**Tier III Team Meeting Procedures**

1. The Tier III team will consist of the following mandatory members: the classroom teacher, interventionist, parent, and special education teacher. The school principal may decide on other non-negotiable members. Other possible members who may provide valuable input may be the speech/language pathologist, guidance counselor, principal, etc., as determined by the committee.
2. The team will meet to discuss the Tier III referral information. This new team:
* Reviews the written summaries and analyses for Tiers I and II and any previous data and information determined necessary.
* Uses and completes the Team Problem Solving Form to help in decision-making.
* Decides whether Tier II intervention(s) were implemented with fidelity.
* Discusses whether other problems (absences, illness, medication, family problems, etc.) were factors which prevented success with interventions and how these problems can be addressed.
* Decides whether the student should stay at Tier II with other interventions, or receive Tier III intensive interventions.
* Chooses appropriate interventions.
* Makes decisions regarding frequency, duration, and amount of time for interventions to be conducted.
* Makes decisions regarding meeting dates and frequency to review Tier III progress data.
* Completes the appropriate Intervention Plan form (Tier III plan form if the committee decides the student should receive Tier III interventions; another Tier II plan form if student remains in Tier II with different interventions).
1. The Tier III team meets as planned to review progress data and make any needed changes to the plan if the interventionist is seeing no progress.
2. The Tier III team meets at the end of the chosen duration to make decisions listed on the Tier III Intervention Plan form. At this point, if appropriate progress is not being made and it is decided that the student needs to be referred for testing for special education, the team completes a special education referral form and gives it and the RTI folder with the following contents to the designated administrator:

**RTI Folder Contents**

**TIER I**

\_\_\_\_\_\_\_\_ Communication (letter, note) to parent regarding interventions and progress in Tier I

\_\_\_\_\_\_\_\_ Progress data for Tier I (include benchmark and any other sources of data; e.g., AIMS or classroom data charts or graphs)

\_\_\_\_\_\_\_\_ Summary of Intervention Data and Analysis completed for Tier I

**TIER II** (after 4-6 weeks of no progress, or 4 consecutive data points of no growth)

\_\_\_\_\_\_\_\_ Communication (letter) inviting parent for meeting for Tier II (Note: If parent does not attend meeting, document that information regarding Tier I data and decisions made were provided to parent and method used—phone, sent by student in envelope, mail, etc.)

\_\_\_\_\_\_\_\_ RCIS Elementary Referral (Tier II Section)

\_\_\_\_\_\_\_\_ Tier II Intervention Plan, including baseline score and progress data (Attach samples of student work and any graphs or AIMS documentation needed for clarification.)

\_\_\_\_\_\_\_\_ Summary of Intervention Data and Analysis for Tier II

**TIER III** (after 4-6 weeks of no progress, or 4 consecutive data points of no growth)

\_\_\_\_\_\_\_\_ Communication (letter) to parent for meeting for Tier III II (Note: If parent does not attend meeting, document that information regarding Tier II data and decisions made were provided to parent and method (phone, sent by student in envelope, mailed…)

\_\_\_\_\_\_\_\_ RCIS Elementary Referral (Tier III Section)

\_\_\_\_\_\_\_\_ Tier III Intervention Plan, including baseline score and progress data (Attach samples of student work and any graphs or AIMS documentation needed for clarification.)

\_\_\_\_\_\_\_\_ Summary of Intervention Data and Analysis for Tier III

**REFERRAL for Special Education** (after 4-6 weeks of no progress, or 4 consecutive data points of no growth)

\_\_\_\_\_\_\_\_ Communication (notice of meeting) to parent for special education referral meeting

\_\_\_\_\_\_\_\_ Special Education Referral (Submit completed referral and the folder containing all above RTI paperwork to the ARC chairperson.)