

# **AMarion County Public Schools**

## **Behavioral RtI District Guidelines**

Marion County Public Schools has also developed guidelines for implementing Behavior Response to Intervention. Students demonstrating both academic and behavioral difficulties may need to have both an academic intervention plan and a behavior intervention plan.

Although each school will develop an individualized 3-Tier RTI program, all Marion County Public schools are expected to adhere to the following district guidelines.

### Behavior Support Teams

Each school should establish a behavior support team. This team will review behavior and discipline data to determine targeted students for possible inclusion in Tier II services, monitor progress monitoring data to determine student movement among the tiers, and make decisions regarding dismissals and referrals for MDT evaluations. The school's current RTI team can serve in this role or a new team can be formed. The behavior support team should meet at least one time per month.

### Criteria for Identifying Tier II Students

At least 3 of the following 6 criteria should be used to identify students for Tier II behavioral support services:

- A minimum of three disciplinary referrals per grading/marketing period
- A minimum of three unexcused absences per semester
- Medical/clinical diagnosis of emotional-behavioral disorder
- Failing a subject or repeated failure to complete/turn in assignments
- One or more instances of physical aggression
- Teacher/staff report of recurring disruptive and/or defiant behavior across multiple school settings

NOTE: The standard of three or more of the above criteria is meant as a guideline for teams to consider. Teams should also use professional judgment in determining which students to identify for Tier II services. A student demonstrating only one or two of the criteria may still be appropriate to consider.

Each behavior support team should determine how they will collect the data to identify students who meet the above criteria. It is permissible for teams to accept referrals from principals, parents, counselors, and/or teachers. Upon receipt of a referral, the team would then review behavioral, attendance, and academic data for the student and determine if he/she should be included in Tier II behavioral support services.

### Tier I Services

Tier I behavioral support services are school wide or class wide positive behavior practices, which enhance school climate, create orderly routines, and are available to all students. A variety of Tier I services are available in Marion County Public Schools. Suggestions for Tier I services to consider include:

- Student Code of Conduct – rules for positive behavior and consequences for negative behavior
- Positive Behavior Support Programs/Positive School Climate
- School wide reinforcement programs
- School wide or class wide token economy systems
- Student behavior recognition programs
- Weekly behavior reports
- Positive parent contacts
- Attendance recognition programs
- Guidance lessons
- Character education
- Class contests for positive behavior
- Classroom behavioral contracts/positive reinforcement systems
- Red Ribbon Week (drug prevention) activities
- Safe and Drug-Free Schools programs
- Anti-bullying prevention programs

### Tier II Services

Tier II behavioral support services are positive behavior practices which are offered to targeted students to enhance their school social and/or behavioral functioning. A variety of Tier II services are available in Marion County Public Schools. Suggestions for Tier II services to consider include:

- Student participation in counseling groups
- Peer mediation program
- Targeted social skills lessons
- Individual behavior plan with weekly goal/reinforcement opportunity
- Student self-monitoring activities
- Conferencing with parent/guardian
- Principal-student conferencing
- Mentoring program
- Check and Connect program
- Weekly contact with guidance counselor
- Service Learning projects
- Referrals to Family Resource/Youth Services Center
- Home visits

The school behavior support team should determine which Tier II strategies are appropriate for each Tier II student and create an individualized plan for the student. The plan must include: strategies to be implemented, staff members responsible for implementing each strategy, behavioral goal(s) for the student, and how progress toward the goal(s) will be measured. The student's general education teacher(s) should be included in this planning.

### Tier III Services

Tier III behavioral support services are positive behavior practices provided to intensive-need students to assist them in developing appropriate school social and behavioral skills. A variety of Tier III services are available in Marion County Public Schools. Suggestions for Tier III services to consider include:

- Daily contact with guidance counselor
- Individual counseling from school mental health professional
- Referral to community mental health services
- Individualized behavior contract with student (and parent in some cases)
- Referral for Section 504 services (requires a medical diagnosis)
- Individual behavior plan with once or twice daily goal/reinforcement opportunities
- Development of comprehensive behavior intervention plan to address setting events, antecedents, teaching strategies, reinforcement, and consequences
- Multiple parent contacts/conferences
- Student-led parent conferences
- Participation in school-based general education behavior classroom

The school behavior support team should determine which Tier III strategies are appropriate for each Tier III student and create an individualized plan for the student. The plan must include: strategies to be implemented, staff members responsible for implementing each strategy, behavioral goal(s) for the student, and how progress toward the goal(s) will be measured. The student's general education teacher(s) should be included in this planning.

*NOTE:* The lists of suggested services should be considered flexible across tiers. For example, a Tier III student may receive a mix of Tier I, Tier II and Tier III services.

### Schedule for Progress Monitoring

Each Tier II student should have his/her behavioral progress monitored at least one time per week. Each Tier III student should have his/her behavioral progress monitored at least one time per day.

### Progress Monitoring Tools

The school behavior support team will make an individual determination for each student regarding his/her behavioral goals and how his/her behavioral progress will be monitored. General education teachers will be responsible for collecting behavioral progress data.

### Standard for Progression through Tiers

Targeted students should receive Tier II services for a sufficient length of time prior to advancing to Tier III if they demonstrate failure to make adequate progress. A student is expected to receive a minimum of nine weeks of behavioral support services (Tier II and Tier III combined) before he/she should be considered for referral for a Multidisciplinary Team (MDT) evaluation. (Behavior support services should continue during the evaluation process.)

### Multidisciplinary Team Evaluation Referrals

The behavior support team will be responsible for determining if and when a student should be referred for a MDT evaluation. Passing vision and hearing screening scores must be obtained for the student. He/she may also receive communication screening from the school's speech/language therapist. The behavior support team must ensure completion of these documents: Determination of Student Representation form and Referral form (which includes documentation of interventions).

**Documentation of Interventions:** The behavior support team should document the type, frequency, and duration of Tier II and Tier III intervention services provided to the student. His/her behavioral progress should be summarized and documented on the intervention section of the Referral form (as a word document).

**Determination of Student Representation form:** Either the behavior support team or the student's teacher should complete this form, which identifies the child's legal guardian(s). If the child is in foster care, the school psychologist should be consulted immediately.

**Referral form:** Either the behavior support team or the student's teacher should complete this form (as a word document). The ARC chairperson should sign this form prior to submission to the school psychologist.

### MDT Evaluation Results

If a student receives a MDT evaluation and is determined to qualify for special education services, his/her RTI services may end at the point he/she enters special education; however, those services can continue in addition to special education services. If a student receives a MDT evaluation and is determined to not qualify for special education services, he/she should continue to receive RTI services.

### Parent Participation

Parent consent is not required for students to receive RTI services. However, each parent of each targeted student must be notified in writing of the intervention services proposed for their child.

Parents must also be notified in writing whenever a student is moved from Tier II to Tier III services, from Tier III to Tier II, or dismissed from RTI services.

If a parent requests a MDT evaluation before their child has received the district's minimum duration of intervention services and completes and submits a Referral form, an ARC meeting should be held to review the student's progress and the referral request. The ARC can choose one of these four options:

- 1) Accept the evaluation due to evidence that the student has not responded positively to interventions.
- 2) Deny the evaluation due to evidence indicating that the student is NOT suspected of having a disability (i.e., student responded positively to interventions or data exists indicating there is not a need for intervention).
- 3) Put the decision to evaluate the student on hold until sufficient data can be collected to determine if the student has or has not responded positively to interventions.
- 4) Accept the evaluation even in the absence of RTI data but inform the parents that student response to intervention data will be collected during the evaluation process and that data must be reviewed as part of the decision-making process in determining special education eligibility.

If the ARC chooses option 3 or 4, and the student is currently receiving Tier II services, he/she should be considered for Tier III services.

#### Emergency Option for Accelerating Tier Progression

The school behavior support team has the prerogative to accelerate a student's progression through the tiers (such as eliminating Tier II services or shortening the duration in Tier II and/or Tier III) for individual students. However, it is expected that this option will only be used in extreme and unusual situations.

#### Transfer Students

When students transfer into a new school as a Tier II or Tier III student receiving behavioral support services, the new school's behavior support team should review the student's intervention plan to determine if any revisions are needed for the student in his/her new school setting.

**Marion County Public Schools**  
**Response to Intervention**  
**District Procedural Guidelines Quick Fact Sheet**  
**Behavior**

Component	District Requirement
Tier Structure	3 Tier Model: Tier I = Universal positive behavior practices Tier II = Targeted positive behavior practice Tier III = Intensive positive behavior practices
Criteria for Tiers II/III	Student demonstrates at least three of the following: <ul style="list-style-type: none"> <li>• A minimum of three disciplinary referrals per grading/marketing period</li> <li>• A minimum of three unexcused absences per semester</li> <li>• Medical/clinical diagnosis of emotional-behavioral disorder</li> <li>• Failing a subject or repeated failure to complete/turn in assignments</li> <li>• One or more instances of physical aggression</li> <li>• Teacher/staff report of recurring disruptive and/or defiant behavior across multiple school settings</li> </ul>
Progress Monitoring for Tiers II/III	Individualized plan/goal(s) developed for each student. Tier II frequency of progress monitoring: Minimum one time per week. Tier III frequency of progress monitoring: Minimum one time per day.
Student Progress Criteria for Dismissal from Tiers II and III	Determined by school behavior support team based on individual student progress.
Criteria for Referral for MDT evaluation	Minimum of nine weeks of progress monitoring data demonstrates failure to make adequate progress. Student must have received some Tier III services.
RTI Committee Structure	Behavior support team of school staff members who meet regularly (i.e., at least monthly) to identify students for intervention services, manage student movement between tiers, and document student progress.

