RTI Team: Initial Meeting Minutes Form: Secondary Grades

| Step 1: Assess Teacher Concerns   Allotted Time: 5 Minutes |

Review concerns listed on the RTI Teacher Referral Form with the referring teacher and team. List primary concerns.

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| Step 2: Inventory Student Strengths & Talents   Allotted Time: 5 Minutes |

List student strengths, talents, and/or any preferred activities or incentives that motivate the student:

- _____

- _____

- _____

| Step 3: Review Background/Baseline Data   Allotted Time: 5 Minutes |

Review any background or baseline information collected on the student (e.g., attendance and office disciplinary referral records, student grades, Curriculum-Based Measurement data, Daily Behavior Report Card ratings, direct-observation data, etc.)

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Step 4: Select Target Teacher Concerns	Allotted Time: 5-10 Minutes

Define the top 1-2 concerns in **specific, observable terms** (top 1-2 difficulties that most interfere with the student's functioning in the classroom).

| 1. _____

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 _____ | *Likely Reason(s) for Student Concerns: Select up to **3** choices*

 Behavioral Lacks necessary skills Has the necessary behavioral skills but is not motivated by the instructional task/setting to comply/behave appropriately Seeks att'n from adults Seeks att'n from peers Reacts to teasing/bullying Tries to escape from instructional demands or setting Attempts to hide academic deficits through noncompliance or other misbehavior _____ | **Academic** Is placed in work that is too difficult Lacks one or more crucial basic skills in the problem subject area(s) Needs drill & practice to strengthen and become more fluent in basic academic skills Has the necessary academic skills, fails to use them in the appropriate settings/situations Needs explicit guidance to connect current skills to new instructional demands Has the necessary academic skills but is not motivated by the instructional task/setting to actually do the work
 ❑ _____ |
| 2. _____

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 _____ | *Likely Reason(s) for Student Concerns: Select up to **3** choices*

 Behavioral Lacks necessary skills Has the necessary behavioral skills but is not motivated by the instructional task/setting to comply/behave appropriately Seeks att'n from adults Seeks att'n from peers Reacts to teasing/bullying Tries to escape from instructional demands or setting Attempts to hide academic deficits through noncompliance or other misbehavior _____ | **Academic** Is placed in work that is too difficult Lacks one or more crucial basic skills in the problem subject area(s) Needs drill & practice to strengthen and become more fluent in basic academic skills Has the necessary academic skills, fails to use them in the appropriate settings/situations Needs explicit guidance to connect current skills to new instructional demands Has the necessary academic skills but is not motivated by the instructional task/setting to actually do the work
 ❑ _____ |

Step 5: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring
Allotted Time: 5 Minutes

Fill out the details below for methods to monitor student progress for each target teacher concern..
Try to select at least TWO monitoring methods for each concern. NOTE: To view common methods of school data collection, refer to the guide *Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals* at the end of this form.

Target Teacher Concern 1 (From *Step 4* of this Minutes Form): _____

_____

Progress-Monitoring Start Date: _____/_____/_____ End Date: _____/_____/_____

Total Number of Instructional Weeks for Progress-Monitoring: _____

Academic or Behavioral Measure	Expected Goal Reached at End of Monitoring	Person(s) Responsible for Data Collection
_____	_____	_____
Academic or Behavioral Measure _____	Expected Goal Reached at End of Monitoring _____	Person(s) Responsible for Data Collection _____
Academic or Behavioral Measure _____	Expected Goal Reached at End of Monitoring _____	Person(s) Responsible for Data Collection _____

Target Teacher Concern 1 (From *Step 4* of this Minutes Form): _____

_____

Progress-Monitoring Start Date: _____/_____/_____ End Date: _____/_____/_____

Total Number of Instructional Weeks for Progress-Monitoring: _____

Academic or Behavioral Measure	Expected Goal Reached at End of Monitoring	Person(s) Responsible for Data Collection
_____	_____	_____
Academic or Behavioral Measure _____	Expected Goal Reached at End of Monitoring _____	Person(s) Responsible for Data Collection _____
Academic or Behavioral Measure _____	Expected Goal Reached at End of Monitoring _____	Person(s) Responsible for Data Collection _____

Intervention Script Builder   Date the intervention will begin: _____

Check the box that indicates the PRIMARY focus of intervention elements listed on this page:
☐ Academic Support   ☐ Behavioral Support   ☐ Social/Emotional Support

Intervention Check	Intervention Steps: Describe the elements of the intervention. Include enough detail so that the procedures are clear to all who must implement them. • If the intervention has multiple steps, describe each step separately. • If the intervention plan is made up of discrete, 'stand-alone' strategies, list each strategy separately.	Person(s) Responsible
This element was implemented Y__ N__	1. _____ _____	
This element was implemented Y__ N__	2. _____ _____	
This element was implemented Y__ N__	3. _____ _____	
This element was implemented Y__ N__	4. _____ _____	
This element was implemented Y__ N__	5. _____ _____	
This element was implemented Y__ N__	6. _____ _____	
This element was implemented Y__ N__	7. _____ _____	
This element was implemented Y__ N__	8. _____ _____	

Step 7: Plan to Contact Parents Allotted Time: 5 Minutes

Who will share a copy of the minutes from this meeting with the student's parent(s) and when?

_____

Step 8: Review the Intervention & Monitoring Plans   Allotted Time: 5 Minutes

At the close of the meeting:

- ❑ The recorder reviews the main points of the intervention & monitoring plans with the team.

- ❑ The team selects a date and time for the follow-up RTI Team meeting on this student. (NOTE: Generally, follow-up meetings are scheduled 6-8 instructional weeks from the start date of the intervention (Step 6).

  Next meeting date & time: _____

- ❑ The case manager reviews the agreed-upon time within the next school week to meet with the referring teacher(s):

  Date and time for case manager to meet with the referring teacher(s): _____

- ❑ The team completes the RTI Team Debriefing Form.