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Date: September 10, 2020

Consent Agenda Item (Action Item): Approve changes to the District Multi-Tiered Support System (MTSS) Manual.

Applicable State or Regulations: Policy 0.1.11 General Powers and Duties of the Board

Budget/Financial Issues: No financial impact to the district.

Background and Rationale: The District MTSS Manual has been in place for two school years. In the past twelve calendar months, District MTSS Staff have worked closely with the district schools as well as the ABRI group and the Kentucky Department of Education to make changes to the manual that will A. increase student achievement, B. streamline the MTSS system and C. Meet the needs related to the Covid-19 Pandemic. The belief is that the attached changes will improve the efficiency and efficacy of the program while still maintaining the original intent of the MTSS Manual.

Recommended Action: Approve the changes to the District MTSS Manual.

Contact Person(s):

Brent Rose, Chief Instructional Officer – High Schools (606) 886-4510

Brent Rose 9/11/20
Director Date

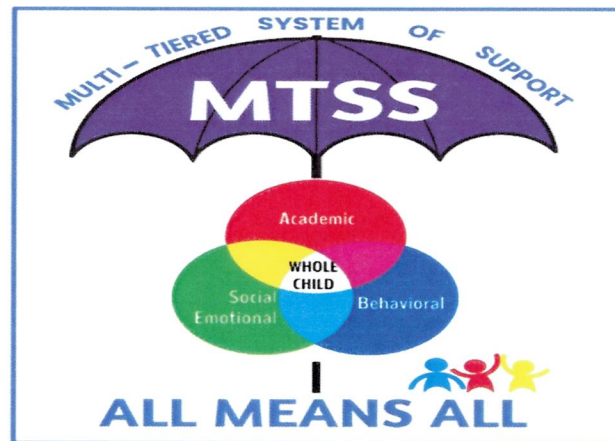
Danny Adkins 9-15-20
Superintendent Date



FLOYD

County School District

Multi-Tiered Support System Implementation/Resource Manual



~~October 2018~~

2020-2021

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Floyd County Multi-Tiered Support System

Floyd County Schools are committed to providing our students with a variety of opportunities to reach their fullest potential. Multi-Tiered Support System is a system that integrates assessments and intervention within a three-tiered system (see below) to maximize student achievement and to reduce behavior problems. With MTSS, schools identify students at risk of not achieving grade level goals, monitor student progress, provide evidenced-based interventions and adjust those interventions based on a student's responsiveness. MTSS can also help identify students with learning disabilities or who need advanced learning opportunities. MTSS is a more comprehensive approach to providing student supports and can incorporate not only the academics of Response to Intervention (RtI), but also behavioral, and social and emotional supports.

MTSS, and the RTI component, is NOT "special education". It is a regular education initiative that supports students and provides targeted instruction based on regular progress monitoring and data analysis.

RTI is....	RTI is not...
<ul style="list-style-type: none">About Instruction	<ul style="list-style-type: none">Just about interventions
<ul style="list-style-type: none">An initiative that supports general education school improvement goals	<ul style="list-style-type: none">A pre-referral system for special education
<ul style="list-style-type: none">A method to unify general and special education in order to benefit students through greater continuity of services	<ul style="list-style-type: none">An individual teacher, classroom, or class period
<ul style="list-style-type: none">Focused primarily on effective instruction to enhance student growth	<ul style="list-style-type: none">Focused primarily on disability determination and documented through a checklists
<ul style="list-style-type: none">A system to provide instructional intervention immediately upon student need	<ul style="list-style-type: none">A method for just increasing or decreasing special education numbers

What is the goal of RTI ?

Implement and monitor core instruction with the goal of achieving 80%-90% proficiency with 80%-90% of students.

This goal can be applied to any assessment administered from the district level to the classroom level.

By using data to dynamically inform, group, and adjust instruction in Tier I (Core instruction), resources, and instructional supports are freed up in Tiers II (small group) and Tier III (additional small group/individual instruction) in order to intervene with the most intensive students.

When do we have to implement RTI?

While there are no timelines specific for the implementation of RtI, there are requirements in the regulations for exceptional children that one must consider. Pursuant to 707 KAR 1:300 under Child Find there are specific requirements under Section 3. Referral System. Also, in 707 KAR 1:310 there are provisions for a local school district to use RtI to determine a child eligible as having a specific learning disability. The Floyd County Schools District Special Education Procedures (approved July 2008, Chapter IV, section 4a) determines a child has a specific learning disability by using the Discrepancy Model Option.

What is an Intervention?

Definition: An intervention is educational instruction, practice, strategy, curriculum or program. (US Department of Education)

An Intervention:

- Must involve instruction.
- Must be provided in a small group or individually.
- Must be in addition to **not in place of** the general curriculum.
- Must be provided consistently and adjusted as needed based on data analysis by the RtI team.
- Cannot be more of the same thing, presented in the same way. Must be focused on remediating a skill deficit.
- Must have a logical structure/progression of skills or be targeted to a specific identified weakness.

An Intervention Is **Not**:

- Completing a form
- Giving the student an assessment or doing a classroom observation
- A change in seating or other change in the classroom environment
- Progress monitoring
- Parental contact
- Extra homework or extra practice activities to be completed at home
- Peer buddies
- Retention
- In or out of school suspension
- Small group or any other instruction, 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
- Other accommodations, modifications, or differentiation (see pages that follow for definitions)

An Intervention is what a classroom teacher, or another designated and trained interventionist, does with a student. An intervention is the specific instruction provided to meet the student's academic needs (program/lessons/strategies that are taught).

What are Accommodations?

Accommodations are changes to the way a child is expected to learn or how he/she is tested. Accommodations eliminate obstacles that would interfere with a student's ability to perform or produce at the same standard of performance as all general education students.

- Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting.
- Accommodations are intended to reduce or even eliminate the effects of a student's academic or behavioral deficits.
- Accommodations do not reduce learning expectations.
- Accommodations can be provided for:
 - Instructional method and materials
 - Assignments and assessments

- Learning environment
- Time demands and scheduling
- Special communication systems
- Examples of Accommodations:
 - 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 assignment
 - Signing an assignment book
 - Breaking down work into smaller 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

What are Modifications?

Modifications are changes to what a child is expected to learn. Modifications are changes that actually lower the standards of performance.

- Modifications are substantial changes in what the student is expected to demonstrate.
- Modifications may be changes in instructional level, content, and performance criteria, and may include changes in test form or format or alternative assignments.
- Modifications can increase the gap between the achievement of students with academic/behavioral deficits and expectations for proficiency at a particular grade level.
- Examples of Modifications:
 - Reading a reading test to a student
 - Reading a test and rewording/re-explaining questions on the test
 - Changing multiple-choice answers from 4 to 3 options
 - Shortening a spelling test or other assignment
 - Using a different grading scale for a student
 - Reducing homework/number of assignments to be completed

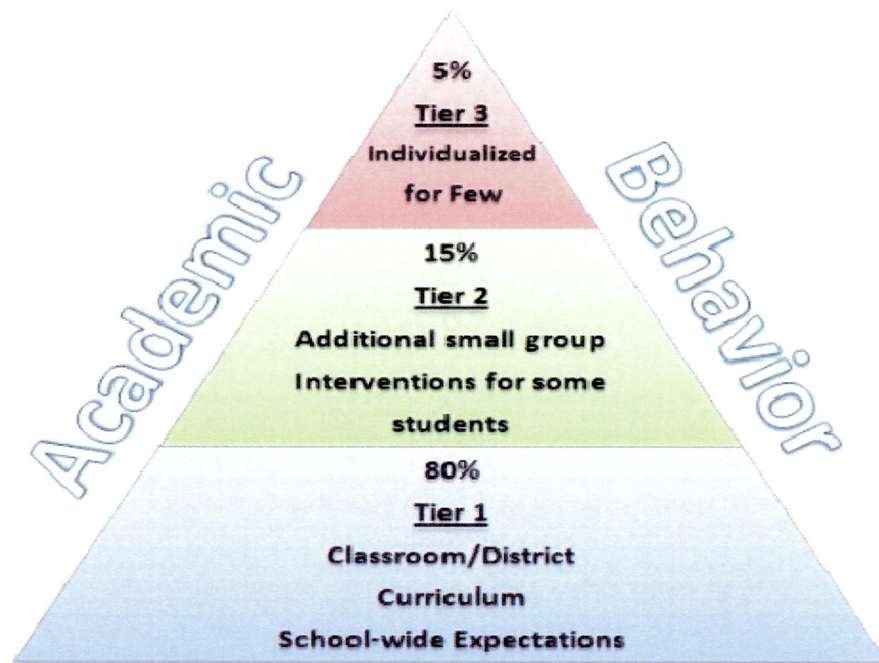
What is Differentiation?

Differentiation includes changes to instruction designed to meet the needs of students at different instructional levels within the classroom and should be a natural part of good core instruction at TIER 1. Differentiation may involve a combination of Accommodations and Modifications. It may also include additional small group instruction and/or purposeful design of instructional centers within the classroom.

- Examples of Differentiation:
 - Flexible ability grouping students for small group reading during the literacy block and using appropriate below level, on level, and above level text to teach the emphasized concepts for the current lesson/unit.
 - Providing targeted lessons to address a specific need of a small group of students a few times within a given week or instructional unit (rather than consistently over a much longer period of time, as would be the case with an intervention).

What is a Universal Screening?

A universal screening is a process of tracking a student's performance through formal and/or informal assessment measures to determine progress in relation to benchmarks; related directly to student learning standards. Those students whose test scores fall below a certain cut-off are identified as needing more specialized academic interventions. Universal screenings usually take place three times a year (fall, winter, and spring). Floyd County Schools will be using STAR/MAP/CERT as the Universal Screening for identifying students in need of RTI.



Tier 1 Core Instruction

Focus	All Students
Program	Research-Based Instruction aligned with Common Core Standards
Grouping	Multiple flexible grouping formats to meet student needs
Time	As appropriate by grade level
Assessment	Universal Screening at the beginning, middle, and end of the academic year at the minimum; Ongoing formative assessments in the classroom setting
Personnel	General Education Teacher
Setting	General Education Classroom

The focus of Tier I Instruction is to organize and provide instruction for all students so that most students achieve 80%-90% proficiency on grade level skills and/or concepts AND score within the average range on norm-referenced tests. This may pertain to formative and summative assessments provided in the classroom, as well as districtwide assessments given throughout the school year. The instruction is delivered by the classroom teacher in the classroom setting. Grouping formats are flexible depending on the data and encompass a variety of whole group, small group, and independent work, based on the instruction and/or student needs for differentiation within core instruction.

Tier I instruction involves classroom interventions and extensions, including research-based approaches and/or strategies, provided by the general education teacher, that serve to differentiate and/or adjust the task to better match students individual needs – based on his/her response to the classroom assessments. When students do not respond to Tier I instruction, these students may be considered for supplemental or intensive intervention in addition to what all students receive in the core program (Tier II instruction).

Decision-Making Rules for Movement from Tier I to Tier II

Collaborative Teaming (recommendations)

- Grade Level Student Intervention Team - Meet twice a month to discuss student response to core instruction as measured by benchmark assessment or Tier I progress monitoring. Monthly review by school SIT Team will be documented, as well. Progress monitoring is defined by the measurement of the **same** skill over time but with various forms. Norm-referenced curriculum based measures (e.g., BRIGANCE/STAR/MAP/CERT) must be used as a progress monitoring tool while teacher made probes can also be used on an as needed basis to inform progress.
- Use assessment data to evaluate, plan, and monitor differentiation/intervention/strategies within Tier I.

Data Analysis

Academic

Students identified for Tier II and/or Tier III instruction may be determined by one of the following:

- Performance below the 20th percentile on a benchmark assessment, with instructional data collected from core instruction from the classroom.
- ~~Four~~ Three consecutive data points below the 20 percentile goal line from Tier I progress monitoring

Behavior Component (non-academic)

- Refer to Appendices C
- Infinite Campus data/Office Referrals/Teacher Data
- ~~Office referrals~~
- **Advanced Learners**
- For the advanced learners, teachers may give independent projects and studies for those students to complete in addition to regular education classroom. These instructional strategies include but not limited to project based learning and research papers. Other services include but are not limited to cluster grouping, differentiated instruction, and topic acceleration.

Tier II Supplemental/Targeted Instruction

Focus	Students identified with marked difficulties and have not responded to Tier I efforts
Program	Research-based programs, strategies, and/or procedures designed to <u>supplement</u> Tier 1 and <u>target skills that require intervention in order to make progress toward mastery of grade level Common Core Standards.</u>
Grouping	Targeted Small Group (3 to 8 Students)
Time	Applied research based strategies are given per targeted area, a minimum of 60 minutes weekly or as can be fit to the school schedule.
Assessment	Data points recommended every other week or 6-10 sessions to ensure adequate progress and learning.
Interventionist	Personnel determined by the school that has been trained in implementing the intervention (classroom teacher, a specialized teacher, assistant, etc.)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

The focus of Tier II Instruction is to provide **supplemental** instruction for students who are performing below grade level expectations **and** have not responded to core plus differentiated instruction and/or classroom interventions. This should comprise approximately 10% to 15% of students in a grade level. The instruction may be delivered by any combination of personnel, including the classroom teacher, and may be provided in the classroom setting and/or other settings. The instruction is given in a small group format consisting of students with similar difficulties. ****Time and grouping formats may differ depending on schedule and available personnel.*** The intervention(s) and progress monitoring tool(s) **must** match the area of concern and be monitored for student growth, as well as for fidelity.

Decision-Making Rules

Collaborative Teaming (recommendations)

- Grade Level Student Intervention Team Meet twice a month to discuss student response to Tier II interventions
- Complete Parent Progress Report (Form E)
- Students can move to Tier III when they have continued to not make progress based on progress monitoring data
- A minimum of 3 intervention strategies are recommended before placing in Tier III

Behavior Component (non-academic)

Refer to Appendix C

- **Tier II Behavior Interventions**

See Appendix C

In addition to the core behavior program the school is using, in best practice, the student will have additional supports in place.

These supports could include:

- 1-2 behavior goals
- 2-3 intervention strategies per goal that allows student choice to obtain/achieve behavior goal

- A mentoring program with an employee in the building if deemed appropriate by the RtI team
- If used....a daily behavior chart to monitor progress.

Necessary Components

- Documentation that the intervention has been implemented with fidelity (see Form D and School RTI Progress Monitoring Form)
- Each intervention required (Form D and School RTI Progress Monitoring Form)
- A minimum of 3 interventions is recommended before placing in Tier III.
- A goal must be written and progress monitoring documented (Form D, and School RTI Progress Monitoring Form)
- Formally presented to school level SIT team during monthly meeting with the MTSS Instructional Consultants.

Tier III Intensive

Focus	For student identified as falling below the 10th percentile on benchmark assessments or Those students who have not responded to Tier II supplemental instruction as evidenced by consecutive data points in progress monitoring document.
Program	Research-based programs, strategies, and/or procedures designed to <i>supplement Tier I and Tier II target skills that require intervention in order to make mastery of grade level Common Core Standards</i>
Grouping	One on one or additional small, targeted group
Time	30 minutes of intensive intervention 5 times per week
Assessment	Progress monitoring of target skill on weekly basis
Interventionist	Personnel determined by the school that has been training in implementing the intervention (classroom teacher, specialized teacher, assistant)
Setting	Appropriate setting designated by the school; most likely occurs outside of the classroom

The focus of Tier III Instruction is to provide intervention in addition to core instruction and Tier II group time for students with the most significant difficulties. This should comprise approximately 5% to 10% of students in a grade level. The instruction may be delivered by any combination of personnel, including the classroom teacher, and is likely provided in a setting outside the general education classroom. The instruction is given in a small group or individualized format consisting of few students with similar difficulties. ****Time and grouping formats may differ depending on schedule and available personnel.*** The intervention and progress monitoring tool **must** match the area of concern and be monitored for student growth, as well as fidelity.

Decision-Making Rules

Collaborative Teaming

Grade Level SIT Team

- Meet twice a month to discuss student response to Tier II and Tier III
- Complete Student Progress Update (School RTI Progress Monitoring Form)
- Consider additional steps that may need to take place according to the district's Special Education Referral process

School Building Level SIT Team

- Review data and record recommendations

Behavior Component (non-academic)

Refer to Appendix C

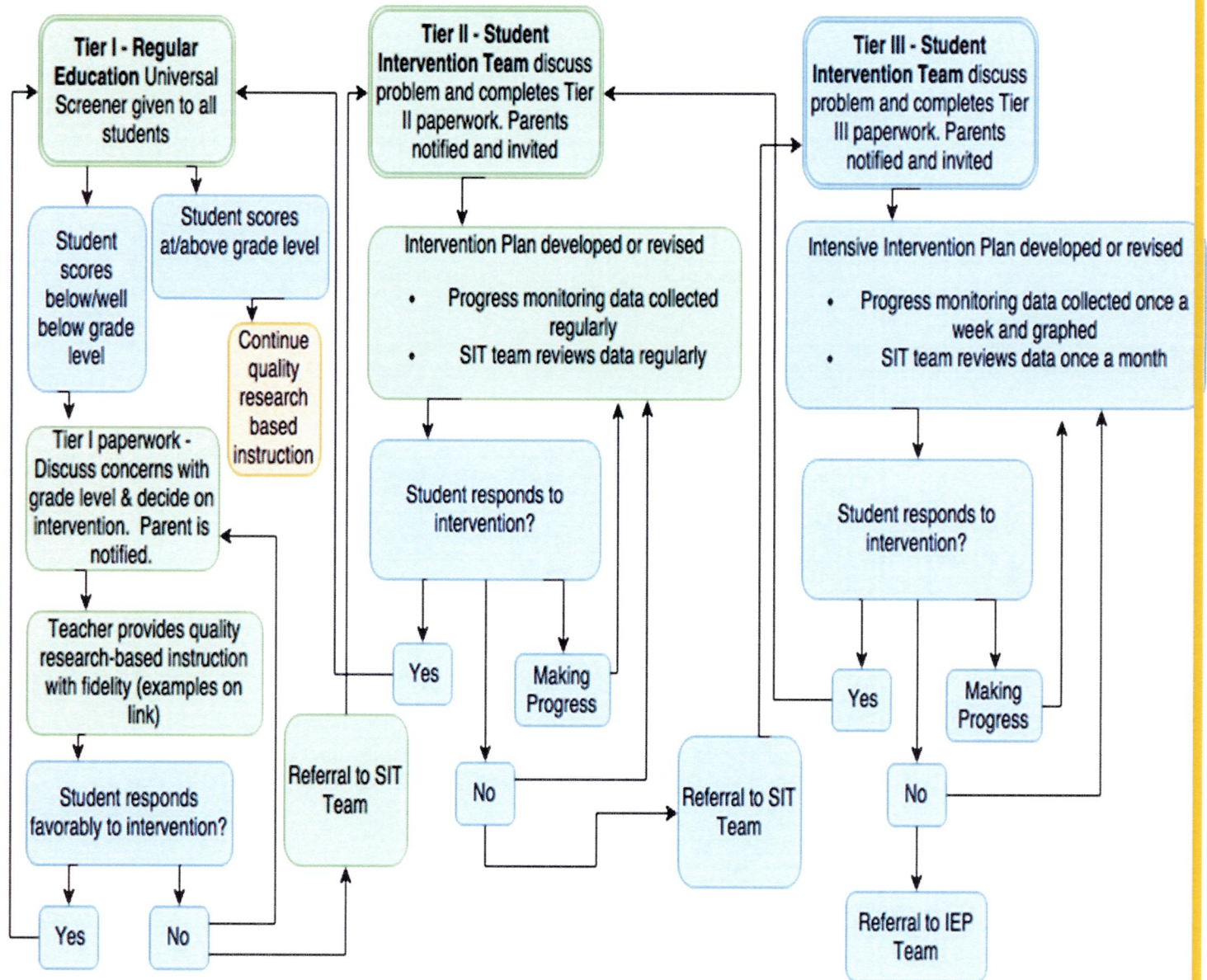
In addition to the core and Tier II behavior program, the student will need additional supports in place at Tier III. The following supports from Tier II shall continue: 1-2 behavior goals, a daily behavior chart which tracks and graphs behavior, 2-3 interventions used in the classroom and they should be a part of a mentoring. The mentor should check in with the student at least once a day to discuss behavior, life, grades, attendance, etc... The Tier III mentor could include one-on-one social skills training to address the target behavior goals and problem behaviors occurring in the classroom. A check-in/check-out could be included as the Tier III mentor program.

(Tier III Continued)

Necessary Components

- Documentation that the intervention has been implemented with fidelity (School RTI Progress Monitoring Form)
- Intervention has been implemented for a period time resulting in a minimum 6-8 data points using benchmark and/or teacher probes.
- ~~Each intervention requires 3 probes to be below the goal line (SMART Goal) before changing to a different intervention.~~
- A **minimum of 3** interventions per goal (content or behavior) is recommended.
- Student Intervention Documentation Form must be completed before referral can occur (Form E, Complete the RTI/Referral Checklist School RTI Progress Monitoring Form).
- Examples of documentation to be included in the RTI folders: fluency checks, content specific work samples, benchmark data, attendance record, IXL and STAR reports, progress report, intervention plans with strategies or activities used with the students etc...

Floyd County Academic MTSS Flowchart



SIT Team Checklist of Requirements

Requirement 1: Collaborative Analysis of Data

- ☐ Do you have a Student Intervention Team (SIT) in place?
 - ☐ Does SIT meet at least twice a month to review Tier II and Tier III student and behavior data? (Grade Level SIT (PLC) meetings should be documented twice monthly.)
- ☐ Does the District Special Education Consultant come to your building for random RtI physical folder checks during the year?

Requirement 2: Universal Screening

- ☐ Do you give an Academic Screener at least three times a year?
- ☐ Do you have a process after the universal screener is given to flag students who fall at or below benchmark?
 - ☐ Are you looking at other assessment data as well?
- ☐ Does your Team meet to look at data and determine which students need interventions?

Requirement 3: Level Interventions

- ☐ Does every student in the building receive quality Tier I instruction which includes frequent formative assessments, effective feedback, and differentiation?
- ☐ Does every student in the building receive *quality* Tier I behavior instruction?
- ☐ Are Tier II services available for students who are not making adequate progress in Tier I?
 - ☐ Is Tier II available for Reading?
 - ☐ Is Tier II available for Math?
 - ☐ Is Tier II available for Writing?
 - ☐ Is Tier II available for Behavior?
 - ☐ Is Tier II instruction evidence based?
 - ☐ Is Tier II instruction at recommended minimum of 60 minutes weekly?
 - ☐ Are Tier II students in small group? *recommended group size is 3- 8
 - ☐ Does Progress Monitoring occur weekly for all Tier II students?
 - ☐ Is there documentation of specific strategies or intervention?
- ☐ Is Tier III available for struggling as well as at-risk learners who are not making adequate progress in Tier I and Tier II?
 - ☐ Do Students in Tier III also receive Tier II interventions?
 - ☐ Is Tier III available for Reading?
 - ☐ Is Tier III available for Math?
 - ☐ Is Tier III available for Writing?
 - ☐ Is Tier III available for Behavior?
 - ☐ Is Tier III an evidence-based program?
 - ☐ Is Tier III instruction at least 30 minutes 5 times a week or sessions equitable to 150 plus minutes per week?
 - ☐ Are Tier III students in very small group? *Recommended group size one to one or additional small, targeted group
 - ☐ Is there Progress Monitoring for all Tier III students weekly or every 3-5 sessions?
 - ☐ Is there documentation of specific strategies or intervention?

Requirement 4: Measurable Definition of Problem Area

- ☐ Are 80% of students making adequate progress in core (Tier I) instruction?
- ☐ Is classroom or other assessment data looked at and discussed in order to begin to find the deficit for all Tier II students?
- ☐ Is further data points needed on each student before they enter Tier III in order to determine a specific area of deficit?

Requirement 5: Documentation

- ☐ Are PLC meeting notes completed and retained during SIT meetings?
- ☐ Is there an MTSS folder for each MTSS student? Is there a consistent way for this folder to stay with the student from year to year?
- ☐ Are intervention beginning and end dates for students in Tiers II and III documented in the PLP tab of Infinite Campus?
- ☐ Is there an attendance log of all intervention groups?
 - ☐ Is the PLP tab in IC updated at least once every 9 weeks?
- ☐ Are interventions, assessment scores, deficits, and progress documented for all Tier III students?

Requirement 6: Comparison of Pre-Intervention Data to Post-Intervention Data

- ☐ Is there a baseline assessment score for each student?
- ☐ Is every student in Tier II progress monitored at least once every 6-10 sessions?
- ☐ Is the progress graphed with a goal line and data points for each assessment?
- ☐ Is behavior chart data tracked and graphed?
- ☐ Is progress of each student in MTSS being analyzed by the SIT?
- ☐ Is appropriate data used to move students into, from, and out of tier to tier in MTSS?
 - ☐ Do they fall at or below the 20th percentile based on Academic Universal Screening?
 - ☐ Is student placement in Tier II/Tier III triangulated based on other academic/behavior data?
 - ☐ Do students have adequate data points showing limited or no progress in an intervention before the intervention is changed?
 - ☐ Do students have at adequate data points showing limited or no progress in a Tier before moving to a more intensive Tier?
 - ☐

Requirement 7: Parent/Family Communication

- ☐ Is appropriate parent communication occurring for MTSS students?
 - ☐ For students entering Tier II, are parents informed of this intervention via a letter, phone call, or parent conference?
 - ☐ Is progress of the intervention sent home to parents at least once every 9 weeks?
 - ☐ For students entering Tier III, are parents informed of this intervention? School personnel must attempt to meet with parent(s). If this is not possible, communication should occur via phone call or letter.

Problem Solving Process

STEP 1: Problem Identification

What is the discrepancy between what is expected and what is occurring?

STEP 2: Problem Analysis

What is the problem occurring?

STEP 3. Plan Development

What is the intervention plan to address this goal? How will progress be monitored?

STEP 4: Plan Implementation

How will implementation integrity be ensured?

STEP 5: Plan Evaluation

Is the intervention plan effective?

Problem Solving is used in all 3 Tiers

What are the Goals, Roles, and Responsibilities of the SIT Team?

Introduction

The Student Intervention Team was designed to assist in problem-solving and to examine additional data for individual students who are struggling academically and/or behaviorally. The task of the SIT Team is to conduct a problem-solving process such that all student factors are considered, as well as additional data and other measures are collected, to help inform additional interventions in the general education classroom. Further, this process can serve as a forum for evaluating a student's response to intervention and identifying the need for additional interventions, evaluations and/or school-based or community supports.

The school student intervention team (SIT Team) consist of the following members:

Central Office Instructional Leadership Team COILT Member, (Instructional Consultant), Chairperson (school administrator), and at least 2 regular education teachers at each school.

The SIT Team will be responsible for reviewing data, interventions, and strategies for each student in RTI. Additionally, the team will determine the transition of students throughout the progression of the Tiers.

This team will also monitor the PLP tab in Infinite Campus for RTI. ~~and ESS students.~~

The SIT Team will meet ~~twice a month~~ monthly throughout the school year. The team should maintain documentation of each meeting. (Agenda, Sign In Sheets and other materials)

Goals and Objectives of the SIT Team

- function as a problem-solving team to engage in ongoing discussion as it relates to the student's response to instruction plus intervention strategies
- place students in tier groups by reviewing benchmark and progress monitoring data
- examine progress monitoring data to ensure that interventions are successful in addressing the target skills and make instructional decisions based on student data
- adhere to the guidelines prescribed within this manual while keeping track of changes that may need to be made to improve RtI at the school and district level

Grade Level SIT Team

The grade level SIT Team will be responsible for meeting twice each month to review progress and data for students academically and/or behaviorally in that grade. This is an opportunity for all teachers who work with a student to collaborate and work together to develop a plan for each student. Grade level SIT Teams will document their meetings on the provided form in Appendix D.

MTSS Roles and Responsibilities

District Special Education Consultant/ School Psychology **MTSS Instructional Consultants**

- Assist with fidelity of interventions through observations and assisting interventionists with data collection, charting, and intervention program fidelity
- Analyze RtI student growth data and determine areas of improvement to assist each school with increasing student achievement
- Serve as a consultant during and between RtI meetings as questions concerning RtI arise
- Attend various trainings regarding benchmark assessment data, research based strategies, and best practice in education to assist the RtI team in determining the correct interventions for individual children, and to present findings from these trainings on an as-needed basis

Role of the School Administration

- Create an SIT Leadership Team
- Principal will review RtI plan and outline expectations to all staff. (A copy of agendas and sign in sheets sent to Supervisor before September of each school year)
- Establish a monthly schedule
- Analyze school and/or district level STAR/MAP/CERT data three times per year.
- Elementary Level- Analyze data and complete a spreadsheet on those students who fall below the 20%ile on STAR/MAP/CERT and may need RtI services. (Example: Form G)
- Middle School Level- Analyze data and complete a spreadsheet on those students who fall below the 20%ile on KPREP/MAP/CERT and may need RtI services(Example: Form G)
- High School Level- Analyze data and complete a spreadsheet on those students who fall below the 20%ile on KPREP/MAP/CERT/ACT and may need RtI services (Example: Form G)
- Keep Minutes at monthly meetings regarding student progress. (PLC Form)
- Assist with completing individual student RtI plans FOR Tier II and Tier III students (Form A and School RTI Progress Monitoring Form)
- Ensure that parents are notified when their child moves Tiers. (Form E, page 53)
- Ensure that Parent Progress Reports (Form E) is sent home each midterm.
- Monitor the PLP tab in Infinite Campus
- Consult with other district personnel as students advance through tiers and may need interventions in other related areas
- Serve as the building level RtI Coordinator and assist as needed with all of the above activities
- Ensure that their school is following the RtI guidelines within this manual through collaboration with the RtI Specialist
- Develop a schedule which optimizes RtI fidelity
- Ensure up-to-date progress data is available prior to the bi-monthly RtI meetings
- If a student is referred for evaluation, ensure the Referral form is completed fully and accurately and that sufficient progress data has been collected prior to making the referral
- Ensure benchmark assessments are completed as designated in the district's benchmark assessment schedule and according to standardization procedures
- Assist with fidelity of interventions through observations and assisting interventionists/teachers with data collection, charting, and intervention program fidelity

Role of Teachers/Interventionists

- Assist Administrative Team in identifying students for RtI by:
 - identifying students who are performing within the 80-90% range on classroom assessments and are not currently needing RtI services
 - collecting progress monitoring data on those students performing below the 80-90% range in the classroom that were not identified for RtI based on benchmark testing cut-offs
- Assist with benchmark assessment as mandated by building administrators and standardization procedures
- Complete and chart progress data on a weekly basis to ensure that the RtI team is able to view the most recent progress data at each monthly meeting
- ~~Complete Student Learning Plan (see Form A)~~
- Ensure standardization procedures are being followed when giving progress monitoring assessments
- Give interventions with fidelity as specified on the student's student learning plan
- Ensure that parents are notified of student placement in intervention services (Form B)
- Ensure that parents are notified of student movement between tiers and of RtI progress (see Form E)
- High School Level- analyzes MAP/CERT/ ACT data to assist with scheduling for Tier II- RtI classes. Consult on an as-needed basis for those students in need of Tier III services.
 - Assist with completing individual student learning plan (Form A)
 - Consult with other district personnel as students advance through tiers and may need interventions in other related areas
 - Develop a schedule which optimizes RtI fidelity
- Ensure up-to-date progress data is available prior to the monthly SIT meetings

Role of Parent

- Parents at all phases is a key aspect of a successful intervention program.
- Parents can provide critical information about students
- Parent attendance/involvement at parent-teacher conference, regularly meetings, or by other communication
- FCS will provide parents with written information about our RTI program and be prepared to answer questions about the processes
- The written information shall explain how the system is different from a traditional educational system and about the vital and collaborative role that parents play within the Floyd County Schools System (parent Letter and Brochure)
- Written parent consent is not required before administering the universal screenings, curriculum based measurement, and targeted assessments within a multi-tiered system when those tools are used to determine instructional need.
- When a student fails to respond to Tier III interventions the school team may make a referral to the ARC.

Appendix A

Key Terms and Acronyms

KEY TERMS & ACRONYMS

Aim line: Line on a graph that represents expected student growth over time; goal line.

Benchmark assessments: Short assessments given at the beginning, middle, and end of the year to establish baseline achievement data and progress

Charting: Visual depiction of the student's performance data, relative to the baseline and aim line. Includes baseline data, aim line, progress monitoring data, and trend lines.

Core principles of RTI: Beliefs necessary for RTI processes to be effective

- All children can learn
- Early intervention for struggling learners is essential
- Use of multi-tier model of delivery is necessary
- Utilization of a problem-solving methodology

Curriculum-Based Assessment (CBA): Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions

Curriculum-Based Measurement (CBM): CBM is a method for monitoring student progress through a curriculum. It reflects the success of students' instructional program by using short, formative assessments that are normed.

Data-based decision making: A process in which school personnel engage in ongoing analysis of data from multi-level sources to provide a comprehensive picture of strengths and challenges and develop a plan to prioritize and address those challenges.

Data points: Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time

Dimensions of reading: The five research based dimensions of reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Differentiated instruction: Process of designing lesson plans that meet the needs of the range of learners. Such planning includes learning objectives, grouping practices, teaching methods, varied

assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences. Differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

Discrepancy: Difference between two outcome measures

- IQ-Achievement discrepancy – difference between scores on a norm-referenced intelligence test and a norm-referenced achievement test
- Difference between pre-test and post-test on a criterion-referenced test

Dual discrepancy: A dual discrepancy occurs when a student's performance and growth rate are both substantially below performance and growth rate of typical peers

Duration: The length of time over which a student receives an intervention (e.g., 15 weeks)

Essential components of an RTI process: Core components of an effective RTI process

- School-wide screening
- Progress monitoring
- Tiered services
- Fidelity of implementation

Evidence-based practice: Educational practices/instructional strategies supported by relevant scientific research studies

Fidelity of treatment: Implementing a program, system or intervention exactly as designed so that it is aligned with research and ensures the largest possible positive outcome

Formative assessment/evaluation: Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision making

Frequency: The number of times a student receives an intervention in a given timeframe (e.g., daily, twice weekly)

General Outcome Measure: A quick and reliable indicator of academic performance in such areas as reading, math, and written expression

Goal: Standard against which progress can be compared. Allows for aim line to be established. Possible goals could be established based on the following:

- Norms
- Percentile cutoff
- Growth rates
- Local growth rates

Goal Line: See Aim line

Graph: Provides a visual representation of a large amount of data

Growth rate: Gives you a growth expectancy for each week of school year; Allows for obtaining student's baseline then monitoring progress while comparing to growth expectancy

ICEL: Instruction, Curriculum, Environment, Learner (domains of influence in problem-solving)

IDEIA - Individuals with Disabilities Education Improvement Act of 2004 also referred to as IDEA '04; Original passage in 1975; latest reauthorization in 2004; federal statute relative to public education and services to students with disabilities ages 3 through 21

Intensity: The length of time during which a student receives an intervention (e.g., 30 minutes)

Intensive interventions: Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions, or TIER 3.

Interventions: Instructional strategies and curricular components designed to improve or remediate a certain set of skills.

Key practices in RTI: Practices necessary for RTI processes to be effective

- Using research-based, scientifically validated instruction and interventions
- Monitoring of student progress to inform instruction
- Making decisions based on data
- Using assessments for universal screening, progress monitoring, and diagnostics

LEA: Local Education Agency: Refers to a specific school district or a group of school districts in a cooperative or regional configuration

Learning Checks: See Universal screening

Learning Disability/Specific Learning Disability (SLD) [from federal regulation §300.309(a)(1)]: The child does not achieve adequately for the child's age or to meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade level standards:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skills.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving.

Learning rate: Average progress over a period of time, i.e. one year's growth in one years' time

Level: Current rate of performance on General Outcome Measures. Consider a student who was administered three reading probes and had scores of 100, 91, and 102. The median (middle) score of 100 would be the student's current level of current performance.

Maze fluency: A CBM method of assessing reading comprehension

Mean: The average of a data distribution; (the sum of scores divided by the number of scores)

Median: The middle score in a data distribution.

NCLB/ESEA – No Child Left Behind/Elementary and Secondary Education Act

Normative scores: Scores that provide information about how a student performed relative to some comparison group (classroom, school, district, state, or national)

ORF: Oral Reading Fluency; words read correctly in a minute

Percentile rank: A number assigned to a score that indicates the percentage of scores found below that score.

Primary levels of intervention: Interventions that are preventive and proactive; implementation is school-wide or by whole-classroom; often connected to broadest tier (core or foundational tier) of a tiered intervention model; TIER I

Probe (CBM): A brief, timed work sample made up of academic material taken from the student's school curriculum. These CBM probes are given under standardized conditions. For example, the instructor will read the same directions every time that he or she gives a certain type of CBM probe. CBM probes are timed and may last from 1 to 5 minutes.

Problem-solving model (PSM): Solutions to instructional and behavioral problems are addressed by going through a four-step process: (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the fidelity of implementing interventions

Problem-solving team: Group of teachers and school staff who meet regularly to help design interventions for and monitor progress of students who are at-risk for failure

Progress monitoring: Data used to frequently check student progress towards success; Progress monitoring is a scientifically based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

Quartile: One-fourth of a distribution of scores

Remediation: Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously

Response to Intervention / Response to Instruction / Responsiveness to Intervention (RTI): Practice of providing high quality instruction and interventions matched to student need, monitoring progress

frequently to make changes in instruction or goals and applying child response data to important educational decisions

RIOT: Review, Interview, Observe, and Test; Information collected as part of the RTI problem-solving process, in order to develop an intervention

Scientificallly-based/Research-based interventions: Instructional strategies and curricular components used to enhance student learning. The effectiveness of these interventions is backed by experimental design studies that

- Use empirical methods
- Include rigorous and adequate data analysis
- Have been applied to a large study sample
- Are replicable
- Show a direct correlation between the interventions and student progress, and
- Have been reported in a peer-reviewed journal

Scientific/Research-based instruction: Curriculum and educational interventions that have been proven to be effective for most students based on scientific study

Screening – See Universal screening

SEA: State Education Agency, refers to the department of education at the state level

Secondary levels of intervention: Interventions that relate directly to an area of need; are supplementary to primary interventions; are different from primary interventions; often implemented in small group settings; may be individualized; often connected to supplemental tier of a tiered intervention model; TIER 2

Slope: Rate of growth or improvement in performance over time

Specific Learning Disability: See Learning Disability

Standard protocol intervention: Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control

Strategic interventions: Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances; often associated with second tier of an RTI tiered model; also referred to as secondary interventions; TIER 2

Summative assessment/evaluation: Comprehensive in nature, provides accountability and is used to check the level of learning at the end of a unit of study

Systematic data collection: Planning a timeframe for and following through with appropriate assessments to set baselines and monitor student progress

Tertiary levels of intervention: Interventions that relate directly to an area of need; are supplementary to primary and secondary interventions; are different from primary and secondary interventions; usually

implemented individually or in very small group settings; may be individualized; often connected to narrowest tier of a tiered intervention model; TIER 3

TIER 1, TIER 2, TIER 3: See Primary Levels of Intervention, Secondary Levels of Intervention, Tertiary Levels of Intervention, Intensive Interventions, Strategic Interventions

Tiered instruction: Levels of instructional intensity within a tiered model

Tiered model: Common model of three or more tiers that delineate levels of instructional Interventions, based on student skill need

Trend line: Line on a graph that connects data points; compare against aim line to determine responsiveness to intervention.

Universal Design for Learning (UDL): Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials

Universal screening: A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks; related directly to student learning standards. Those students whose test scores fall below a certain cut-off are identified as needing more specialized academic interventions. Universal screening usually takes place three times/year (Fall, Winter, Spring)

Validated intervention: Intervention supported by education research to be effective with identified needs of sets of students

Appendix B

Questions and Answers

What is RtI?

Response to Intervention is an approach to intervention in which struggling students are assessed frequently and given targeted instruction with escalating amounts of intensive assistance based on **specific skill deficiencies**.

How many students should be receiving TIER II, III?

The Kentucky System of Interventions specifies the 80:15:5 model.

- ~80% of all students will respond with success to quality academic and behavioral instruction within the general classroom. (core) **Tier I**
- ~15% of all students will respond with success to the core **and** focused supplemental academic and behavioral instruction. (small groups within the general classroom) **Tier II**
- ~5% of all students will respond with success to the core, supplemental, **and** intensive academic and behavioral support. (pulled out of general classroom in addition to the general classroom and small groups within the general classroom) **Tier III**

NOTE: As 80% of all students are successful in TIER I, teachers must remember to continue differentiation. It is important to provide extensions and challenges for the students who are successful with the learning targets. Pre-assessments are crucial to instructional planning to ensure that all students are receiving instruction at the appropriate level.

How do I determine which students require TIER II and TIER III level support?

The Professional Learning Community (PLC) should first complete data analysis of the universal screeners. Students not meeting benchmarks in specific skills and those not making progress with differentiation (TIER I) should begin receiving TIER II instruction. Progress monitoring that shows that a student is not making adequate progress in TIER II, should begin to receive TIER III services.

What is differentiation?

Planned instruction that has been tiered for individual learning styles and developmental levels. Simply put, students in your classroom are doing different activities and forms of activities to meet the same learning target.

What is the difference between an accommodation and an intervention?

- Interventions are changes to instruction. Alterations to physical surroundings (preferential seating), materials (large print), or curriculum adaptations (extended time, shortened assignments, reducing the quantity of materials to be mastered) are accommodations.
- Interventions are instructional techniques used to increase skills whereas; accommodations are used to make up for the lack of skills.

***Example: For a student with difficulties in gross motor skills such as walking, accommodations would include use of a cane, crutches, wheelchair, or elevator. Interventions would be the physical therapist working with the student to improve muscle strength or tone so that the student would be able to walk on his own and not need accommodations.

***Examples of interventions in academic areas would be teaching touch math so that the student could master addition, subtraction, multiplication, etc. An accommodation would be to use a calculator.

***Examples of accommodations would include reader, scribe, shortened assignments, sitting at the front of the room, re-reading questions to the student, the use of lower level reading material, etc.

- Many students do need accommodations but they should not be confused with interventions which are instruction.

How do RtI and the work of the Professional Learning Community (PLC) connect?

PERFECTLY...The four stages of PLC work provide for the planning necessary for RtI. Stage 3: Plan and implement strategies allows for teachers to discuss research based strategies and resources that they will use to guide students to success with the learning targets. Stage 4: Student work and data analysis provides opportunity for teachers to analyze how students achieved toward the learning target. After the analysis is complete, students can be assigned to the appropriate RTI tier.

How long should a student remain in each tier?

A student is to remain in the tier where they are making progress. The tiers are fluid and students should move between them. Progress monitoring should be used to make judgements within the PLC to determine movement. Typically, 6 to 8 data points from progress monitoring is necessary to make an informed decision that is based upon data for tier placement.

CRITICAL NOTE: It is important that as students transition to the next grade level/school, that there is a system in place to communicate RtI status.

How do I need to document Tier I?

- Lesson Plans
- Grades
- Universal screeners

How do I need to document Tier II?

- Have specific targeted goals for areas to be addressed(specific content strand)
- Progress Monitoring of targeted goals with date and person responsible

- Continue with Universal Screener
- If behavioral: Develop and monitor behavior intervention plan

How do I need to document Tier III?

- Have specific targeted goal for area(s) to be addressed
- Progress Monitoring of targeted goal(s) with date, person responsible and researched based interventions being used more frequently.
- Continue with universal screeners

Where do I begin with students who have severe medical diagnoses that are impacting their learning?

Students with low incident disabilities including autism spectrum disorders, orthopedic impairments, brain injuries, severe hearing and vision issues, may begin in TIER III. Most of the RtI documentation for these students will be from physicians. In our district, you will need to contact a special education consultant once you have knowledge of the student and have obtained current medical documentation.

How does RtI work for Preschool and Head Start Students?

The same processes will be followed for enrolled students in the early childhood setting as they are for the elementary, middle, and high school students.

In Head Start, the law states that students must be screened within 45 calendar days of enrollment. If a student fails that screening, intervention strategies should begin immediately.

Head Start Program Policies and Procedures also state that after a failed screening, the enrolled student must be screened within 30 calendar days of the failed screening. This is a good time to determine whether the Tier I interventions have been successful, but at least six data points should be documented. If the student fails the screening or if the teacher continues to have concerns, the student should move to Tier II. If interventions have been successful and the screening was passed, continue with Tier I. If Tier II is selected, implement additional strategies during small group, targeting the specific areas of need. Data should be collected at least once weekly during the small group activities for a total of at least six data points.

The same procedure should be followed for determining the need for Tier III interventions. An additional screening may be administered at this time. If the student passes the screening or if the teacher feels that these interventions have been successful, the student may remain in Tier II. If the student fails the screening or if the teacher continues to have concerns, the student should move to Tier III for additional, more intensive interventions. During Tier III data must be collected at least twice weekly and interventions delivered more intensely (smaller groups or individually). Again, continue these for approximately six weeks.

More information may be obtained in the RtI Process Step-by-Step guide included in this manual. It is appropriate to consult with service providers outside the classroom, such as the special education consultant, speech pathologist, occupational therapist, or physical therapist to obtain possible additional strategies, at any time during this process. This should be documented on the data collection forms.

****Important-Each time a screening is administered or when a student moves from one tier to another, the family service worker needs to be informed so that information can be entered into COPA. This is required.**

What if the child comes in for screening and fails, but is not enrolled in a preschool or Head Start classroom?

The parent will be offered RtI services. RtI sessions will be provided in specified classes. TIER I sessions will be offered every 2 weeks, TIER II sessions will be offered weekly, and students needing TIER III will be offered a weekly session in a smaller group with more target and specific skills. IECE teachers will teach the RtI sessions and maintain the progress monitoring data.

What if I have a child who passes screenings/assessments but I continue to have concerns?

The RtI process may also be followed for these students. The screenings may not measure all areas of a specific domain. Interventions may be implemented even if screenings are passed.

How do I need to document Tier I Interventions for preschool and Head Start students?

Copies of lesson plans identifying ways in which instruction was differentiated to meet the needs of learners who have different learning styles may be included. Data points, the specific goal of interventions, and specific strategies tried will need to be included on the data collection forms. Data may be collected during formative assessments during class activities. The parent letter summarizing RtI progress should be included in the data collected.

How do I need to document Tier II Interventions for preschool and Head Start students?

Specific interventions tried should be listed on the data collection form and the data points documented/graphed at the bottom of the data collection form. The parent letter and meeting summary forms should be included in data collection.

How do I need to document Tier III Interventions for preschool and Head Start students?

Specific interventions tried should be listed on the data collection form and the data points documented/graphed at the bottom of the data collection form. The parent letter and meeting summary forms should be included in data collection.

How does RTI impact Transition readiness?

The PLC should analyze results from CERT and ACT. Students not meeting benchmarks should receive tier support. The ILP should be reviewed to ensure students are getting the necessary support required to help prepare them for post-secondary goals.

What is the process for referring a student for special education?

- If a student is struggling in the academic setting you first need to refer them to receive Tier interventions.

- If the student has already received Tier interventions and has not made progress, then you contact the principal and/or special education teacher at the school to make the referral to have testing conducted to determine if they qualify for special education services.
- You provide data to support the need for referral (see “What evidence do I need to attach to the referral for a Multi-disciplinary referral”).
- The referral information is reviewed by the special education consultant assigned to the school to ensure that all required data is attached.
- Then a referral ARC meeting is scheduled.

What evidence needs to be attached to the referral for a Multi-Disciplinary referral?

- Major areas of concern (academic area, social competence, behavior concerns, communication, work skills/vocational functioning such as on-task, organization, etc)
- Student demographic information
- Attendance data (absences and tardies for up to the past 4 years)
- Number of years in school including repeated grades
- Recent grades listed by subject
- Standardized group test data (state tests and school wide, universal screening, assessments)
- Vision/Hearing screenings
- Existing medical conditions and medications
- Previous evaluations (if the child has been evaluated previously for special education services)
- Current services the student is receiving (including outside agency such as Mountain Comprehensive Care Center, etc)
- RtI data to match major areas of concern to include:
 - Documentation of parent contact
 - Start and end date of RtI intervention
 - List of RtI interventions (specific instructional strategies not accommodations)
 - Progress monitoring-including name of progress monitoring tool/test (graph or chart of scores as compared to peer/benchmark scores) (behavior chart if area of concern is behavior or work skills/vocational functioning)
 - Behavior management plan if area of concern includes behavior or work skills/vocational functioning

What if a parent or doctor requests special education?

Hold a meeting with the parents/guardians to discuss the request. Explain the RtI process and RtI Tier levels of support. The student may need an RtI plan developed or modified to address specific areas of concern.

If the parent continues to request that their child be evaluated for special education, then hold an ARC meeting documenting the parent request. The referral will need to be completed with parents listed as being the person(s) initiating the refer. Conduct the evaluation after obtaining consent and have the student to continue participating in RtI throughout the evaluation. RtI will be documented as usual.

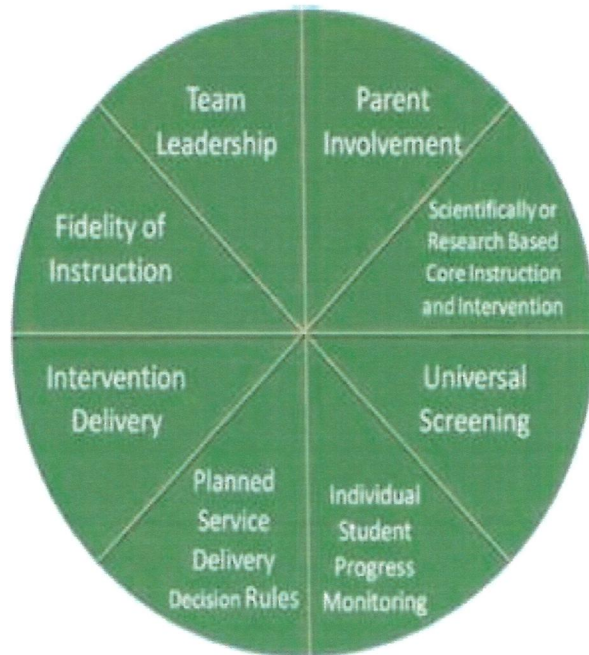
What is the next step for a student who was evaluated but determined not eligible for special education?

The ARC would need to discuss the tier level of support needed for the student to be successful. You would not stop RtI because the student did not qualify.

What steps should a school take to ensure an effective RtI program?

The attached template (Floyd County Schools School Level RtI plan) serves as a comprehensive guide for the components needed in an RtI program.

NOTE: The master schedule is imperative to RtI planning and effectiveness. Ensure programs and personnel are available for instructional support for ALL students.



Appendix C

Intervention Resources

Behavior Intervention Resource Guide

Levels of Intervention Tier I (Universal) Interventions are for minor disturbances on the part of the student that impede orderly classroom procedures or interfere with orderly operation of school activities. These behaviors can usually be handled by an individual staff member but may sometimes require intervention from other support personnel.

Tier II (Targeted) Interventions are for those behaviors whose frequency or seriousness tends to disrupt the learning climate of the school. These may result from continuous Level I Interventions and typically require the intervention of someone on the administrative level. These student behaviors typically do not represent a threat to the health and safety of others but do require corrective action.

Tier III (Intensive) Interventions are for acts that are directed against persons or property but whose consequences may not seriously endanger the health and safety of others in the school. These student behaviors may be considered criminal or detrimental to the school environment but can usually be handled by the school disciplinary procedures. Tier III interventions also include interventions are for those behaviors and acts that result in danger to one's self, to another person, or to property and that pose a direct threat to the safety of others in the school environment. These acts are clearly criminal and always require administrative actions resulting in the immediate removal of the student from the school environment. These student behaviors and acts may also involve the intervention of law enforcement authorities and/or action by the board of education. While these behaviors and acts are of a highly serious nature, they are not necessarily of a violent nature.

Behavior Intervention Strategies

Antiseptic Bouncing

Sometimes kids need a short break or perhaps a child with ADHD- related issues needs a brief walk. Try giving these students a 2- to 3-minute mission: Carrying a sealed envelope to the secretary in the front office, etc.

Appropriate and motivating curriculum

A curriculum/core instruction, which challenges students while enabling them to achieve success.

Behavioral contracting

Written documents are mutually agreed on between a student and a teacher specifying expected behaviors and consequences.

Behavioral momentum (High Probability Requests)

Student is given a series of high-compliance requests before a low-probability compliance request.

Bibliotherapy

The use of books to help children and teens heal social, emotional, or personal problems. Literature allows a reader to identify with characters and problems in a book and relate them to their own lives.

Building Relationships with Students/Parents (Check & Connect Program)

The program provides a structured opportunity for at-risk students to build trusting and supportive relationships with an adult at school, and through this relationship, to build a strong school connection that will carry them through to graduation.

Choices

Offer two acceptable choices

Class wide Systems

Debriefing

Student and teacher walk through the series of events that lead to the incident:

- Discuss the events
 - Discuss decisions that were made during the incident
- Plan how things will go differently the next time a situation

Data collection

Collecting information about what triggers inappropriate behaviors and then making decisions based on data

Differential attention

The teacher differentially (separately) pays attention to appropriate behavior and ignores inappropriate behavior. One way is to ignore the misbehavior, wait, and then praise any appropriate behavior. A second approach is to ignore the misbehavior of a student and praise a student nearby for the appropriate behavior.

Direct instruction of basic skills and/or social skills

An instructional approach that emphasizes the use of group instruction and face-to-face instruction by teachers or aides using carefully sequenced lessons. There are specific characteristics: presentations are scripted and fast paced, skills are taught to mastery, motivation is maintained by praise and encouragement, and when students make errors, correction is immediate, using specific correction procedures.

Environmental engineering

Arrangement or manipulation of the physical environment and stimuli can facilitate appropriate responses and avoid disruption.

Framing

Add an intentional bias to a message.

Goal Setting

Establishing specific, measurable, achievable, realistic and time-targeted (S.M.A.R.T) goals

Group contingency

A system for the delivery of a reward to an entire group based on the behavior of the individuals in that group. There are three basic types of group contingencies: (1) individual-all group contingency, (2) independent-group contingency, and (3) group-all group contingency.

High rate of positive responses from teachers (contingent & non-contingent)

Teachers must create a positive environment by frequently reinforcing a student for appropriate and correct responses. A 4:1 ratio of positive to negative responses is recommended.

Home notes

The purpose of home notes is to provide clear, precise communication between school and home.

Instructional pacing

If the rate at which the teacher presents instructional material to the learner is too fast or too slow, inappropriate behavior is likely to increase.

Parent Involvement & Participation

Parent must be involved in the problem resolution. A meeting (or other communication) with parents to discuss the student's progress, successes, and difficulties, and to involve parents in problem resolution.

Planned activities for transition time

Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful.

Planned Ignoring

Expect a behavior burst after commencing ignoring. This procedure won't work when the student receives reinforcement (e.g., students laughing) from others that the teacher can't control. Not useful with self-stimulatory behaviors.

Polite command statements

Phrase a request as a polite command statement instead of using a question format; such as "Please start your math paper," instead of "Wouldn't you like to start your math paper?"

Precision commands

Precise verbal statements enhance compliance.

Precision requests ("I" Statements)

Make a clear, concise statement to a student to prompt appropriate behaviors or to stop inappropriate behaviors. When a request is followed, a social reinforcer is used. When the request is not followed, a mild pre-planned negative consequence is used. If a negative consequence is delivered, repeat the request cycle until the student follows the request.

Pre-Correction

Involves the provision of prompts for desired behavior in certain circumstances that are determined to be antecedents of problem behavior

Priming

An increased sensitivity to particular stimuli as a result of previous experience.

Prompting/Cueing

A visual, auditory, or physical cue is presented to a student to facilitate a given response.

Proximity

A request or reprimand should be made at approximately three feet or arm's length. Randomly walking around the room to stand near a student with problem behavior actually prevents the inappropriate behavior from occurring.

Ratios of Interactions

Interacting with students more frequently when they are acting acceptably than when they are not. The recommended ratio of interactions is 3:1, that is, three times more interactions when a student is acting in an acceptable manner.

Redirection

Distract the student; change the focus of the activity the child is currently engaged in, especially effective with younger and/or developmentally delayed students, although appropriate for all (i.e. "help me out; go get me the red pen off the desk").

Restitution

Giving an equivalent or compensation for loss, damage, or injury cause.

Self-management procedures

Student is taught how to monitor and manage his or her own behavior.

Signal Interference (Non-verbal cues)

These are non-verbal techniques such as eye contact, hand gestures, facial frowns, and body posture, which communicate information to the student.

Social skills training

Instruction that focuses on skills such as social problem solving, cooperative play and work, turn-taking, and conversational skills. This instruction could be provided individually or in a group format.

Structured daily schedule for on-task activities (Student Planners)

Unengaged time is likely to accelerate a student's inappropriate behaviors. Preparing and using a visual cue for a daily schedule can maximize on-task behavior. Alternative methods, which use the auditory or tactile senses of a student, could also be used.

Teach Expectation

Behavioral expectations for whole school, classroom and transitional environments.

Task Analysis

Breaking an activity/task down into one step procedures

Token economy

A student is rewarded with tokens that can later be exchanged for reinforcers for behavior that is occurring.

Verbal, social praise

Any verbal or nonverbal action by a teacher or adult that indicates approval of or satisfaction with the student's behavior. Examples: "That's good working." "I appreciate your time on-task."

Intervention Tier 1	Typical Behaviors	Suggested Interventions	Suggested Consequences
	<ul style="list-style-type: none"> • Occasional tardies • Lack of homework • Not prepared • Classroom Rule Violation • Verbal teasing/provoking • Playing with materials • Occasional disruptions 	<ul style="list-style-type: none"> • Review/re-teach class expectations • Student-Teacher conference • Written contract • Provide work folder • Use of behavior ticket system • Self-monitoring checklists • Remove materials • Use seating chart/assigned seats • Self-Monitoring Checklists • Token Economies 	<ul style="list-style-type: none"> • Verbal redirection • Loss of privileges • Loss of free time • Time owed • Written and verbal apologies • Contracts with student and parent • Loss of behavior level • Parent Contact

Intervention Tier II	Typical Behaviors	Suggested Interventions	Suggests Consequences
	<ul style="list-style-type: none"> • Playing with materials • Occasional disruptions • Taunting • Written abuse • Continuous disruptive behaviors • Continuous playing with materials • Not attending class • More than 2 calls outs per class period • Taking materials from others • Teasing • Frequent tardies • Off task in class • Occasional disruptive behavior • Rarely prepared for class • Rarely has homework 	<ul style="list-style-type: none"> • Model correct acceptable behavior • Prompting • Cuing • Proximity control • Planned ignoring • Signal interference • Role play acceptable behavior • Direct instruction in acceptable behavior by the teacher • Use a variety of modalities to address student learning needs • Peer mediation • Target and reinforce a desired behavior • Self-monitoring of behavior by student • Post-its for feedback • Student teacher conference • Peer interventions • Review/re-teacher class expectations • Written incident reports 	<ul style="list-style-type: none"> • Verbal and written apologies • Use Extended School Services • Student teacher conference • Loss of free time • Loss of behavior level if using a point or level system • Loss of privileges • Parent contact • Contract with student and parent • Office disciplinary referral • In school suspension • After school detention

Intervention Tier III	Typical Behaviors	Suggested Interventions	Suggested Consequences
	<ul style="list-style-type: none"> • Unacceptable language • Unprepared for class • Three or more tardies a week • Frequent arguing with teacher or parents • Skipping class or school • Disruptive in class • Refusal to follow directions • Tobacco violation • Defiant • Leaving class without permission • Non-compliant • Arguing with teacher • Forgery • Theft • Fighting • Verbal aggression to peers • Lying • Verbal abuse • Insubordination • Disrespect • Refusal to work • Refusal to follow directions • Wanton endangerment • Sexual misconduct • Possession of weapon or drugs • Property damage • Bullying/harassment 	<ul style="list-style-type: none"> • Student-Teacher conference • Referral to Counselor • Supervised class change • Written apology • Redirection remind student of rules • Review/re-teacher expectations • Loss of free time • Weekly "Work Check" • Peer mediation • Teacher anger management skills • Keep material in classroom • Homework folder • Behavior contracts • Agenda book/Planner • Planned ignoring • Practice respect • FBA • Behavior 	<ul style="list-style-type: none"> • Loss of Privileges • Parent contact • Office Disciplinary Referral • In-school suspension • After school detention • Refer to Law Enforcement • Refer for expulsion

Academic Interventions

Reading

Language Interventions

- Pre-teaching
- Simplifying directions
- Rephrasing directions
- Repetition
- Chunking
- Visual/verbal cues

Word Recognition Interventions

- **Manipulate letters and words; word sorts**
- Time letter recognition
- Find letters in print and circle
- Introduce letters and sounds in spelling pattern groups
- Practice decodable text with patterned language
- Tap out and blend beginning, middle, and ending sounds
- Use onset and rime card to build words
- Use familiar word families as basis for reading complex, multisyllabic words
- Roots and affixes

Fluency Interventions

- Repeated readings
- Reader's theatre
- Choral reading with reading buddy
- Sight word practice
- Letter/sound association
- Explicit instruction and practice on targeted phonic patterns
- Pattern books with word families
- Audio books
- Wilson "scooping" techniques
- Shared reading/Echo reading
- Read songs without music to experience rhythm of language
- Timed repeated readings
- Practice reading poetry
- Reproduce text so reading is divided into phrases
- Color code appropriate phrases on reproduced text to practice phrasing

Comprehension Interventions

- Previewing
- Rephrasing
- Pre-teaching of vocabulary
- Use of graphic organizers
- Making connections: text-to-self, text-to-word
- Visualizing
- Use word shape activities to help visual learners
- Use word families and changes onsets to form new words
- Use onset and rime activities to build new words and practice spelling patterns
- Tap out sounds or syllables to support spelling
- Peer-conference for editing

Writing

- Mnemonic device
- Journaling
- Outlines
- Proofreading
- Grammar checklists
- Reverse Outlining
- Highlighting errors
- Rereading with a partner
- Oral spelling tests
- Status checking
- Conferencing
- Graphic organizers

Math Interventions

- Use manipulatives when introducing a concept
- Provide an illustration when defining math vocabulary
- Mnemonics (FOIL, Please Excuse My Dear Aunt Sally)
- Draw visual representatives of the solution
- Daily review of basic facts
- Daily review of math concepts through Calendar Math
- Teach student to use a number line
- Provide addition/multiplication tables when doing math beyond fact recall
- Use fractions as grades and have students convert to percents
- Teacher problem solving process along with problem solving strategies
- Flashcards

Organizational/Study Skills Interventions

- Use of assignments notebook
- Folders for each subject area
- Organizational binders with frequent binder checks
- Homework written on board daily
- Consistent classroom routines
- Notes on board at start of class for materials needed
- Frequent desk cleaning
- Incentives for being prepared or getting homework completed
- Designated “take home” or “homework” folder
- Study guides
- Guided notes
- Glossary of terms
- Vocabulary flashcards
- Cut and paste notes
- Cooperative groups
- Cloze activities
- Teacher websites with notes, lesson, homework assignments
- Goal setting and reward parties for achievement
- Review games
- Homework club
- Preview critical concepts prior to reading/learning
- Provide written directions for assignments

Other Resources and Links

www.readwritethink.org

www.interventioncentral.org

www.specialeducationguide.com

www.w-w-c.org/ (What Works Clearinghouse)

www.kentuckybehaviorrti.com

<http://irispeabody.vanderbilt.edu/>

Appendix D

District Forms



FLOYD COUNTY SCHOOL DISTRICT

RTI INITIAL PLANNING/ PLACEMENT MEETING

NAME: _____ **DOB:** _____ **GRADE:** _____

MEETING DATE: _____ **SCHOOL:** _____

REFERRAL SOURCE:

BENCHMARK DATA	TEACHER	GUARDIAN	OTHER
----------------	---------	----------	-------

SERVICES THE STUDENT HAS PREVIOUSLY RECEIVED:

TITLE 1	ESS	SPECIAL ED	504	READING RECOVERY
---------	-----	------------	-----	------------------

ATTENDANCE STATUS: Last 3 years

School Name	Days Present	Days Absent	Tardies

SCREENINGS PERFORMED:

Vision	Date:	Pass:	Fail:
Hearing	Date:	Pass:	Fail:
Speech	Date:	Pass:	Fail:
Motor	Date:	Pass:	Fail:

AREAS OF CONCERN & Current Grade %:

• READING _____ %	• WRITING _____ %	• MATH _____ %
• BEHAVIOR	• LANGUAGE	• MEDICAL
• SPEECH	• COGNITIVE	• OTHER

Parent Contacted by :Meeting ___ Letter ___ Phone ___ Email ___ Other: ___ Date ___

RECORD REVIEW COMPLETED	• YES	• NO
CORE CURRICULUM IMPLEMENTED WITH FIDELITY	• YES	• NO
PARENT CONTACTED	• YES, HOW:	• NO

Has this student been retained? Y N If yes, what grade? _____

AFTER REVIEW OF RELEVANT DATA THE RTI TEAM RECOMMENDS THE STUDENT:

- REMAIN IN TIER 1 (CHANGE, MODIFY, OR INCREASE INTERVENTIONS)
- ENTER IN TIER 2 (MINIMUM 60 MINUTES PER WEEK)
- REMAIN IN TIER 2 (CHANGE, MODIFY, OR INCREASE INTERVENTIONS)
- ENTER TIER 3 (30 MINUTES OF INTENSIVE INTERVENTIONS 5 TIMES PER WEEK)
- REMAIN TIER 3 (CHANGE, MODIFY, OR INCREASE INTERVENTIONS)
- REFERRAL TO BE COMPLETED FOR SPECIAL EDUCATION EVALUATION

SPECIFIC INTERVENTIONS TO BE USED:

SEE School RTI Progress Monitoring Form

RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

PARENT/GUARDIAN DATE
(If Present)

Student Name: _____
Please Print

SCHOOL: _____
SCHOOL YEAR: _____
BEGINNING DATE OF PLAN: _____

[illegible]

STUDENT LEARNING PLAN

Student Reflections:	

For Students in Grades 9-12

Parent Strategies: (Include strategies the student's parents or guardian may take to help them improve their child's skills in grades 5 through 7)

Parent Information	Parent has received a copy of Student Learning Plan by: Mail ____ Conference ____ Date: ____
	Parent has received a copy of Student Learning Plan after each monitoring update: Mail ____ Conference ____ Date: ____ Mail ____ Conference ____ Date: ____

Signatures:

School Official: _____

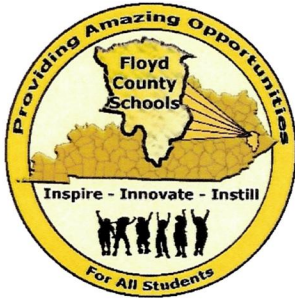
Parent _____

Student _____

Date: _____

Date: _____

Date: _____



Floyd County Schools

106 North Front Avenue

Prestonsburg, Kentucky 41653

442 KY RT 550

Eastern, KY. 41622

(606) 886-2354

SAMPLE LETTER FOR ACHIEVEMENT

~~2018-2019~~ 2020-2021

Dear Parent/Guardian,

In efforts to improve student achievement, Floyd County School District has implemented district-wide screenings for all students (K-12) that are administered three times a year (fall, winter, spring) to monitor student progress within the curriculum. Screenings are completed for reading, math, and writing to help identify students who may be having difficulty with one or more of these important skills. Your child has been identified as having a weakness in one or more of these areas according to our most recent screening.

A research-based intervention program has been implemented to assist your child with improving the identified area(s) of weakness. This intervention process coincides with the Response to Intervention (RtI) model that has been adopted within the Floyd County School District. RtI is the practice by which students receive high quality instruction and research-based interventions to meet individual student needs. Students are monitored weekly or bi-weekly to assist with decision-making regarding instructional and/or intervention changes. Regular team meetings are held to determine progress for your child. You will be provided updated progress for your child as team meetings are held.

School staff will be in contact with you to answer any questions or concerns that you may have regarding the RtI process. We value your help in improving your child's academic skills for optimal school success.

Thank you,

Form-B



Floyd County Schools

~~106 North Front Avenue~~

~~Prestonsburg, Kentucky 41653~~

442 KY RT 550

Eastern, KY. 41622

(606) 886-2354

SAMPLE LETTER FOR BEHAVIOR

~~2018-2019~~ 2020-2021

Dear Parents/Guardian,

In order to provide the most effective education for ALL students, Floyd County Schools implements the Floyd County Schools Intervention System (RtI) which utilizes a three-tier approach with varying levels of support beyond that used as regular classroom expectations and behavior plans. This intervention system is a preventative model that is aimed at identifying students who exhibit behavioral concerns early before they fall significantly behind in academic achievement due to behavior.

The RtI Team has identified concerns about your child's progress in the classroom through behavior observations and teacher documentation. Your child has participated in Tier 1 Interventions. At this point your child exhibits behaviors that require more intensive, frequently monitored interventions through Tier II. Your child's teacher will be developing a behavior plan specifically designed for his/her needs within the regular education classroom. It is our hope, that with this additional assistance, behavioral concerns will lessen so that maximum learning can be achieved.

School staff will be in contact with you to answer any questions or concerns that you may have regarding the RtI process.

Thank you,

Form B



Student Documentation Form

Students Name:	Date of Birth:
Current Grade:	

Services the Student in currently or has Previously Received:

Title 1	ESS	Special Ed	504	Other
---------	-----	------------	-----	-------

Attendance Status:

School Year:	School Year:	School Year:	School Year:
Absences:	Absences:	Absences:	Absences:

Areas of Concern:

Reading	Writing	Math	Behavior
Language	Medical	Speech	Cognitive
Other			

Universal Screening Scores:

Reading	Math	Language Arts
Date:	Date:	Date:
Date:	Date:	Date:
Date:	Date:	Date:
Date:	Date:	Date:

Screenings Performed:

Vision	Date:	Pass:	Fail:
Hearing	Date:	Pass:	Fail:
Speech	Date:	Pass:	Fail:
Motor	Date:	Pass:	Fail:

Current Grades:

Reading:	Math:	Writing:
Language:	Science:	Social Studies:
Other:	Other:	Other:



Intervention Strategies Documentation Form

Student Name: _____ Date: _____

Birthdate: _____ Age: _____ School: _____

Parent/Guardian: _____

Team Members: _____

I. Student History:

- A. Are the parents aware of your concern? _____
- B. Has the student repeated a grade? _____ If so, when? _____
- C. Date and results from any previous individual testing?

- D. Date and results from last hearing screening: _____
- E. Date and results from last vision screening: _____

II. Concerns and Interventions:

See Progress Monitoring Document on Google



Floyd County School District Responses to Intervention Parent Progress Report

Student:		
DOB:	Grade:	Teacher:

Current Rtl Tier:

Tier 1

Tier 2

Tier 3

Area(s) of Concern:

Reading	Writing	Math	Behavior
Language	Medical	Speech	Cognitive
Other			

As you are aware, your child is participating in the Rtl process at _____ School because we have identified an area of concern that requires intervention in addition to the core instruction. We have met to discuss progress for the area of concern. Progress is noted below.

If you have any questions please contact any administrator at your child's school

Student is progressing (student will continue with current intervention and Tier level within the Rtl process or may exit Rtl)

Progress is sporadic (Intervention and/or Tier may be adjusted or changed to improve progress)

There is minimal progress (we will be contacting you for a meeting to discuss how we can meet your child's current needs)

Comments:

School Administrator

Date

Form E



Student Name: _____ Date: _____ Grade: _____

**Floyd County Schools
RTI/Referral Folder Checklist**

- Attendance Report (complete for the prior 3 years.)
- Cumulative Folder Review (copy demographic information and include)
- Current Grades/Report Card
- Universal Screener Reports (MAP/CERT/STAR, and Tier III)
- Prior Year KPREP
- Vision Screening Results
- Hearing Screening Results
- Speech Screening/Consult
- Study Island Student Report (if applicable)
- Lack of progress in Tier I, II, and III (graphs)
- Parent informed of RTI progress (signatures needed)
- Recent Progress Monitoring with Meeting Notes

Date Sent completed and request sent to consultant: _____

Date Consultant reviewed: _____

____ Yes, this folder has documentation to substantiate a referral for IDEA.

____ No, I have determined further documentation is needed.

What I want to see: be specific with feedback and suggestion

Recommendation:

Signature/Date
Special Education Consultant



Student Name: _____ Date: _____ Grade: _____

**Floyd County Schools
RTI/Referral Folder Checklist**

- Attendance Report (complete for the prior 3 years.)
- Cumulative Folder Review (copy demographic information and include)
- Current Grades/Report Card
- Universal Screener Reports (MAP/CERT/STAR, and Tier III)
- Prior Year KPREP
- Vision Screening Results
- Hearing Screening Results
- Speech Screening/Consult
- Study Island Student Report (if applicable)
- Lack of progress in Tier I, II, and III (graphs)
- Parent informed of RTI progress (signatures needed)
- Recent Progress Monitoring with Meeting Notes

Date Sent completed and request sent to consultant: _____

Date Consultant reviewed: _____

____ Yes, this folder has documentation to substantiate a referral for IDEA.

____ No, I have determined further documentation is needed.

What I want to see: be specific with feedback and suggestion

Recommendation:

Signature/Date
Special Education Consultant

PAGES 56 – 72 are all new

Student Intervention Plan									
Student Name:	Lannister, Tyrone		Grade:	6	Tier I Interventionist:	Ms. Mellicandrie	Tier I Frequency of Service:	5x week	Time: 48 min
Math Teacher:	Mrs. Clarke		Tier II Interventionist:	Mr. Dinklage	Tier II Frequency of Service:	3x week	Time: 30 min		
EIA Teacher:	Mr. Harrington		Tier III Interventionist:		Tier III Frequency of Service:		Time:		
Math Data	KPREP (2 years ago)	KPREP	Screener A	Screener B	Screener C	Screener D	Behavior Screener (EB) A	Behavior Screener (EB) A	
	Novice	A 33%	N 38%						
Reading Data	KPREP (2 years ago)	KPREP	Screener A	Screener B	Screener C	Screener D	Behavior Screener (IB) A	Behavior Screener (IB) A	
	Distinguished	D 85%	A 29%						
Other Student Specific Information (e.g. student interests, home life, IEP, GT, ELL)									
Student Goals	Tier I Begin Date	Tier I End Date	Tier II Begin Date	Tier II End Date	Notes:				
1 Reading Fluency									
2 Reading Comp.									
3 Writing									
4 Math Numeracy	10/8	Ongoing	-	-					
5 Behavior									
Progress Monitoring Data									
Interventions	Start	End	100	90	80	70	60	50	40
Reading Fluency									
Reading Comp.									
Writing									
Math Numeracy	10/8	12/1	20	40	60	80	100		
Behavior									

Baseline, Goal, 9/11 and 9/15



Student Intervention Plan

When entering an intervention: What is the student struggling with? What is the group size of the intervention? What are the dates of the intervention length (week(s) in parenthesis)? What topic is being targeted and what evidence based interventions are being used? What is the student's baseline and what is the target score to meet by the end of the intervention? Once an intervention timeline is up: Did the student achieve the goal within the estimated timeline? If not, why? Has the student achieved the grade level standard for this skill? What are the next steps for this student on this goal?

	Material:	Student Baseline	Goal
Reading Fluency	Tier I		
	Tier II	Student is struggling with reading comprehension, including main idea, theme, sequence of events, and parts of a story. The intervention group size is less than 10. The intervention period is from 10/1/18 to 12/1/18 (eight weeks).	
	Tier III		
Reading Comp.	Material:	Student Baseline	Goal
	Tier I		
	Tier II		
Writing	Material:	Student Baseline	Goal
	Tier I		
	Tier II		
Math Numeracy	Material:	everyCBM.com 6th grade Math Numeracy probe - 20 questions	Student Baseline: 20 Goal: 45
	Tier I		
	Tier II	Goal 1 - Student is struggling with fractions. Intervention Group size is less than 10 students. From 10/8/2018 to 12/8/2018 (5 weeks) student will practice on adding, subtracting, multiplying, and dividing fractions to improve baseline from 20% on probe from material listed above to at least a 45%. Interventions used are peer monitoring, implicit direction, covariation/compare, and guided practice.	
Behavior	Material:	Student Baseline	Goal
	Tier I		
	Tier II		

Student/Meeting Notes

Discussion During SIT meetings: What adjustments have been made during the intervention? Were those adjustments successful?

Date	Did the student achieve the goal? Was it within the estimated timeline? If not, why? What adjustments were made during the intervention? Were those adjustments viewed the grade level standard for this skill? What are the next steps for this student on this goal?
10-8-18	Student entered into Tier II RtI for Math

FLOYD COUNTY SCHOOL DISTRICT RTI INITIAL PLANNING/ PLACEMENT MEETING

NAME: _____ **DOB:** _____ **GRADE:** _____

MEETING DATE: _____ **SCHOOL:** _____

REFERRAL SOURCE:

<input type="checkbox"/> BENCHMARK DATA	<input type="checkbox"/> TEACHER	<input type="checkbox"/> GUARDIAN	<input type="checkbox"/> OTHER
---	----------------------------------	-----------------------------------	--------------------------------

SERVICES THE STUDENT HAS PREVIOUSLY RECEIVED:

<input type="checkbox"/> TITLE 1	<input type="checkbox"/> ESS	<input type="checkbox"/> SPECIAL ED	<input type="checkbox"/> 504	<input type="checkbox"/> READING RECOVERY
----------------------------------	------------------------------	-------------------------------------	------------------------------	---

ATTENDANCE STATUS: (last 3 years)

School Year	Days Present	Days Absent	Tardies

SCREENINGS PERFORMED:

Vision	Date: _____	Pass: _____	Fail: _____
Hearing	Date: _____	Pass: _____	Fail: _____
Speech	Date: _____	Pass: _____	Fail: _____
Motor	Date: _____	Pass: _____	Fail: _____

AREAS OF CONCERN & Current Grade %:

<input type="checkbox"/> READING _____ %	<input type="checkbox"/> WRITING _____ %	<input type="checkbox"/> MATH _____ %
<input type="checkbox"/> BEHAVIOR	<input type="checkbox"/> LANGUAGE _____ %	<input type="checkbox"/> MEDICAL
<input type="checkbox"/> SPEECH	<input type="checkbox"/> COGNITIVE	<input type="checkbox"/> OTHER

RECORD REVIEW COMPLETED	• YES	• NO
CORE CURRICULUM IMPLEMENTED WITH FIDELITY	• YES	• NO
PARENT CONTACTED	• YES, HOW:	• NO
BASELINE DATA OBTAINED	• YES	• NO
WEEKLY PROGRESS MONITORING INITIATED	• YES	• NO

Has this student been retained? Y N If yes, what grade? _____

AFTER REVIEW OF RELEVANT DATA THE RTI TEAM RECOMMENDS THE STUDENT:

- REMAIN IN TIER 1 (CHANGE, MODIFY, OR INCREASE INTERVENTIONS)
- ENTER IN TIER 2 (MINIMUM 60 MINUTES PER WEEK)
- REMAIN IN TIER 2 (CHANGE, MODIFY, OR INCREASE INTERVENTIONS)
- ENTER TIER 3 (30 MINUTES OF INTENSIVE INTERVENTIONS 5 TIMES PER WEEK)
- REMAIN TIER 3 (CHANGE, MODIFY, OR INCREASE INTERVENTIONS)
- REFERRAL TO BE COMPLETED FOR SPECIAL EDUCATION EVALUATION

SPECIFIC INTERVENTIONS TO BE USED:

SEE School RTI Progress Monitoring Form

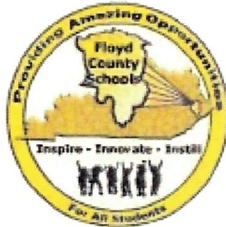
RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

PARENT/GUARDIAN DATE
(If Present)



Floyd County Schools

442 RT 550

Eastern, KY 41622

(606)886-2354

SAMPLE LETTER FOR ACHIEVEMENT

2020-2021

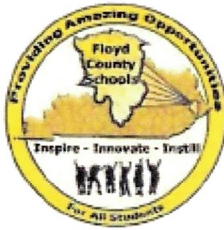
Dear Parent/Guardian,

In efforts to improve student achievement, Floyd County School District has implemented district-wide screenings for all students (K-12) that are administered three times a year (fall, winter, spring) to monitor student progress within the curriculum. Screenings are completed for reading, math, and writing to help identify students who may be having difficulty with one or more of these important skills. Your child has been identified as having a weakness in one or more of these areas according to our most recent screening.

A research-based intervention program has been implemented to assist your child with improving the identified area(s) of weakness. This intervention process coincides with the Response to Intervention (Rti) model that has been adopted within the Floyd County School District. Rti is the practice by which students receive high quality instruction and research-based interventions to meet individual student needs. Students are monitored weekly or bi-weekly to assist with decision-making regarding instructional and/or intervention changes. Regular team meetings are held to determine progress for your child. You will be provided updated progress for your child as team meetings are held.

School staff will be in contact with you to answer any questions or concerns that you may have regarding the Rti process. We value your help in improving your child's academic skills for optimal school success.

Thank you,



Floyd County Schools

442 RT 550

Eastern, KY 41622

(606)886-2354

SAMPLE LETTER FOR BEHAVIOR

2020-2021

Dear Parents/Guardian,

In order to provide the most effective education for ALL students, Floyd County Schools implements the Floyd County Schools Intervention System (RtI) which utilizes a three-tier approach with varying levels of support beyond that used as regular classroom expectations and behavior plans. This intervention system is a preventative model that is aimed at identifying students who exhibit behavioral concerns early before they fall significantly behind in academic achievement due to behavior.

The RtI Team has identified concerns about your child's progress in the classroom through behavior observations and teacher documentation. Your child has participated in Tier 1 Interventions. At this point your child exhibits behaviors that require more intensive, frequently monitored interventions through Tier II. Your child's teacher will be developing a behavior plan specifically designed for his/her needs within the regular education classroom. It is our hope, that with this additional assistance, behavioral concerns will lessen so that maximum learning can be achieved.

School staff will be in contact with you to answer any questions or concerns that you may have regarding the RtI process.

Thank you,

Grade Level SIT Meeting: _____ Grade

(Share digital document with District Instructional Consultant)

School:

Date:

Members Present:

Members Absent:

Meeting Agenda: (edit to fit needs)

- Review status of students identified in Tier II/III in your grade level. Report progress.
- Introduce new students to be transitioned to in Tiers I, II, or III. Report progress and review documentation.
- Discuss next steps and schedule the next meeting date.

Minutes: (Use student initials to reference them in the minutes.)

Notes:

Student	Subject	Plan
		<div><input type="checkbox"/> Interventionist</div> <div><input type="checkbox"/> Documents Complete</div> <div><input type="checkbox"/> Goal</div> <div><input type="checkbox"/> Service Time/Schedule</div> <div><input type="checkbox"/> Parent Contact</div> <div><input type="checkbox"/> IC Documentation and Flagging</div> <div>Notes:</div>
		<div><input type="checkbox"/> Interventionist</div> <div><input type="checkbox"/> Documents Complete</div> <div><input type="checkbox"/> Goal</div> <div><input type="checkbox"/> Service Time/Schedule</div> <div><input type="checkbox"/> Parent Contact</div> <div><input type="checkbox"/> IC Documentation and Flagging</div> <div>Notes:</div>

Student	Subject	Plan
		<input type="checkbox"/> Interventionist Notes: <input type="checkbox"/> Documents Complete <input type="checkbox"/> Goal <input type="checkbox"/> Service Time/Schedule <input type="checkbox"/> Parent Contact <input type="checkbox"/> IC Documentation and Flagging
		<input type="checkbox"/> Interventionist Notes: <input type="checkbox"/> Documents Complete <input type="checkbox"/> Goal <input type="checkbox"/> Service Time/Schedule <input type="checkbox"/> Parent Contact <input type="checkbox"/> IC Documentation and Flagging
		<input type="checkbox"/> Interventionist Notes: <input type="checkbox"/> Documents Complete <input type="checkbox"/> Goal <input type="checkbox"/> Service Time/Schedule <input type="checkbox"/> Parent Contact <input type="checkbox"/> IC Documentation and Flagging
		<input type="checkbox"/> Interventionist Notes: <input type="checkbox"/> Documents Complete <input type="checkbox"/> Goal <input type="checkbox"/> Service Time/Schedule <input type="checkbox"/> Parent Contact <input type="checkbox"/> IC Documentation and Flagging
		<input type="checkbox"/> Interventionist Notes: <input type="checkbox"/> Documents Complete <input type="checkbox"/> Goal <input type="checkbox"/> Service Time/Schedule <input type="checkbox"/> Parent Contact <input type="checkbox"/> IC Documentation and Flagging
		<input type="checkbox"/> Interventionist Notes: <input type="checkbox"/> Documents Complete <input type="checkbox"/> Goal <input type="checkbox"/> Service Time/Schedule <input type="checkbox"/> Parent Contact <input type="checkbox"/> IC Documentation and Flagging
		<input type="checkbox"/> Interventionist Notes: <input type="checkbox"/> Documents Complete <input type="checkbox"/> Goal <input type="checkbox"/> Service Time/Schedule <input type="checkbox"/> Parent Contact <input type="checkbox"/> IC Documentation and Flagging
		<input type="checkbox"/> Interventionist Notes: <input type="checkbox"/> Documents Complete <input type="checkbox"/> Goal <input type="checkbox"/> Service Time/Schedule <input type="checkbox"/> Parent Contact <input type="checkbox"/> IC Flagging and Documentation
		<input type="checkbox"/> Interventionist Notes: <input type="checkbox"/> Documents Complete <input type="checkbox"/> Goal <input type="checkbox"/> Service Time/Schedule <input type="checkbox"/> Parent Contact <input type="checkbox"/> IC Flagging and Documentation


Virtual RTI

How to Help Struggling Students be Successful


Tips for the teacher...


- ☐ Google classroom will allow specific assignments for specific students without addressing the entire class. Use this to support learning and new content based on the individual student's needs.
- ☐ Small groups within your Google classroom can be built to address common needs and areas of growth. This can be done to address your all student needs, not just those falling behind. ***When meeting with students in a live session, refrain from using labels such as RTI, IEP, Special Education, etc.. This protects student confidentiality.***
- ☐ Supplemental materials can be specific to ability for tiered instruction to scaffold content. You may choose to share specific content within small groups to avoid confusion. We know that all students learn differently and diversity and flexibility are key.
*Example: Accelerated materials/ projects for those with mastery
Practice materials to reinforce content for those not yet mastered
Video/Small group support and materials for those who are struggling*
- ☐ Parent/Student Contact Logs must be kept to support intervention delivery and service times are met for individual students in RTI. (A separate log for each student is necessary so it may be uploaded in IC)
- ☐ Additional Instructional time should be spent with RTI students to provide required support for interventions.

[Academic Support Communication Document](#)

This  will provide you with steps to effectively communicate with parents and build partnerships to address pitfalls common to online learners.

[Virtual Learning Communication Log](#)

This  is a communication log to use for students receiving interventions during virtual learning. Please create an individual log for each student in Tier II and III. **These will be uploaded to Infinite Campus.**

SIT Meetings: The school will have one meeting a month with the Instructional Consultants. The Grade Level SIT teams will meet two times a month to monitor RTI. Attached is a Grade Level SIT Team Agenda/Minutes form. 

[Grade Level SIT Agenda/Minutes](#)

Please Remember: All RTI/MTSS guidelines will still apply during online instruction. You must meet all requirements for the specific tiers. Your Google Classroom, supplemental materials and assignments, contact logs, and live meetings will support this necessary data.

RTI DOCUMENTS

As promised, we have worked hard to try and streamline the process of documentation. Below, we have the previous Google Document that was used last year for reporting. If a student already has one of these documents, continue to use it. If it is a new student entering RTI, please use the new document. It is more condensed and we think you will find it easier to use. These links will prompt you to make a copy first, then you can begin editing. We recommend that you make a copy and save it to your drive for easy access.

Old Document: (2019-2020)

You must verify completion of all forms ↓ in this section for previously placed RTI Students.

[RTI Edit Google Form](#)

[Sample Letter for Academics](#)

[Initial Planning/Placement Meeting](#)

[Sample Letter for Behavior](#)

[Student Documentation Form](#)

[Intervention Strategies Documentation Form](#)

[Student Learning Plan](#)

New Document: (2020- Current)

For all new students in RTI, complete these documents ↓ .

[FCS 2020-21 Template Rti Data Sheet](#)

[Sample Letter for Academics](#)

[RTI Initial Planning \(RIP\)](#)

[Sample Letter for Behavior](#)

The letters of correspondence with parents notifying them of placements and the progress reports are still necessary. We will share an updated folder of all documents soon.

We are available to help in any way that we can...Feel free to contact us @

Tessica Strong

tessica.strong@floyd.kyschools.us

606-886-2354 Ext. 5560

Kristin Garrett

kristin.garrett@floyd.kyschools.us

606-886-2354 Ext. 5561

Appendix E

Virtual Learning

ONLINE REQUIREMENTS

Home-Based Student Support Plan

[https://1887dt387cza25eqxs3c1ipg-wpengine.netdna-ssl.com/uploads/2020/05/Home based student support plan MTSS RTI Covid 19.pdf](https://1887dt387cza25eqxs3c1ipg-wpengine.netdna-ssl.com/uploads/2020/05/Home_based_student_support_plan_MTSS_RTI_Covid_19.pdf)

MTSS in the Time of Covid-19: Writing a *Home-Based Academic Support Plan*

During the extended closure of school districts in response to the Covid-19 virus, many at-risk students are failing to complete and submit schoolwork. An appropriate response is for a school representative (e.g., classroom teacher, school counselor) to contact their parent(s) (and perhaps the student) to come up with a written school/home plan to get these learners reengaged in learning.

This document provides a 5-step agenda that you as a school representative can follow as you contact with parents to develop a *Home-Based Academic Support Plan*—hereafter called ‘the form’—with practical ideas for student support. (A blank planning form and form filled in with sample student information appear later in this document.) This parent conference can be expected to last 15-20 minutes. It is recommended that your school archive completed plans as evidence of the ‘good faith’ MTSS efforts that you have made to ally with parents to promote the success of at-risk students.

Step 1: Greeting/Set the Agenda. In the opening of your parent call, you will want to set a positive tone and agree on what is to be accomplished. Here are 4 goals to weave into the start of your conversation:

- *Introduce yourself.* The parent(s) may already know you by name and professional role (teacher, counselor, etc.), but it can be helpful to refresh their memory and add relevant new information. Example: *“My name is Mr. Reppert and I am Ricky’s Science teacher. Earlier this year, Ricky may have talked with you about the labs we have been doing on the properties of light.”*
- *State the purpose of the call.* You can reassure the parent(s) by emphasizing the solution-focused purpose of your conversation—to create a written plan between school and home to help the student successfully complete and submit schoolwork.
- *Establish rapport.* Another objective is to establish or reinforce a positive connection with the parent(s). For example, you might emphasize some positive student qualities or acknowledge the strain on the parent(s) of having to supervise home learning. Example: *“I know that in the past Ricky has always been conscientious about submitting work.” “As parents, it can’t be easy for you to have to oversee Ricky to make sure that he gets his schoolwork done.”*

Step 2: Identify the Problem(s). You next communicate to the parent the student academic problem(s) that initiated the conference call. These most typically include issues such as incomplete or missing schoolwork, failure of the student to access online learning opportunities, etc. For example, you might say: *“I am reaching out to you because, in the past several weeks, Ricky has not logged in to my virtual classroom and has turned in no assignments. I think today we should be able to come up with strategies to help him with that.”* When you and parent(s) agree on the problem(s) to be the focus of the conference, record the problem in the *Identify the Problem(s)* box on the form.

Step 3: Develop a Plan. Your conversation then shifts to exploring with the parent(s) *why* the student is struggling to complete and submit work. The most frequent issues preventing efficient work completion are problems with:

1. readiness to learn (e.g., the student lacks strong self-management routines);
2. academic skills (e.g., the student does not have the academic skills necessary to do the assigned work);



3. motivation/work engagement (e.g., the student lacks motivation or fails to see a pay-off for doing the work). Keep in mind that students may be impacted by more than one of these factors.

The table below explains these academic blockers and includes sample strategies to address each. Consult this table as you talk with the parent.

Once you and the parent(s) have decided which blocker(s) best explain why their child is not completing or submitting work, choose the intervention strategies that you all agree will best address them. Write these ideas in the table *Select Intervention Ideas* on the form. Be sure to record these ideas in simple language and sufficient detail so that they can be clearly understood by school personnel and/or parent(s). Also, discuss when this academic support plan will begin (ideally, immediately!). If the parent(s) have a role in the plan, which is likely, ask them if they have questions or concerns about those roles and try to offer solutions for any issues that they bring up.

Academic 'Blocker'	Strategies
<p>Readiness to learn. The student is unprepared to do academic work.</p> <p>Parent Question: Do you think any of these problems interfere with your child's readiness to learn?</p> <ul style="list-style-type: none"> Disorganization/lack of an orderly workspace Poor time management Limited access to online learning Lack of sleep. Other issue(s). 	<p>Sample strategies to address readiness to learn include:</p> <ul style="list-style-type: none"> disorganization. (Parent). Assist the student with a plan for storing materials and routines for orderly daily set up, and clean-up of the workspace. time management. (School/Parent). Help the student to create a daily work schedule and to check off work as completed. limited access to online learning. (School). Brainstorm options with parent(s) to get the student online; drop off printed work materials for the student. lack of sleep. (Parent). Set a fixed bedtime and wake-up time; adjust the student's school schedule to start later in the day.
<p>Academic skills. The student lacks the skills to do the academic work.</p> <p>Parent Question: Do you find that your child seems to lack the skills to do assigned work?</p>	<p>The prime strategy to address academic skills would be:</p> <ul style="list-style-type: none"> lack of skills. (School). Reteach missing skills and adjust assigned work as needed to focus on those critical skills.
<p>Motivation/work engagement. The student is unmotivated to do the academic work.</p> <p>Parent Question: Do you think any of these problems interfere with your child's motivation to do schoolwork?</p> <ul style="list-style-type: none"> Lack of work endurance. Becoming overwhelmed with larger tasks. 	<p>Sample strategies to address motivation/work engagement include:</p> <ul style="list-style-type: none"> lack of work endurance. (Parent). Advise the student to work for shorter periods and to take brief breaks as needed. (School). Provide assignments that start off with easier, 'high-success' content and then move into more challenging material. becoming overwhelmed with larger tasks. (School). Provide assignments that break formidable tasks into series of more manageable sub-tasks. (School/Parent). Coach the student to break down larger tasks independently. Praise and encourage the student's use of the chunking strategy.



- Being bored with the work.
- Other issue(s).

- *being bored with the work. (School). Provide the student with assignments of high interest or of greater challenge. Allow the student a voice in structuring assignments (e.g., choosing a paper topic; setting up a backyard science investigation).*

Step 4: Decide How to Stay in Touch. Before ending your video or audio call, agree on the best method(s) to communicate (e.g., phone call, Zoom video chat, email, text) and decide on a schedule for school and home to check in with each other about the plan's effectiveness (e.g., weekly check-in texts initiated by the teacher; a follow-up Zoom video-chat scheduled 2 weeks from the initial meeting, etc.). Of course, always encourage the parent(s) to contact you at any time if new concerns or questions arise about the existing plan.

Step 5: Share the Plan with the Parent(s). After ending your conference with the parent, add any final information to the *Home-Based Student Academic Support Plan* and send a copy (e.g., via email attachment, texted snapshot) to the parent(s).



Home-Based Academic Support Plan

Directions. Use this form to document the parent/school problem-solving conference and home-based individualized student intervention plan.

Student Name:	Date:
Who from school and home are participating in this conference call?	

Identify the Problem(s). What student problem(s) led to this conference call?

<p>Select Intervention Ideas. What strategies will help this student? Decide which of the 3 blockers below impact the student and list strategies school/parent(s)/student will try. (Remember that students can show problems in more than one area.)</p> <p>Readiness to learn. The student is <i>unprepared</i> to do academic work. List strategies and person(s) responsible.</p>
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<p>Academic skills. The student <i>lacks the skills</i> to do the academic work. List strategies and person(s) responsible.</p>
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<p>Motivation/work engagement. The student is <i>unmotivated</i> to do the academic work. List strategies and person(s) responsible.</p>

<p>Follow-Up Contact When will school/parent(s)/student reconnect to review the success of this plan? How will you communicate?</p>
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Home-Based Academic Support Plan: Example

Directions. Use this form to document the parent/school problem-solving conference and home-based individualized student intervention plan.

Student Name:	Date:
<i>Ricky Allen</i>	<i>April 28, 2020</i>
Who from school and home are participating in this conference call?	
<i>Heldi Allen (mom); Ray Allen (father); Ricky Allen, Mr. Rappaport, Science Teacher</i>	

Identify the Problem(s). What student problem(s) led to this conference call?
Ricky is not logging on to the virtual science classroom to view teacher-posted instructional videos. Ricky also has not turned in any of 5 assignments given since March 15.

Select Intervention Ideas. What strategies will help this student? Decide which of the 3 blockers below impact the student and list strategies school/parent(s)/student will try. (Remember that students can show problems in more than one area.)

Readiness to learn. The student is *unprepared* to do academic work. List strategies and person(s) responsible.
To help Ricky get organized, Mrs. Allen will have him create a work schedule in the morning of each school day and will check his progress in the afternoon. She will also verify that he is set up at his desk ready to work and logged in for online learning by 9 am each day.

Academic skills. The student *lacks the skills* to do the academic work. List strategies and person(s) responsible.
Ricky's academic skills are adequate to complete his schoolwork.

Motivation/work engagement. The student is *unmotivated* to do the academic work. List strategies and person(s) responsible.
Ricky said that some science assignments seem overwhelming. Mr. Rappaport will break larger future assignments down into smaller steps ("chunking") and email those revised directions to Ricky and Mrs. Allen.

Follow-Up Contact When will school/parent(s)/student reconnect to review the success of this plan? How will you communicate?
Mr. Rappaport will call Mrs. Allen in 2 weeks to review Ricky's success with the plan. In the meantime, teacher, parents, and Ricky will email/text each other if questions come up.

Virtual Learning Communication Log

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