MARION COUNTY

PUBLIC SCHOOLS

RESPONSE TO INTERVENTION

K – 8

Implementation Manual
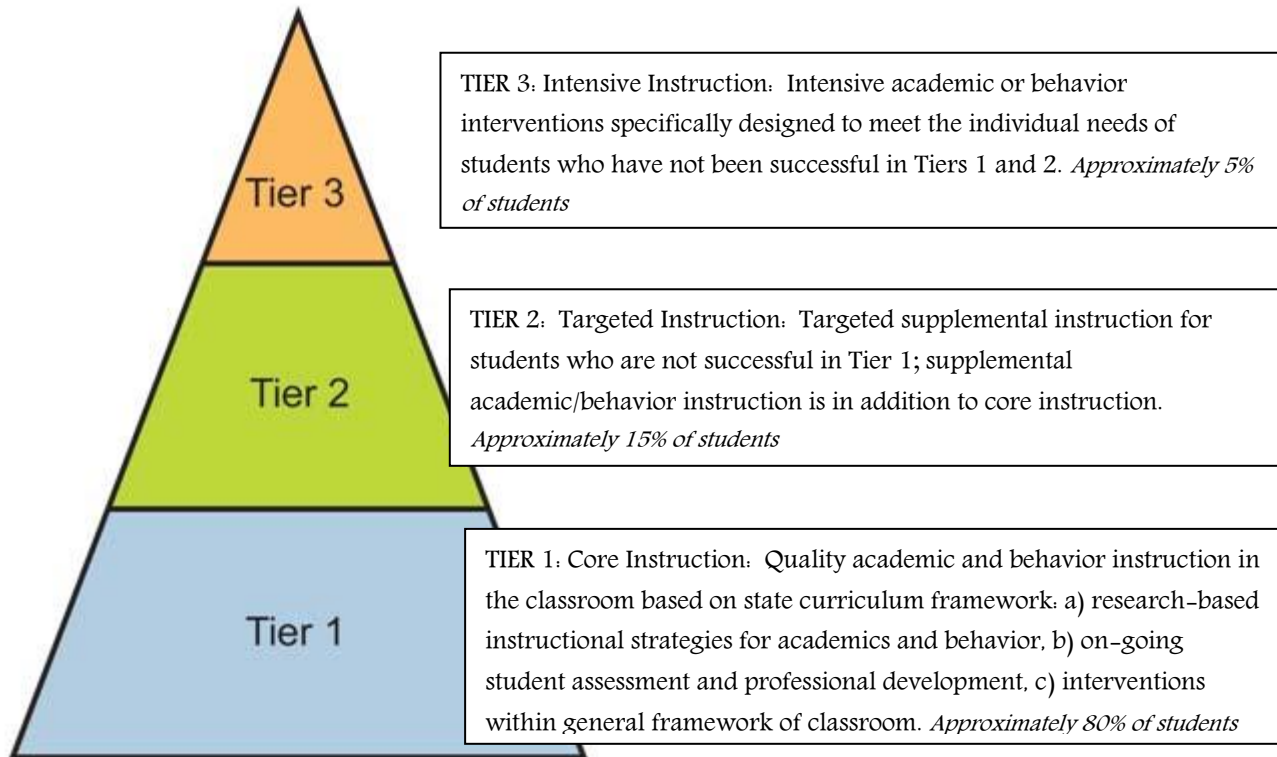
WHERE WE... Dream Believe Achieve

Response To Intervention

Response to Intervention (RTI) is the process of instruction, assessment and intervention that allows schools to identify struggling students early, provide appropriate instructional interventions in academics and behavior to increase the likelihood that the students can be successful and maintain their class placements.

"Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities" (National Center on Response to Intervention).

The Kentucky System of Intervention (KSI) is a framework for providing systematic, comprehensive RTI services to address academic and behavioral needs for all students. RTI/KSI is a state and federally mandated system of tiered, research-supported interventions. Many variations of the graphic have been developed across the country but the purpose is to visually represent instructional grouping (whole, small, individual) and the level of intensity for instruction at each level

System of Intervention Pyramid

TIER 3: Intensive Instruction: Intensive academic or behavior interventions specifically designed to meet the individual needs of students who have not been successful in Tiers 1 and 2. *Approximately 5% of students*

TIER 2: Targeted Instruction: Targeted supplemental instruction for students who are not successful in Tier 1; supplemental academic/behavior instruction is in addition to core instruction. *Approximately 15% of students*

TIER 1: Core Instruction: Quality academic and behavior instruction in the classroom based on state curriculum framework: a) research-based instructional strategies for academics and behavior, b) on-going student assessment and professional development, c) interventions within general framework of classroom. *Approximately 80% of students*

Intensity of Intervention

Instruction through the tiers is a flexible and fluid process based on student assessment data and collaborative team decisions. The goal of the process is to provide continuous progress so that students are successful.

The percentage of students that should be successful at each level
- 80% of students will succeed in universal Tier 1 level of instruction w/ little or no modification of the curriculum or instructional practices
- 15% of students will succeed in universal instruction Tier 1 with Tier 2 supplemental supports (with movement through the tiers being fluid and decisions based on the student's response or non-responsiveness to instruction)
- 5% of students will respond and be successful in universal Tier 1 with Tier 3 intensive supports.

The components of RTI serve as a framework in the design of the KSI. Consultant John McCook, Ed.D, has identified these components as the core requirements of a strong RTI model.
- Universal screening
- Measurable definition of problem area
- Baseline data prior to an intervention
- Establishment of a written plan detailing accountability
- Progress monitoring
- Comparison of pre-intervention data to post-intervention data for efficacy

Starting Blocks:
- RTI will not be successful in any school if 80% of the students receiving full class instruction are not at mastery.
- If 80% of the students within a grade level are not at mastery, the school should focus on curriculum changes and improving class instruction to obtain mastery
- Questions to consider:
    - Is curriculum a research validated curriculum?
    - **Are teachers differentiating instruction?**

UNIVERSAL/CORE INSTRUCTION: TIER 1

Tier I is the highly effective, culturally responsive, evidence-based core or universal instruction, provided to all students in the general education classroom. General education teachers implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. About eighty percent of students will succeed with evidence-based curriculum, appropriate instructional practices and differentiation to teach academic and behavioral content. According to research in the field of highly effective instruction, some instructional components to incorporate into a school program include:
- Effective classroom discussion, questioning and learning tasks
- Focused, descriptive, qualitative, and frequent feedback to students
- Clearly defined learning and behavior targets in student-friendly language
- Student work/behavior models that meet the learning/behavior target(s)
- Critical and creative thinking prompts or questions
- Differentiated instruction
- Student engagement in self-assessment, self-reflection and peer-analysis based on learning and/or behavior targets

TIER I PROGRAM CONSIDERATIONS:
- Research-Based Instruction
- All Students
- General Education Classroom Setting
- Interventionist = Classroom Teacher
- Progress Monitoring = Universal Screening/Benchmark Assessment administered 3 times each school year: Fall, Winter, Spring; On-going formative assessments.

When students do not respond to Tier I instruction, students may be considered for supplemental, targeted intervention in addition to what all students receive in the core program.

TARGETED INSTRUCTION: TIER 2

Tier 2 provides Tier 1 core/universal instruction in addition to academic and behavioral interventions for students not making adequate progress. Students in Tier 2 receive increasingly targeted academic or behavioral instruction matched to grade level standards and expectations. Instruction in Tier 2 can involve small groups of students or individualized intervention strategies focused on the targeted standards. For students with learning/behavioral difficulties or other instructional needs, Tier 2 is intended to address needs and provide support to be successful in Tier 1.

TIER II PROGRAM CONSIDERATIONS:
- Evidence-Based Targeted Intervention based on standards.
- Multiple academic or behavioral interventions may be used to address student needs.
- Match instructional interventions to student academic and behavioral needs.
- Includes approximately 10% to 15% of grade level students.
- Setting as determined by RTI Team
- Interventionist determined by RTI Team; May vary based on school resources and trained personnel.
- Increased frequency of formative academic and behavioral assessments to analyze student response to instructional intervention(s)/Progress Monitoring
- Recommended Group Size = 5 – 8 students

INTENSIVE INSTRUCTION: TIER 3

Tier 3 provides Tier 1 core instruction in addition to interventions for students not making adequate progress in the core curriculum and Tier 2. Tier 3 interventions are more intensive to the student's individual academic or behavioral needs and the student's progress is monitored more frequently. For students with learning/behavioral difficulties or other instructional needs, Tier 3 is intended to provide more intense, individualized instruction based on student needs and address concerns that have continued even with the support of instruction in Tiers 1 and 2. Tier 3 is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions.

TIER III PROGRAM CONSIDERATIONS:
- Evidence-Based Intensive Intervention based on skill deficit.
- Includes approximately 5% to 10% of grade level students.
- Setting as determined by RTI Team
- Interventionist determined by RTI Team; May vary based on school resources and trained personnel.
- Increased frequency of formative assessments to analyze academic and behavioral student responses to instructional intervention(s). Progress Monitoring = Minimum of weekly
- Recommended Group Size = 3 – 5 Students

Marion County Response To Intervention

Mission Statement

Marion County Public Schools supports the development and implementation of a strong and effective Response to Intervention/Kentucky System of Interventions (RTI) program within our district.   Marion County Public Schools supports the philosophy underlying the RTI initiative, which aims to provide effective intervention services to students as soon as they begin to demonstrate poor acquisition of literacy skills, math skills, social skills and/or behavioral difficulties.
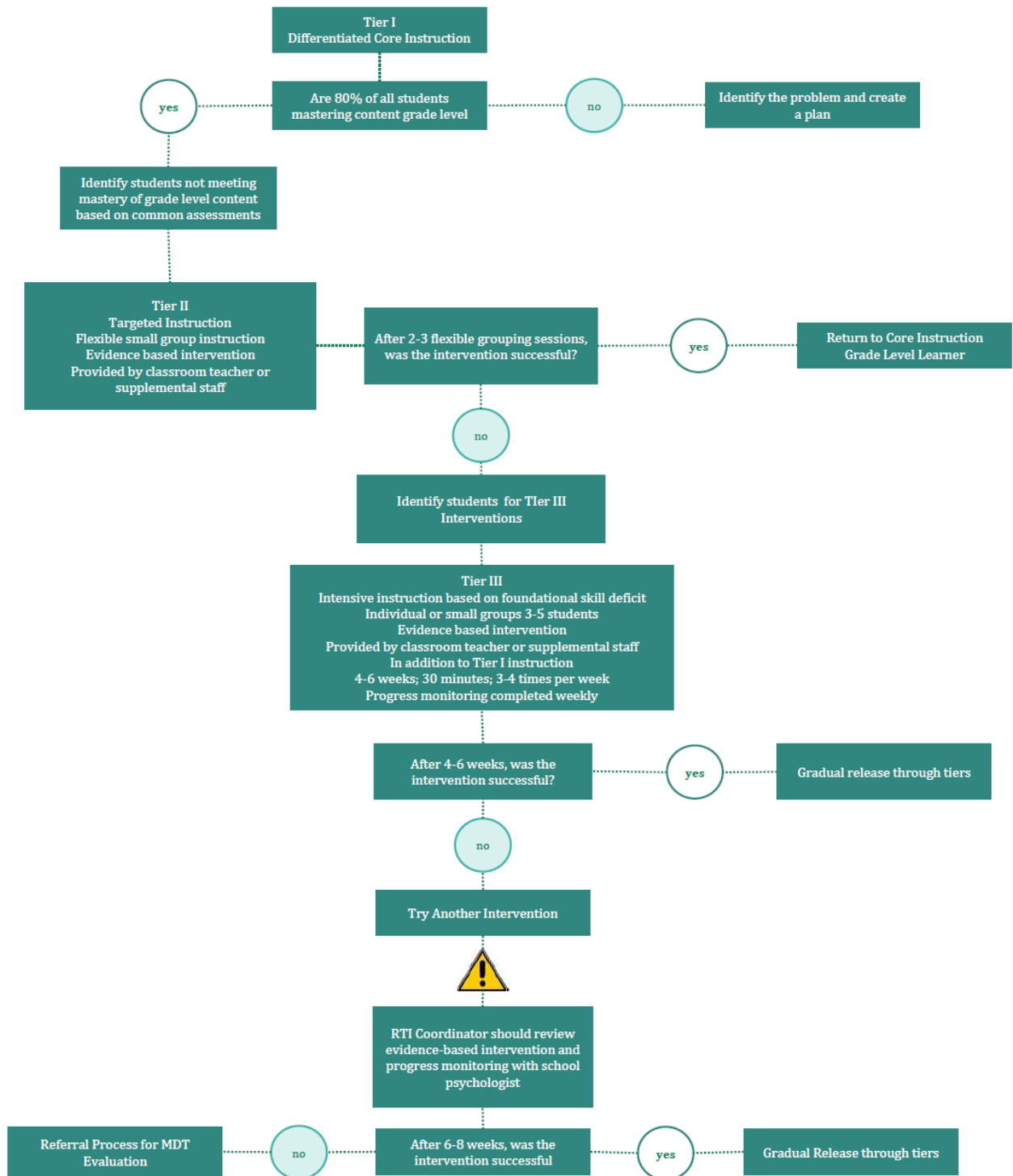
Marion County Public Schools endorses the following statements regarding RTI:
- RTI is primarily a regular education responsibility; however, special education staff can serve in support roles such as providing consultation services, technical assistance, and training for regular education colleagues in data collection and progress monitoring techniques.
- The effectiveness of Marion County Public Schools RTI programs will be measured by student gains in achievement.
- Marion County Public Schools endorses a 3-Tier RTI model where Tier I addresses instruction in the core curriculum, Tier II provides intervention services using a flexible grouping model and Tier III provides more intensive intervention services to targeted students a minimum of three times per week.
- Marion County Public Schools does not endorse or mandate particular intervention services or programs. Rather, Marion County Public Schools requires that each school staff review their school's student achievement data, school needs, school resources and develop a specific plan of intervention services to address the needs of their school's low achieving students. However, any intervention service or program implemented must meet state and federal guidelines requiring research evidence to demonstrate program effectiveness. Intervention programs must also be implemented with fidelity according to the implementation procedures outlined by the program developers.
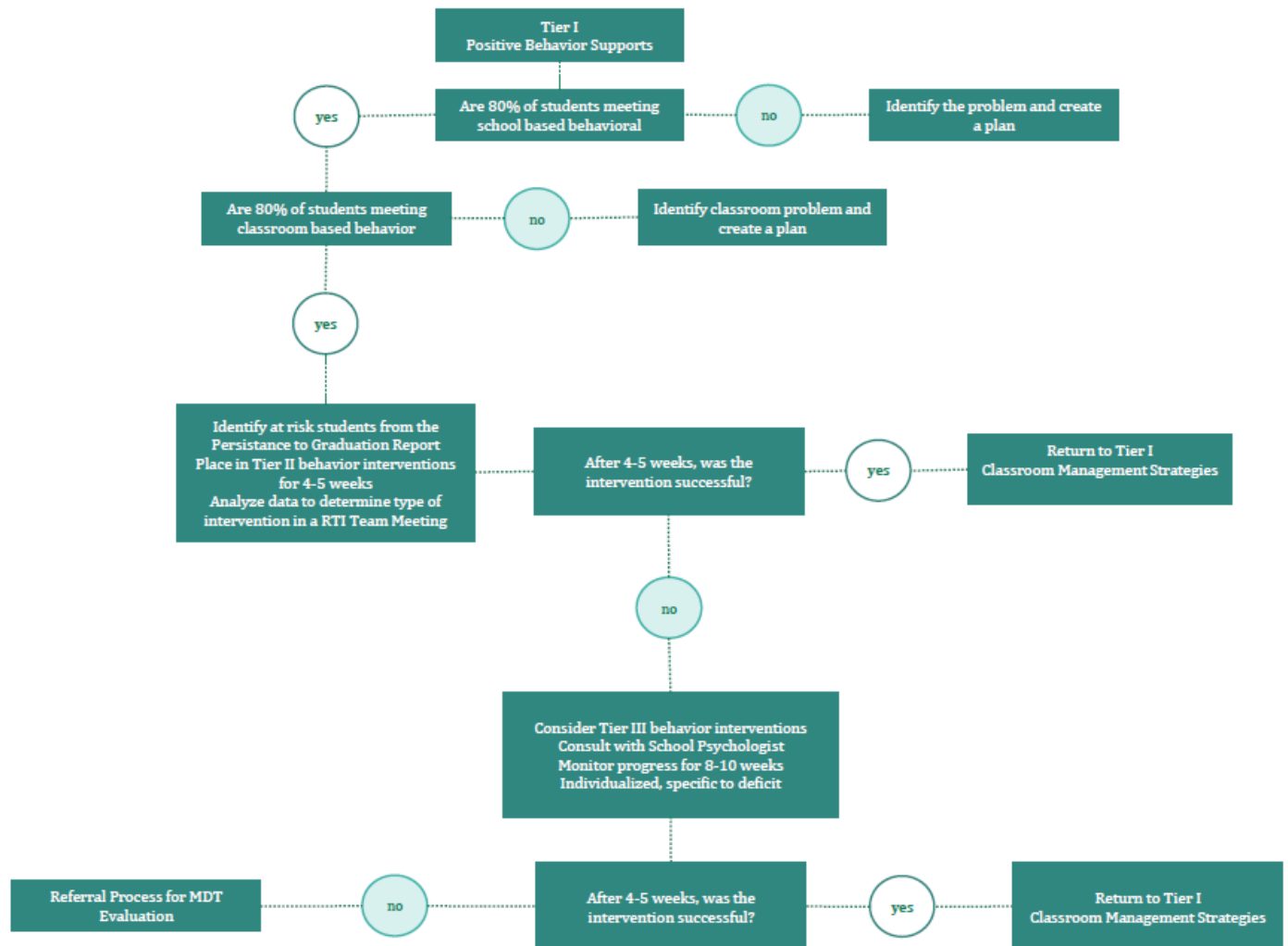
WHERE WE... Dream Believe Achieve

Marion County Public Schools

Decision Making Model - Tiered Intervention System

Tier I
Differentiated Core Instruction

yes

Are 80% of all students mastering content grade level

no

Identify the problem and create a plan

Identify students not meeting mastery of grade level content based on common assessments

Tier II
Targeted Instruction
Flexible small group instruction
Evidence based intervention
Provided by classroom teacher or supplemental staff

After 2-3 flexible grouping sessions, was the intervention successful?

yes

Return to Core Instruction Grade Level Learner

no

Identify students for TIer III Interventions

Tier III
Intensive instruction based on foundational skill deficit
Individual or small groups 3-5 students
Evidence based intervention
Provided by classroom teacher or supplemental staff
In addition to Tier I instruction
4-6 weeks; 30 minutes; 3-4 times per week
Progress monitoring completed weekly

After 4-6 weeks, was the intervention successful?

yes

Gradual release through tiers

no

Try Another Intervention

RTI Coordinator should review evidence-based intervention and progress monitoring with school psychologist

Referral Process for MDT Evaluation

no

After 6-8 weeks, was the intervention successful

yes

Gradual Release through tiers

Decision Making Model - Tiered Intervention System; Behavior

Tier I
Positive Behavior Supports

yes — Are 80% of students meeting school based behavioral — no — Identify the problem and create a plan

Are 80% of students meeting classroom based behavior — no — Identify classroom problem and create a plan

yes

Identify at risk students from the Persistance to Graduation Report
Place in Tier II behavior interventions for 4-5 weeks
Analyze data to determine type of intervention in a RTI Team Meeting

After 4-5 weeks, was the intervention successful? — yes — Return to Tier I Classroom Management Strategies

no

Consider Tier III behavior interventions
Consult with School Psychologist
Monitor progress for 8-10 weeks
Individualized, specific to deficit

Referral Process for MDT Evaluation — no — After 4-5 weeks, was the intervention successful? — yes — Return to Tier I Classroom Management Strategies

Tier III Data-Based Decision-Making for RTI

What is Progress? Interventions must be graphed before evaluating student progress, determining if the intervention is effective, and whether the intervention should be continued, revised, or replaced. A minimum of 6 – 10 data points are recommended.

When to Continue?	When to Fade?	When to Replace?
▪ Trend line (----) is approaching the goal (★) at a rate that the student will meet the goal by the end of the intervention **and** ▪ Data is close together	▪ Student has met or exceeded the goal (★)	▪ Trend line (----) is **not** approaching or is moving away from the goal (★)

When to Revise?		
▪ Trend line (----) is approaching the goal (★), but **not** at a rate that the student will meet the goal by the end of the intervention **or**	▪ Data is scattered **or**	▪ Error rate suggests limited mastery

What is Revise or Replace? Changing an intervention does not always mean changing the program. It could involve time, delivery, etc. depending on student and/or intervention factors. Consider the following:

- Targeted Skill: Are we hitting all areas intentionally?
- Rate of Improvement (ROI)
- Delivery Format: Whole, Small, Centers, etc.
- Groups: Size and/or Differentiated Level
- Resources
    - Materials
    - Personnel
- Time: Scheduled vs. Academic Engagement
- Fidelity: Are we implementing plan as designed?
- Professional Development: What are staff needs?

For those students that require additional intervention <u>outside</u> core instruction, consider what skills should be targeted based on a systematic problem-solving approach.

Plan Evaluation:

Did it work?
What do we do
next?

Identification:

Is there a
discrepancy
between current
and expected
performance?

Goal Setting:

By how much
should the
student grow?

Analysis:

What are the
necessary areas
of focus?

Plan Development:

What steps will
be taken to
address the
focus areas?

Advanced

Struggling

≈5%

≈15%

≈80%
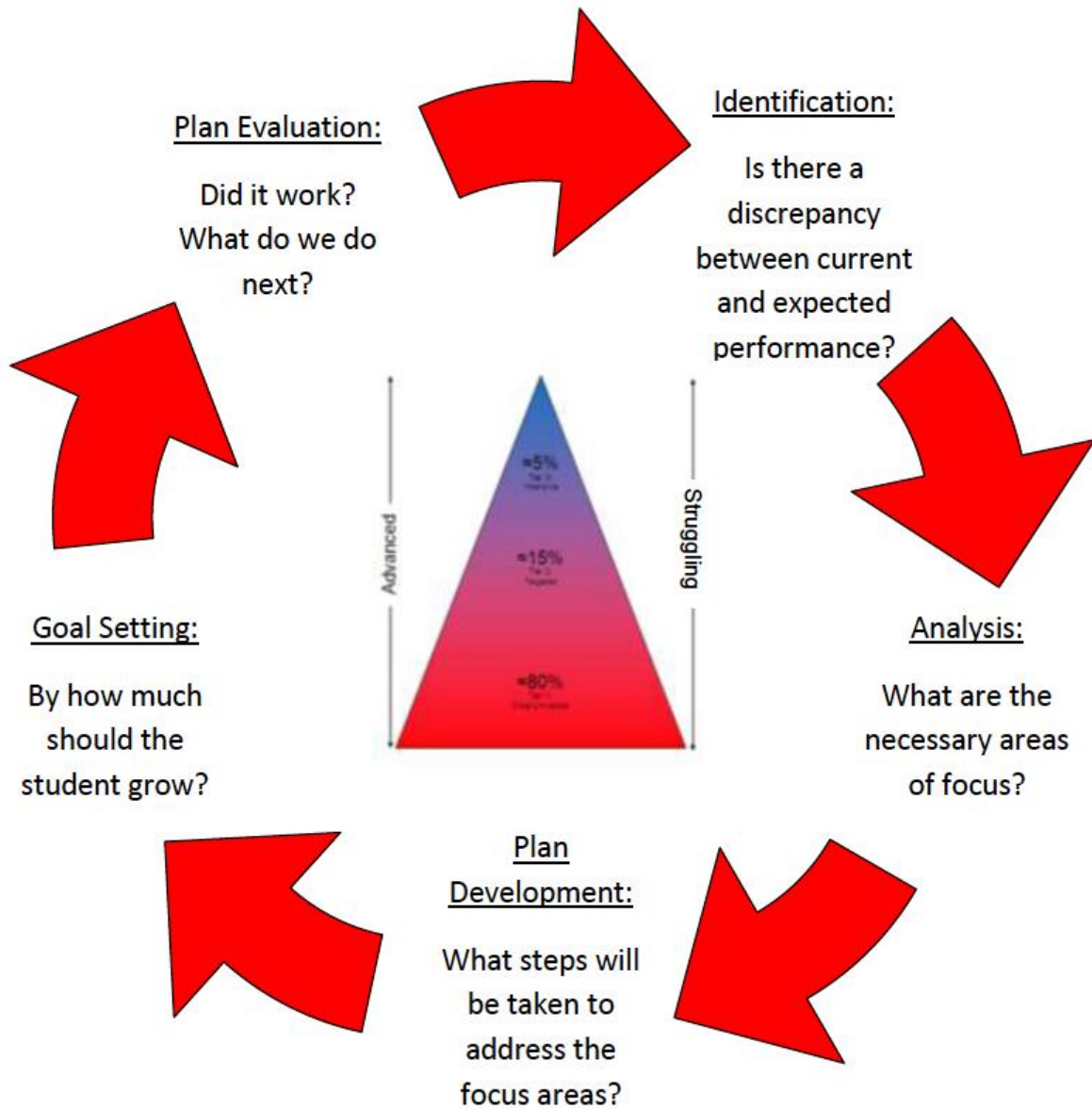
Fidelity

Intervention and Implementation

The first consideration when evaluating the effectiveness of Tier II and/or Tier III is documentation that the intervention has been implemented with fidelity, or the way the intervention was designed. This involves examining student attendance, academic engagement, the adherence to the integrity of the research-based intervention, as well as other student, setting, and instructional factors.

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              ┌─────────────────────────┐
              │ Has the intervention    │
              │ been implemented        │
              │ with fidelity?          │
              └─────────────────────────┘
                  │                 │
          ┌───────────┐       ┌───────────┐
          │    Yes    │       │    No     │
          └───────────┘       └───────────┘
                │                   │
    ┌────────────────────┐  ┌────────────────────┐
    │ Analyze data in    │  │ Revisit intervention│
    │ response to goal (6-│  │ plan and implement │
    │ 10 data points)    │  │ again              │
    └────────────────────┘  └────────────────────┘
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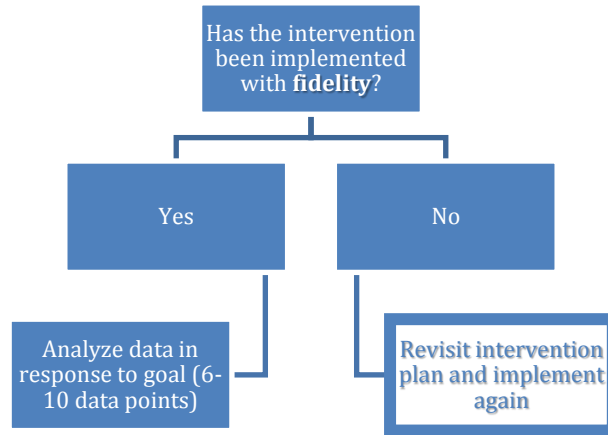
Steps for Evaluating Fidelity (NRCLD) for Academics

1. Methods
   - Components of the Intervention are:
     - Clearly Defined
     - Matched to the Identified Area of Concern
     - Appropriate Student-Teacher Ratio for the Tier/Intervention

2. Frequency
   - Time, Setting, Progress Monitor Appropriate for the Tier/Intervention
   - Student's Attendance

Steps for Evaluating Fidelity (NRCLD) for Support Systems

- Training/Professional Development related to the Intervention
- Resources Allocated Necessary for the Intervention
- Opportunities for Feedback

Fidelity of intervention and implementation is an ongoing process throughout Tier II and III instruction.

How does RTI *Inform* Eligibility for Special Education?

RTI informs eligibility by providing ongoing progress monitoring data that supports a lack of response to research-based instruction plus intervention that matches student need and has been delivered with fidelity. A problem-solving process is necessary to answer the following questions:

1) Why the student has not responded?
2) What are the next steps for instruction?

What RTI Tells Us	What We Still Need to Know
• Rules out 'instructional disability' • Provides early intervening support for students previously not eligible for other services • Tells us the student does not respond to generally effective instruction and intervention	• *Why* doesn't this student respond? • *What* instruction should we try now?

Marion County Public Schools

Academic RTI District Guidelines - Reading

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.

<u>Three Times Yearly Universal Assessment</u>
All Marion County Public schools will administer the Measures of Academic Performance (MAP) assessment to all students in grades K through 9 three times per year (fall, winter, and spring).

<u>Reporting to Parents</u>
Student MAP scores will be sent to all parents following each universal assessment.

<u>Cut-Score Criteria for Identifying Tier II and Tier III Students</u>
Students not meeting mastery of grade level content standards based on common assessments shall be targeted for Tier II flexible grouping interventions. Following 2-3 flexible grouping sessions, the classroom teacher will review progress monitoring (exit slips; common assessments, etc.) to identify students that continue to demonstrate a lack of progress meeting mastery. Those students shall be referred for Tier III interventions.

Note: Students scoring at or below the 10th percentile in reading and/or math on the MAP assessment shall be targeted for Tier II and Tier III intervention services; However, screening data should be used in conjunction with at least one other data source (e.g. classroom performance, curriculum-based assessment, diagnostic assessment data, short-term progress monitoring) to verify decision about whether a student is or is not at risk. Exceptions: Students receiving special education services in the targeted area.

Special education students can receive Tier III intervention services in areas for which they are not eligible for special education services. For example, an SLD student receives special education services only in math but scores below the cut score in reading decoding/fluency. He/she should then receive intervention services in reading decoding/fluency.

<u>Schedule for Progress Monitoring</u>
Each Tier II student must have his/her progress monitored pre and post flexible grouping sessions. Each Tier III student must have his/her progress monitored a minimum of once a week; However, schools can choose to conduct more frequent progress monitoring for some or all of their Tier III students. *Note*: Students can be monitored multiple times weekly, however, the intervention should meet timeline requirement to ensure adequate time for progress.

<u>Progress Monitoring Tools</u>
Option 1: Marion County Public Schools has purchased the AIMSweb program for student progress monitoring for students receiving Tier III interventions. AIMSweb includes brief, Curriculum-Based Measurement (CBM) probes in early literacy, reading fluency, reading comprehension, math computation, math applications, and written expression. Any staff member who will administer and score AIMSweb CBM probes must have completed district provided training. In addition, any staff member who will input or manage data using the AIMSweb program must complete AIMSweb program training.

Option 2: For students enrolled in research-based intervention programs purchased from a vendor, the students can be progress monitored using the assessments included in the program.

<u>Staff Involvement in AIMSweb Progress Monitoring</u>
Each school must identify which staff members will conduct CBM progress monitoring probes and input students' scores in the AIMSweb program (School Manager). These staff members may include regular education teachers and/or interventionists.

MCPS will identify a district level AIMSweb Manager. Only the District Manager will be allowed to set up class lists and teacher/interventionist lists in the AIMSweb program. Only the District Manager will add new students, inactivate students, transfer students within the district and conduct end-of-year procedures in the AIMSweb program.

Standard for Positive Progress/Dismissal

Option 1: Any student who achieves an AIMSweb progress monitoring probe score at or above the 25th percentile for his/her grade level across a minimum of 4 consecutive probes is eligible to be dismissed from tiered services.

Option 2: Any student who achieves criteria for exiting from research-based intervention program is eligible to be dismissed.

Option 3: Any student who reaches the 25th percentile on the next MAP test is eligible to be dismissed.

Note: A positive but not exact correlation exists between AIMSweb CBM data and MAP scores. Thus, a student who makes significant progress with AIMSweb should also show MAP gains but is not required to earn a MAP score at or above the 25th percentile before being dismissed from tiered services.

Standard for Movement within Tier III

When 4 consecutive data points fall below the student's goal line, the intervention should be modified or the student should be considered for movement to a different intervention.

School RTI Team

Each school should establish a school RTI Team. This team will review MAP data to determine targeted students for possible inclusion in Tier II services, monitor AIMSweb progress monitoring data to determine student movement among the tiers, and make decisions regarding dismissals and referrals for MDT evaluations. It is anticipated that this team will need to meet a minimum of every 6 weeks. It is recommended that the school-based RTI Coordinator and interventionists serve on this committee, in addition to support staff such as guidance counselors, curriculum specialists, and/or school psychologists.

Criteria for Referral for MDT Evaluation

A student must receive a minimum of 12 weeks of Tier III intervention services before he/she can be considered for referral for a Multidisciplinary Team (MDT) evaluation. (Intervention services should continue during the evaluation process).

Note: Students can cycle through the RTI program more than once. For example, a student may score below the cut-score in first grade and receive Tier II or Tier III services, make progress, and be dismissed but then score below the cut-score again in fourth grade and re-enter Tier II or Tier III services.

Emergency Option for Accelerating Tier Progression

The school academic RTI team has the prerogative to accelerate a student's progression through the tiers (such as 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.

Multidisciplinary Team Evaluation Referrals

The RTI Team will be responsible for determining if and when a student should be referred for an evaluation. Passing vision and hearing, and motor (when applicable) screening scores must be obtained for the student. He/she should also receive a communication screening from the school's speech/language therapist, unless already receiving speech services or has passed a prior speech screening. The RTI Team must ensure completion of these documents: Determination of Student Representation form and Referral form.

Determination of Student Representation form: This form should be completed by the regular education teacher to identify who should be invited to the ARC meetings. If the child's parents are divorced and share joint custody, both parents' names and addresses must be listed and both parents must be invited to ARC meetings. If the child lives with a person other than the parent, an attempt must be made to contact the parent and have him/her sign the *Authorization for Appointment of a Representative for Educational Decisions* form. Both the parent and the person they have authorized, as the student's educational representative would need to be invited to ARC meetings. If the parent cannot be located, then the person the child lives with can sign the *Statement of Authorization for Representation* form and be invited to ARC meetings. If a legal guardianship has occurred, a copy of the court order must be obtained prior to the ARC meeting. If the child is in foster care, the school psychologist should be consulted immediately.

Referral form: Either the RTI Team or the student's teacher should complete this form, which includes documentation of the type, frequency and duration of intervention services. Progress monitoring data (i.e., AIMSweb charts) should be attached.

MDT Evaluation Results

If a student receives an 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. If a student receives an 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 and given the option to notify the school if they do not want their child to participate.

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.

Transfer Students

For students who transfer within the district, the AIMSweb School Manager should transfer that student's data to his/her new school. For students who transfer out of the district, the AIMSweb School Manager should print out the student's last progress monitoring chart(s) and place them in the student's permanent file, to be copied and sent to his/her new school. For students not being monitored using AIMSweb, progress monitoring data should also be placed in the permanent file.

For students who transfer into the district with RTI intervention data, the RTI Team will need to review the data and determine the most appropriate plan of services for such students.

Additional Areas of Concern - Documentation of Interventions

The procedures outlined above address academic skills only. However, students can be found eligible for special education services to address skill deficits in areas such as communication, motor development, and adaptive behavior/self-care. MDT evaluations cannot include assessment in these areas without documentation of interventions and student failure to make adequate progress in skill development in these areas.

Therefore, each school must also be prepared to address referrals for students with concerns beyond reading, math or writing. The school RTI Team should develop the intervention plan to address these concerns. If a student is suspected of having a moderate to severe disability such as Autism or Functional Mental Disability, or a physical disability, such as Visual Impairment, Hearing Impairment, or Orthopedic Impairment, the RTI team will have the prerogative to accelerate the student's progress through interventions, but must plan and monitor an intervention program for the student prior to a referral for evaluation. A minimum length of six weeks of interventions is recommended.

NOTE: Motor interventions should never comprise a student's entire intervention plan. Motor concerns can be included in a comprehensive intervention plan but must be secondary to academic concerns because a motor impairment must negatively impact academic functioning to be addressed in the school setting. The RTI team may wish to consult with the district's RTI manual, Motor/Adaptive section, for suggested motor, adaptive, and/or sensory interventions.

Marion County Public Schools

Response to Intervention
District Procedural Guidelines Quick Fact Sheet
Academic - Reading

Component	*District Requirement*
Tier Structure	3 Tier Model: Tier I = Differentiated instruction in core curriculum and teacher-initiated interventions Tier II = Flexible Grouping Sessions based on standards Tier III = Intensive interventions based on skill deficits provided a minimum of 30 minutes 3-4 times/week
Universal Assessment	Measures of Academic Performance (MAP) administered 3 times/year (fall/winter/spring).
Cut-Score Criteria for Tiers II/III	At or below the 10th percentile in reading and/or math is required. Schools can choose to use a higher cut-score criterion yearly, depending on availability of intervention resources. *Note:* Screening data should be used in conjunction with at least one other data source (e.g. classroom performance, curriculum-based assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decision about whether a student is or is not at risk.
Progress Monitoring for Tiers II/III	Tool: AIMSweb Early Literacy/Reading Fluency, and Reading Comprehension (MAZE). Curriculum Based Measurement (CBM) probes: Assessments included in research-based intervention program(s). Tier II Frequency: Pre and Post assessments Tier III Frequency: Minimum 1 time every week required. Optional: Students can be monitored multiple times weekly, however, intervention should last a minimum of 6 weeks before data-based decisions are made to ensure adequate time for progress.
Student Progress Criteria for Dismissal from Tiers II and III	Tier III: 25th percentile or above on grade level for minimum 4 consecutive CBM probes = student moves to Tier II services. Tier II: 25th percentile or above on grade level for minimum 4 consecutive CBM probes OR student achieves criteria for exiting from research-based intervention program OR student reaches 25th percentile on next MAP = student moves to Tier I.
Criteria for Referral for evaluation	Minimum of 18 data points demonstrate failure to make adequate progress. Student must have received Tier II and Tier III services.
RTI Committee Structure	Committee of staff members who can meet regularly to manage student movement between tiers. It is recommended that this committee be comprised of administrators and support staff such as guidance counselors, school psychologists, and curriculum specialists. Interventionists should be involved, as needed, to discuss their individual students.

Marion County Public Schools

Academic RTI District Guidelines - Math

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Cut-Score Criteria for Identifying Tier II and Tier III Students
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Note: Students scoring at or below the 10th percentile in reading and/or math on the MAP assessment shall be targeted for Tier II and Tier III intervention services; However, screening data should be used in conjunction with at least one other data source (e.g. classroom performance, curriculum-based assessment, diagnostic assessment data, short-term progress monitoring) to verify decision about whether a student is or is not at risk. Exceptions: Students receiving special education services in the targeted area.

Special education students can receive Tier III intervention services in areas for which they are not eligible for special education services. For example, an SLD student receives special education services only in reading decoding/fluency but scores below the cut score in math. He/she should then receive intervention services in math.

Schedule for Progress Monitoring
Each Tier II student must have his/her progress monitored pre and post flexible grouping session. Each Tier III student must have his/her progress monitored a minimum of once a week. However, schools can choose to conduct more frequent progress monitoring for some or all of their Tier III students. *Note*: Students can be monitored multiple times weekly, however, intervention should meet timeline requirements to ensure adequate time for progress.

Progress Monitoring Tools
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Option 2: For students enrolled in research-based intervention programs purchased from a vendor, the students can be progress monitored using the assessments included in the program.

Staff Involvement in AIMSweb Progress Monitoring
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MCPS will identify a district level AIMSweb Manager. Only the District Manager will be allowed to set up class lists and teacher/interventionist lists in the AIMSweb program. Only the District Manager will add new students, inactivate students, transfer students within the district and conduct end-of-year procedures in the AIMSweb program.

<u>Standard for Positive Progress/Dismissal</u>
Option 1: Any student who achieves an AIMSweb progress monitoring probe score at or above the 25th percentile for his/her grade level across a minimum of 4 consecutive probes is eligible to be dismissed from tiered services.

Option 2: Any student who achieves criteria for exiting from research-based intervention program is eligible to be dismissed.

Option 3: Any student who reaches the 25th percentile on the next MAP test is eligible to be dismissed.

Note: A positive but not exact correlation exists between AIMSweb CBM data and MAP scores. Thus, a student who makes significant progress with AIMSweb should also show MAP gains but is not required to earn a MAP score at or above the 50th percentile before being dismissed from tiered services.

<u>Standard for Movement within Tier III</u>
When 4 consecutive data points fall below the student's goal line, the intervention should be modified or the student should be considered for movement to a different intervention.

<u>School RTI Team</u>
Each school should establish a school RTI Team. This team will review MAP data to determine targeted students for possible inclusion in Tier II services, monitor AIMSweb progress monitoring data to determine student movement among the tiers, and make decisions regarding dismissals and referrals for MDT evaluations. It is anticipated that this Team will need to meet a minimum of every 6 weeks. It is recommended that the school-based RTI Coordinator and interventionists serve on this committee, in addition to support staff such as guidance counselors, curriculum specialists, and/or school psychologists.

<u>Criteria for Referral for MDT Evaluation</u>
A student must receive a minimum of 12 weeks of Tier III intervention services before he/she can be considered for referral for a Multidisciplinary Team (MDT) evaluation. (<u>Intervention services should continue during the evaluation process</u>).

Note: Students can cycle through the RTI program more than once. For example, a student may score below the cut-score in first grade and receive Tier II or Tier III services, make progress, and be dismissed but then score below the cut-score again in fourth grade and re-enter Tier II or Tier III services.

<u>Emergency Option for Accelerating Tier Progression</u>
The school academic RTI team has the prerogative to accelerate a student's progression through the tiers (such as 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.

<u>Multidisciplinary Team Evaluation Referrals</u>
The RTI Team will be responsible for determining if and when a student should be referred for an evaluation. Passing vision and hearing, and motor (when applicable) screening scores must be obtained for the student. He/she should also receive a communication screening from the school's speech/language therapist, unless already receiving speech services or has passed a prior speech screening. The RTI Team must ensure completion of these documents: Determination of Student Representation form and Referral form.

Determination of Student Representation form: This form should be completed by the regular education teacher to identify who should be invited to the ARC meetings. If the child's parents are divorced and share joint custody, both parents' names and addresses must be listed and both parents must be invited to ARC meetings. If the child lives with a person other than the parent, an attempt must be made to contact the parent and have him/her sign the *Authorization for Appointment of a Representative for Educational Decisions* form. Both the parent and the person they have authorized, as the student's educational representative would need to be invited to ARC meetings. If the parent cannot be located, then the person the child lives with can sign the *Statement of Authorization for Representation* form and be invited to ARC meetings. If a legal guardianship has occurred, a copy of the court order must be obtained prior to the ARC meeting. If the child is in foster care, the school psychologist should be consulted immediately.

Referral form: Either the RTI Team or the student's teacher should complete this form, which includes documentation of the type, frequency and duration of intervention services. Progress monitoring data (i.e., AIMSweb charts) should be attached.

MDT Evaluation Results

If a student receives an 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. If a student receives an 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 and given the option to notify the school if they do not want their child to participate.

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.

Transfer Students

For students who transfer within the district, the AIMSweb School Manager should transfer that student's data to his/her new school. For students who transfer out of the district, the AIMSweb School Manager should print out the student's last progress monitoring chart(s) and place them in the student's permanent file, to be copied and sent to his/her new school. For students not being monitored using AIMSweb, progress monitoring data should also be placed in the permanent file.

For students who transfer into the district with RTI intervention data, the RTI Team will need to review the data and determine the most appropriate plan of services for such students.

Additional Areas of Concern - Documentation of Interventions

The procedures outlined above address academic skills only. However, students can be found eligible for special education services to address skill deficits in areas such as communication, motor development, and adaptive behavior/self-care. MDT evaluations cannot include assessment in these areas without documentation of interventions and student failure to make adequate progress in skill development in these areas.

Therefore, each school must also be prepared to address referrals for students with concerns beyond reading, math, or writing. The school RTI Team should develop the intervention plan to address these concerns. If a student is suspected of having a moderate to severe disability such as Autism or Functional Mental Disability, or a physical disability, such as Visual Impairment, Hearing Impairment, or Orthopedic Impairment, the RTI team will have the prerogative to accelerate the student's progress through interventions, but must plan and monitor an intervention program for the student prior to a referral for evaluation. A minimum length of six weeks of interventions is recommended.

NOTE: Motor interventions should never comprise a student's entire intervention plan. Motor concerns can be included in a comprehensive intervention plan but must be secondary to academic concerns because a motor impairment must negatively impact academic functioning to be addressed in the school setting. The RTI team may wish to consult with the district's RTI manual, Motor/Adaptive section, for suggested motor, adaptive, and/or sensory interventions.

Marion County Public Schools
Response to Intervention
District Procedural Guidelines Quick Fact Sheet
Academic - Math

Component	District Requirement
Tier Structure	3 Tier Model: Tier I = Differentiated instruction in core curriculum and teacher-initiated interventions Tier II = Flexible Grouping Sessions based on standards Tier III = Intensive interventions based on skill deficits provided a minimum of 30 minutes 3-4 times/week
Universal Assessment	Measures of Academic Performance (MAP) administered 3 times/year (fall/winter/spring).
Cut-Score Criteria for Tiers II/III	At or below the 10th percentile in reading and/or math is required. Schools can choose to use a higher cut-score criterion yearly, depending on availability of intervention resources. *Note:* Screening data should be used in conjunction with at least one other data source (e.g. classroom performance, curriculum-based assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decision about whether a student is or is not at risk.
Progress Monitoring for Tiers II/III	Tool: AIMSweb Math Early Numeracy/Computation Fluency and Math Applications. Curriculum Based Measurement (CBM) probes: Assessments included in research-based intervention program(s). Tier II Frequency: Pre and Post assessments Tier III Frequency: Minimum 1 time every week required. Optional: Students can be monitored multiple times weekly, however, intervention should last a minimum of 6 weeks before data-based decisions are made to ensure adequate time for progress.
Student Progress Criteria for Dismissal from Tiers II and III	Tier III: 25th percentile or above on grade level for minimum 4 consecutive CBM probes = student moves to Tier II services. Tier II: 25th percentile or above on grade level for minimum 4 consecutive CBM probes OR student achieves criteria for exiting from research-based intervention program OR student reaches 25th percentile on next MAP = student moves to Tier I.
Criteria for Referral for evaluation	A student must receive a minimum of 12 weeks of Tier III intervention services before he/she can be considered for referral for a Multidisciplinary Team (MDT) evaluation. (Intervention services should continue during the evaluation process).
RTI Committee Structure	Committee of staff members who can meet regularly to manage student movement between tiers. It is recommended that this committee be comprised of administrators and support staff such as guidance counselors, school psychologists, and curriculum specialists. Interventionists should be involved, as needed, to discuss their individual students.

Marion County Public Schools

Academic RTI District Guidelines - Writing

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.

Cut-Score Criteria for Identifying Tier II and Tier III Students in Writing
Students not meeting mastery of grade level content standards based on common assessments shall be targeted for Tier II flexible grouping interventions. Following 2-3 flexible grouping sessions, the classroom teacher will review progress monitoring (exit slips; common assessments, etc.) to identify students that continue to demonstrate a lack of progress meeting mastery. Those students shall be referred for Tier III interventions.

Note: Students receiving a score of 1 on the Scoring Rubric for Kentucky On-Demand Writing on three consecutive writing prompts shall be targeted for Tier II and Tier III intervention services; However, data should be used in conjunction with at least one other data source (e.g. classroom performance, curriculum-based assessment, diagnostic assessment data, short-term progress monitoring) to verify decision about whether a student is or is not at risk. Exceptions: Students receiving special education services in the targeted area.

Special consideration for challenges in spelling should be given. Difficulty with spelling is typically a delay in basic reading skills, specifically - phonological processing. It is important for the teacher and RTI team to work together to determine the root cause of challenges in the area of writing so that appropriate interventions will be implemented.

Special education students can receive Tier II and Tier III intervention services in areas for which they are not eligible for special education services. For example, an SLD student receives special education services only in reading decoding/fluency but meets criteria for services in writing. He/she should then receive intervention services in writing.

Schedule for Progress Monitoring
Each Tier II student must have his/her progress monitored pre and post flexible grouping sessions. Each Tier III student must have his/her progress monitored a minimum of once a week; However, schools can choose to conduct more frequent progress monitoring for some or all of their Tier III students. *Note*: Students can be monitored weekly or multiple times weekly, however, the intervention should meet timeline requirement to ensure adequate time for progress.

Progress Monitoring Tools
Option 1: Marion County Public Schools has purchased the AIMSweb program for student progress monitoring for students receiving Tier III interventions. AIMSweb includes brief, Curriculum-Based Measurement (CBM) probes in early literacy, reading fluency, reading comprehension, math computation, math applications, and written expression. Any staff member who will administer and score AIMSweb CBM probes must have completed district provided training. In addition, any staff member who will input or manage data using the AIMSweb program must complete AIMSweb program training.

Option 2: For students enrolled in research-based intervention programs purchased from a vendor, the students can be progress monitored using the assessments included in the program.

Staff Involvement in AIMSweb Progress Monitoring
Each school must identify which staff members will conduct CBM progress monitoring probes and input students' scores in the AIMSweb program. These staff members may include regular education teachers and/or interventionists.

MCPS will identify a district level AIMSweb Manager. Only the District Manager will be allowed to set up class lists and teacher/interventionist lists in the AIMSweb program. Only the District Manager will add new students, inactivate students, transfer students within the district and conduct end-of-year procedures in the AIMSweb program.

Standard for Positive Progress/Dismissal

Option 1: Any student who achieves an AIMSweb progress monitoring probe score at or above the 25th percentile for his/her grade level across a minimum of 4 consecutive probes is eligible to be dismissed from tiered services.

Option 2: Any student who achieves criteria for exiting from research-based intervention program is eligible to be dismissed.

Standard for Movement within Tier III

When 4 consecutive data points fall below the student's goal line, the intervention should be modified or the student should be considered for movement to a different intervention.

School RTI Team

Each school should establish a school RTI Team. This team will review data to determine targeted students for possible inclusion in Tier II services, monitor AIMSweb progress monitoring data to determine student movement among the tiers, and make decisions regarding dismissals and referrals for MDT evaluations. It is anticipated that this Team will need to meet a minimum of every 6 weeks. It is recommended that the school-based RTI Coordinator and interventionist serve on this committee, in addition to support staff such as guidance counselors, curriculum specialists, and/or school psychologists.

Criteria for Referral for MDT Evaluation

A student must receive a minimum of 12 weeks of Tier III intervention services before he/she can be considered for referral for a Multidisciplinary Team (MDT) evaluation. (Intervention services should continue during the evaluation process).

Note: Students can cycle through the RTI program more than once. For example, a student may score below the cut-score in first grade and receive Tier II or Tier III services, make progress, and be dismissed but then score below the cut-score again in fourth grade and re-enter Tier II or Tier III services.

Emergency Option for Accelerating Tier Progression

The school academic RTI team has the prerogative to accelerate a student's progression through the tiers (such as 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.

Multidisciplinary Team Evaluation Referrals

The RTI Team will be responsible for determining if and when a student should be referred for an evaluation. Passing vision and hearing, and motor (when applicable) screening scores must be obtained for the student. He/she should also receive a communication screening from the school's speech/language therapist, unless already receiving speech services or has passed a prior speech screening. The RTI Team must ensure completion of these documents: Determination of Student Representation form and Referral form.

Determination of Student Representation form: This form should be completed by the regular education teacher to identify who should be invited to the ARC meetings. If the child's parents are divorced and share joint custody, both parents' names and addresses must be listed and both parents must be invited to ARC meetings. If the child lives with a person other than the parent, an attempt must be made to contact the parent and have him/her sign the *Authorization for Appointment of a Representative for Educational Decisions* form. Both the parent and the person they have authorized, as the student's educational representative would need to be invited to ARC meetings. If the parent cannot be located, then the person the child lives with can sign the *Statement of Authorization for Representation* form and be invited to ARC meetings. If a legal guardianship has occurred, a copy of the court order must be obtained prior to the ARC meeting. If the child is in foster care, the school psychologist should be consulted immediately.

Referral form: Either the RTI Team or the student's teacher should complete this form, which includes documentation of the type, frequency and duration of intervention services. Progress monitoring data (i.e., AIMSweb charts) should be attached.

MDT Evaluation Results

If a student receives an 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. If a student receives an 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 and given the option to notify the school if they do not want their child to participate.

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.

Transfer Students

For students who transfer within the district, the AIMSweb School Manager should transfer that student's data to his/her new school. For students who transfer out of the district, the AIMSweb School Manager should print out the student's last progress monitoring chart(s) and place them in the student's permanent file, to be copied and sent to his/her new school. For students not being monitored using AIMSweb, progress monitoring data should also be placed in the permanent file.

For students who transfer into the district with RTI intervention data, the RTI Team will need to review the data and determine the most appropriate plan of services for such students.

Additional Areas of Concern - Documentation of Interventions

The procedures outlined above address academic skills only. However, students can be found eligible for special education services to address skill deficits in areas such as communication, motor development, and adaptive behavior/self-care. MDT evaluations cannot include assessment in these areas without documentation of interventions and student failure to make adequate progress in skill development in these areas.

Therefore, each school must also be prepared to address referrals for students with concerns beyond reading, math, or writing. The school RTI Team should develop the intervention plan to address these concerns. If a student is suspected of having a moderate to severe disability such as Autism or Functional Mental Disability, or a physical disability, such as Visual Impairment, Hearing Impairment, or Orthopedic Impairment, the RTI team will have the prerogative to accelerate the student's progress through interventions, but must plan and monitor an intervention program for the student prior to a referral for evaluation. A minimum length of six weeks of interventions is recommended.

NOTE: Motor interventions should never comprise a student's entire intervention plan. Motor concerns can be included in a comprehensive intervention plan but must be secondary to academic concerns because a motor impairment must negatively impact academic functioning to be addressed in the school setting. The RTI team may wish to consult with the district's RTI manual, Motor/Adaptive section, for suggested motor, adaptive, and/or sensory interventions.

Marion County Public Schools
Response to Intervention
District Procedural Guidelines Quick Fact Sheet
Academic - Writing

Component	*District Requirement*
Tier Structure	3 Tier Model: Tier I = Differentiated instruction in core curriculum and teacher-initiated interventions Tier II = Flexible Grouping Sessions based on standards Tier III = Intensive interventions based on skill deficits provided a minimum of 30 minutes 3-4 times/week
Universal Assessment	Scoring Rubric for Kentucky On-Demand Writing used with class work samples
Cut-Score Criteria for Tiers II/III	Students receiving a score of 1 on the Scoring Rubric for Kentucky On-Demand Writing on three consecutive writing prompts. Schools can choose to use a higher cut-score criterion yearly, depending on availability of intervention resources. *Note:* Data should be used in conjunction with at least one other data source (e.g. classroom performance, curriculum-based assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decision about whether a student is or is not at risk.
Progress Monitoring for Tiers II/III	Tool: Scoring Rubric for Kentucky On-Demand Writing or AIMSweb Writing Curriculum Based Measurement (CBM) probes: Assessments included in research-based intervention program(s). Tier II Frequency: Pre and Post assessments Tier III Frequency: Minimum 1 time every week required. Optional: Students can be monitored weekly or multiple times weekly, however, intervention should last a minimum of 6 weeks before data-based decisions are made to ensure adequate time for progress.
Student Progress Criteria for Dismissal from Tiers II and III	Tier III: 25th percentile or above on grade level for minimum 4 consecutive CBM probes = student moves to Tier II services. Tier II: 25th percentile or above on grade level for minimum 4 consecutive CBM probes OR student achieves criteria for exiting from research-based intervention program OR student reaches 25th percentile on next MAP = student moves to Tier I.
Criteria for Referral for evaluation	A student must receive a minimum of 12 weeks of Tier III intervention services before he/she can be considered for referral for a Multidisciplinary Team (MDT) evaluation. (Intervention services should continue during the evaluation process).
RTI Committee Structure	Committee of staff members who can meet regularly to manage student movement between tiers. It is recommended that this committee be comprised of administrators and support staff such as guidance counselors, school psychologists, and curriculum specialists. Interventionists should be involved, as needed, to discuss their individual students.

Marion 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.

There are two types of behavioral concerns or needs. They are as follows:

Externalizing Behaviors: problem behaviors that are directed toward the external environment. They include physical aggression, disobeying rules, cheating, stealing, and destruction of property.

Internalizing Behaviors: behaviors that result from negativity that is focused inward. People with internalizing behaviors have difficulty coping with negative emotions or stressful situations, so they direct their feelings inside. These include: anxiety, social withdrawal, sadness, worry, irritability, difficulty concentrating, loneliness, and fearfulness.

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
RTI teams are expected to screen students for potential behavioral concerns through the Persistence to Graduate report generated by Infinite Campus. There are multiple filters that can be discussed, such as attendance, grades, and discipline referrals. (NOTE: Persistence to Graduate is not the only tool that can be used to identify behavioral concerns. Students who exhibit internalizing behaviors can be teacher nominated to the RTI team for behavioral support.)
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 that are level 2 or above
- A minimum of three unexcused absences or tardies 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 data, attendance, and academic data for the student and determine if he/she should be included in Tier II or Tier III behavioral support services.

<u>Tier I Services</u>

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 (i.e. Leader in Me, PBIS, etc.)
- 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

*****NOTE: If more than 20% of students are being recognized as needing Tier II services for behavioral needs, the RTI teams needs to reconsider and edit Tier I behavior practices in the classroom and as a school-wide function. A plan may need to be created to target and address Tier I problems.

<u>Tier II Services</u>

Tier II behavioral support services are positive behavior practices which are offered to targeted students to enhance their school social and/or behavioral functioning based upon the behavior screening tool (i.e. Persistence to Graduate report). 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
- Direct instruction for targeted behaviors

*****NOTE: A behavior chart (by itself) is not considered to be a behavioral intervention. It is the tool for monitoring behavior progress. Behavior charts need to be coupled with an intervention as mentioned above.

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 as they should be on the RTI team as well.

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
- Social skills groups
- Social/emotional learning curriculum
- Rate and Relate

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.

*****NOTE: There is a Google doc folder titled "Behavior RTI Progress Monitoring" that can be utilized for progress monitoring.

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 4-5 weeks of Tier II behavioral services before a Tier change is made by the RTI team. In Tier III, students are expected to receive a minimum of 8-10 weeks of behavioral services; the school psychologist should be consulted prior to changing a student to Tier III.

Graphs

Each student in behavior RTI is expected to have a graph of progress toward their specific, individualized behavior goals. Graphs need to have the following features:

- x axis (frequency of progress monitoring) *horizontal line*
- y axis (percentage or frequency of behavior) *vertical line*
- behavior goal stated
- one target behavior per graph
- trend line demonstrating progress
  - 4-5 data points will typically give a trend line

<u>Multidisciplinary Team Evaluation Referrals</u>
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 if communication is a concern. The behavior support team must ensure completion of these documents: Determination of Student Representation form and Referral form (which includes documentation of tiered 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.

<u>MDT Evaluation Results</u>
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 as determined by the ARC. 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.

<u>Parent Participation</u>
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 referral due to evidence that the student has not responded positively to interventions.
2) Deny the referral 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 referral 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.

<u>Emergency Option for Accelerating Tier Progression</u>
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.

<u>Transfer Students</u>
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 practices Tier III = Intensive positive behavior practices
Criteria for Tiers II/III	Behavior screening (Persistence to Graduate Report) Student demonstrates at least three of the following: ● A minimum of three disciplinary referrals above level 2 ● A minimum of three unexcused absences or tardies 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
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 4-5 (Tier II) and 8-10 (Tier III) weeks of progress monitoring data that demonstrates failure to make adequate progress. Student must have received some tier III services unless it is an extreme or unusual circumstance.
RTI Committee Structure	Behavior support team of school staff members who meet regularly (at least monthly) to identify students for intervention services, manage student movement between tiers, and document student progress.