Referral for Rtl (PreK)

Date

Open the calendar and choose the date.

Not Set 

STUDENT, ID#, GRADE and CAMPUS

Student Information

This information will be completed automatically by Aware. The information is from TEAMS.

no name

Student ID:		Grade Level:	Unknown	School:	
Date of Birth:	1/1/0001	Ethnicity:	Not Provided	Gender:	Male
Programs:	This student is not coded for any programs.				

[Refresh](#)

TEACHER

Name of Referring Teacher

Enter Teacher Name

AM (01) or PM (02)?

Choose AM or PM

☐ AM (01) ☐ PM (02)

2. Initial Referral For Rtl (K-5)

Seguin ISD - Initial Referral for Rtl (K-5)

Date

Open the calendar and choose the date.

Not Set 

STUDENT, ID#, GRADE and CAMPUS

Student Information

This information will be completed automatically by Aware. The information is from TEAMS.

no name

Student ID:		Grade Level:	Unknown	School:	
Date of Birth:	1/1/0001	Ethnicity:	Not Provided	Gender:	Male
Programs:	This student is not coded for any programs.				

[Refresh](#)

TEACHER(S)

Name of Referring Teacher(s)


Enter Teacher(s) Name

3. Initial Referral For RtI (6-8)

Seguin ISD - Initial Referral for RtI (6-8)

Date

Open the calendar and choose the date.

Not Set 

STUDENT, ID#, GRADE and CAMPUS

Student Information

This information will be completed automatically by Aware. The information is from TEAMS.

no name

Student ID:		Grade Level:	Unknown	School:	
Date of Birth:	1/1/0001	Ethnicity:	Not Provided	Gender:	Male
Programs:	This student is not coded for any programs.				

[Refresh](#)

TEACHER(S)

Name of Referring Teacher(s)

Enter Teacher(s) Name

When completing this form, the classroom teacher will need to select the appropriate version based on the student's *current* grade level.

For example, if a teacher is completing an initial referral for a third grade student, they would use the form Initial Referral for RtI (K-5).

Form – Academic/Behavior Intervention Plan

The Academic/Behavior Intervention Plan will be completed by the Campus RtI Team.

Seguin ISD - Academic/Behavior Intervention Plan

STUDENT, ID#, GRADE and CAMPUS

Student Information

This information will be completed automatically by Aware. The information is from TEAMS.

no name

Student ID:		Grade Level:	Unknown	School:	
Date of Birth:	1/1/0001	Ethnicity:	Not Provided	Gender:	Male
Programs:	This student is not coded for any programs.				

[Refresh](#)

Intervention Plan A

INTERVENTION CATEGORY

Pre-Kindergarten

Choose concern from the following list.

Kindergarten- 5th Grade

Choose concern from the following list.

6th Grade- 8th Grade

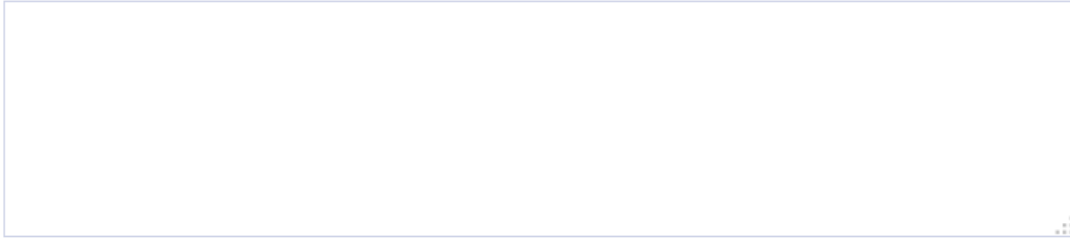
Choose concern from the following list.

As noted on the form, the Campus RtI Team should include the Campus Administrator (Chair), Counselor, Instructional Coach, Teacher(s), Instructional Support(s) (as appropriate), and Parents.

CAMPUS RTI TEAM MEETING AND PROGRESS REVIEW

RTI Team Meeting Date(s) and Members

RTI Team Members to include Campus Administrator (Chair), Counselor, Instructional Coach, Teacher(s), Instructional Support (as appropriate), and Parent(s)



The Academic/Behavior Intervention Plan form will serve as an ongoing record of both academic and behavior intervention plans for the student. It also contains space for the Campus RtI Team to document their review of progress monitoring data and to make a progress outcome decision based on this data.

Chapter II: Initial Referral for RtI

In this chapter, you will learn how to assign and complete the Initial Referral for RtI form.

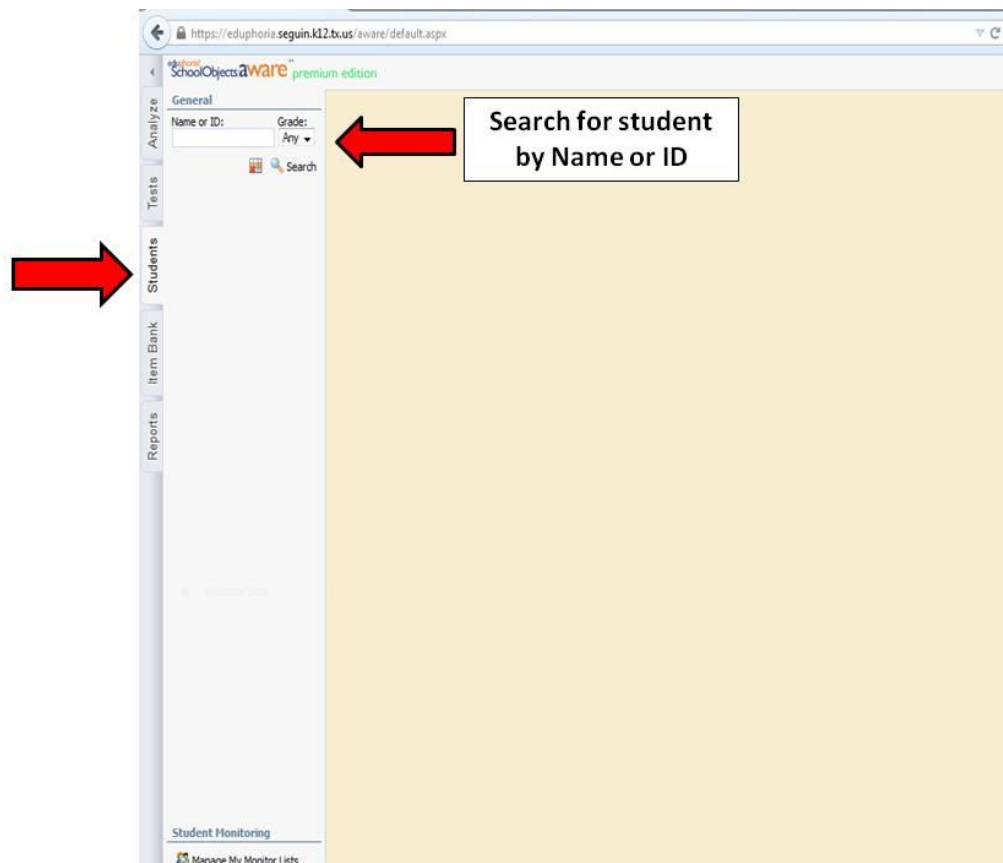
Who completes the initial referral for RtI?

The classroom teacher will complete the Initial Referral for RtI. Before this form is filled out, the following steps need to be completed and documented:

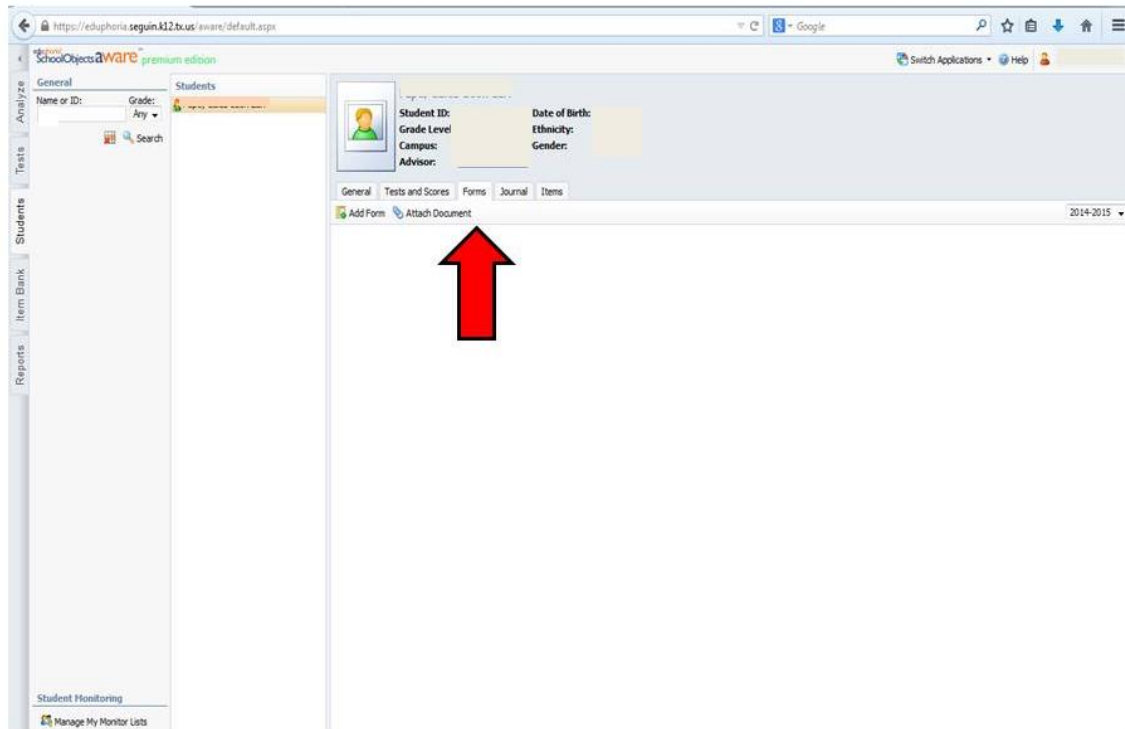
- The teacher provides support to struggling students through best-practice Tier 1 instruction in the General Education Classroom
- Formative assessment data and/or universal screener data is analyzed
- Teacher informally documents strategies attempted during Tier 1 instruction
- Teacher meets with Instructional Coach and grade level team to discuss Tier 1 strategies for support
- Teacher contacts the parent to discuss students' struggles and steps taken

Assigning the Initial Referral for RtI

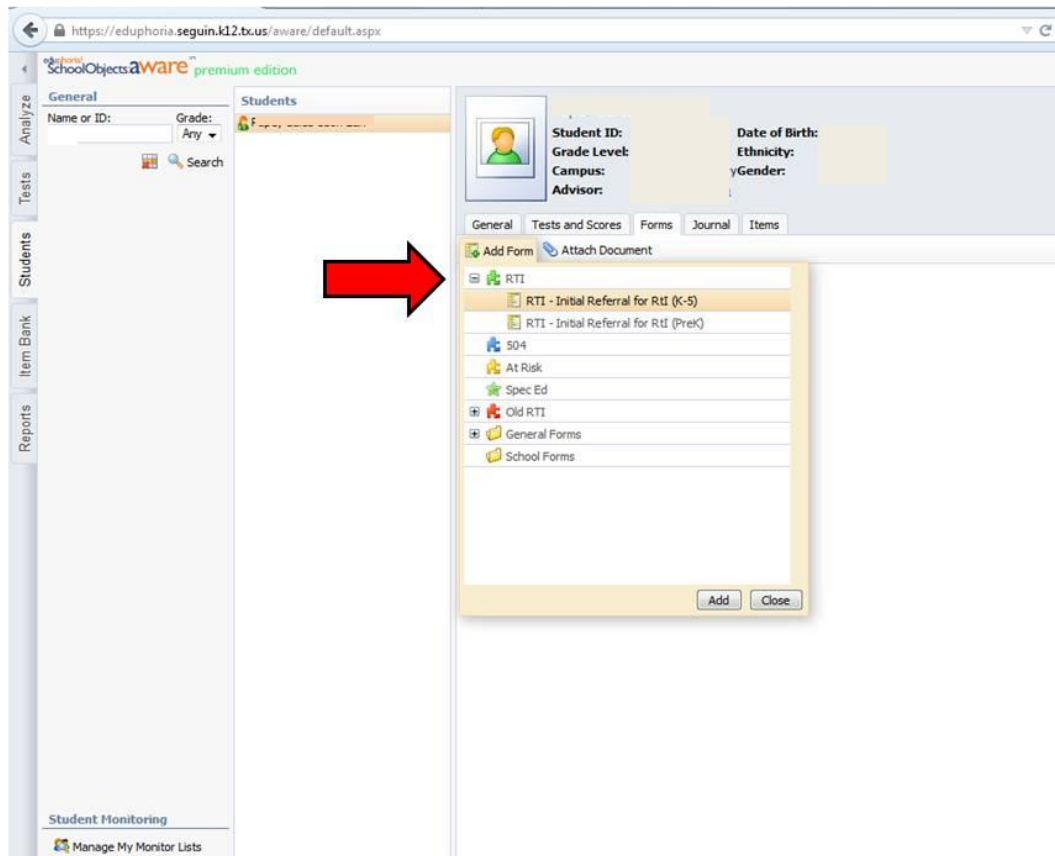
To assign the Initial Referral for RtI, first search for the specific student under the "Students" Tab of the Aware home screen.



Once the student record is located, click on the "Forms" tab.



Click the "Add Form" button, this will open a drop-down menu. Select the green "RtI" icon, then select Initial Referral for RtI from the list.



What if a student already has an initial referral form?

Some students will already have an initial referral for RtI that was completed in a prior school year. These forms can be found the "Forms" section of the individual student record, listed under the "Old RtI" section.

The screenshot displays a web interface for managing student records. At the top, there is a header section with a student profile icon and fields for Student ID, Grade Level, Campus, Date of Birth, Ethnicity, and Gender. Below this is a navigation bar with tabs for General, Tests and Scores, Forms, Journal, and Items. The 'Forms' tab is active, showing a list of forms. A red arrow points to the 'Old RTI' section, which contains three forms: RTI_Form C - Intervention Plan, RTI_Form B - Meeting Summary, and RTI_Form A - Initial Student Referral. Below this is a 'General Forms' section with one form: STAAR Individual Year-to-Year Data 2013 & 2012. Each form entry includes a description and the assigned user and date.

Form Name	Description	Assigned By	Assigned On	Action
RTI_Form C - Intervention Plan	Reading, Math, ELA, Writing Intervention Plan	Guzman, Linda	2/29/2012	View
RTI_Form B - Meeting Summary	Includes meeting minutes.	Guzman, Linda	2/29/2012	View
RTI_Form A - Initial Student Referral	Complete document prior to first RTI meeting	Guzman, Linda	2/29/2012	View
STAAR Individual Year-to-Year Data 2013 & 2012	This form shows side by side the scale score and raw score for all versions of STAAR in all content areas. (The "Local" number shown is the district average.)	RIVERA, GLORIA	11/26/2013	View

If the student has an Old Rtl Form A - Initial Student Referral OR an updated Initial Referral Form assigned to their record, the form should be reviewed to determine if the information still applies to the student's concern.

If the student concern has changed, or the document is blank or incomplete, an updated Initial Referral Form should be completed by the Classroom Teacher.

Completing the Initial Referral for Rtl Form

Once the form is assigned to the student record, click the "View" button to complete the form.

The screenshot shows the SchoolObjectWare premium edition interface. On the left is a navigation menu with options like Analyze, Tests, Students, Item Bank, and Reports. The main area displays student information (Student ID, Grade Level, Campus, Advisor, Date of Birth, Ethnicity, Gender) and a list of forms. One form, 'RTI - Initial Referral for Rtl (K-5)', is highlighted. Below the form name, it says 'Complete document prior to first RTI meeting. It is important to remember to press "Save" to save your work. Assigned By: Westerfield, Adam On: 8/29/2014'. A red arrow points to the 'View' button next to the form name.

NOTE: As you complete the form, be sure to press the "Save" button so that you do not lose any information!

This screenshot shows the 'Seguin ISD - Initial Referral for Rtl (K-5)' form. At the top, there's a header with student information and tabs for General, Tests and Scores, Forms, Journal, and Items. Below the tabs are buttons for Save, Mark as Updated, Archive, and Refresh Data. A red arrow points to the 'Save' button. The main content area is titled 'Seguin ISD - Initial Referral for Rtl (K-5)' and contains sections for Date, Student Information, and a table for Student ID, Date of Birth, Grade Level, School, Advisor, Ethnicity, Gender, and Programs. A 'Refresh' link is at the bottom left.

Completing the Initial Referral for Rtl Form - Date, Student Information, Referring Teacher(s)

The screenshot shows a web-based form titled "Seguin ISD - Initial Referral for Rtl (K-5)". At the top, there is a header section with a student profile icon and fields for Student ID, Grade Level, Campus, Advisor, Date of Birth, Ethnicity, and Gender. Below this is a navigation bar with tabs for General, Tests and Scores, Forms, Journal, and Items. A toolbar contains buttons for Save, Mark as Updated, Archive, and Refresh Data, along with a View All Forms link.

The main form area is divided into several sections:

- Date:** A section with a calendar icon and a text box labeled "Not Set". A red arrow points to this section with the instruction: "Click on the calendar and choose the date you are completing the form."
- STUDENT, ID#, GRADE and CAMPUS:** A section with a red arrow pointing to it and the instruction: "The information in this section will be entered automatically from TEAMS."
- Student Information:** A section with a note: "This information will be completed automatically by Aware. The information is from TEAMS." It contains a table of fields:

Student ID:	Grade Level:	School:
Date of Birth:	Ethnicity:	Gender:
Advisor:	Programs:	

 A "Refresh" link is located below the Student ID field.
- TEACHER(S):** A section with a red arrow pointing to it and the instruction: "Enter the name of the teacher completing the initial referral form. If more than one teacher is completing the form, enter all teacher's names." It includes a label "Name of Referring Teacher(s)", a prompt "Enter Teacher(s) Name", and a large text input area.

Completing the Initial Referral for RtI Form - School History, Retention

General Tests and Scores Forms Journal Items

Save Mark as Updated Archive Refresh Data View All Forms

SCHOOL HISTORY

Has the student been on previous campuses in the district?
Choose yes or no
☐ Yes ☐ No

If yes, please mark from the campus list below
TEAMS campus codes are listed next to campus names.

	Mark all Attended
Ball ECC (101)	<input type="radio"/>
Jefferson Elementary (103)	<input type="radio"/>
Koennecke Elementary (109)	<input type="radio"/>
McQueeney Elementary (106)	<input type="radio"/>
Patlan Elementary (108)	<input type="radio"/>
Rodriguez Elementary (104)	<input type="radio"/>
Vogel Elementary (110)	<input type="radio"/>
Weinert Elementary (105)	<input type="radio"/>
Saegert (102)	<input type="radio"/>
Jim Barnes MS (041)	<input type="radio"/>
AJB Briesemeister (042)	<input type="radio"/>
Seguin High School (001)	<input type="radio"/>
MBLC (002)	<input type="radio"/>

Select if the student has attended other schools in Seguin ISD. If yes, select the campus(es) from the list below.

NOTE: School history information can be found in the "Demographics" section of the student's record in TEAMS. (Under Attendance, click on "D" for Demographics and information will be listed under Enrollment Records.) The TEAMS campus codes are listed next to each campus name (see screen shot above).

RETENTION

Has the student ever been retained?
Choose yes or no
☐ Yes ☐ No

If yes, what grade(s)?
In the following box, enter information.

Select if the student has ever been retained.
If yes, write the retention grade level(s) in the box below.

NOTE: Retention information can be found in the "Demographics" section of the student's record in TEAMS. (Under Attendance, click on "D" for Demographics and information will be listed under Enrollment Records.) Look at the enrollment history - school years and grade level - to determine if there is a gap.

Completing the Initial Referral for Rtl Form - Language Information

General Tests and Scores Forms Journal Items

Save Mark as Updated Archive Refresh Data View All Forms

LANGUAGE INFORMATION

Is the student LEP?
Choose yes or no
☐ Yes ☐ No

Select whether or not the student is a Limited English Proficiency (LEP) student.

If yes, please attach a copy of the most current LPAC Review form.
Select a file to upload:
[Upload File Attachment](#)

If the student is LEP, attach a copy of the most current LPAC Review form. This document will need to be in PDF format to be uploaded.

If yes, please provide the following information from the most current Woodcock Munoz test. Provide English CALP level and date of test. Provide Spanish CALP level and date of test.
In the following box, enter information.

If the student is LEP, provide the English CALP level and Spanish CALP level from the most current Woodcock Munoz test. Be sure to include the date of the test.

TELPAS Scores
If available, below are TELPAS scores for two years.

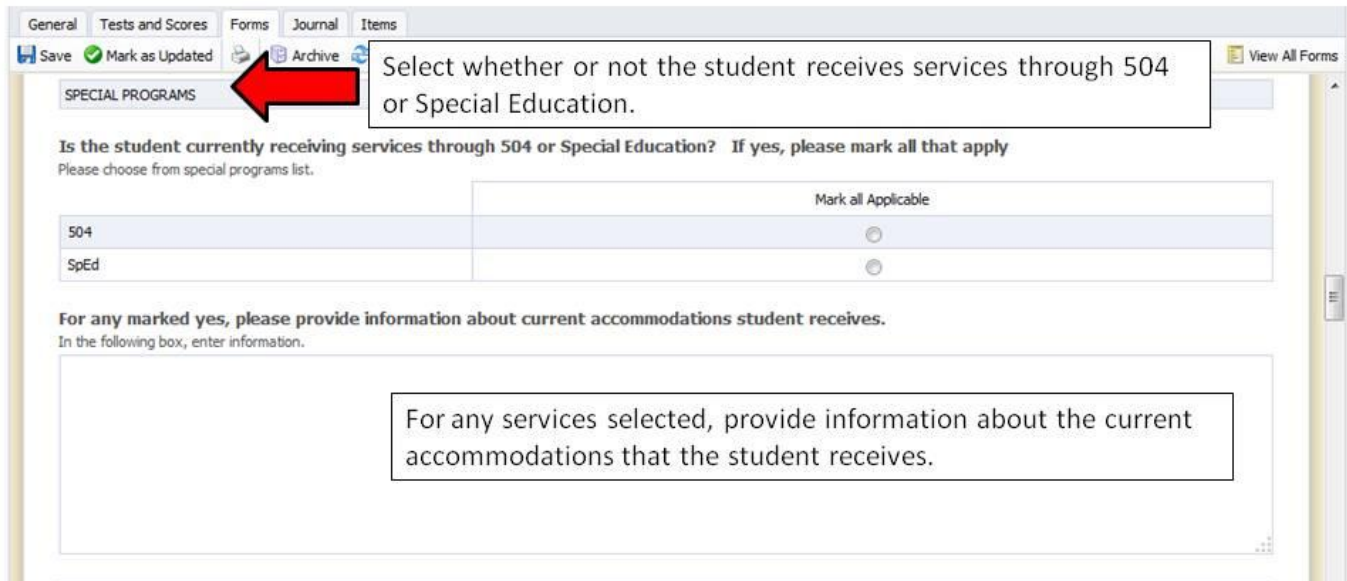
If the student has taken TELPAS, the previous two year's scores will automatically be uploaded into this section.

	Previous	Current	Missed Objectives
English Language Arts			

[Refresh](#)

Language of Instruction?
Choose English or Spanish
☐ English ☐ Spanish

Select the language of instruction for the student (English or Spanish).

Completing the Initial Referral for RtI Form - Special Programs


General Tests and Scores Forms Journal Items

Save Mark as Updated Archive

SPECIAL PROGRAMS

Select whether or not the student receives services through 504 or Special Education.

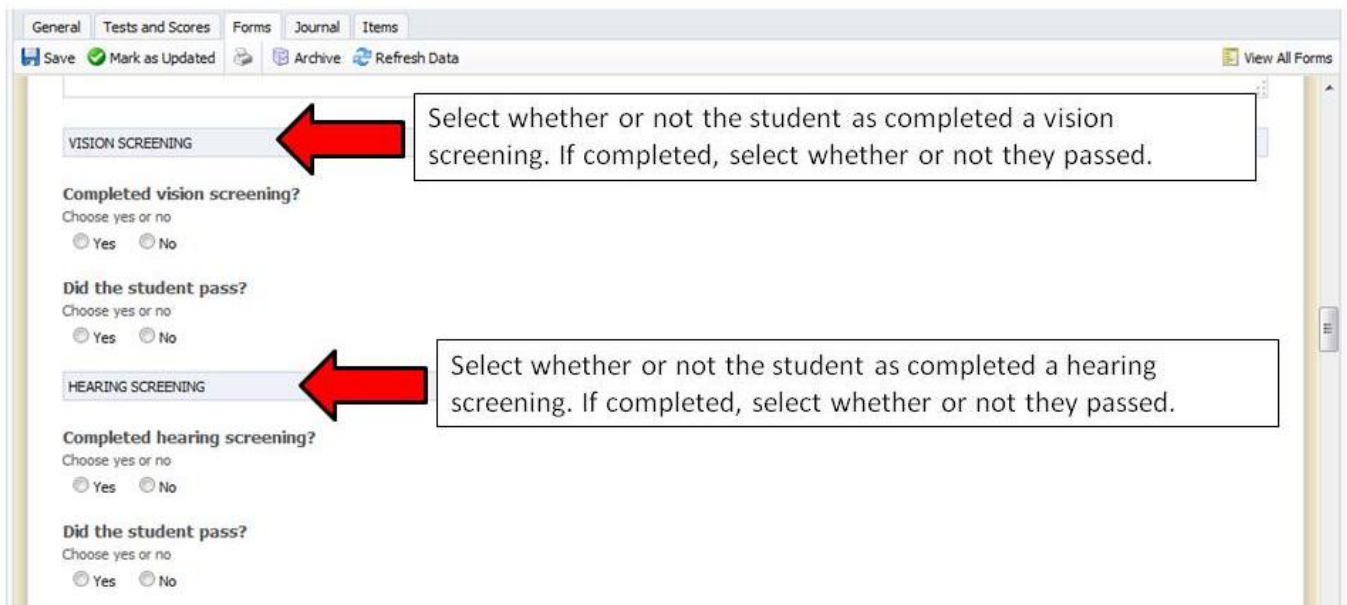
Is the student currently receiving services through 504 or Special Education? If yes, please mark all that apply
Please choose from special programs list.

	Mark all Applicable
504	<input type="radio"/>
SpEd	<input type="radio"/>

For any marked yes, please provide information about current accommodations student receives.
In the following box, enter information.

For any services selected, provide information about the current accommodations that the student receives.

NOTE: The response to intervention process applies to ALL students, including those receiving 504 and Special Education services. However, for students receiving these services, the 504 Committee or ARD Committee (rather than the Campus RtI Team) will make recommendations regarding the student's intervention plan and progress outcome.

Completing the Initial Referral for RtI Form - Vision and Hearing Screening


General Tests and Scores Forms Journal Items

Save Mark as Updated Archive Refresh Data

VISION SCREENING

Select whether or not the student as completed a vision screening. If completed, select whether or not they passed.

Completed vision screening?
Choose yes or no
☐ Yes ☐ No

Did the student pass?
Choose yes or no
☐ Yes ☐ No

HEARING SCREENING

Select whether or not the student as completed a hearing screening. If completed, select whether or not they passed.

Completed hearing screening?
Choose yes or no
☐ Yes ☐ No

Did the student pass?
Choose yes or no
☐ Yes ☐ No

NOTE: If a vision and/or hearing screening has NOT been completed for the student, consider completing these screenings before developing an intervention plan for the student.

Completing the Initial Referral for RtI Form - Student Strengths

General Tests and Scores Forms Journal Items

Save Mark as Updated Archive Refresh Data View All Forms

STUDENT STRENGTHS

Enter information about the student's strengths in this box. Consider adding specific academic/behavior strengths.

Use the space below to provide information on the student's strengths: *

In the following box, enter information.

NOTE: This is a *required* section. The Initial Referral for RtI form cannot be submitted if this section is left blank.

Completing the Initial Referral for RtI Form – Initial Concerns

General Tests and Scores Forms Journal Items

Save Mark as Updated Archive Refresh Data View All Forms

Initial Concerns

Select the initial concern(s) for the student from the categories below. More than one concern can be selected.

Choose Academic and/or Behavior concerns from the list below.

Please choose from list

	Mark Initial Concerns
Academic Math	<input type="radio"/>
Academic Rdg	<input type="radio"/>
Academic Writing	<input type="radio"/>
Speech	<input type="radio"/>
Behavior	<input type="radio"/>

For any concerns marked above, please complete the corresponding section below.

For any concern selected above, complete the corresponding section below.

ACADEMIC MATH

Kindergarten - 2nd Grade
Choose concern(s) from the following list.

- ☐ Counting and Cardinality
- ☐ Place Value
- ☐ Problem Solving with Addition and Subtraction
- ☐ Analyze Attributes of 2-D and 3-D Shapes

3rd Grade - 5th Grade
Choose concern(s) from the following list.

- ☐ Place Value
- ☐ Fluency with Whole Number Operations
- ☐ Fluency with Fractions
- ☐ Problem Solving

Provide additional details for area of concern
In the following box, enter information.

Complete this section **ONLY** if Academic Math was selected as an initial concern.
This section contains more details regarding the initial concern.
More than one concern can be selected in this section.

Use this section to provide more details about the area of concern for the student. Be sure to provide any other information that will help the Campus RtI Team as they develop a targeted plan of intervention for the student.

ACADEMIC WRITING

Choose concern(s) from the following list.

- ☐ Ideas
- ☐ Organization
- ☐ Voice
- ☐ Word Choice
- ☐ Sentence Fluency
- ☐ Conventions

Provide additional details for area of concern
In the following box, enter information.

Complete this section **ONLY** if Academic Writing was selected as an initial concern.
This section contains more details regarding the initial concern.
More than one concern can be selected in this section.

Use this section to provide more details about the area of concern for the student. Be sure to provide any other information that will help the Campus RtI Team as they develop a targeted plan of intervention for the student.

SPEECH

Choose concern(s) from the following list.

- ☐ Articulation
- ☐ Expressive Language
- ☐ Receptive Language
- ☐ Voice
- ☐ Fluency

Provide additional details for area of concern
In the following box, enter information.

Complete this section ONLY if Speech was selected as an initial concern. This section contains more details regarding the initial concern. More than one concern can be selected in this section.

Use this section to provide more details about the area of concern for the student. Be sure to provide any other information that will help the Campus RtI Team as they develop a targeted plan of intervention for the student.

General Tests and Scores Forms Journal Items

Save Mark as Updated

BEHAVIOR

Describe the behavior. (i.e. What does it look like, sound like? Does it impact other students?)
In the following box, enter information.

In this box, provide details that describe the behavior.

Describe where the behavior occurs. (i.e. Location(s) on campus)
In the following box, enter information.

In this box, provide information about where the behavior occurs on campus.

Describe when the behavior occurs. (i.e. Time of day, how many times per day, during activity or subject)
In the following box, enter information.

In this box, provide information about when the behavior occurs.

Identify the school-wide expectation(s) that the student is experiencing difficulty with.

- ☐ Safe
- ☐ Respectful
- ☐ Responsible

Complete this section ONLY if Behavior was selected as an initial concern. This section contains more details regarding the initial concern.

Select which school-wide expectation the student is experiencing difficulty with. More than one expectation can be selected.

Completing the Initial Referral for Rtl Form – Baseline Data

General Tests and Scores Forms Journal Items

Save Mark as Updated Archive Refresh Data View All Forms

Baseline Data

STAAR Scores:
Below are STAAR scores for two years. Local means district.

	Previous	Current	Local	Missed Objectives
English Language Arts				
Reading				
Mathematics				
Science				
Social Studies				

[Refresh](#)

Reading Level:
In the following box, enter reading level information. Please include the date(s) when the reading level was assessed.

Enter the student's reading level information. Be sure to include the date(s) when the reading level was assessed.

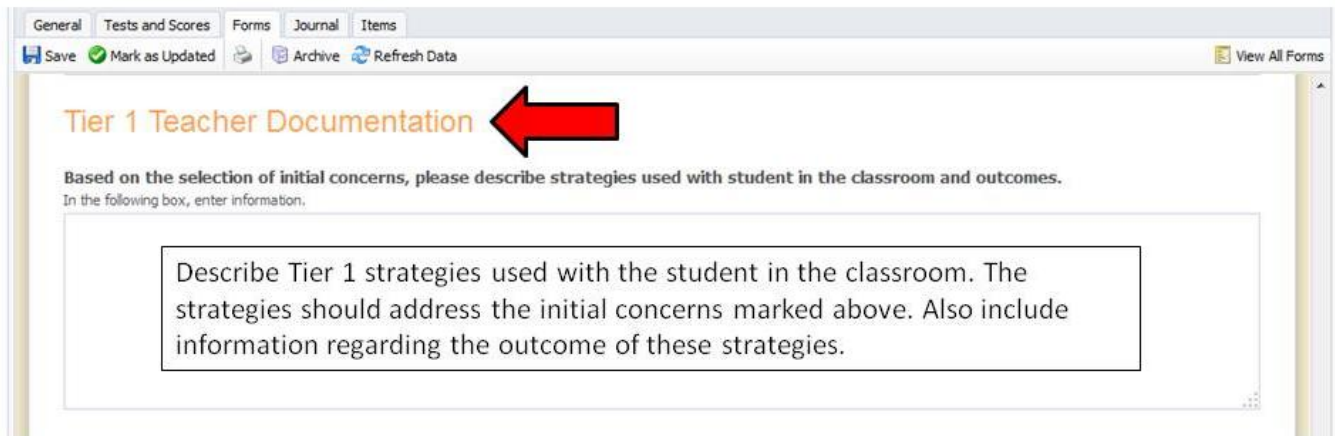
Universal Screeners
In the following box, enter universal screener information. Please include the date(s) when the universal screener was administered.

Enter data from any universal screeners (i.e. iStation, MSTAR/ESTAR). Be sure to include the date(s) when the universal screener was administered.

Other Data: Ex: Discipline Record, Attendance, Tardies
In the following box, enter any other Baseline Data.

Enter other baseline data, such as the student's discipline record, attendance, tardies, etc.

Completing the Initial Referral for Rtl Form – Tier I Teacher Documentation



General Tests and Scores Forms Journal Items

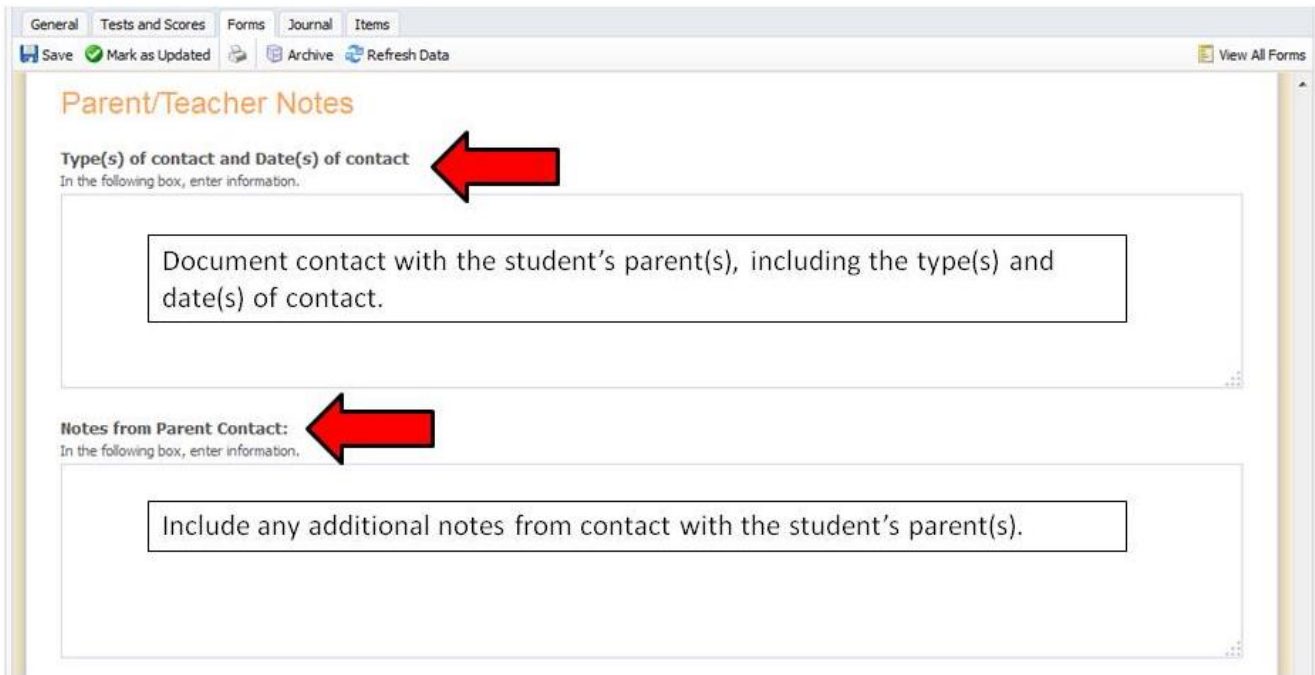
Save Mark as Updated Archive Refresh Data View All Forms

Tier 1 Teacher Documentation

Based on the selection of initial concerns, please describe strategies used with student in the classroom and outcomes.
In the following box, enter information.

Describe Tier 1 strategies used with the student in the classroom. The strategies should address the initial concerns marked above. Also include information regarding the outcome of these strategies.

Completing the Initial Referral for Rtl Form – Parent/Teacher Notes



General Tests and Scores Forms Journal Items

Save Mark as Updated Archive Refresh Data View All Forms

Parent/Teacher Notes

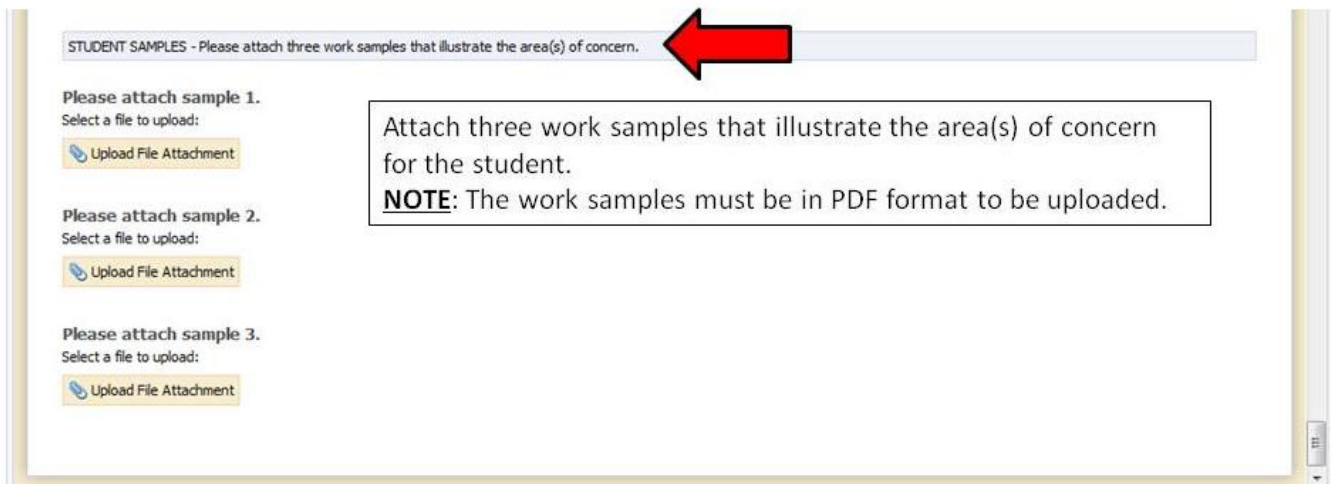
Type(s) of contact and Date(s) of contact
In the following box, enter information.

Document contact with the student's parent(s), including the type(s) and date(s) of contact.

Notes from Parent Contact:
In the following box, enter information.

Include any additional notes from contact with the student's parent(s).

Completing the Initial Referral for Rtl Form – Student Samples



STUDENT SAMPLES - Please attach three work samples that illustrate the area(s) of concern.

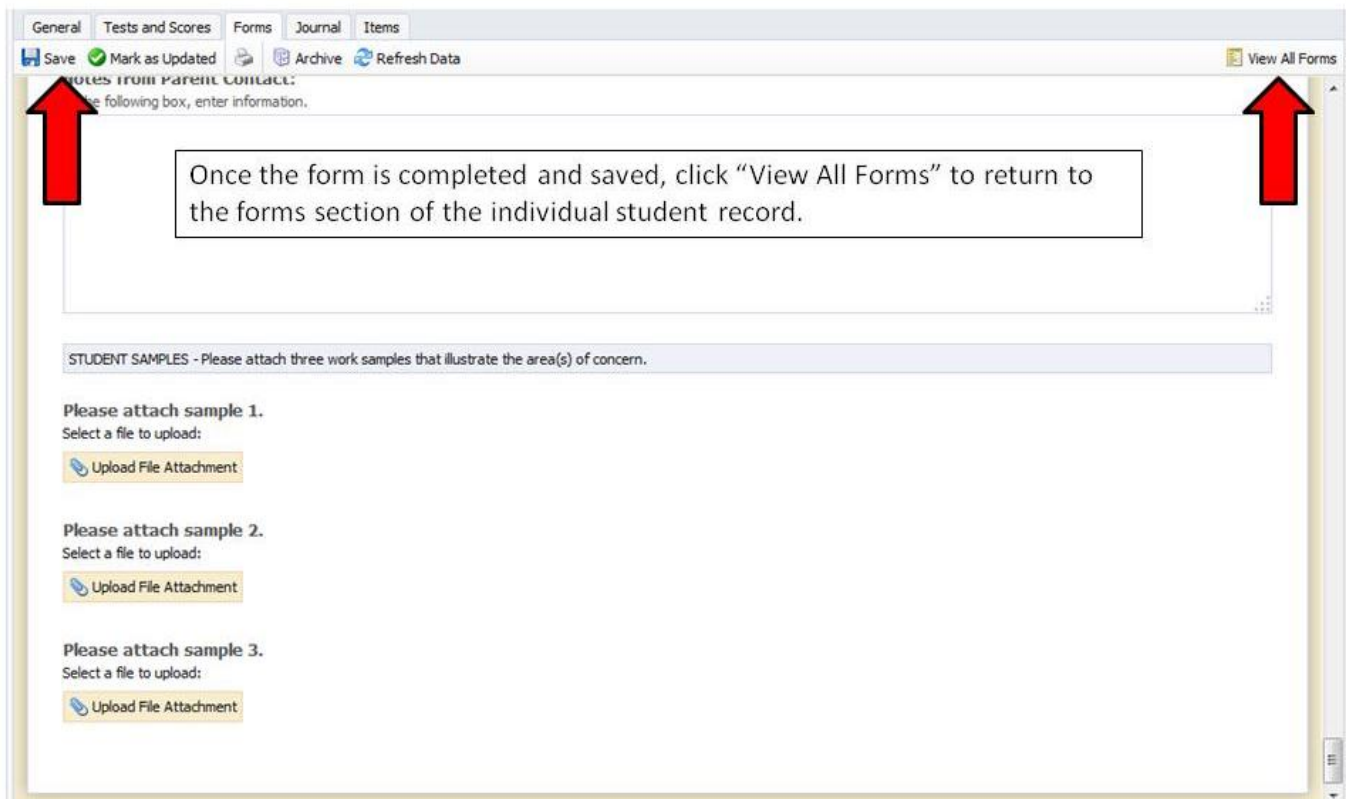
Please attach sample 1.
Select a file to upload:
[Upload File Attachment](#)

Please attach sample 2.
Select a file to upload:
[Upload File Attachment](#)

Please attach sample 3.
Select a file to upload:
[Upload File Attachment](#)

Attach three work samples that illustrate the area(s) of concern for the student.
NOTE: The work samples must be in PDF format to be uploaded.

Saving the Form and Returning to the Forms Section



General Tests and Scores Forms Journal Items

Save Mark as Updated Archive Refresh Data View All Forms

Notes from Parent Contact:
In the following box, enter information.

Once the form is completed and saved, click “View All Forms” to return to the forms section of the individual student record.

STUDENT SAMPLES - Please attach three work samples that illustrate the area(s) of concern.

Please attach sample 1.
Select a file to upload:
[Upload File Attachment](#)

Please attach sample 2.
Select a file to upload:
[Upload File Attachment](#)

Please attach sample 3.
Select a file to upload:
[Upload File Attachment](#)

Chapter III: RtI Form - Academic/Behavior Intervention Plan

In this chapter, you will learn how to access the Academic/Behavior Intervention Plan and how to complete the form.

Who completes the academic/behavior intervention plan?

Once the Classroom Teacher completes the Initial Referral for RtI, the Campus Administrative Team will review the form and determine if further documentation or additional information is required. The referral is then scheduled for an upcoming Campus RtI Team Meeting.

NOTE: Once the Campus RtI Team meeting is set, the student's parent(s) should be invited to the meeting. Campuses can use the "Campus RtI Team.Parent Invitation Letter" found in the Teacher Resources section of the Curriculum and Instruction Department's Response to Intervention (RtI) website.

The Campus RtI Team will meet to complete the Academic/Behavior Intervention Plan. Team members include the Campus Administrator (Chair), Counselor, Instructional Coach, Teacher(s), Instructional Support (as appropriate), and Parent(s).

Assigning the Academic/Behavior Intervention Plan

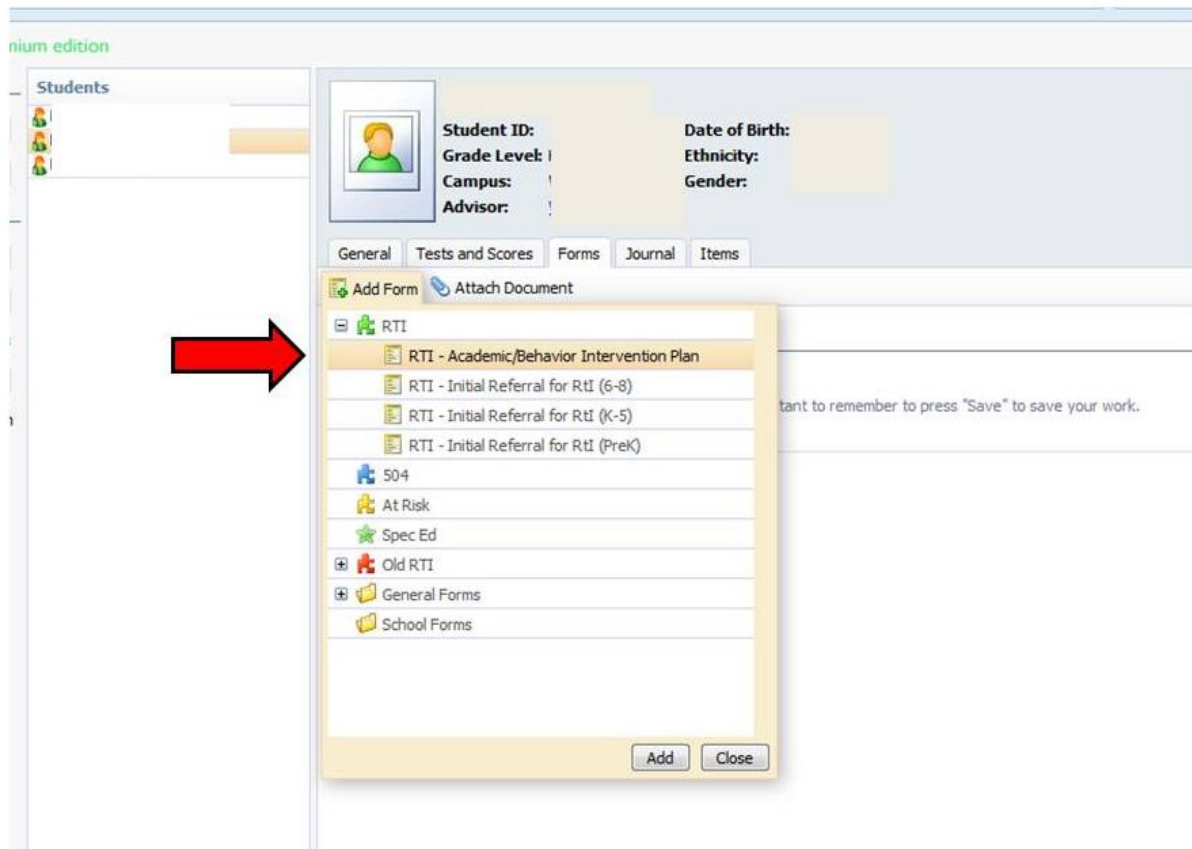
This intervention plan can be used for both academic and behavior interventions. It will serve as an ongoing record of information for the student.

Only the following individuals on each campus have the ability to assign and edit the Academic/Behavior Intervention Plan form:

- Principal
- Assistant Principal
- Counselor
- Instructional Coach

Teachers are able to view the form, but will not be able to edit the form.

To assign the Academic/Behavior Intervention Plan, first search for the specific student under the "Students" Tab. Click on the "Forms" tab of the individual student record. Click "Add Form," this will open a drop-down menu. Click the green "RTI" icon then select the Academic/Behavior Intervention Plan form.



Once the form is assigned, click the "View" button to enter information in the form.

NOTE: Each Academic/Behavior Intervention Plan has space for up to 5 intervention plans (Plan A-E) to be documented. If more space is needed, additional forms can be attached to the student record.

Completing the Academic/Behavior Intervention Plan - Student Information, Intervention Category

NOTE: Press the save button as you are completing this form to not lose any information entered.

Use the different sections (Plan A-E) of this academic/behavior plan to document separate targeted intervention plans for the student. For example, if the student is receiving interventions for behavior AND academic reading they should have two sections filled out in this form.

Seguin ISD - Academic/Behavior Intervention Plan

STUDENT, ID#, GRADE and CAMPUS

Student Information
This information will be completed automatically by

The information in this section will be entered automatically from TEAMS.

Student ID: _____ Grade Level: _____ School: _____
 Date of Birth: _____ Ethnicity: _____ Gender: _____
 Advisor: _____ Programs: _____

[Refresh](#)

Begin creating the targeted intervention plan using the first blank section (Plan A-E).

First, determine the category for the intervention plan. The categories can be found in the drop-down menus that are listed by grade bands (PreK, K-5, 6-8).

Intervention Plan A

INTERVENTION CATEGORY

Pre-Kindergarten
Choose concern from the following list.

Kindergarten- 5th Grade
Choose concern from the following list.

6th Grade- 8th Grade
Choose concern from the following list.

AREA OF CONCERN

Further describe the area of concern for the student.
Enter information in text box below.

The form contains space for 5 intervention plans to be documented (Plans A-E). Each targeted intervention plan should be entered in a separate section.


These drop-down menus contain options for the intervention category. The categories listed are the same concerns found on the initial referral form. Use the drop-down menu that corresponds to the student's current grade level.


NOTE: Only one option can be chosen from the menu as the category for this targeted intervention plan.

Enter any additional information that further describes the area of concern for the student.

Completing the Academic/Behavior Intervention Plan - Date, Referring Teacher(s)

DATE

Date Intervention Plan Created
Open the calendar and choose the date.
Not Set 

Date Intervention Plan Last Updated
Open the calendar and choose the date.
Not Set 

TEACHER(S)

Name of Referring Teacher(s)
Enter Teacher(s) Name

Click on the calendar and enter the date that the intervention plan was created by the Campus RtI Team.

Click on the calendar and enter the date that the intervention plan was last updated by the Campus RtI Team.

Enter the name of the teacher who completed the initial referral form. If more than one teacher completed the form, enter all teacher's names.

Completing the Academic/Behavior Intervention Plan – Intervention Tier

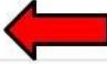
TIER

Tier Level
Choose from Tier 2 or Tier 3
☐ Tier 2 ☐ Tier 3

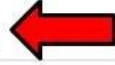
Determine the intervention tier (Tier 2 or Tier 3). See the Seguin ISD RtI Guidance Document for more information about the intervention tiers.

Completing the Academic/Behavior Intervention Plan – SMART Goal

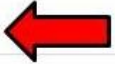
SMART Goal(s): Specific, Measurable, Attainable, Relevant, Timely

Develop SMART goal(s) to address the area of concern. 
Include the date that each SMART goal was created.

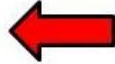

Develop a SMART Goal to address the area of concern for the student. A SMART goal should be Specific, Measurable, Attainable, Relevant and Timely.


Skill/TEK 
Enter data in text box below.

Identify the skill or TEK that the intervention plan is targeting.


Strategies/Interventions 
Enter data in text box below.

Determine the strategies or interventions that will be used with the student, based on the identified skill or TEK.



Duration: From: 
Open the calendar and choose the date.
Not Set 

Duration: To:
Open the calendar and choose the date.
Not Set 

Determine the duration of the intervention. Click on the "From" and "To" calendars to select dates.

Frequency 
Enter data in text box below.

Determine the frequency of the intervention. Include information about how many times a week the student will be receiving the intervention, for how many minutes, etc.

When will progress be reviewed? 
Open the calendar and choose the date.
Not Set 

Click on the calendar and select a date when the Campus RtI Team will review the progress of this intervention.

Completing the Academic/Behavior Intervention Plan – Campus RtI Team Meeting and Progress Review

Use this section to document information from the Campus RtI Team Meeting and Progress Review.

CAMPUS RTI TEAM MEETING AND PROGRESS REVIEW

RTI Team Meeting Date(s) and Members

RTI Team Members to include Campus Administrator (Chair), Counselor, Instructional Coach, Teacher(s), Instructional Support (as appropriate), and Parent(s)

List the RtI Team Meeting Date(s) and Member(s). If the team meets multiple times to review this intervention plan, DO NOT delete any previous information. Each meeting date should be documented along with the members present.

Progress Monitoring Results

Include date(s) of progress monitoring and summary of results.

If the Campus RtI Team is meeting to review the progress of the intervention plan, use this section to document progress monitoring results. The person responsible for providing the intervention should be monitoring and documenting the student's response to the intervention. This data will then be reported at the Campus RtI Team Meeting.

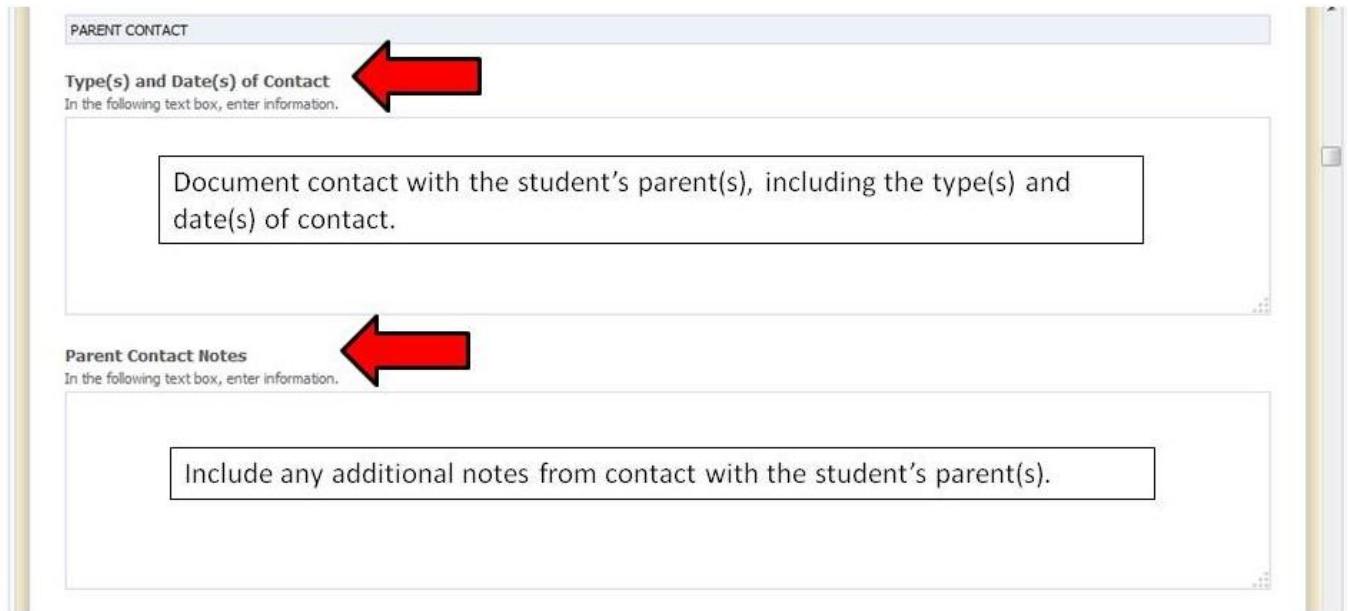
Progress Outcome

Choose one of the following progress outcomes.

Progress Outcome Notes

Include any additional information regarding the Campus RtI Team's progress outcome decision.

Based on the progress monitoring results, the Campus RtI Team will determine a progress outcome from the drop-down menu. Options are: Continue Intervention, Change Intervention, or Discontinue intervention.

Completing the Academic/Behavior Intervention Plan – Parent Contact


PARENT CONTACT

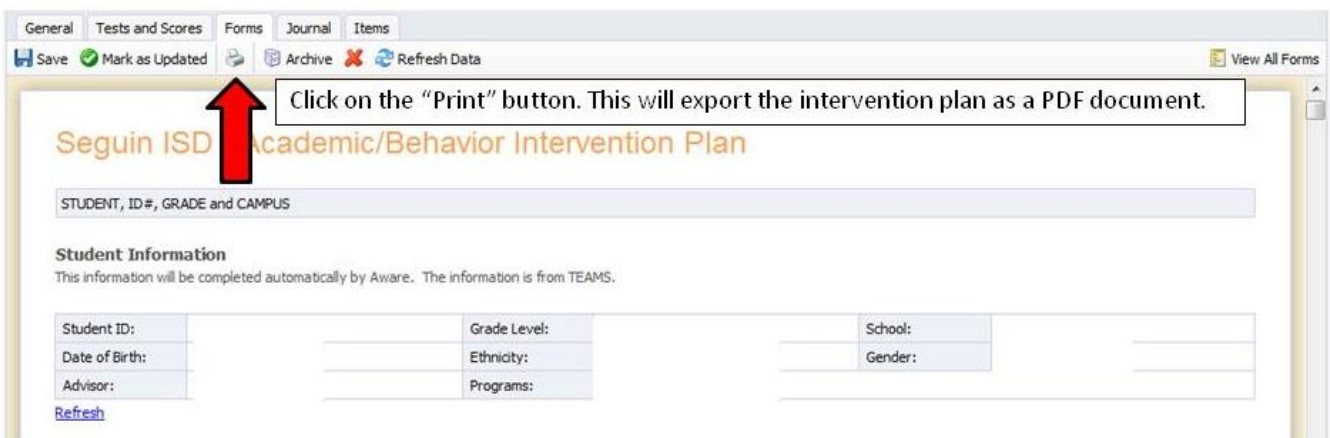
Type(s) and Date(s) of Contact
In the following text box, enter information.

Document contact with the student's parent(s), including the type(s) and date(s) of contact.

Parent Contact Notes
In the following text box, enter information.

Include any additional notes from contact with the student's parent(s).

NOTE: Parents should be provided a copy of the student's Academic/Behavior Intervention Plan after the Campus Rtl Team Meeting. The plan can be printed out from Eduphoria (see screen shot below) and included with the "Campus Rtl Team.Parent Intervention Plan Letter" found on the Rtl website. If the parent is not present at the Campus Rtl Team Meeting, this letter should be sent home for them to review.



General Tests and Scores Forms Journal Items

Save Mark as Updated Archive Refresh Data View All Forms

Seguin ISD Academic/Behavior Intervention Plan

STUDENT, ID#, GRADE and CAMPUS

Student Information
This information will be completed automatically by Aware. The information is from TEAMS.

Student ID:	Grade Level:	School:
Date of Birth:	Ethnicity:	Gender:
Advisor:	Programs:	

[Refresh](#)

What should the Campus RtI Team do if the student is not showing progress?

If the Campus RtI Team determines that the student's progress monitoring data shows minimal response to intervention, they can consider the following options:

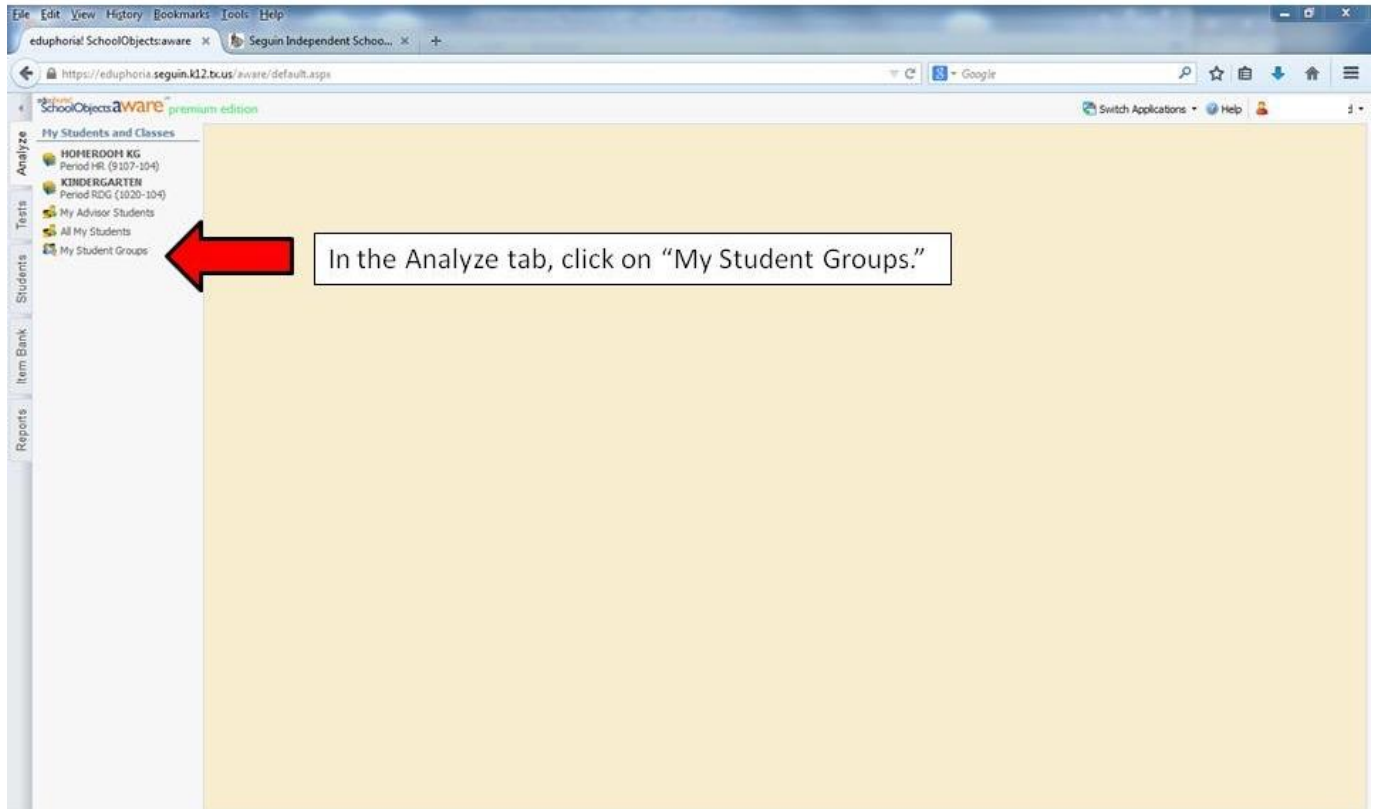
- Allow for longer period of intervention and progress monitoring
- Review the current intervention - consider frequency, duration, group size, etc.
- Select different intervention that addresses the area of concern
- Recommend Follow-Up Committee Review with the Campus RtI Team including a Special Programs Representative

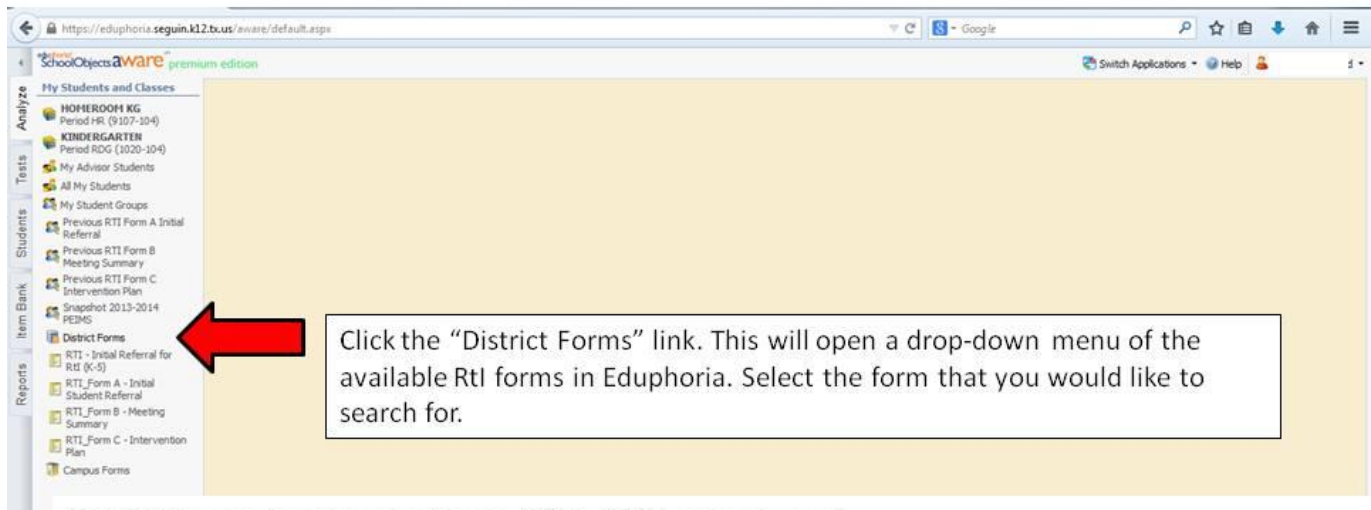
See the Seguin ISD RtI Guidance Document for more information.

Chapter IV: Searching for Students with Rtl Forms

In this chapter, you will learn how to search for a list of current students who have an Rtl form assigned to their record.

How can I see a list of my current students who have Rtl forms?





Old RtI Forms (assigned prior to 2014-2015 school year)

- RtI_Form A – Initial Student Referral
- RtI_Form B – Meeting Summary
- RtI_Form C – Intervention Plan
- RtI_Form D – Behavior Intervention, Levels 1&2
- RtI_Form E – Behavior Intervention Level 3
- RtI_Form F – 504, etc. – Teacher and Specialist Documentation

New RtI Forms (assigned beginning in 2014-2015 school year)

- Initial Referral for RtI (PreK, K-5, or 6-8)
- Academic/Behavior Intervention Plan

Once the form is selected from the menu, a list of current students who have this form assigned to their record will be generated.

NOTE: This list does not necessarily reflect if the student is *currently* receiving interventions. Some students might have blank, incomplete, or outdated forms in their student records. The next chapter will provide information on how to determine the current status of a student's RtI forms.

Chapter V: Student Forms Status Update Report

In this chapter, you will learn how to use the Student Forms Status Update Report in Eduphoria. This report will help you determine the current status of Rtl forms assigned to individual student records.

Using the Student Forms Status Update Report

Click on the "Reports" tab on the Aware home screen. This will produce a menu of available reports. Scroll to the bottom of the list - the Forms Status Update is the last report listed. to run the report, follow the steps below.

The screenshot shows the 'Student Forms Status Report' page in the Eduphoria system. The interface includes a sidebar with navigation tabs (Analyze, Tests, Students, Item Bank, Reports) and a main content area. The 'Reports' tab is selected, showing a list of reports including 'Group Summary Report', 'Student Test Summary Report', 'Teacher Quintile Report', and 'Student Forms Status Report'. The 'Student Forms Status Report' is highlighted. The main content area displays the report configuration options with numbered steps 1 through 7:

- Step 1:** Select Filter Options: Form (2012-13 Jeff SLR student)
- Step 2:** School (All)
- Step 3:** Grade Level (All)
- Step 4:** Sort By (Student Name)
- Step 5:** Exclude Archived (No)
- Step 6:** Format (PDF)
- Step 7:** Submit Report

Step 1. Select a form to search for. The menu contains all district forms - including both the old and new Rtl forms.

Step 2. Select your school.

Step 3. Select a grade level.

Step 4. Determine the report sort option: Student Name, Assigned By User, Date Assigned, Last Updated.




Step 5. Select whether or not to exclude archived student forms. (**NOTE:** Always select "No" for this step so that no student forms are left out of the status report.)

Step 6. Determine the report format: PDF or Excel.

Step 7. Click on the Submit Report Button to generate the report. See sample below.

Sample PDF Report, Sorted By Student Name

Student Forms Status Report - RTI_Form A - Initial Student Referral

Student Name	Student ID	Assigned By	Date Assigned	Last Update	Last Update User	Archived	Campus	Grade
 This section shows the list of current student who have been assigned the form RtI_Form A – Initial Student Referral. The “Assigned By” column identifies the Eduphoria user who completed the form.			2/17/2012 10:33:15 AM	5/23/2013 7:35:15 PM	 This section shows the name of the Eduphoria user who last updated the form.			5
			2/9/2012 8:25:22 PM	4/12/2012 11:22:42 AM				5
			12/5/2012 4:38:14 PM	12/18/2012 8:47:41 AM				5
			2/9/2012 1:34:07 PM	4/9/2012 1:34:03 PM				5
			11/8/2011 1:52:19 PM	3/7/2012 3:53:51 PM				5
			2/17/2012 11:13:08 AM	2/27/2012 5:34:00 PM				5
			12/14/2011 10:23:19 AM	12/15/2011 2:06:41 PM				5
			2/17/2012 11:07:30 AM	5/17/2014 10:17:07 AM				5
			12/13/2011 2:39:30 PM	2/15/2013 9:36:04 AM				5
			11/30/2011 4:38:24 PM	2/27/2012 5:51:39 PM				5
			4/12/2012 4:27:31 PM	5/22/2012 10:40:33 AM				5
			11/30/2011 4:12:31 PM	2/27/2012 5:54:52 PM				5
			2/6/2012 11:27:49 AM	2/29/2012 9:57:39 AM				5
			4/17/2013 10:34:15 AM	4/18/2013 10:38:50 AM				5
			4/17/2013 10:18:40 AM	5/16/2014 11:10:51 PM				5
			2/28/2012 9:26:49 AM	2/28/2012 1:35:51 PM				5
			2/6/2012 10:10:08 AM	2/27/2012 6:01:49 PM				5

Chapter VI: Conclusion

This chapter concludes the Seguin ISD RtI Forms Training.

Review Course Objectives

Thank you for completing the Seguin ISD RtI Forms Training!

Now that you have completed the online training module, you should be able to:

- Assign the new RtI forms to a student using Eduphoria Aware
- Complete the new RtI forms in Eduphoria Aware
- Search for current students who have an RtI form assigned to their record
- Run a report to determine the status of RtI forms assigned to current students