



CALHOUN COUNTY
SCHOOL DISTRICT

Multi-Tiered System of Support
&
RESPONSE TO INTERVENTION
MTSS/RTI Handbook
2020 – 2021

Multi-Tiered System of Supports

Response to Intervention

INTRODUCTION:

Response to Intervention (RtI) is a general education imperative and rests upon the premise that ALL children can learn. It is one arm of the Multi-Tiered System of Supports, which seeks to provide adequate and effective support to all students. RtI encompasses the foundational principles of research-based effective instruction, ongoing progress monitoring, and modification of instruction based upon the progress monitoring data. Recognizing that goal of all education is to move the student to successful completion of the course of study required to graduate from high school and enter into college and/or a career, the responsibility to address learning needs early and intensify instruction to close the achievement gap is a task with which schools are trusted. Therefore, RtI defines our goal and provides our marching orders to produce literate and successful students.

This handbook outlines the processes and requirements of a systemic approach to Response to Intervention. It provides the foundational principles and the logistical information to assure a comprehensive and effective approach to student learning.

Understanding Response to Intervention:

RtI is NOT	RtI IS
<ul style="list-style-type: none">• Just a way to identify students for ESE.• Paperwork.• A checklist to complete.• Seeing the student as the problem.	<ul style="list-style-type: none">• Identifying student needs.• Knowing when a student is not progressing.• Teaching all students and teaching some students at a higher level of intensity.• Intervening to increase learning.• Tracking the effectiveness of instruction and intervention.• Focusing on increasing student achievement.• Seeing learning as the goal.

Non-Negotiables in the RtI Process:

- All retained students MUST be receiving at least Tier II intervention until progress monitoring and summative data indicate that the student is on grade level and not continuing to fall behind.
- If attendance is an issue, complete a Tier I Intervention Plan addressing the interventions in place to improve attendance. If attendance does not improve, **follow the guidelines of the school and district attendance policy**. While academic and/or behavioral interventions may be in place, they cannot be delivered or monitored sufficiently if the student is not in attendance.
- Vision and Hearing MUST be checked prior to beginning Tier II intervention.
- A diagnostic (Reading, Math, and/or Behavior) must be administered prior to determining a hypothesis and designing a Tier II intervention.
- No student may be considered by the Intervention Support Team if the teacher has not completed, with two documented parent conferences, the Progress Monitoring Plan.
- All Level 1 and Level 2 students must have at least a Tier I Plan, and Level 1 students should be receiving at least Tier II instruction. This is in accordance with statutory requirements for remediation.

District Timeline for Response to Intervention Activities

Time Period	Activity	Tier/Audience	Responsibility
August	Review all student data at the school, classroom, and individual level	Tier 1 All students/teachers	School administration, Guidance, Classroom Teachers, Reading Coaches
August/September	STAR Reading; Star Early Literacy STAR Math; i-Ready Diagnostics (K-8); K – 2 EOC data	Tier 1 All students	Classroom Teachers. Reading Coaches
September	Note students in the Early Warning System listed in FOCUS <ul style="list-style-type: none"> • Attendance • One or more suspensions • Course failure in ELA or Math • Level 1 on State Assessment • Two or more indicators See “Watch List” Criteria on page 4 – Develop Target/Watch List	All students	Guidance Counselor; School Administration; Reading Coaches; Classroom Teachers;
End of 1st 9 Weeks (MS/HS) and at the end of subsequent 9 weeks.	Grades and attendance of all Level 1 and 2 students are reviewed. Data review and data chats as needed with these students. Curriculum Coach provides support in content-area classes to address reading needs of these students.	Level 1/2 students	Classroom Teachers School Administration Reading Coach District Reading Contact
October – December	Continue progress monitor students	Tiers 2 and 3	Classroom Teachers
January <i>See District Assessment Calendar</i>	STAR Reading – 2 nd Administration STAR Math – 2 nd Administration; i-Ready 2 nd Diagnostic Review “Watch List” . If student is not making adequate progress toward benchmark, <u>Tier 2</u> Intervention Plan <u>must</u> be implemented unless already begun. Be sure to look at students in danger of retention.	Tier 2 All students	Classroom Teachers; Reading Coaches
January - March	Progress monitor students Students in danger of retention must be referred to Problem Solving Team <u>Grades K-8:</u> i-Ready Red Zone/Tier 3 Notice of Reading Deficiency goes home. <u>Grades 9 – 12:</u> STAR scoring “Intervention/Urgent Intervention” along with failing grades and/or not passing the FSA <u>Possible Retention Letters</u> go home at the beginning of the 2 nd semester. This means that Problem Solving Team should have already occurred for these students. Deadline for Seniors of RTI folder submission to district office: February 5, 2021	All Tiers	Classroom Teachers
End of March (60 days prior to end of school)	Deadline for convening a Problem Solving Study Team (PST) on a student. Deadline for folder submission for K – 11 March 20, 2021	Tier 3	Classroom Teachers
April – May <i>See District Assessment Calendar</i>	STAR Reading – 3 rd Administration STAR Math – 3 rd Administration Problem Solving Team Follow-ups and Wrap Ups. Initial Problem Solving team meetings should only occur if a new student moves into the school. Progress monitor students	All Students Tiers 2 and 3	Classroom Teachers

MTSS/RtI Tier I Data Review Process

Expectations:

- Each school's MTSS Team or Problem Solving Team (PST) consists of a Site-based Administrator, MTSS Coach, Guidance Counselor, and General Education Teacher
- The MTSS Team or (PST) meets to review the results of interventions and determines the progression of the MTSS process based on the individual needs of the student.

State-wide assessments or previous year data is reviewed at the beginning of each year. In addition to state-wide assessments, STAR, FOCUS Early Warning System (EWS) and i-Ready provides data. The following chart indicates ongoing data that should be reviewed throughout the year.

Elementary	Middle	High
FLKRS STAR Early Literacy (kindergarten teachers) School Readiness FOCUS EWS (Early Warning System) i-Ready STAR Math STAR Reading Report Card/Progress Report Attendance Discipline Classroom Performance <ul style="list-style-type: none"> Compare overall grades to test grades Work habits Ease of grasping concepts 	FOCUS EWS i-Ready STAR Math STAR Reading FOCUS EWS (Early Warning System) Report Card/Progress Report Attendance Discipline Classroom Performance <ul style="list-style-type: none"> Compare overall grades to test grades Work habits Ease of grasping concepts 	STAR All 9 th grade students and 10 th 11 th – 12 th (Level 1 and 2 students only) STAR Reading and Math FOCUS EWS (Early Warning System) GPA Earned Credits Report Card Grades Attendance Discipline Fall/Spring Retake Scores Classroom Performance <ul style="list-style-type: none"> Compare overall grades to test grades Work habits Ease of grasping concepts

“Watch List” Criteria

Elementary	Middle	High
<ul style="list-style-type: none"> Retained students K – 2 EOC Levels 1 and 2 Levels 1/2 on State Assessment Lowest Quartile students FLKRS – Not Ready Previous year’s Tier II or Tier III students Students reading below grade level Students below the 50th percentile on STAR Math i-Ready Data Excessive Referrals or discipline issues New students who may not have records Students promoted with ‘Good Cause’ Previous year’s grades (‘N/U’, ‘D/F’ in ELA or Math) Previous year’s attendance (≥ 10% or 18 days) History of tardiness or early pick up 	<ul style="list-style-type: none"> Retained students Levels 1/2 on State Assessments Lowest Quartile students Previous year’s Tier II or Tier III students Students reading below grade level Students below the 50th percentile on STAR Math i-Ready Data Students in Credit Recovery Excessive Referrals New students who may not have records. Previous Administrative Promotions Previous year’s grades (‘D/F’ in ELA or Math) Previous year’s attendance (≥ 10% or 18 days) History of tardiness or early pick up 	<ul style="list-style-type: none"> Retained students Levels 1/2 on FSA/EOC Assessments Lowest Quartile students Students at risk on STAR Urgent/Intervention Levels Previous year’s Tier II or Tier III students Retake students Students with cumulative GPAs below 2.0 Students who have not earned sufficient credits to move toward graduation Students in Credit Recovery Excessive Referrals Students in Accommodation Classes who are not ESE Previous Administrative Promotions New students who may not have records. Previous year’s grades (‘D/F’ in ELA or Math) Previous year’s attendance (≥ 10% or 18 days) History of tardiness

Teacher Collaborative Chat #1: To occur on Data Day or during the first three weeks of school (& High School – at Mid Term)

- Review available data on incoming students
- Create initial “Watch List” based on criteria listed above.
- Review information on any students already in the MTSS/RtI process.
- Initiate Tier I Intervention Plans as necessary on students with multiple risk factors.
 - Contact parents. The conversation with the parents should be positive. As you note concern, indicate “This is how we want to help your student get off to a good start.”
 - Implement Tier I interventions through differentiation in the classroom.
 - Progress Monitor student growth/success with the intervention (classroom performance/attendance, etc.)

Teacher Collaborative Chat #2: To occur after the first report card.

- Review “Watch List”
 - Review available data. For example: STAR Math, STAR Reading, Grades, Classroom Test Performance
 - Are most students making adequate progress toward benchmark? Based on what data? If not, what changes need to occur to facilitate this?
 - Do any other students need a Tier I Intervention Plan? Note: Unless you are teaching an intervention class, no more than 20% of your student should require a Tier I Intervention Plan. If you have significantly more than this not making adequate progress toward benchmark, please review Tier I instruction.
 - Review Tier I Intervention Plans that were initiated at the first Data Meeting, along with Intervention Calendars and Progress Monitoring Data Charts.
 - Student(s) making adequate progress toward benchmark – discontinue Intervention Plan and/or continue to monitor;
 - Student(s) not making adequate progress toward benchmark –
 - Continue intervention for a longer period of time;
 - Alter intervention and monitor;
 - Data indicates student in need of more intensive intervention – refer to Problem Solving Team.
- Are there progress monitoring or tool needs that should be communicated to the administration?

Teacher Collaborative Chat #3: To occur after the second report card

- Repeat steps from Data Meeting #2.
- Important: Is any student in danger of retention?
- Students in danger of retention should be receiving increased intervention:
- Elementary: Request a Problem Solving Team – Students in danger of retention must be provided with Tier 2/Tier 3 interventions.
- Secondary: Communicate names and needs of students to administrator or designee.

Teacher Collaborative Chat #4: To occur shortly before or after the third report card

- Repeat steps from Data Meeting #3
- Elementary: Finalize retention recommendations – pending test scores where applicable.
- Secondary: Administrators should be notified of any student in danger of failing a course.
- Flag students who need to be on the radar for the next year.

Please note that the Tier I Data Meetings do not specifically address the needs of students receiving Tier 2 and Tier 3 interventions, as these students are being monitored through the Problem Solving Team process.

TEACHER INFORMATION TO REVIEW

Developing an Intervention:

What is an intervention?

An intervention is a specific academic/behavioral strategy that differs from activities occurring in the student's classroom. It is designed to provide an at-risk student with the necessary skills and academic/behavioral supports to allow him/her to achieve grade-level expectations.

An intervention is NOT:

- Simply completing a form – an intervention is what you do with the child;
- An assessment, such as a Functional Behavior Assessment, a classroom observation, or a psycho-educational evaluation;
- A change of seating or preferential seating
- A person – a person delivers an intervention, but simply putting a person's name as the intervention is not acceptable;
- Small group or any other instruction, including going over the same material again, **if** the instruction is not specific to the student's identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student's learning.
- Progress monitoring **without** targeted intervention
- Parental contact;
- Homework or peer buddies;
- Retention;
- In or out of school suspension

Teacher Problem Solving:

- When the teacher or parent recognizes a student problem or need, problem solving steps are initiated.
- Review the student's cumulative record and all other available data (i-Ready K-8, STAR Math, STAR Reading, etc.). This information is recorded on the Student Progress Profile Form. Define the problem in behavioral/observable/measurable terms. Identify the student's strengths and areas of need. These are recorded on the Tier I Intervention Plan (PST 1, PST 2, PST 3). Begin collecting frequent progress monitoring data aligned to the problem definition to determine whether or not the student is responding to the curriculum and/or behavioral expectation of the classroom (5 data points for a baseline). Identify the replacement behavior(s)/academic skill(s) needed.
- Monitor data and schedule follow-up with parent. The teacher must not attempt to diagnose ESE identification (SLD, EBD, etc.) at this time. Communication with the parent must be documented on the Tier I Intervention Plan (PST 2). A parent should not be told, "I think your child has dyslexia or a learning disability".
- If the data confirms that the student is still performing below curricular expectations and that his/her rate of progress is not sufficiently closing the gap, request a Problem Solving Team Meeting.
- Interventions targeted to the identified behavior/skill gap(s) are implemented with fidelity and progress monitoring and documentation continues to occur until the teacher presents information to the Problem Solving Team.

Problem Solving Team Sample Meeting Agenda – 1st Meeting on a Student

***Complete Gap Analysis/Student Profile prior to first meeting. Bring data to meeting.

Time	Task
~ 1 min.	<p>Introductions as necessary (required when parents are present)</p> <p>Facilitator reviews the agenda as necessary</p>
~2 min.	<p>Inventory, Student Strengths and Talents – <u>This information is taken from the TIER I INTERVENTION PLAN (PMP). It is not a general discussion. Care should be taken to focus on data over perception.</u></p> <ul style="list-style-type: none"> • Team discusses student's strengths; • Team identifies rewards or incentives that help motivate student.
~3-5 min.	<p>Assess Concerns – Why is this student being brought to Problem Solving Team?</p> <p><u>What data indicates that the student is performing lower than at least 80% of the class?</u></p> <ul style="list-style-type: none"> • Chair or Teacher summarizes referral concerns; • Team Members share any additional concerns • Team members review relevant background information (Student Progress Profile, Student Data Form, TIER I INTERVENTION PLAN (PMP))
~3-5 min.	<p>Review Baseline and Intervention Data:</p> <ul style="list-style-type: none"> • Teacher summarizes interventions implemented prior to meeting and discusses parent contacts; • Teacher reviews student response to Tier 1 intervention and any baseline data collected (<i>TIER I INTERVENTION PLAN (PMP) and any available Progress Monitoring Data</i>); • Team discusses: <ul style="list-style-type: none"> ○ What appears to be the root cause of the student's problems? (<i>See Defining the Problem forms</i>) ○ What, if any, additional data is needed to make this determination? If additional diagnostic information is needed, assign who will be responsible for administration and reporting back.
~5 min.	<p>Set Academic and/or Behavioral Goals:</p> <ul style="list-style-type: none"> • Team selects and defines the top concern in easily observable and measurable terms (Long-Term Goal); • Team sets an ambitious but realistic, observable, and measurable goal that is attainable. (Short Term Goal)
~5-10 min.	<p>Design an Intervention Plan:</p> <ul style="list-style-type: none"> • Team develops at least one intervention to address the concern; • Team selects at least one method or tool to monitor student progress for each intervention (must align with the intervention and the targeted area of need); • Intervention Coordinator documents the plan, including series of specific teacher-friendly intervention steps, when and where it will be implemented, materials required, measures to monitor student progress, how frequently progress data will be collected, and person(s) responsible for intervention and progress monitoring.
~2 min.	<p>Review Intervention Plan</p> <ul style="list-style-type: none"> • Recorder reviews main points and asks attendees to sign <i>Participation Notes Form</i>(See Page 34) • Facilitator elicits any final concerns; assures that teacher understands plan and who to go to for help • Chairperson schedules follow-up meeting and reminds teacher to follow up with parent. <p>TEACHER MUST LEAVE THE MEETING WITH A COPY OF THE INTERVENTION SUPPORT TIER PLAN.</p>

Multi-Tiered System of Supports - Looking at the Tiers

Tier I (Universal) Intervention/Instruction – Tier 1 interventions are those available/provided to all students in the classroom. These may be research based, but are not necessarily prescriptive.

Tier 1 – School-Wide, Universal Core Curriculum

- Deliver core curriculum to all students (Example: 90-minute reading block, daily class period)
- Assess ALL children three times per year
 - Measure ALL student progress against grade level benchmarks. Core curriculum should be effective with at least 80% of all students.
 - Begin with whole class instructional strategies
 - Differentiate instruction as needed with flexible small groups and other differentiation strategies
 - Monitor and assess student progress using authentic result measures

Tier Two Strategic Intervention (in addition to Tier I)

Tier II interventions are to be implemented when assessment data indicates that a student is not making adequate progress from universal instruction alone. They are generally smaller group interventions designed to meet the specific needs of a student and his/her peers with similar needs. These interventions **MUST** be evidence-based strategies.

Tier 2 – Strategic Interventions

- Students in general education classrooms who have not met benchmarks through whole class and differentiated instruction (10-15% of all students)
- Strategic Interventions do not replace classroom instruction but support classroom instruction by focusing on specific deficits
- Strategic Interventions should be conducted by the classroom teacher or other trained individual with groups of five or fewer students.
- Interventions are targeted to the identified area of need. Interventions are highly interactive (both oral and written). Skills are directly applied. Attendance/delivery of intervention is documented.

If a significant number of students appear to be in need of Tier 2 instruction, the effectiveness of Tier I (core) instruction must be evaluated.

Tier Three Intensive Intervention (in addition to Tiers 1 and 2)

Tier III Interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need. Although the programs or strategies may be similar to those offered at Tier II, the intervention is classified as “intensive” if it is individualized to meet the needs of a particular student and the duration and/or intensity of the intervention is increased to accelerate student response. Intensity is increased when instructional time is increased and group size is decreased.

Tier 3 – Intensive Interventions

- Students in general education classroom who are consistently falling behind their aim line with whole class and strategic interventions (5-10% of students):
 - Interventions are specifically matched to student needs through a task analysis of the learning or behavioral problem.
 - Interventions should be conducted by a highly qualified teacher or trained professional in a small group (2-3 students or one-on-one tutoring).

- Interventions should consist of no less than 20-30 additional minutes, 5 days per week, in addition to Tier 1 and Tier 2 instruction.
- Intervention should be highly interactive requiring high levels of student response (oral and written), incorrect responses are immediately corrected. Level of program should allow student to give correct responses 80% of the time.
- Intervention programs are highly structured or scripted.

Description of Multi-Tiered System of Support (MTSS) Tier II

Purpose of Problem-Solving Model (PSM) Tier II:

- Gather data about an area targeted for instruction/intervention
- Develop/monitor new plans to increase performance in area(s) of concern
- Obtain help from other teachers
- Examine how targeted area(s) impairs student functioning

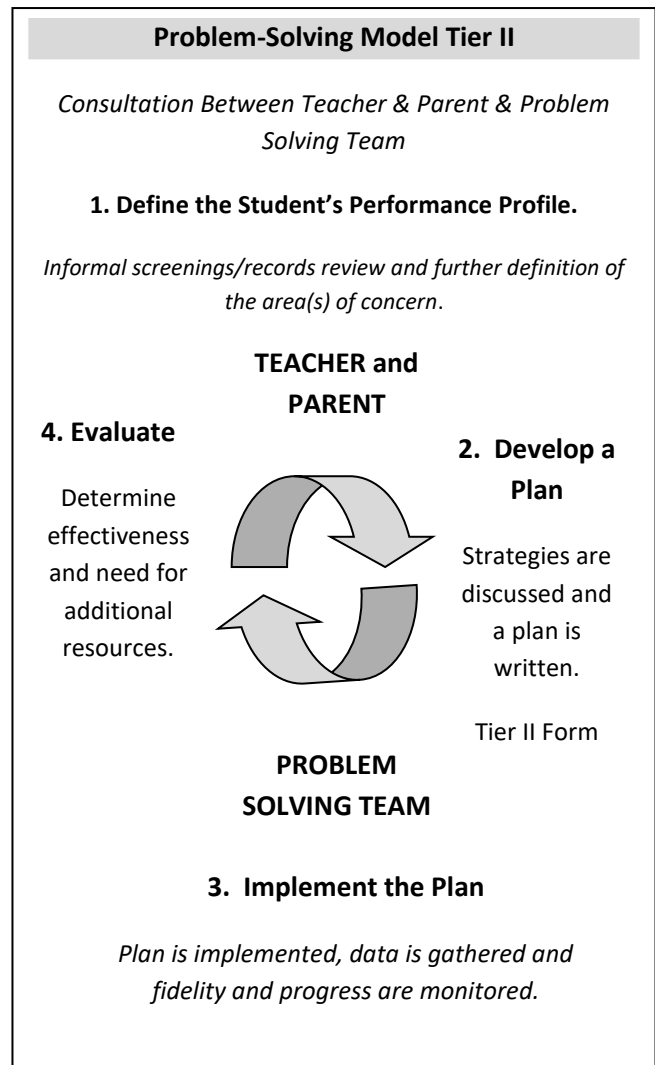
Description of PSM Tier II:

When the student learning problem is not resolved at the parent/teacher level or the targeted area is determined to be too significant to address at RtI Tier I, additional resources are sought. At this point the teacher requests a meeting with the Problem Solving Team. This team engages in the problem-solving process by defining a student's performance profile, seeking additional diagnostic information, analyzing areas of concern, generating strategies to address concerns and monitoring fidelity of implementation and alignment of instructional strategies to the identified need. The Problem Solving Team may use the services of a resource teacher to generate additional information to help determine and meet the specific needs of the student.

Special Procedures at Middle School and High School Levels:

Students who score below proficiency levels on state standardized test require intervention beyond normal classroom routine. While the Problem Solving Team process is not required to be started on each of these students, the following must occur:

- At the end of each nine weeks the administration and/or designee reviews the achievement of each of these students.
- When these students are failing subjects, a data review is conducted.
- A problem-solving team meeting includes a review of these students, and the Reading/Intervention Coach provides support, additional diagnosis, etc. as applicable.
- Parents are contacted whenever a student is failing. This goes beyond sending a report card home.
- An Intervention Plan is generated when necessary, and parents are contacted as directed on the plan.
- Quarterly Data Chats are held with Intensive Reading students during the Intensive Reading classes. These include having the students track their progress to their determined achievement goal. Intervention for math students is monitored in the classroom.
- Any student who is not on track for a full-option diploma is immediately placed in the Problem-Solving Team Process.



The Problem-Solving Team, should be comprised of the Guidance Counselor, the Assistant Principal for Curriculum, the District Reading Coach and teachers as necessary meet a minimum of once per month to review *Watch Lists* and update data on students.

Students who do not pass the EOC or score below proficiency levels on state standardized tests are deemed to be at risk. Schedules of these students are reviewed individually to assure that intervention needs are addressed, and each student's records are reviewed on a regular basis by the administrative data team, which includes a teacher representative. As a result of data review any of the following may happen:

- Individual teachers are followed up with to determine support needed for students.
- Students are observed in classes where they are having difficulty to determine if there are additional strategies that can be used to support.
- A problem-solving team convenes with teachers who share common students to determine ways to support.
- A Problem-Solving Team must be convened due to significant and ongoing difficulty demonstrated by a student.
- Additional more intensive support and time may be scheduled for the student.

In the meantime, the Intensive Reading or Content Area Reading teacher is required to continue support for these students. This support may include devoting class time to assist students with content-area reading requirements if reading is determined to be a root cause of the achievement problems the student is experiencing. Student engagement must also be considered. In addition, the teacher(s) whose class the student is failing is required to make contact with the parent/guardian to assure that the parent/guardian is aware of the student's achievement status. This contact goes beyond sending the report card home.

Students who do not pass the math EOC exam or score below proficiency levels on state standardized math tests are also deemed to be at risk. These students are monitored by math teachers, and their achievement is reviewed during monthly department meetings. The Assistant Principal for Curriculum must be made aware of any student who continues to experience ongoing difficulty, as evidenced by a grade below a "C", even with support and intervention in the classroom. Parent contact is required in these cases as well.

Any student who does not score at or above the required graduation level on an EOC (End-of Course) exam or 10th grade FSA on his/her first retake must be placed on "watch" list. If after additional evaluation significant learning problems are evidenced, the Problem-Solving Team process must begin on the student.

Tier II Activities:

1. **Describe the Student's Performance Profile (provided on *Student Progress Profile Form*):** During Tier II the Problem-Solving Team reviews information such as vision, hearing, health, and attendance. Through discussion with the teacher and parent, the team further defines the student's performance profile. Screening information confirms the existence of discrepant academic skills or behavior compared to other children. It also rules out any medical or physiological issue that may be impacting the problem. This process helps estimate the severity of the area(s) of concern.
2. **Develop a Plan:** The PST then works with the teacher to develop strategies that s/he can use to address the problem. Parents and teacher agree upon a reasonable intervention by listing possible solutions based on information from the data collected. Strategies are developed that offer solutions that have a reasonable probability of success based on research and knowledge of effective practice. Solutions should be feasible and acceptable to the teacher and able to be implemented with integrity. A Tier II Intervention Plan must include specific procedures and strategies, person(s) responsible, objectives with specific criteria, methods of measuring outcomes, date(s) on which activities will occur an observation for instructional fidelity and a time for the PST to review student progress.
3. **Implement the Plan:** The teacher and other responsible individuals implement the intervention. At this level, progress monitoring data aligned to the targeted intervention must be collected weekly. Data collection must be consistent enough so that a graph could be created from the data.
4. **Evaluate Progress:** If the student's performance does not improve at an acceptable rate, the general education intervention is modified. This process recycles as often as needed or the PST may decide to move to Tier III if:

- An ongoing review indicates that sufficient change has not occurred;
- Parents request involvement of additional resources;
- The intensity of the required interventions is impacting the achievement of other students; or
- The team desires assistance in gaining new knowledge regarding the identified area of concern.

The following are indicators of when to consider moving from Tier II to Tier III:

- Anytime the PST determines a need for more assistance to determine the appropriate resources for a student;
- Anytime a “red flag” appears. See the sample list of red flags (indicators of a need for intensive interventions) below.
- If given the current plan, the student is not making anticipated progress toward benchmark, even with Tier II intervention. Teams are cautioned not wait until problems become so severe that the situation negatively impacts the students and/or teacher due to intensity of the intervention required.

Sample “Red Flags” for moving to Tier III:

- Student moves in from another district or area with interventions/services provided in the past;
- Student moves in and appears to have had very different instruction or has significant gaps in learning;
- More specialized assessment data is needed to determine the cause of the problem;
- Student has been referred to the PST in the past a number of times and specific strategies have been provided;
- Student has had significant medical trauma or mental health concerns or issues;
- Students who score below proficiency levels on standardized tests for multiple years;
- Functioning below proficiency level on multiple assessments (FAIR, STAR Math, etc.)
- Student requires excessive individualized instruction, re-teaching, and 1-on-1 assistance;
- Student does not meet grade level standards and benchmarks in more than one academic area;
- Student appears unable to successfully participate in any academic activities;
- Student is potentially harmful to self or others;
- Behavior consistently interferes with learning of self or others in the classroom, even with consistent Tier II intervention;
- Behavior significantly disrupts classroom functioning;
- Severe behavior problems have been seen over time
- A student who is not on track for a Standard diploma after a year in Intensive Remediation.

Calhoun County Schools Problem Solving Focus

Student Not Achieving at Benchmark Level

(Determined by universal screening or other indicators)

TIER 1

Problem Solving

- Review teacher data
- Look for root cause of problem - additional diagnosis (STAR and iREADY)
- Strategic targeted intervention
- Specific programs/strategies
- Increase frequency, intensity, duration

The Parents

- **Keep Parent Informed:**
 - Follow-up after meetings
 - Invitation to subsequent meetings
- Share progress monitoring data

Progress Monitoring

- Look at progress of class
- Progress monitoring is more frequent (bi-weekly or weekly)
- Behavior Charts, Behavior Intervention Plan
- Grades are not sufficient data
- By the end of Tier II you will also need to look at data that shows whether the intervention is successful for other Tier II students.

TIER 2 - Tier I Continues

Problem Solving

- Define problem
- Identify goal
- Work w/ instructional team to determine intervention
- Use available strategies: targeted instruction, small group, etc.
- Match strategies to defined problem

The Parents

- Discuss problem
- Discuss classroom interventions for problem
- Develop Tier I Intervention Plan with parent

Progress Monitoring

- Collect Current Performance Data
- Work Samples
- Test Data
- Intervention Data (progress monitoring - is the student getting better on what you have targeted)
- Evaluate effectiveness

TIER 3 - Tiers I and II Continue BUT Increase Intensity and Increase Time

Problem Solving

- Review progress monitoring data
- Review all records, diagnostics, and parent concerns
- Develop individually targeted intervention
- Research-based programs/strategies
- Increase frequency, intensity, duration
- Monitor Progress

The Parents

- Parent Present
- Parent collaborates with plan development

Progress Monitoring

- Weekly progress monitoring
- Assess rate of progress
- Assess how far behind benchmark
- Will student catch up at this rate?
- Was progress less, same, or more than class?
- How did this student's progress compare to others in the same intervention?

RtI Tier II Checklist
<input type="checkbox"/> Complete <i>Gap Analysis Form</i> (see appendix) prior to first <i>Intervention MTSS</i> meeting
<input type="checkbox"/> Hold MTSS Tier II Meeting(s) as needed to determine and monitor interventions.
<input type="checkbox"/> Look at effectiveness of Tier I instruction (80/20).
<input type="checkbox"/> Maintain <i>MTSS Notes Form</i>
<input type="checkbox"/> Determine if additional data is needed and plan for obtaining this data.
<input type="checkbox"/> Administer the aligned individual diagnostic and review results to assist with intervention planning. Diagnostic report must be a part of the documentation.
<input type="checkbox"/> Follow-up with parents if not present at MTSS meeting. NOTE: Parents must be invited to all MTSS meetings after the initial meeting. If they do not attend, a follow-up call is expected.
<input type="checkbox"/> Progress monitor weekly or bi-weekly. Maintain <i>Ongoing Progress Monitoring Documentation Chart and Fidelity Tool</i> indicating dates and times Tier II intervention occurred.
<input type="checkbox"/> Look at progress of student against progress of class.
<input type="checkbox"/> Review effectiveness of Tier II Intervention Plan.
<input type="checkbox"/> Complete one <i>Classroom Observation Form</i> (See Appendix)
<input type="checkbox"/> Complete the <i>Ongoing Progress Monitoring Documentation Chart and Fidelity Tool</i> after an observation of the intervention has been conducted.
Decision Making by MTSS Team at Tier II
<input type="checkbox"/> Intervention plan successful: Discontinue Tier II Plan and scaffold back to Tier I
<input type="checkbox"/> Intervention successful: Write new Tier I plan, if needed.
<input type="checkbox"/> Revise and/or continue Tier II Plan.
<input type="checkbox"/> Increase Intervention to Tier III.
If Intervention is Increased to Tier III:
<input type="checkbox"/> Chart/graph data with trend line.
<input type="checkbox"/> Academic - Assure that an individualized diagnostic has been administered and that the intervention is planned based on the diagnostic data. (ERDA, DAR, G*MADE, etc.)
<input type="checkbox"/> Behavior – Assure that a Functional Behavioral Assessment has been administered.
PROCEED TO TIER III upon completion of <u>ALL</u> THE ABOVE

Parent Requests for Evaluation:

At any time, a parent may request that an evaluation occur to determine if the child requires services provided through Exceptional Student Education. While the school will always act upon a parent's request, a conversation explaining the process is appropriate. Even though the public at large continues to refer to an evaluation as 'testing', it is helpful if school personnel can refrain from doing so, as this gives the impression that a test will be administered to determine eligibility.

If a parent requests 'testing' for a student the teacher should refer the parent to the administrator. The Exceptional Student Education Office must be contacted by the school at this time. The state mandates that we use the Response to Intervention in the evaluation process. This means that for many exceptionalities, once consent is signed, the school will provide intervention with progress monitoring during the evaluation. The parent must be involved in this process. When the Consent for Evaluation is signed the 60-day countdown begins.

Presentation of Information:

It is important to remember that the way information is presented to a parent will impact the parent's response. Care should be taken to give clear information in layman's terms. The parent is the child's advocate. District staff may be brought in to assist with communication.

Important Notes and Required Time Frames When a Parent Requests an Evaluation:

Evaluation means procedures used to determine whether a student has a disability or is gifted and in need of specially designed instruction and related services, and the nature and extent of the educational needs of the student.

When an evaluation is initiated at parent request, the general education interventions (RtI) must be completed concurrently with the evaluation but prior to the determination of the student's eligibility for special education and related services.

If a parent requests that the school district conduct an initial evaluation prior to the completion of the general education interventions, the school district must respond within thirty school days by:

- Obtaining consent for and conduct the evaluation and complete the general education interventions.

Guide to Defining the Problem *Problem Solving Team Process - Behavior*

Student Name: _____ DOB: _____ Grade: _____ Date: _____

Referring Teacher: _____

Classroom Teacher (if different from referring teacher): _____

Target the behavior(s) that appear to be interfering with the student's performance on a regular basis

(Mark all the behaviors observed BUT SELECT TOP 2 BEHAVIORAL CONCERNS)

- | | |
|--|--|
| <input type="checkbox"/> Frequently argues with peers | <input type="checkbox"/> Does not adapt well to change |
| <input type="checkbox"/> Frequently argues with staff | <input type="checkbox"/> Overly shy, withdrawn |
| <input type="checkbox"/> Fails to finish things he/she begins | <input type="checkbox"/> Physically harms self |
| <input type="checkbox"/> Difficulty concentrating | <input type="checkbox"/> Temper outbursts |
| <input type="checkbox"/> Poor social skills | <input type="checkbox"/> Communication difficulties |
| <input type="checkbox"/> Cannot sit still, restless, overly active for age | <input type="checkbox"/> Often appears nervous or tense |
| <input type="checkbox"/> Clings to adult, very dependent | <input type="checkbox"/> Uses obscene language |
| <input type="checkbox"/> Cries often | <input type="checkbox"/> Sudden changes in mood, feelings |
| <input type="checkbox"/> Bullies others | <input type="checkbox"/> Difficulty following directions |
| <input type="checkbox"/> Physically aggressive to others | <input type="checkbox"/> Frequently avoids tasks |
| <input type="checkbox"/> Acts without thinking | <input type="checkbox"/> Refuses to talk |
| <input type="checkbox"/> Demands lots of attention from staff | <input type="checkbox"/> Does not show guilt after misbehaving |
| <input type="checkbox"/> Seeks attention from peers | <input type="checkbox"/> Consequences have little effect |
| <input type="checkbox"/> Destroys property | <input type="checkbox"/> Breaks school/classroom rules frequently |
| <input type="checkbox"/> Lacks organization, can't manage materials | <input type="checkbox"/> Bothers peers while they are working |
| <input type="checkbox"/> Seems fearful | <input type="checkbox"/> Frequently makes careless mistakes on tasks |
| <input type="checkbox"/> Would rather be alone than with others | <input type="checkbox"/> Avoids groups/peers |
| <input type="checkbox"/> Lying, cheating | <input type="checkbox"/> Repeats actions over and over |
| <input type="checkbox"/> Steals | <input type="checkbox"/> Picks nose, skin, or other body part |
| <input type="checkbox"/> Difficulty making/keeping friends | |
| <input type="checkbox"/> Difficulty with transitions | |

From the list below, indicate antecedents (what happens before the behavior), setting (where behavior occurs) and consequences (what happens after the behavior).

Behavior concerns: #1 #2 What happens before the behavior occurs? (Antecedent)			Behavior concerns: #1 #2 Where does it occur? (Setting)			Behavior concerns: #1 #2 What does teacher do as a result of the behavior? (Consequence)		
<input type="checkbox"/>	<input type="checkbox"/>	Lack of social attention	<input type="checkbox"/>	<input type="checkbox"/>	Independent seat work	<input type="checkbox"/>	<input type="checkbox"/>	Behavior ignored
<input type="checkbox"/>	<input type="checkbox"/>	Demand/Request from	<input type="checkbox"/>	<input type="checkbox"/>	Group instructions	<input type="checkbox"/>	<input type="checkbox"/>	Teacher attention
<input type="checkbox"/>	<input type="checkbox"/>	Difficult tasks – does not understand	<input type="checkbox"/>	<input type="checkbox"/>	Crowded seating (lunch, recess)	<input type="checkbox"/>	<input type="checkbox"/>	Peer attention
<input type="checkbox"/>	<input type="checkbox"/>	Transition (task)	<input type="checkbox"/>	<input type="checkbox"/>	Unstructured activity	<input type="checkbox"/>	<input type="checkbox"/>	Reprimand/warning
<input type="checkbox"/>	<input type="checkbox"/>	Transition (setting)	<input type="checkbox"/>	<input type="checkbox"/>	Unstructured setting	<input type="checkbox"/>	<input type="checkbox"/>	Teacher talks to student
<input type="checkbox"/>	<input type="checkbox"/>	Interruption in routine	<input type="checkbox"/>	<input type="checkbox"/>	Specific subject/task	<input type="checkbox"/>	<input type="checkbox"/>	Other staff talks to
<input type="checkbox"/>	<input type="checkbox"/>	Negative peer interaction	<input type="checkbox"/>	<input type="checkbox"/>	Transitional times	<input type="checkbox"/>	<input type="checkbox"/>	Time-Out
<input type="checkbox"/>	<input type="checkbox"/>	Classroom is noisy	<input type="checkbox"/>	<input type="checkbox"/>	En-route to/from school	<input type="checkbox"/>	<input type="checkbox"/>	Loss of privilege
<input type="checkbox"/>	<input type="checkbox"/>	Student is off-task, restless	<input type="checkbox"/>	<input type="checkbox"/>	Special Area (art, P.E.music)	<input type="checkbox"/>	<input type="checkbox"/>	Penalty imposed
<input type="checkbox"/>	<input type="checkbox"/>	Consequences imposed	<input type="checkbox"/>	<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>	Removed from class
<input type="checkbox"/>	<input type="checkbox"/>	Other				<input type="checkbox"/>	<input type="checkbox"/>	Sent to office
						<input type="checkbox"/>	<input type="checkbox"/>	In-School Suspension
						<input type="checkbox"/>	<input type="checkbox"/>	Out-of-school suspension

Behavioral Observation Teacher Form

(One form for each targeted behavior)

Student Name: _____ Date of Birth: _____ Grade: _____

Teacher: _____ School: _____

When does the behavior occur the most?
(Time?)

- ☐ Morning
- ☐ Afternoon
- ☐ Before/after school
- ☐ Lunch/recess

Where does the behavior occur the most?

- ☐ Regular classroom
- ☐ Cafeteria
- ☐ Hallways
- ☐ Other _____

How often does the behavior typically occur?

- ☐ Times per day _____
- ☐ Times per week _____
- ☐ Random _____

Other Events of conditions occurring right before this behavior:

- ☐ Teacher request
- ☐ A consequence has been imposed
- ☐ Unexpected schedule change
- ☐ Other _____

Who is present when the problem behavior is most likely to occur:

- ☐ Teacher
- ☐ Peers
- ☐ Paraprofessional/TA
- ☐ Other _____

Instructors: This questionnaire is designed to identify those situations where a student is likely to behave in specific ways. From this information, more informed decisions can be made about the selections of appropriate replacement behaviors. Select one behavior of specific interest. Be specific about the behavior. For example "is aggressive" is not as good a description as "hits other people." Once you have specified the behavior to be rated, read each question carefully and circle the one number that best describes your observations of this behavior.

Questions	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
1. Would the behavior occur continuously if this student were left alone for long periods of time?	0	1	2	3	4	5	6
2. Does the behavior occur following a request to perform a difficult task?	0	1	2	3	4	5	6
3. Does the behavior seem to occur in response to your talking to other students in the room?	0	1	2	3	4	5	6
4. Does the behavior ever occur to get a toy, food, or an activity that this person has been told he/she can't have?	0	1	2	3	4	5	6

Questions	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
5. Would the behavior occur repeatedly, in the same way, for long periods of time if the student was alone? (e.g. rocking back and forth for over an hour.)	0	1	2	3	4	5	6
6. Does the behavior occur when any request is made of this student?	0	1	2	3	4	5	6
7. Does the behavior occur whenever you stop attending to this student?	0	1	2	3	4	5	6
8. Does the behavior occur when you take away a favorite food, toy or activity?	0	1	2	3	4	5	6
9. Does it appear to you that the student enjoys doing the behavior?	0	1	2	3	4	5	6
10. Does this student seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask?	0	1	2	3	4	5	6
11. Does this student seem to do the behavior to upset or annoy you when you are not paying attention to him/her? (e.g. you are in another room or interacting with another person)	0	1	2	3	4	5	6
12. Does the behavior stop occurring shortly after you give the student food, toy, or requested activity?	0	1	2	3	4	5	6
13. When the behavior is occurring does this student seem calm and unaware of anything else going on around her/him?	0	1	2	3	4	5	6
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working with or making demands of this student?	0	1	2	3	4	5	6
15. Does this student seem to initiate the behavior to get you to spend some time with her/him?	0	1	2	3	4	5	6
16. Does the behavior seem to occur when this student has been told that he/she can't do something he/she had wanted to do?	0	1	2	3	4	5	6

Directions: Transfer the numeric answer for each question to the blanks above. Scores are organized into columns by type of motivation. Add the total score to get the highest score.

	Sensory	Escape	Attention	Tangible
	1.	2.	3.	4.
	5.	6.	7.	8.
	9.	10.	11.	12.
	13.	14.	15.	16.
Total Score =				

Accommodations and Modifications

Definitions:

Accommodations are changes to **the way** a child is expected to learn or how he or she is tested.

Modifications are changes to **what** a child is expected to learn.

Accommodations involve many kinds of techniques and support systems. Accommodations help students work around limitations related to their disability. Students who are blind may need to use Braille textbooks or books-on-tape. Students who use wheelchairs may need a ramp or elevator to move independently in the school building. Students who are deaf or hard-of-hearing may need a sign language interpreter. Accommodations are really “whatever it takes” to make sure that students with a disability can participate as fully as possible in the general curriculum and ultimately earn a standard high school diploma. Accommodations can be provided for

- instructional methods and materials
- assignments and assessments
- learning environment
- time demands and scheduling
- special communication systems

Goals for learning in school do not have to change when accommodations are used. Students with a disability can be challenged to meet the same requirements as students without disabilities. Most can take the same tests, pass the same kinds of courses, and earn the same high grades to graduate with a standard diploma.

Accommodations	Modifications
<i>Eliminates obstacles that would interfere with a student’s ability to perform or produce at the <u>same standard</u> of performance expected of general education students.</i>	<i>A change that actually <u>lowers the standards</u> of performance (i.e. what is expected to be known)</i>
<ul style="list-style-type: none"> • Reading a test to a student (with no additional help) This does not apply to a reading test. • Allowing extra time to take the same test or complete the same assignments; • Signing an assignment notebook; • Breaking down work into small segments, but still expecting all elements to be completed; • Staying after school for homework help; • Preferential seating; • Providing an extra set of books at home; • Home-School Communication Journal • Books on tape • Changing multiple-choice answers from 4 to 3 options • Shortening a spelling test or other assignment 	<ul style="list-style-type: none"> • Reading the test and rewording/re-explaining questions on the test • Using a different grading scale for a student • Reducing homework/ number of assignments to be completed

Problem Solving Team: Ongoing Progress Monitoring (OPM) Data Worksheet

Name of Intervention Group: _____
 Frequent Duration (see PST 8) _____

Targeted Academic Skill/Targeted Behavior: _____

Intervention Program: _____ Intervention Strategy: _____

Teacher(s) Collecting PM Data: _____ Teachers(s) Conducting Group: _____

(Continue with Interventions if working)

☐ TIER 2 _____

☐ TIER 3 _____

MINUTE LOG - Specify the time in minutes (for each day of the week) you spent implementing the intervention for this group of students.

NOTE: It is NOT necessary to have minutes under every single day of the week. For instance, if you implement this group intervention three days a week, you may only have times under those three days.

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday

Teacher should complete each time student tests to guide instruction in the intervention.
****If the student is absent, write absent on day of absence.***

Student	Progress Monitoring Data Points (s)		Progress Monitoring Data Points (s)		Progress Monitoring Data Points (s)		Progress Monitoring Data Points (s)		Progress Monitoring Data Points (s)		Progress Monitoring Data Points (s)	
	Date:		Date:		Date:		Date:		Date:		Date:	
1	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR

APPENDIX

Tier I Gap Analysis - Academic (First Conversation)

Student: _____ School: _____ Grade: _____ Date: _____

*Prior to increasing the intensity of intervention to Tier II, a **gap analysis** must be conducted in order to determine if the area of need is unique to the identified student, or if it exists at the classroom level or overall grade level.*

Targeted Area of Need (from Tier I Plan): _____

Data that is aligned to the targeted skill: _____

Student's present level of performance (consult data from Student Progress Profile)	
Expected level of performance for the student on this skill:	
Is there a significant gap between the student and the expectation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Group data against which student data is being compared (ex. 4 th grade, 6 th period ELA)	
a) What percent of the comparison group is at or below the level of performance of the identified student? (Ex. 3/22 = 14%)	
b) What percent of the comparison group is above the level of performance of the identified student? (Ex. 86%)	
Is the identified student's performance significantly below at least 80% of the comparison group? (This indicates a significant GAP.)	
Reflection: How are the needs of the other students who are at or below the level of performance of the identified student being addressed?	

If many of the students in the comparison group are exhibiting a low level of performance, Tier I instruction must be addressed.

Based on the information above, how will the concern be addressed?

☐ Classroom/Grade Level as a whole – set up meeting with teacher(s) to discuss and plan (Required if need is exhibited throughout the comparison group) An additional IST is not scheduled at this time.

☐ Significant Gap identified – Continue with IST discussion for Tier II intervention plan development.

Tier I Gap Analysis – BEHAVIOR (First Conversation)

Student: _____ School: _____ Grade: _____ Date: _____

*Prior to increasing the intensity of intervention to Tier II, a **gap analysis** must be conducted in order to determine if the area of need is unique to the identified student, or if it exists at the classroom level or overall grade level.*

Targeted Area of Need (from Tier I Plan): _____

Data that is aligned to the targeted behavior: _____

Review the student's present level of performance (consult data from Student Progress Profile) – Is the targeted behavior interfering with the student's academic performance?	
Student's present level of behavior (frequency of targeted behavior): Ex. Student has outbursts a minimum of 5 times per day.	
Expected level of performance for the student on this skill (this may be '0'):	
Is there a significant gap between the student and the expectation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Group data against which student data is being compared (ex. 6 th grade students)	
a) What percent of the comparison group is at or below the level of performance of the identified student? (Ex. $3/22 = 14\%$)	
b) What percent of the comparison group is above the level of performance of the identified student? (Ex. 86%)	
Is the identified student's performance significantly below at least 80% of the comparison group? (This indicates a significant GAP.)	
Reflection: How are the needs of the other students who are at or below the level of performance of the identified student being addressed?	

If many of the students in the comparison group are exhibiting a high level of Behavior incidents, the Tier I Behavior Plan in the classroom must be addressed.

Based on the information above, how will the concern be addressed?

- ☐ Classroom/Grade Level as a whole – set up meeting with teacher(s) to discuss and plan (Required if need is exhibited throughout the comparison group). An additional IST is not scheduled at this time.
- ☐ Significant Gap identified – Continue with IST discussion for Tier II Behavior Intervention Plan development.

CLASSROOM OBSERVATION FORM

STUDENT NAME	STUDENT ID#	GRADE	DOB	SCHOOL		

Date of Observation: _____ Time of observation: From: _____ to _____

Observer: _____ Teacher: _____

Area of Concern: _____

CLASS/SUBJECT OBSERVED: (Observation should be in the area of difficulty)

☐ English/Lang Arts
 ☐ Reading
 ☐ Social Studies
 ☐ Science
☐ Math
 ☐ Special Area(s)
 ☐ Other: _____

PUPIL/TEACHER RATIO AND CLASSROOM ARRANGEMENT DURING OBSERVATION PERIOD:

Students: <10 10-15 16-20 >20

Classroom Arrangement: Rows of desks Grouped desks Tables
 Centers Other

Student's Behavior	Always	Often	Some-times	Rarely/ Never	Not Obs.	Notes
Attentive to instruction/instructor						
Begins tasks promptly						
Follows oral instruction						
Follows written instruction						
Participates in class discussion						
Responded appropriately to Correction						
Responded appropriately to Praise						
Seems prepared & organized for activity						
Works Effectively in: <div>Small Group</div>						
<div>Large Group</div>						
<div>Alone</div>						
Age appropriate social interaction w/others						
Effectively communicates wants/needs/emotions						

Stays on topic/Talks about a variety of interests					
Indep. w/self-help skills (toileting, eating, etc)					
Demands Teacher Attention					
Out of seat/area without permission					
Required firm discipline					
Short attention span/Easily distracted					
Appears to struggle with reading tasks					
Appears to struggle with math concepts					
Disturbed Others:					
What behavior was observed that relates directly to the student's area of concern? (Must be completed):					
Comments:					
Signature of Observer			Position (Person other than student's regular classroom teacher)		

Frequently Asked Questions:

1. What is MTSS?

MTSS stands for multi tiered system of supports. This covers all of the supports offered to students in general education and exceptional education classrooms. The RtI process falls under the umbrella of MTSS.

2. How does RtI fit with the Progress Monitoring Plan?

The RtI process is our Progress Monitoring Plan. The Tier I, II, and III Intervention Plans document the Progress Monitoring on targeted students. Other students are monitored through Universal Progress Monitoring (FAIR-FS, STAR Math, STAR Reading, etc.). When a specific PMP is called for, the Tier I Intervention Plan is used to document the required information.

3. Is there a list of strategies?

There is no such thing as a comprehensive list of strategies. It is important to note that specific programs/instructional tools are aligned with the tiers of RtI. These programs are reserved for use with students needing intervention at the intensity of the noted tier. The teacher is responsible for assuring that the program is delivered as indicated in the research base of the program. This includes the instructional methodology, time on task, appropriate group size, etc.

4. Who is responsible for RtI?

Since the focus of RtI is strengthening the effectiveness of core curriculum for all students, ALL teachers are responsible for Response to Intervention. It involves good instructional practice that is expected in all classrooms for all students. Teachers at all levels will be using progress monitoring data to inform their instruction for all students. Monitoring of the RtI process is the responsibility of the MTSS Team working in conjunction with teachers and administrators at each school.

5. What is a reasonable time to implement an intervention before determining if it is effective or not?

Interventions differ in intensity and kind, so there is no specific length of time for an intervention to be implemented. The length of time will be determined by the MTSS Problem Solving Team and will be dependent on progress monitoring results. A minimum length of time has been noted on the various documents and checklists in this plan. The MTSS Problem Solving Team may alter that requirement based on the severity of the problem.

6. How does this impact Level 1 and Level 2 students?

State mandates to remediate Level 1 and Level 2 students exist. Plans for reading intervention are outlined in the K-12 Comprehensive Research-Based District Reading Plan. The students in Level 1 and Level 2 on FSA will continue to be progress monitored and provided with remediation. The student level will also serve as one piece of data for determining the level of intensity (Tier) for the necessary interventions.

7. Is a retained student automatically Tier II or Tier III?

Retention is serious interruption in a student's school career. Therefore, it is not okay for a student to be retained and continue with business as usual. Data review and problem solving must occur at the beginning of the next school year to determine the best instructional path for the student. This will determine the intensity of intervention required for the student. Retained third grade students must be monitored through the MTSS.

8. What happens when a new student is enrolled who was Tier II or Tier III in another district?

Review the student records. Bring the student to the MTSS Problem Solving Team and determine what data is needed. Continue in the MTSS problem solving process with the student based on diagnostic and progress monitoring information. Be aware that data from another district may not be usable in its entirety.

9. If I complete a Tier I Plan, deliver the intervention, and the student shows enough improvement to be back on track, do I still sign up for MTSS?

No. This is good news! The student is ready to progress with the rest of the class. There is no need for MTSS involvement.

10. What happens if a child struggles, we begin intervention with a Tier I Plan, they improve, we discontinue, and the student falters again?

A student may struggle in the fall of the school year, improve, and then begin to have difficulty again due to the rigor of the content or in a different area. If this happens, you simply begin another Tier I Plan to address the problem. Discontinuing a Tier I Plan due to success does not guarantee that the student will never struggle again.

11. Who determines when to convene a Child Study Team (CST) to consider eligibility for ESE services?

The MTSS Problem Solving Team makes this decision collaboratively. The decision is based upon the data indicating the student's response to intervention and the layering of support the student is receiving. The Staffing Specialist is in charge of scheduling the CST once the folder has been reviewed.

12. What does an evaluation consist of when the determination is made that the student is not responsive to intervention?

An evaluation consists of a review of all of the intervention and progress monitoring data that has been collected on the student. In addition, a team may request that additional data be collected. The school psychologist reviews all of the data and writes the reports evaluating the student RtI data and any additional assessments. If the quality or quantity of the data is not adequate, the team may request that additional intervention be provided. If a significant discrepancy between the targeted student's response to intervention and the achievement of the peer group is not identified, the student may be declared ineligible.