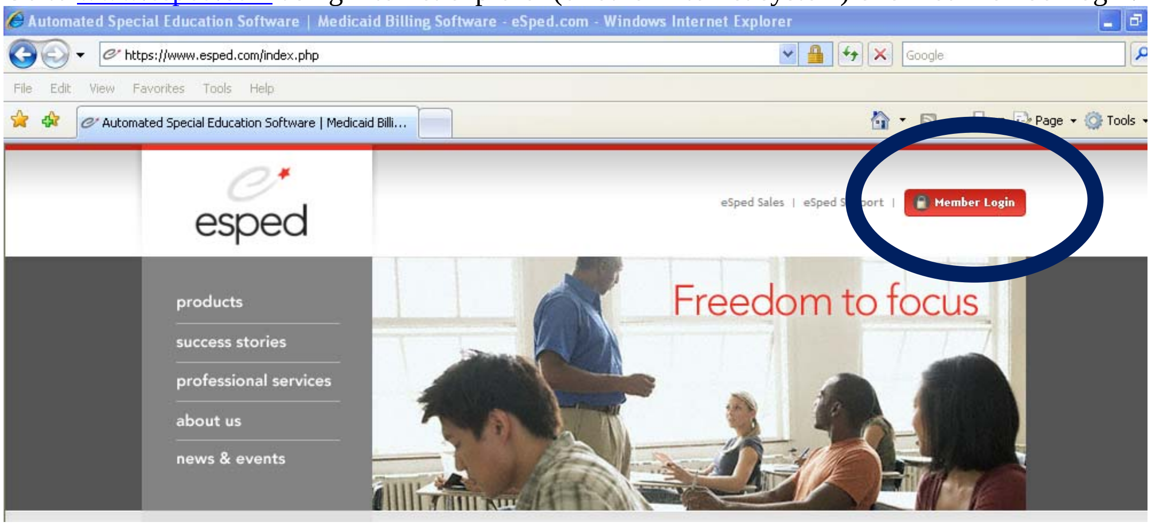
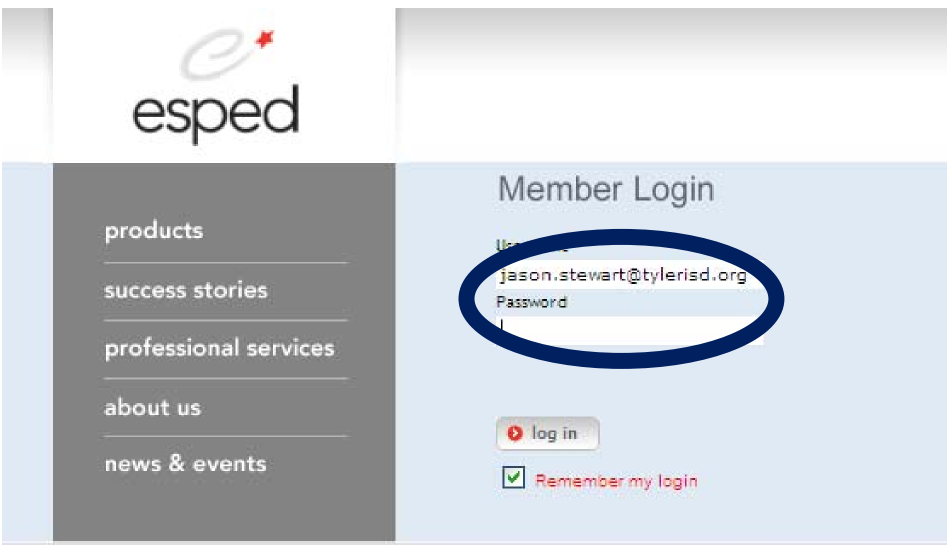
Directions for using eRtI

1. Go to www.esped.com using internet explorer (or other internet system) click red member login.



2. At the email address and password area, enter your District email address. The default password is lions. Click on Login. If you check remember my login, you will not have to retype your e-mail address each time.



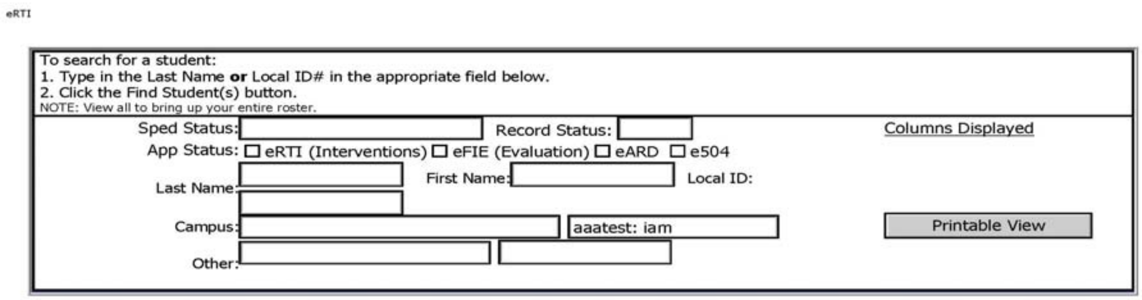
3. Once log-in is complete the FIRST TIME—go to the words MY PROFILE on the upper right side and click. The My Profile box will open. DO NOT CHANGE Email, User Type, State, School Code Mailing List. You may change the Password (must confirm the password). You may change your Full Name. You may add an Alias (NOTE: the Alias name will display on the eSped Welcome page).

TIER ONE

4. After changing your password, Confirm this and click the SAVE Button on the upper left corner.

5. Click on **Texas eRTI**

6. A Select Student Screen will open. This screen allows you to access those students you have clearance to view—either district or school wide. To find the student folder you desire to work with, type the student's last name in the Last Name field and click the FIND STUDENT button. The student's name should pop up. Click on the Student's name button. You may also type in first name only, partial name spellings, etc. SEE ADDITIONAL HANDOUT FOR ADDING NEW STUDENTS.

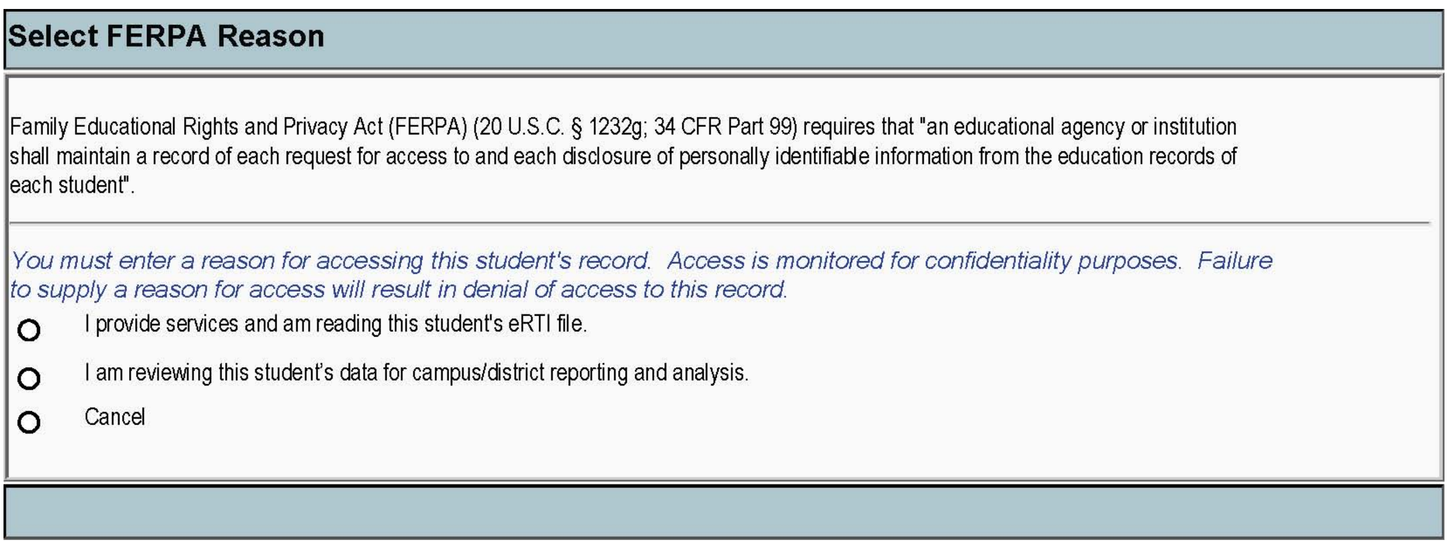


eRTI

To search for a student:
1. Type in the Last Name **or** Local ID# in the appropriate field below.
2. Click the Find Student(s) button.
NOTE: View all to bring up your entire roster.

Sped Status: Record Status: Columns Displayed
App Status: ☐ eRTI (Interventions) ☐ eFIE (Evaluation) ☐ eARD ☐ e504
Last Name: First Name: Local ID:
Campus: aaatest: iam Printable View
Other:

7. The Select **FERPA Reason** screen pops up. This is important for confidentiality, and allows District Administrators to view staff access to students in eSped and for what reason those records were viewed, should this data be required. Click on the FERPA Reason—"



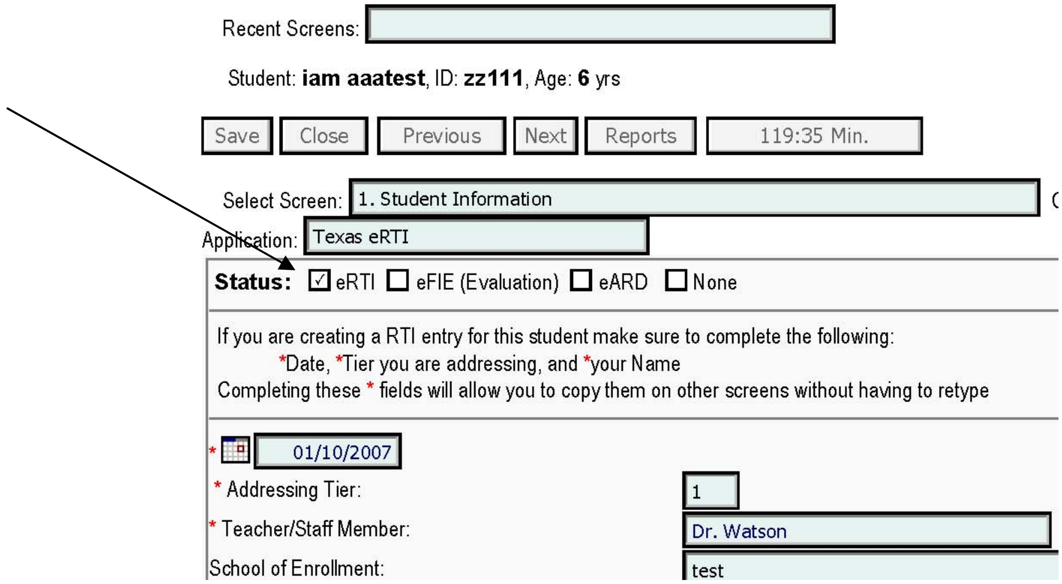
Select FERPA Reason

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) requires that "an educational agency or institution shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student".

You must enter a reason for accessing this student's record. Access is monitored for confidentiality purposes. Failure to supply a reason for access will result in denial of access to this record.

- I provide services and am reading this student's eRTI file.
- I am reviewing this student's data for campus/district reporting and analysis.
- Cancel

8. The **Student Information Screen** (Screen 1) will open. This has Demographic Data from TEAMS or from hand entered data for new students. THIS INFORMATION IS OVERWRITTEN BY DATA IN TEAMS. Do not spend time changing demographic information in eRtI. <u>If a correction needs to be made, notify the appropriate campus personnel to make the change in TEAMS.</u> Highlighted yellow or orange fields are critical.



9. On **Student Information Screen** (Screen 1), make sure to check the eRtI box at the top. It is possible that other selections will be checked. If a student has been tested in the past for special education, the eFIE and eARD boxes will be checked.

10. Any changes made to ANY screen must be SAVED—click SAVE button. If you are moving consecutively through the screens, you may click NEXT and the data added to the screen will save.

11. Screen 2 and 3—**Contact Information**—will come from TEAMS.

12. Screen 4—**Student Strengths and Weaknesses** Documentation—this is the screen where the core teacher needs to put in the student strengths and weaknesses. Click the Add Documentation button to document strengths and weaknesses. Click button to see choices or just type in the text box. Make sure to hit save before moving to the next screen. You may add to or edit this screen by selecting an OPEN box.

13. Screen 5-click the ADD Documentation button to document **Effective Teaching Strategies** you have tried in the classroom. Click button to see choices or just type in the text box.

14. Screen 6-Click the Add Documentation button to document **Learning Preferences**. Click button to see choices or just type in the text box. Remember to SAVE.

15. Screen 7: **Attendance, Health, and Culture.** Complete information.

16. Screen 8- Click the Add Documentation button to document **Summary of Parent/Guardian Contact**. The teacher needs to document all contact that has taken place with the parent for the struggling student.

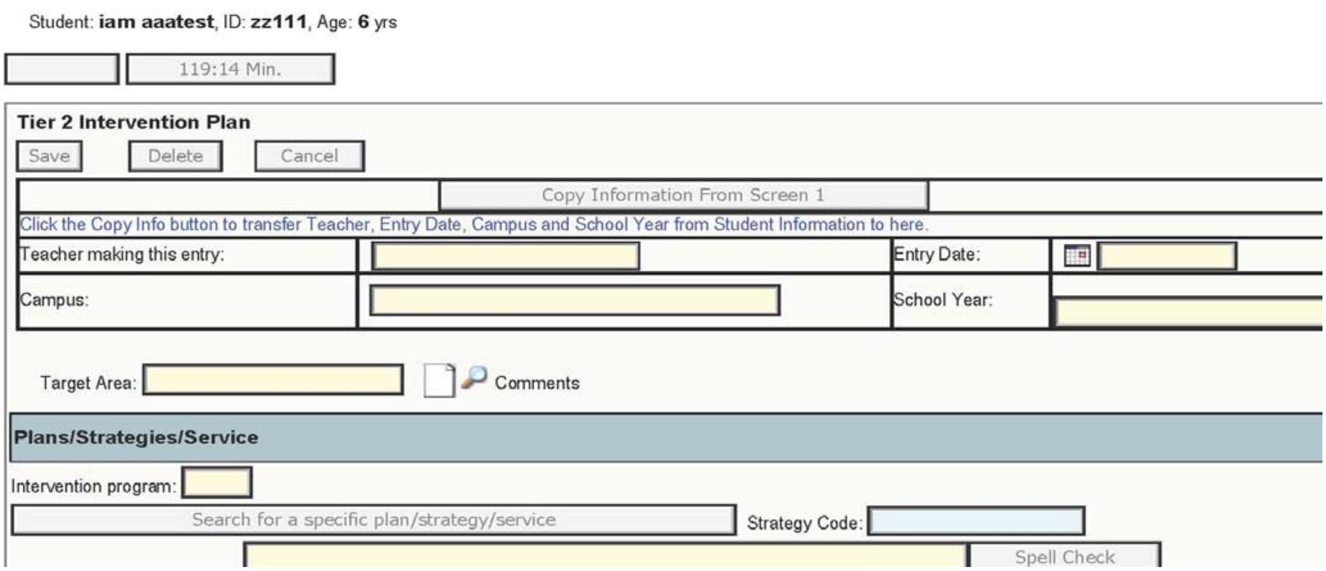
In addition, the classroom teacher must check the box stating, "☑ **I verify all sections of Tier 1 have been completed to the best of my knowledge".**

17. Screen 9- **REQUEST FOR INTERVENTION SERVICES: AREA(S) OF CONCERN.** Indicate the areas(s) of student concern that have not been ameliorated as a result of effective teaching strategies utilized in Tier 1. Click the Add Documentation button to begin to document the concern which is the reason for your request for assistance. Be very specific and make sure you have tried every classroom teaching intervention/strategy before making a referral to an outside intervention program.

TIER TWO (Completed by Intervention Teachers or Administrators)

18. Screen 10-12- **Records Review Screens**. RtI Team should review all records including: assessments, benchmarks, culture, health, attendance, and discipline. These screens should populate from TEAMS. You may need to populate the AMI, ARI, SSI, or PGP buttons if they are not populated.

19. Screen 13- **Tier II Intervention Plan**. Collaborate with the RtI team to develop an intervention plan for the referred student. Put in your name, campus, date, and school year. Choose the TARGET AREA that you are intervening for. Choose AMI, ARI, OEY, or Other. Click on the Add button to document your plan. Remember to save before moving to the next screen. Click Specific Plan/Strategy/or Service or type in your own specific student plan. Put in the date of starting services, the frequency, duration, and method of evaluation. If you click NEW, you may add your own evaluation. You will need to update this with progress as the child progresses through TIER II. Put in the Target Goal and Baseline performance (what did they come in with?). You may add several intervention areas here.



20. Screen 14- **Collaboration Sheet**. Have each member present at the RtI meeting sign the documentation sheet. Add any discussion by clicking on the Tier 2 Discussion Summary  . Save all changes. Make sure the parent's signature is included on the form.

21. Screen 15-**Tier II Parent/Guardian Contact.** Click the Add Documentation button to document the Summary of Parent/Guardian Contact.

22. Screen 16-18: Tier II Follow-up. As you schedule your follow-up meetings to discuss the progress made in the intervention classroom, use this page for the follow-up documentation along with **screen 17**: **Collaboration Team**. Review plan and make sure results are documented on the student's Intervention Plan AND on this screen. **On Screen 18: Review all Assesssment Data.**

23. **Screen 19: Tier III Intervention Plan.** Collaborate with the RtI team to develop an intervention plan if a student fails a TAKS/A test or if documentation supports moving from TIER II to TIER III. Click on the Add button to document your plan. This is the AIP Plan.

24. **Screen 20: Tier III Committee Members.** Have each member present at the RtI meeting sign the documentation sheet. Add any discussion by clicking on the Tier 2 Discussion Summary . Save all changes. Make sure the parent's signature is included on the form.

25. **Screen 21: Tier III Parental Contact.** Click the Add Documentation button to document the Summary of Parent/Guardian Contact.

26. **Screen 22: Tier III Follow-up.** As you schedule your follow-up meetings to discuss the progress made in the intervention classroom, use this page for the follow-up documentation.

27. **Screen 23: Community Service Referral.** If a student needs outside assistance, you may access a Community Service report, attach any additional items needed for Community Service referral, and give referral packet to person responsible for Community Service referral. You may access this screen anytime needed.

28. **Screen 24: Referral Type for Special Education** <u>(Tier 4 referral must be initiated from a Tier 3 meeting.</u> (This section completed by Administrator)