

CLARK COUNTY SCHOOL DISTRICT
Evidence Scale for MDT Referral
School-Based RTI Teams - Interventions

Student Name: _____

Student No.: _____

School: _____

Grade: _____

School-Based RTI Team members are expected to work with the student on an ongoing basis and to document considerations and interventions prior to submitting a referral to the Multidisciplinary Team (MDT). For at-risk students who have not yet received interventions and supports, a minimum of 9-18 weeks of individualized interventions is recommended. Within the intervention process, the RTI Team should engage in periodic data analysis to ascertain student progress, effectiveness of instruction, and whether modifications/changes are needed with respect to instructional planning or provision of supports. Relative to instructional planning, the RTI Team must consider summative, formative and diagnostic assessment results consistent with the CCSD Balanced Assessment System.

Note: Suspicion of disability is determined by a Multidisciplinary Team (MDT), not by the RTI Team or any one individual. Suspicion of disability should be grounded in data and consistent with Nevada Administrative Code (NAC) standards for eligibility. When a special education eligibility is suspected, the MDT must proceed with conducting a formal evaluation. For students with suspected learning disabilities, health impairment related to ADHD, or emotional disturbance, the RTI Team must continue with interventions and supports concurrent to the formal evaluation.

For each item below, identify by initials and date(s) when the item was reviewed. Identify "N/A" for those few items that are determined not applicable for the student. Provide back up documentation as requested. Failure by the RTI Team to adequately address and document prior interventions may result in rejection and return of the referral by the MDT.

I. General Factors – Student History and School Environment (all students):

Initial and Provide Date(s):

- _____ Current ethnic representation patterns for student enrollment specific to the school site were considered.
- _____ Parents have been notified of student difficulties in school and were given opportunities to participate in RTI Team activities.
- _____ Student hearing and vision have been screened and determined adequate for learning in the general education classroom. No other health issues appear to immediately impact student learning or behavior.
- _____ Student has had adequate opportunity for instruction in relation to current grade placement, school enrollment history, school attendance patterns, and for younger students, the age at which the student began school.
- _____ Development and implementation of a school wide behavior plan, with positive strategies used to control and shape student behavior, has been considered.
- _____ When available, student access to Title I services at the school site has been considered.
- _____ When appropriate, special considerations have been made regarding second language acquisition (e.g., WIDA/ACCESS scores; the the typical rate of improvement for ELL students in reading English text, etc.). *Specify.* _____

- _____ Direct and indirect data gathering techniques have been utilized to define patterns in student academic performance and behavior (e.g., observational data, review of existing records and formative/summative assessment results, classroom work samples, interviews with teacher and parents, diagnostic assessment results, etc.).

II. Classroom Ecology and Behavioral Management Factors (all students):

Initial and Provide Date(s):

- _____ Student's daily and weekly educational routines have been considered (e.g., number of changes in daily schedule; whether the student moves through the halls alone or with classmates; issues related to lunch time and other unstructured activities; difficulties in returning from vacations, track breaks or weekends, etc.)
- _____ Development and implementation of a classroom behavior management plan, with emphasis on academic time on task, adequate instructional supports, positive strategies to control and shape student behavior, have been considered.
- _____ Direct instruction within the classroom environment that promotes social skills development has been considered.
- _____ Group or individual counseling services targeting social skills development has been considered.

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III. Student Academic Performance and Achievement - Response to Intervention:

Initial and Provide Date(s):

- _____ Academic accommodations and modifications have been utilized within the general education classroom and analyzed for effectiveness (attach documentation).
- _____ Academic instruction is based on curriculum alignment, content delivery at appropriate instructional levels, and specific work tasks/assignments. Increased direct instruction for core content areas has been considered.
- _____ Academic interventions were research-based and designed to address specific student needs. Considerations have included modifications to curriculum and instructional delivery, sufficient instructional time, and routine data collection intervals for measuring student performance (attach Intervention Plan).
- _____ Academic interventions were implemented consistently and with integrity for a specified period of time (attach Intervention Log).
- _____ Analysis of the student's response to academic instruction and interventions has been data-driven and **DOES NOT** reflect an adequate rate of progress for the student, or student progress is dependent upon an intensity of services that is difficult to maintain in General Education (attach graphs/other data).

IV. Student Social, Emotional and Behavior Functioning - Response to Intervention:

Initial and Provide Date(s):

- _____ Accommodations and modifications supporting appropriate behavior have been utilized within the general education classroom and analyzed for effectiveness (attach documentation).
- _____ Behavioral intervention strategies are research-based, target specific student needs, and include routine data collection intervals for measuring student progress.
- _____ Specific, positive behavioral intervention strategies and positive replacement behaviors have been taught to assist the student in building and maintaining satisfactory interpersonal relationships and/or improved self-control (attach documentation).
- _____ Development and implementation of an individualized behavior intervention plan has been considered (attach Behavior Plan).
- _____ Behavioral interventions were implemented consistently and with integrity for a specific period of time (attach Behavior Logs).
- _____ Analysis of the student's response to instruction and behavioral interventions has been data driven and **DOES NOT** reflect an adequate rate of progress for the student (attach graphs/other data).

Complete Items below as appropriate.

- **Student _____ is / is not being referred to the MDT.**
- **For an MDT referral, questions include:**
- **Do other environmental, cultural, ethnic or economic factors exist which may explain this student's lack of progress?**
 - **What specific disability category is suspected?**
 - **Additional Questions:** _____

Signatures:

RTI Team Chairperson (name/title)

Date

Building Principal (or designee)

Date