## **Steps to Create Tier 2 and Tier 3 Academic Records**

1.) From the BASIS homepage, click on the **Rtl** link found under the Referrals folder in the navigation bar on the left.



This will bring you to the main RtI grid where you will see all student referrals currently being processed by the Collaborative Problem Solving Team (CPST).



2). Define at least one member of your school's CPST team. Click on the "Administration" tab, select "Default Team Members".

BASIS  RTI Administration Default Team Members				_	_		_
RTI Referrals for (	) at HERON H	IEIGHTS ELEMI	ENTARY		_	_	_
🕼 Create CPS Referral 🔹							
Ref Number	Ref Date	RefType	Student #	Student Name	Grade	Team Leader	Next Meeting
∃ Status ➤ Pending ➤ (7	(Referrals)						

Add Members to Team	Default at HERON HEIGHTS ELEMENTAR	RY		
🥵 Default Team Men	nbers		Available Staff Member	rs
Remove From Team	🔏 Team Leader 🛛 🤱 Get Email		Add To Team	
Name 🔿	Туре	Leader Email	Name 🔿	Job Class
	SCHOOL PSYCHOLOGIST	Y	A	TEACHER-GRADE 3
	GUIDANCE COUNSELOR-ELEMEN	N	E	TEACHER-GRADE 3
	INTERIM ASSISTANT PRINCIPAL	N	E	CHILD CARE MONITOR II
	PRINCIPAL-ELEMENTARY	N	E	TEACHER-KINDERGARTEN
	TEACHER-ESE SPECIALIST	N	E	TEACHER-GRADE 3
	TEACHER-READING COACH/RES	N	E	TEACHER-GRADE 4
	SCHOOL SOCIAL WORKER	N	C (	CERT CLASSROOM ASSISTANT-INST-E
	SPEECH LANGUAGE PATHOLOGIST	N		TEACHER-GRADE 3
				CHILD CARE MONITOR II
				TEACHER-GRADE 2
				TEACHER-KINDERGARTEN
				CHILD CARE MONITOR II
				TEACHER-GRADE 5
				TEACHER-GRADE 5
				CERT CLASSROOM ASSISTANT-INST-E
				CERT CLASSROOM ASSISTANT-UNIQU
			E	TEACHER-KINDERGARTEN
			E	TEACHER-GRADE 3
			F	CERT CHILD CARE MONITOR
			F	TEACHER-GRADE 4
			👃 Staff 🕹 Social 🖉	Psych 👃 Other
Save	Cancel			

Your CPST team is listed on the left. There are two ways to add team members: a) click on the name on the right and drag to the left or b) click the boxes next to the names of the staff you want to add and then click the "Add to Team" button at the top. You can use the tabs underneath the list of available staff to find social workers, psychologist, or define non-SBBC staff.

DON'T FORGET TO "SAVE" YOUR TEAM.

3). Once you have defined a team you are now ready to create a referral. To create a new referral, click on the down arrow next to "Create CPS Referral" and then select the "Academic Referral" link.

BASIS (#) RTI (#)						
Administration +						
() CPS Maintenance						
RTI Referrals for	at HERON H	EIGHTS ELEME	NTARY			
Create CPS Referral						
Academic Referral	Ref Date	RefType	Student #	Student Name		
Behavioral Referral	≀eferrals)					
	10 A	à				
RTI - Referral to CPS Team						
	Deferred Dut	Colia Marina		Referral Data	04/07/2014	
Student Info	кегеней ву:			Referrar Date:	04/07/2014	
Student Name: Type stu	dent's last name a	nd a list will appea	ar to select from	Student DOB:		
- Academic Concerns: (check all that	apply)			onade Eeren	1	
Home work/class work		assroom Participati	on	Testing Concerns		
Further						
Comments: You must	enter a comment					
\ <u>\</u>						·····
BUTTON WHE	N DONE.					
and the second sec						
Save Cancel						

4). Once a referral is created, you will see the student's name added to the Rtl grid. Double-click on the student's name to open up the Rtl Student Profile screen. From there, click on the "Create RTI Forms" tab to see a list of forms available. Double-click on the form name to create a Tier 2 or Tier 3 Academic Record as needed.

BASIS 🗷	RTI 🗷						
Administration	1 *						
CPS Mainte	enance		8				
Demographics	;		~			(	Grade: 03 - Referral #: CP5-14-00324 (Academic)
Name: Student Number: Status: Age: DOB: Current School: Current Grade: Primary Exceptionality: Primary Exceptionality: ESOL Status:			No Image Available	Tion Tion Tion Tion Tion Tion Tion Tion	RTI Forms View V itial Meeting Notes er 2 Academic er 3 Academic er 2 Behavior er 3 Behavior allow-Up Meeting Notes	s: 0 nd A	0 Discipline Events: 0 Retentions: 0 Mobility: OverAge: I Activities Activity Reason
Ref #	Date	User	Description				
Ref # ➤ CP:	5-14-00324	(Academic)					
CPS-14-00324	03/10/2014	Kenneth King	Academic CPS Referral				

5). Each record is broken down into multiple tabs. Start on the "Problem Identification" tab and select the problem area from the pull down.

Referral Number: CPS-14-00324 Referred By: Kenneth King	,		Referral Da	ate: 03/10/2014	
Student Info Student Name: Student Number:			Student DO Grade Leve	OB: el:	
Problem Identification Problem Analysis Intervent	ion Design	Implement	ation C	Contacts & Follow Up	
- Select the appropriate problem area					
Problem Area: Reading		~	Plan Date:	04/07/2014	
- Reading Assessments Assessments used to define the problem in <b>Reading.</b> (Check all that a	apply)				
	Peabody	Picture Vocab	ulary Test (PP	VT-III)	
CogAT (Cognitive Abilities Test)	Rigby			,	
Cool Tools: Informal Reading Assessments by Project Central	Rosner T	est of Auditory	Analysis		
DAR	Running	Records			
FAIR	Stanford	Diagnostic Rea	ading Test (SI	DRT)	
□ FCAT	Treasures	/ DIBELS Ora	Reading Flue	ency	
FORF	O WADE				
In-program assessments	Yopp/Sin	iger Test of Ph	oneme Segme	entation	
Other					

Then move thru the other tabs: "Problem Analysis", "Intervention Design", "Implementation", "Contacts & Follow Up" to complete the record. Don't forget to hit the "SAVE & CLOSE" button when done.

6). After you create the first Academic Record, create a "Follow-Up Meeting Notes" form to document the student's progress.

BASIS 💌	RTI 🗷											
Administratio	n <del>*</del>											
🖤 CPS Mainte	enance		8									
Demographic	;			<u>«</u>			Referral #: C	PS-14-	00324 (Acade	emic)		
Name: Student Number: Status: Age: DOB: Current Grade: Primary Exceptionality: Primary Exceptionality: Primary Exceptionality:			No Image Available		reate RTI Forms View V Initial Meeting Notes Tier 2 Academic Tier 3 Academic Tier 2 Behavior Tier 3 Behavior Follow-Up Meeting Notes	s: 0 nd Ac	Discipline Events: d	D R	etentions: 0	Mob	<b>sility:</b> Activity	OverAge: Reason
Ref #	Date	User	Description									
∃ Ref # ≻ CP	5-14-00324	► (Academic)										
CPS-14-00324	03/10/2014	Kenneth King	Academic CPS Referral									

On the "Team Member" tab you can set meeting date and indicate who was present. The "Edit Team Members" button in the lower right will allow you to add additional staff, who are not defined as members of the default CPST, to the team for just this case.

RTI - F	ollowup Meet	ting Notes								
Refer	ral Number:	CPS-14-00324	Referred By:	Kenne	th King		Referral Date:	03/10/2014	4	
Stu	udent Info udent Name: udent Number						Student DOB: Grade Level:			
Т	eam Member	s Referra	al information	Respon	se To Intervention	Followup				
Date	of Meeting:	11/25/2013	; 🗎							
- Tea	am Members pr	esent								
	Name 🔿				Position			Leader	Email	
	KING,KENNE	TH			PRINCIPAL-ELEMENTA	RY		Ŷ	N	
	]				TEACHER-ESE SPECIA	LIST		N	N	
					TEACHER-READING CO	DACH/RESOURCE	ELEM	N	N	nIII
	]				SCHOOL SOCIAL WOR	KER		N	N	Ξ.
	]				SPEECH LANGUAGE PA	THOLOGIST		N	N	-
								Edit Tea	m Membe	ers
	Save	Save & Close	Cancel		lew Print					

Next, step through the different tabs to complete the form.

On the "Referral Information" tab indicate the reason for the referral and the current intervention step for the student.

TI - Followup Meetir	ng Notes					
Referral Number: 0	CPS-14-00324	Referred By:	Kenneth King		Referral Date:	03/10/2014
Student Name: Student Name: Student Number:					Student DOB: Grade Level:	
Team Members	Referral inf	ormation	Response To Intervention	Followup		
- Referral Info	5	1				
Reason for Referra	l:					
test reason						
Specify:						
test						
Student Data - Att	ach or write in rel	evant student d	ata			
test data entered						
						Attach student data
Student is current	tly receiving: (choo	se one)				
Belect a plan						Attach graphic data
Tier 1 Strategies		ne and inte	ervention data			
Tier 2 Interventio	ns					
Tier 3 Interventio	ns					

On the "Response to Intervention" tab, indicate the status of how the student has responded to the intervention. Based on the student's response, please indicate the next step for the student. Also, record who will be contacting the parent.

TI - Followup Meeting Notes					
Referral Number: CPS-14-00324	Referred By:	Kenneth King		Referral Date:	03/10/2014
- Student Info					
Student Name:				Student DOB:	
Student Number:				Grade Level:	
Team Members Referral info	rmation	Response To Intervention	Followup		
Response					
Response to Intervention: (If eith	er "Poor" or "Que	estionable" choose next action below)			
🗹 Poor					
Questionable					
Modify Tier 2 interventions (Set next meeting date below then pro	ceed back to the '	Tier 2 plan for modification)			
<ul> <li>Initiate/Modify Tier 3 intervention (Set next meeting date below then pro-</li> </ul>	ins ceed to modify or	r create Tier 3 plan)			
🗌 Refer Teacher to other professio	nal support				
Referred to:	Date:	(internet internet in			
(Set next meeting date below - create	referral to SSW if	applicable)			
Refer Student to outside behavior	or support				
Referred to:	Date:	(internet internet in			
(Set next meeting date then proceed t	to 3rd party partne	er referral process)			
Positive (choose one)					
Continue to implement intervent	tions as designe	ed			
Fade intervention to Tier 1 and	continue progr	ess monitoring			
☐ Fade intervention to Tier 2 and	continue proar	ess monitorina			
Parent contact to share graphic repres	entation of stu	dent progress to be completed	by:		
Name: Mee	ung date with	parent:			

On the "Followup" tab there is a place to indicate the next meeting date, if necessary, and record comments of the meeting.

RTI - Followup Meeting Notes #2 of 2	
Referral Number: CPS-14-00372 Referred By: Kenneth King	Referral Date: 04/09/2014
Student Info	
Student Name:	Student DOB:
Student Number:	Grade Level:
Team Members Referral information Response To Intervention Follow	up
Neut CDC Team meeting on this students. Data	
Additional Comments:	

Again, don't forget to hit "Save & Close" to save the document.

7). Based on the student's response to the intevention, you will then need to create a new Tier 2 or Tier 3 Academic Record as described in step 5. The Tier 3 Academic Record is the same format as the Tier 2 Record, the only difference is that you will be indicating an increase in intensity and/or frequency of the intervention.