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Response to Intervention (RTI) is at the core of school improvement—to make sure we reach all students, especially those whose academic skills or behaviors are not up to expectations. This movement, now common practice in all states, came about in an unusual way: from the bottom up. That is, it is not a top down federal or state program authored by elected representatives, government officials or education mavens, and it is not new. It is a grassroots effort based on a set of hard-won proven practices for successfully addressing the hardest to reach students, which has been gradually crafted by trial and error for at least 25 years. Its identity is a building level atmosphere, culture and level of expectation that every student’s needs are the work and responsibility of every teacher and staff member, and that the RTI process is the framework to address those needs. Its purpose is to find out at the beginning of each year which students are not succeeding and begin to use increasingly intensive research-based interventions until we either remediate them in the general classroom setting or in a classroom with specially trained teachers for specially designed instruction in conjunction with the regular classroom curriculum.

The federal or state government did not provide us with a RTI process that was a fully formed program and mandate its use. After many local systems across the nation began achieving markedly improved success with an RTI approach, the US Department of Education eventually recognized the inevitable and started making room for these practices in federal programs. Suffice it to say that now it would be hard to find a system where at least a minimum of RTI processes are not being used. We in Georgia have already had the essence of RTI present in our SST functioning in each public school since 1984, so the maturing science of RTI has conveniently subsumed and fitted to our SST and applied the principles at every level of education.

Response to Intervention (RTI): The Georgia Student Achievement Pyramid of Interventions graphically illustrates the process of aligning appropriate assessment with purposeful instruction for all students. In Georgia, Response to Intervention is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a school wide common understanding of the Common Core Georgia Performance Standards (CCGPS), timely assessment practices, and appropriate instructional pedagogy.

Georgia’s RTI process includes several key components:

- A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms.
- Evidence-based instruction as the core of classroom pedagogy.
- Evidence-based interventions of increasing levels of intensity based on progress monitoring.
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.
- Data Teams in each school serve as the driving force for instructional decision making in the building.
- Purposeful allocation of instructional resources based on student assessment data.

All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.

Source: Georgia Department of Education, September 19, 2011 page 6, retrieved December 5, 2016
Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>District RTI Yearly Timeline</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Research on Response To Intervention</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>HCSD Adopted RTI Model</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Hancock County RTI Team Focus</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Tiers of Intervention</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Glossary of Commonly Used Terms</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>HCSD RTI Organizational Structure</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>HCSD RTI Roles and Responsibilities</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>HCSD Implementation of RTI</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Fidelity</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Implementation with Fidelity Protocols and Nonnegotiable</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Implementation Check Points and Required Actions</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Implementation at School Level Report</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Guide to Implementing Tier 1, Tier 2 and Tier 3</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Collecting Data Points</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Section I: Tier 1 - Standards-based Instruction</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>• Tier 1 Parent Information Letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tier 1 Meeting Minutes/Notes Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Meeting Minutes/Notes Additional Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tier 1 Student Data Sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tier 1 Pre-referral Interventions Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Problem Identification Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Documenting Tier 1 In the Classroom Forms</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>• Flexible Grouping</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>• Progress Monitoring Form</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>• Tier 1 Behavior Checklist</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>• Tier 1 Student Behavior Log</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>• Behavior Verbal and Nonverbal Strategies</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>• Tier 1 Decision Point</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>• Tier 1 Folder Checklist</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>Section II: Tier 2 – Needs-based Instruction</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>• Tier 2 Parent Information Letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tier 2 Service Letter to Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tier 2 Team Meeting Minutes (see pg 44 for additional page)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tier 2 Student Performance Profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tier 2 RTI Action Plan</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>• Tier 2 Behavior Checklist</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>• Tier 2 Decision Point</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>• Tier 2 Folder Checklist</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Section III: Tier 3 – Student Support Team (SST) Driven Learning</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>• Tier 3 SST Parent Invitation Letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tier 3 SST Team Meeting Minutes (see pg 44 for additional page)</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>• Tier 3 SST Initial Referral Form</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>• Tier 3 RTI Action Plan</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>• Tier 3 Dismissal Letter</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Student Support Team Procedures, Expectations and Monitoring Forms</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>• School RTI Coordinator SST Monitoring Form</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>• District RTI Coordinator SST Monitoring Form</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Special Education Support Services Forms</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Speech and Language</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>117</td>
<td></td>
</tr>
<tr>
<td>Section 504</td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>Appendix A: District Recommend Strategies</td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>Appendix B: Sadlier Tier I Intervention Program</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>Appendix C: Perception of RTI Skills Survey (Tier 1)</td>
<td>139</td>
<td></td>
</tr>
</tbody>
</table>
Hancock County School District
Response To Intervention (RTI) Program

Abstract

With state and ESEA/NCLB and IDEA 2004 requirements, Georgia increased its focus on providing high quality research based instruction, interventions, and data driven practices to help all students succeed in the general education curriculum. The process of teachers changing their instruction based on how well the students respond to it is known as “Response to Intervention”. RTI is the model for successfully reaching students when they are beginning to fall behind expected benchmarks and providing appropriate supports and interventions at increasing levels of intensity. RTI seeks to ultimately prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research-based instruction for children who continue to have difficulty.

Exactly what do we want students to learn? How will we know when a student has acquired the essential knowledge and skills? What happens in our schools when a student does not learn? These questions are at the heart of Georgia’s Response to Intervention.
## Hancock School District’s Timeline for Response to Intervention
### 1st Semester 2018-19

<table>
<thead>
<tr>
<th>Required Action Date</th>
<th>Activity</th>
<th>Tier(s) &amp; Audience</th>
<th>Responsibility Due Date</th>
</tr>
</thead>
</table>
| **August (1st Day of School)** | * Continue interventions for Tier 2 and 3 students from previous year  
* Form SST, RTI and Data Teams  
* Complete BOY Universal Screening for ALL students  
* School RTI Coordinator- schedule Data Review Meeting for September  
* Administrators – Provide Professional Development and Expectations for RTI Implementation prior to September 1 | Tier 1, 2 & 3 All students & teachers | Administration, SST, RTI and Data Teams & Teachers  
**August 30** |
| **September 3** | *1st Data review team meeting to pre-identify Tier 1 Students based on Universal Screener BOY Data  
* Implement RTI Action Plans  
* Progress Monitor: Tier 2 every 3 weeks; Tier 3 every 2 weeks  
* 1st SST (Teachers) and RTI Team meetings 2 weeks from 1st day of school for Tier 3 and 3 weeks for RTI  
* Teacher SST Teams make Tier 1 recommendations based on Universal Screener BOY and 1st 4 Weeks Progress Reports | Tier 1, 2 & 3 All students & teachers | Administration, SST, RTI and Data Teams & Teachers  
**September 27** |
| **October 1** | **End of 1st 9 Weeks**  
* Schedule RTI meetings for students with active folders:  
  - Tier 1 – 1st meeting with parents & RTI Teams  
  - Tier 2 – 2nd meeting with parents and RTI Teams  
  - Tier 3 – 2nd meeting with parents and RTI/SST Teams  
* School Administrators: Review RTI Program for fidelity | Tier 1, 2 & 3 All students & teachers | Administration, SST, RTI & Data Teams & Teachers  
**No later than 2nd Week of October** |
| **November 1** | Progress Monitoring Continue with fidelity –  
Tier 1 – 2nd meeting with parents & RTI Teams (remain at Tier 1 or recommend for Tier 2)  
Tier 2 – 3rd meeting with parents and RTI Teams (remain at Tier 2 or recommend for Tier 3 or Tier 1  
Tier 3 – 3rd meeting with parents and RTI/SST Teams (recommendation for Tier 4 or remain at Tier 3 or Tier 2) | Tier 1, 2 & 3 All students & teachers | Administration, SST, RTI & Data Teams & Teachers  
**No later than 2nd Week of November** |
| **December 3** | **End of 1st Semester**  
* 2nd Universal Screening (MOY)  
* School RTI Coordinator- schedule Data Review Meeting for January  
SST, RTI and Data Teams- review and update RTI Plan | Tier 1, 2 & 3 All Teams | Administrators  
Teams & teachers  
**Monday before 1st day of Winter Break** |
# Hancock School District’s Timeline for Response to Intervention

## 2nd Semester

<table>
<thead>
<tr>
<th>January 8</th>
<th>End of 2nd 9 weeks</th>
<th>Administration, SST, RTI and Data Teams &amp; Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>2nd Data review team meeting to pre-identify Tier 1 Students based on Universal Screener MOY Data, and determine progress of those Tier 1, 2, and 3 students from BOY</em>&lt;br&gt;<em>Review, Revise, Evaluate Implementation of RTI Action Plans</em>&lt;br&gt;<em>Progress Monitor: Tier 2 every 3 weeks; Tier 3 every 2 weeks</em>&lt;br&gt;<em>SST (Teachers) and RTI Team meetings to receive update of BOY and MOY Data from School Data Team; continue RTI meetings to monitor students’ progress</em>&lt;br&gt;*Teacher SST Teams make Tier 1 recommendations based on Universal Screener MOY and 1st 4 Weeks Progress Reports meeting; Tier 2 every 3 weeks; Tier 3 every 2 weeks</td>
<td>2nd day after Winter break task checked for progress during 2nd week of January</td>
</tr>
</tbody>
</table>

| February 1 Everyday | Progress Monitoring Continue with fidelity – Tier 1 – 2nd meeting with parents & RTI Teams (remain at Tier 1 or recommend for Tier 2)<br>Tier 2 – 3rd meeting with parents and RTI Teams (remain at Tier 2 or recommend for Tier 3 or Tier 1)<br>Tier 3 – 3rd meeting with parents and RTI/SST Teams (recommendation for Tier 4 or remain at Tier 3 or Tier 2) | Administration, SST, RTI and Data Teams & Teachers |

<table>
<thead>
<tr>
<th>March 1</th>
<th>End of 3rd 9 Weeks</th>
<th>Administration, SST, RTI &amp; Data Teams Students &amp; Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Schedule RTI meetings for students with active folders (Indicate progress towards passing or failing Form B):</em>&lt;br&gt;- Tier 1 – 1st or 2nd meeting with parents &amp; RTI Teams&lt;br&gt;- Tier 2 – 2nd or 3rd meeting with parents and RTI Teams&lt;br&gt;- Tier 3 – 2nd or 3rd meeting with parents and RTI/SST Teams</td>
<td>No later than 2nd Week of March</td>
</tr>
</tbody>
</table>

| April 1 | 3rd Universal Screening (EOY) before GMS<br>School RTI Coordinator Schedule Data Review Meeting for May<br>SST, RTI and Data Teams- review and update RTI Plan, meet to determine those students NOT making progress for promotion, (Using Report Card history) NLT Apr 3<br>**School RTI Team with School Coordinator and Principal make recommendations for RTI manual revisions** | Administration, SST, RTI and Data Teams & Teachers |

| May 1 | 3rd Data review team meeting- **prepare yearly report**<br>Determine promotion/placed with a plan/retention based on HCSD policies<br>**Schedule final SST meetings for students with active SSTs: Teams will close out folders and make recommendations for next year. All list will be due at the District NLT May 19, 2016.** | Administration, SST, RTI & Data Teams & Teachers |

[8 Hancock County School District](#)
Research on Response To Intervention

RTI is an evidence-based approach to early intervention for students struggling with learning or behavior in general education and special education settings. Its core principles are that Tier 1 evidence-based instruction is provided with fidelity, student progress is monitored frequently, students’ responsiveness to intervention is evaluated, and instruction is adapted as needed (National Association of State Directors of Special Education, 2005; Vaughn & Fuchs, 2003). It has come to the forefront of education reform efforts in recent years, with a different twist—it came from the bottom up. Now both federal legislation and state initiatives have endorsed the effectiveness of RTI and similar initiatives. RTI addresses NCLB and IDEA 2004 mandates, concerns about traditional special education identification procedures, the disproportionate representation of minorities in special education, the integration of general and special education, and the delivery of evidence-based programs to students.

Integration of Program Areas

RTI emphasizes integration of program areas, application of a problem-solving approach, and use of evidence-based instruction with progress monitoring data because they have consistently improved educational outcomes in achievement, behavior, and graduation rates. Indeed, RTI has programmatic collaboration built into its design since it requires coordinated decision-making and resource sharing among general education, special education, and related services personnel. Similarly, the statewide standards-based curriculum in Georgia, applied to all program areas, is expected to be facilitated, in part, through the state’s tiered intervention model. Georgia is an example of how an RTI approach is used to improve school services—the School Improvement program area uses it to help schools in the AYP Needs Improvement category; Curriculum and Instruction uses it to provide differentiated instruction; and Special Education uses it as one option in the student eligibility decision process.

Basis for informing instructional decision-making

Some researchers have long asserted that there is a lack of evidence of the cost effectiveness and validity of aligning instruction to diagnostic classifications (Canter, 2004; Fletcher et al., 2002; Reschly & Tilly, 1999; Ysseldyke & Marston, 1999). Recent RTI-related literature suggests that a central advantage of RTI over the IQ-achievement discrepancy model is RTI’s provision of information directly relevant to the design, delivery, and monitoring of student progress via more appropriate instruction (Bradley, Danielson & Doolittle, 2007). Currently, states are shifting from categorizing-labeling students to focusing more on the instructional needs of students—meeting them where they are—with the goal of basing instructional decisions on how students are progressing. It is anticipated that this shift will help integrate general and special education, streamline resources, and promote greater inclusion of students with special needs.

Disproportionality

RTI may help reduce the disproportionate representation of minorities in special education. All states and schools in the U.S. are accountable for disproportionality in special education through State Performance Plan reporting to the Office of Special Education Programs. The Georgia Department of Education concurs that disproportionality is a serious concern in the state and Georgia is under consent decrees requiring the elimination of this disproportionality.
RTI can be used as a strategy to account for cultural and linguistic considerations and differences among students when designing interventions, thereby possibly reducing the disproportionate identification of minority students. Research evidence on the potential of RTI to reduce the disproportionate number of minority students is promising. Marston (2002) cites significant decreases in placement rates of minority students in special education with RTI. In the Minneapolis Public Schools, Marston, Muyskens, Lau, and antor (2003) found that the RTI process reduced disproportionality for African-American students, and similarly, VanDerHeyden and Witt (2005) found a significant increase in the rate of response of minority students to early intensive instruction.

**Special Education Identification**

Finally, RTI has been discussed in the literature as an alternative method to the traditional achievement discrepancy model for identifying and intervening with students’ learning problems or disabilities. With the discrepancy model, a student must evidence a severe discrepancy between general intelligence and academic achievement before being identified as having a specific learning disability (SLD) in order to receive special education services. Such a discrepancy is typically not evident until a student has completed two or more years of schooling. This represents a “wait to fail” approach that is considered by many to work against early intervention. Indeed, researchers have cited the advantages of early identification and remediation of students with SLD (Gresham 2002; Jenkins & O’Connor, 2002). Delaying identification of SLD until a child falls below a predicted level of performance can result in at least two years of academic failure (Donovan & Cross, 2002).

**RTI and its Relationship to Other State and Federal Programs**

NCLB’s focus on evidence-based practice, data-driven decision-making and multi-tiered intervention reflects the fundamental elements of RTI and similar tiered-interventions. NCLB’s focus on preventing learning problems, reducing achievement gaps among minority students, and intervening early with struggling learners is further specified in IDEA 2004; it allows an RTI approach as a means to determine student eligibility for special education. IDEA 2004 promotes instructional practice and decision-making designed to ensure that inadequate instruction or cultural bias do not lead to the academic or behavioral misidentification of minority students in special education. At its core, IDEA 2004 encourages reforms that better integrate special and general education systems. The law’s corresponding emphasis on improving outcomes for both at-risk students and those with learning disabilities is very much in line with the aims of RTI.

Decision makers have been working for many years to improve school practices and classroom instruction with approaches and features—such as teacher support teams, a problem-solving process, databased decision making—that characterize RTI.

Two RTI models have emerged as options for implementation: the problem-solving model and the standard protocol model, with variations and hybrids emerging based on the two (Hollenbeck, 2007; Fuchs et al., 2003). The problem-solving model (PSM) evolved out of school problem-solving teams (Graner et al., 2005) and behavioral consultation (Fuchs et al., 2003). The approach relies on groups of teachers and specialists to design and monitor interventions with students identified as having academic challenges (Fuchs & Fuchs, 2007). In contrast to PSM, the standard protocol model (STP) uses school or class-wide screening to identify student learning problems, which are then addressed using predetermined instructional techniques and interventions. In practice, the features of the problem-solving and standard protocol approaches can be merged (Hollenbeck,
For example, Iowa’s Heartland AEA ProblemSolving model, initiated in 1988, has evolved over time from allowing maximum flexibility for LEAs within the parameters of the model’s design principles to incorporating more standardized protocols and commercially available interventions (Jankowski, 2003; Grimes & Kurns, 2003).

While states are at varying stages of the development and support of the RTI model, experts generally recommend a phased introduction over a handful of years that allows sufficient time for educators and administrators to accommodate new practices (Fuchs & Deschler, 2007). The National Research Center on Learning Disabilities (NRCLD) defines the following RTI core implementation features, such as:

- Universal screening of academics and behavior
- High-quality research-based classroom instruction
- Implementation of appropriate research-based interventions
- Continuous progress monitoring of students’ response to interventions

NRCLD also identifies several common attributes of RTI implementation:

- The concept of multiple tiers of increasingly intense student interventions
- Implementation of a differentiated curriculum
- Instructional delivery includes staff other than the classroom teacher
- Categorical or non-categorical placement decisions

The most mature examples of wide-scale adoption of RTI are Iowa’s Heartland AEA model, Minneapolis’s PSM model, and Florida’s Problem Solving and Response to Intervention project.

Iowa:  http://www.aea11.k12.ia.us/
Minneapolis: http://speced.mpls.k12.mn.us/special_education_resource_programs.html
Florida:  http://floridarti.usf.edu/
Hancock County School District 2016-17 Approach Model is as follows:

Problem solving model. The second model, the first is standard, of RtI is referred to as the Problem Solving Model and emerged from the Bergan consultative model (Batsche, et al., 2006). The Problem Solving Model is the model Georgia recommends for Tier 3. According to Batsche (2007), it is a process that uses the skills of professionals from different disciplines to develop and evaluate intervention plans that improve the school performance of students. Participants in the Problem Solving Model may include the following: the principal, assistant principal, school psychologist, speech/language pathologist, academic specialists, special education teachers as consultants, paraprofessionals, general education staff, and parents. Individuals who work with a student in the community could also be involved. The model usually involves defining the problem, analyzing the cause and developing, implementing and evaluating a plan.

Define the problem. The team should review all data and determine the nature of the problem. The data should reveal specific deficits for intervention. These deficits could be related to phonemic awareness, problem solving skills, coping skills, math calculation, vocabulary development, reading comprehension, social skills, etc.

- Step 1. Provide a behavioral description of problem (including baseline data) to specifically address the frequency, intensity, and duration
- Step 2. Provide a behavioral statement of desired goal or outcomes

Analyze the cause. The team needs to develop a hypothesis about why the problem is occurring and continuing. This involves looking at what instructional variables can be altered. Instruction is the key to addressing the problem. The team also needs to look at the student’s rate of learning compared to his peers. In analyzing the data, the student’s trend line (rate of progress) needs to be compared to the progress of peers over time.

- Step 3. Analyze the problem(s) by generating and testing hypotheses about why the behavior is occurring
- Step 4. Hypothesize a reason for the problem(s) and brainstorm possible interventions

Develop a plan. Once the problem is analyzed, the team develops a plan that includes the following: implementation timeline; the frequency of the interventions (how often and how much time per week); who will provide the intervention; and the timeframe for evaluation of intervention. Data is used to plot an aim line to indicate desired level of progress needed to meet goal from the baseline data.

- Step 5. Evaluate alternatives and select interventions
- Step 6. Clarify the intervention and develop action plan, goal, monitoring procedure, and review data

Implement the plan. Interventions need to be implemented with fidelity (integrity). Interventions must be delivered as specified and within the planned timeframe to ensure fidelity. This means documentation needs to be done with a variety of sources (student data, observation notes, observation of intervention implementation, checklists, student work, etc.)

- Step 7. Implement the intervention and provide for long-term follow up as needed

Evaluate the plan. Collection of data using progress monitoring will provide results which reflect the student’s progress toward the goal line. The frequency of progress monitoring depends on the problem and the situation. According to the Georgia guidelines for Special Education, four progress monitoring events need to be recorded with dates and reported to the parents. If progress over three or four of the progress monitoring situations reflects problems, the team needs to review the intervention and decide how to continue.

- Step 8. Evaluate the intervention
Hancock County Schools’ Team Focus
(use this information to request Professional Learning for the Team)

RtI: Big Ideas

RtI is comprised of seven core principles that represent recommended RtI practices (Mellard, 2003). These principles represent systems that must be in place to ensure effective implementation of RtI systems and establish a framework to guide and define the practice.

**Use all available resources to teach all students.** RtI practices are built on the belief that all students can learn. One of the biggest changes associated with RtI is that it requires educators to shift their thinking from the student---to the intervention. This means that the initial assessment no longer focuses on “what is wrong with the student.” Instead, there is a shift to an examination of the curricular, instructional, and environmental variables that may result in learning progress. Once the correct set of intervention variables have been identified, schools must then provide the means and systems for delivering resources so that effective teaching and learning can occur. In doing so, schools must provide resources in a manner that is directly proportional to students’ needs.

**Use scientific, research-based interventions/instruction.** The critical element of RtI systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. By using research-based practices, schools efficiently use time and resources and protect students from ineffective instructional and evaluative practices. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions.

**Monitor classroom performance.** General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students’ performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or district-wide assessments.

**Conduct universal screening/benchmarking.** School staff should conduct universal screenings in all core academic areas and behavior. Screening data on all students can provide an indication of an individual student’s performance and progress compared to the peer group’s performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within an RtI system and helps educators and parents identify students early who might be “at-risk.” Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students “at-risk.” Universal screening data that can be analyzed to determine students at-risk may include results of criterion referenced tests, standardized test, benchmark assessments, or discipline referrals. For example, third grade teachers may use a three-minute math fluency teacher-made assessment to determine grade level norms.

**Make data-based decisions.** Decisions within the Hancock County RtI system are made using standard treatment protocol techniques and problem solving by a team. The purpose of these teams is to find the best instructional approach for a student with an academic or behavioral problem. Problem solving and standard treatment protocol decision making provides a structure for using data to monitor student learning so that good decisions can be made at each tier with a high probability of success. When using the problem solving method, teams answer four interrelated questions: (1) Is there a problem and what is it? (2) Why is it happening? (3) What are we going to do about it? (4) Did our interventions work? (NASDSE, 2005).
Problem solving and standard treatment protocol techniques ensure that decisions about a student’s needs are driven by the student’s response to high quality interventions.

**Monitor progress frequently.** In order to determine if the intervention is working for a student, the decision-making team must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be collected frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the decision-making team whether changes in the instruction or goals are needed. Informed decisions about students’ needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students’ progress.
Tiers of Intervention

**Use a multi-tier model of service delivery.** An RtI approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with learner needs. The system described in this manual reflects a four-tiered design. In an RtI system, all students receive instruction in the core curriculum supported by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in Tiers 1, 2, or 3. Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier. The basic tiered model reflects what we know about students in school; their instructional needs will vary. Thus, the nature of the academic or behavioral intervention changes at each tier, becoming more rigorous as the student moves through the tiers. The Georgia Pyramid of Interventions illustrates layers of instruction that can be provided to students according to their individual needs.

- Tier 1 represents the largest group of students, approximately 80-90%, who are performing adequately within the core curriculum.
- Tier 2 comprises a smaller group of students, typically 10-20% of the student population. These students will need strategic interventions in addition to Tier 1 standards based instruction to raise their achievement to proficiency or above based on a lack of response to interventions at Tier 1.
- Tier 3 usually contains 10-15% of students. These students will need intensive interventions if their learning is to be appropriately supported (Tilly, 2006).
- Tier 4 represents the fewest number of students: approximately 1% to 5%. Tier 4 includes gifted students and students who receive special education services. Students who are not successful after Tier 3 intensive interventions may be considered for a referral for special education evaluation and/or other long-term planning (e.g., 504 plan, additional Tier 3 cycle, etc.).

*Success is attainable when schools analyze their data to identify school-wide, classroom, and individual student needs and by their use of research based strategies and interventions led by ongoing professional learning, coaching, and measurement of student response to these supports. The Georgia Pyramid of Interventions/RTI is a robust school improvement framework which is guided by data-driven decision making and time-proven practices to proactively address the needs of all Georgia students in the 21st Century (Georgia Department of Education, RTI Manual pg 4).*
Response to Intervention:
Student Achievement Pyramid of Interventions

According to research, in a typical educational setting, approximately 80% of the student population will be successful in Tier 1, 10-15% in Tier 2 and 5% in Tier 3.
Response to Intervention
The Georgia Student Achievement Pyramid of Interventions

Tier 1 – Standards-Based Classroom Learning
All students participate in general education learning that includes: • Universal screening to target groups in need of specific instructional and/or behavioral support. • Implementation of the Georgia Performance Standards (GPS) through a standards-based classroom structure. • Differentiation of instruction including fluid, flexible grouping, multiple means of learning and demonstration of learning. • Progress monitoring of learning through multiple formative assessments. • Positive behavior supports.

Tier 2 – Needs-Based Learning:
In addition to Tier 1, targeted students participate in learning that is different by including: • Standard intervention protocol process for identifying and providing research based interventions based on need and resources. • On-going progress monitoring to measure student response to intervention and guide decision-making.

Tier 3 – SST-Driven Learning:
In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including: • Intensive, formalized problem solving to identify individual student needs. • Targeted research based intervention tailored to individual needs. • Frequent progress monitoring and analysis of student response to intervention(s).

Tier 4 – Specially-Designed Learning:
In addition to Tier 1 through 3, targeted students participate in:
• Specialized programs, methodologies, or instructional delivery. • Greater frequency of progress monitoring of student response to intervention(s).
Pyramid of Interventions Problem-solving Matrix

Tier 4
Specialized Instruction, Monitoring per IEP

Tier 3
Progress Monitoring Data-weekly

Four Weeks, regression/no progress, revise (repeat if not successful)

Four weeks, progress, continue for minimum 12 weeks total

Tier 2
Progress Monitoring Data-every 2 to 3 weeks

Three data checks, regression/no progress, lowest 25%

Three data checks, progress

Tier 1
Universal or Benchmark Data Monitoring-for at least a grading period

On Target Student
Teacher analyzes benchmark data and keeps student in Tier 1.

At-Risk Student
Teacher analyzes benchmark data and moves student to Tier 2.

Source: Georgia Department of Education-Special Education Rules Implementation Manual, 2007
Glossary of Commonly Used Terms

**Acceleration** – Interventions that are implemented to increase the speed at which students acquire skills.

**Accommodation** – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child’s disability but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

**Aim line** – The line that connects the median baseline data point and the long range goal (LRG) data point. If you are using a data base system to enter the data, the program may plot this line. If you are hand graphing, then you would use the median baseline data point (use at least 5-7 data points for baseline) and then plot the LRG point. Connect the two points, and then you have constructed the aim line (McCook, 2006).

**Alternate Assessment** – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities; designed by the state and required in lieu of regular statewide assessments, when determined necessary by the child’s IEP team.

**Anchor Paper(s)** – A sample of student work that exemplifies a specific level of performance. Raters use anchors to score student work, usually comparing the student performance to the anchor. For example, if student work was being scored on a scale of 1-5, there would typically be anchors (previously scored student work) exemplifying each point on the scale.

**Assessment** – Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be formative or summative; and formal or informal.

**At Risk** – An at-risk student is a student with specific needs that may hinder academic achievement, graduation, or ability to successfully transition to college or career opportunities. The Georgia Department of Education is committed to provide Local Education Agencies (LEAs), parents, and students with a comprehensive set of resources and interventions to support the needs of students at-risk of not being successful in school. Students may need support in any of the following areas

- Academic
- Social/Emotional
- Behavior/Health/Physical
- Graduation/Advisement/Advocacy

**Baseline** – An initial observation or measurement that serves as a comparison upon which to determine student progress.

**Behavior Intervention Plan**– A plan developed for students who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support.

**Benchmark** – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels.
**Benchmark Assessments** – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

**Benchmarks for Progress Monitoring** – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as number of correct words read per minute (reading fluency).

**Benchmark Papers** – Another term used for anchor papers.

**Commentary** – Oral or written feedback that identifies the features of a work sample that illustrate the relevant part(s) of a standard. Commentary draws attention to the qualities of student work with direct reference to the performance descriptions for the relevant standards.

**Common Assessment** – Common assessments are the result of teachers collaborating and coming to consensus about what students should know, understand and be able to do according to the standards. Common assessments assess the standards and provide teachers a means for looking at student work.

**Comprehensive Evaluation** – In-depth evaluation provided when there is a suspected disability. It is conducted to determine if a student has a disability and to determine the educational needs of the student.

**Concept Map** – A concept map is a document that outlines the concepts, essential questions or enduring understandings, vocabulary, instructional tools, and assessments for each unit.

**Content Descriptions** – Content Descriptions describe how the standards set forth in the state’s curriculum are assessed on the state-mandated assessments. Developed primarily for educators, each content specific document provides information about the content assessed and is based on the work of Georgia teachers. The documents are organized by each content domain (groupings of similar content standards) that is reported for an assessment. Associated curricular standards are listed as well as associated concepts, skills, and abilities (e.g., the things students are expected to know and be able to do relative to each grade and domain). There is no hierarchy in the listing; each is of equal importance. Each state-mandated assessment (e.g., CRCT, EOCT) is designed to assess how well students know and are able to perform each of the various concepts, skills, and abilities for a specific content area at their grade level or at the end of a course.

The Content Descriptions are in no way intended to substitute for or supplant the curriculum. They supplement the curriculum by providing more descriptive information about how content will be assessed. Content Descriptions do not suggest when concepts and skills should be introduced in the instructional sequence; rather, their purpose is to communicate when and how concepts and skills will be assessed via the state-mandated assessments.

**Content Standards** – Content standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction the content is to take and are generally followed by elements.

**Culminating Performance Task** – A culminating performance task is designed to be completed at or near the end of a unit of instruction. The activity is designed to require students to use several concepts learned during the unit to answer a new or unique situation. The measure of this activity allows students to give evidence of their own understanding toward the mastery of the standard.

**Curriculum-Based Assessment** – An informal assessment in which the procedures directly assess student performance in targeted content or basic skills in order to make decisions about how to better address a student's instructional needs.

**Curriculum-Based Measurement** – Curriculum-based measurement, or CBM, is a scientifically-based method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, vocabulary, and
written expression. It can also be used to monitor readiness skills.

**Curriculum Map** – A curriculum map provides an outline of the course content by units and may provide a suggested time schedule for each unit.

**Data-based Instruction** – An instructional approach in which student performance data is used to assess the effectiveness of the instruction and to make changes in instruction based on the data.

**Data Point** – A single point of data on a graph or chart that illustrates a student’s performance/progress.

**Data teams** – Teams of educators responsible for data analysis and decision making and that function at the level of the district, school, and grade (or content area) as well as across grade levels in the same content area (i.e., vertical teams); they may include school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

**Decision Rule** - A local system’s pre-determined statement that defines the required score or level of progress on a specified assessment within a stated time period for deciding whether additional (or reduced) intervention is necessary. For example, “First grade students in General County who do not move to low risk on the DIBELS after 12 weeks of Tier 2 intervention (small group for 20 minutes 5x per week) will begin Tier 3.”

**Depth of Knowledge** – Depth of knowledge (DOK) is a term that refers to the substantive character of the ideas in the performance standards. DOK classifies the various levels of understanding that students must demonstrate as they encounter and master the content and skills within the performance standards. This schema for evaluating standards has four levels of knowledge: (a) recall, (b) skill/concept, (c) strategic thinking, and (d) extended thinking. Operational definitions and labels vary by subject.

**Differentiation** – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students’ varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

**Elements** – Elements support the content standard to identify specific learning goals associated with the standard.

**Eligibility Team** – A group of qualified professionals and the parent/guardians of the child; members determine whether the child is a child with a disability and they determine the educational needs of the child.

**Enduring Understanding** – An enduring understanding is a big idea that resides at the heart of a discipline and has lasting value outside the classroom. Enduring understandings should be transferable between units of a course and between courses in the same content area.

**English Learner (EL)** – (formerly English Language Learner, ELL) Refers to students whose first language is other than English and whose command of English is limited. The term is sometimes used interchangeably with Limited English Proficient (LEP).

**English to Speakers of Other Languages (ESOL)** – ESOL is a state funded instructional program for eligible English Learners (ELs) in grades K-12.

**Essential Question** – An essential question gets to the heart of a particular enduring understanding and helps students relate the factual knowledge to the concepts on the unit. There are two types of essential questions that are used in the Standards frameworks: broad/overarching and unit/content specific.

**Evaluation** – The process of making judgments about the level of student understanding or performance.
Exemplars – An example of student work which provides a model product.

Evidence-based interventions – Specific interventions supported by well designed, independent research studies. There is evidence that the interventions improve student outcomes. (Rathvon, 1999).

Feedback – Descriptive comments provided to or by a student that provide specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity of implementation and instruction – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups. Students may change groups based on performance and needs.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

Formative Assessment – A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose gaps in skill and knowledge, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post tests, curriculum based measures (CBM), portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, teacher commentary, and feedback.

Frameworks – Frameworks are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the State adopted Standards and Curriculum. They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Functional Behavior Assessment – A problem-solving process for student behavior that uses techniques to identify what triggers a given behavior and to identify interventions that directly address it.

Common Core Georgia Performance Standards – Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. These standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Are informed by other top performing countries, so that all student are prepared to succeed in our global economy and society; and
- Are evidence based

Gifted Student – A gifted student is one who demonstrates a high degree of intellectual and/or one or more creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.
Guidance – Information provided to the student about what to do next, including steps or strategies to try in order to improve and progress toward identified standards/learning goals.

**Individualized Education Program (IEP)** – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. It is developed, reviewed, and revised in accordance with IDEA 2004.

**Individualized Education Program Team (IEP Team)** – Individuals who are responsible for developing, reviewing, or revising an IEP for a student with a disability.

**Interventions** – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques and include progress monitoring.

**Lexile** – (also known as the Lexile Score or Lexile Measure) a standard score that matches a student’s reading ability with difficulty of text material. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge. Lexiles range between BR (for Beginning Reader) and 1700.

**Modifications** – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

**Organizing Framework** – An organizing framework guides teachers as they plan for instruction in order to ensure that all standards are addressed and achieved by the end of the year.

**Performance Level Descriptors** – A verbal statement describing each performance level in terms of what the student has learned and can do. These statements are available for each state-mandated assessment for each content area and grade level where applicable.

**Performance Levels** – A range of scores that define a specific level of performance as articulated in the Performance Level Descriptors. Each student receives a scale score and a performance level designation (e.g., does not meet standard, meets standard, or exceeds standard) when assessed on a state-mandated assessment. The Performance Level and Performance Level Descriptors provide more meaning to the scale score.

**Performance Standards** – provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know “how good is good enough.” Performance standards incorporate content standards, but expand upon them by providing suggested tasks, sample student work, and teacher commentary.

**Performance Task** – a formative assessment that checks for student understanding/misunderstanding and/or progress toward the standards/learning goals at different points during a unit of instruction. Performance tasks involve the application of knowledge and skills rather than recall and result in tangible products or observable performances. They involve meaning-making, encourage self-evaluation and revision, require judgment to score, and are evaluated using predetermined criteria (rubrics). Culminating performance tasks differ from other performance tasks because they are created over time during the unit. Culminating performance tasks measure conceptual understanding of the standards/learning goals specified for a specific unit and usually involve multiple modalities.

**Probe** – When using a Curriculum Based Measure (CBM), the instructor gives the student brief, timed samples, or “probes,” of academic material taken directly 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, depending on the skill being measured. The student's performance on a CBM probe is scored for speed, or fluency, and for
accuracy of performance. Since CBM probes are quick to administer and simple to score, they can be given repeatedly (for example, twice per week). The results are then charted to offer the instructor a visual record of a targeted child's rate of academic progress (Jim Wright, Intervention Central website: http://www.interventioncentral.com/).

**Problem Solving Process** - Problem Solving is a process that uses the skills of professionals from different disciplines to study student achievement, implement scientifically based interventions, and evaluate impact on performance. More specifically, it is a four-step process that includes: What is the problem? Why is it happening? What is our plan? and then Implementation of the plan.

**Problem Solving Team** – A team of people, which may include school staff and parents, who use a problem-solving approach to address a problem or area of need for a student.

**Process Standards** – Process standards define the means used to determine patterns of thought and behavior that lead to conceptual understanding.

**Professional Learning Community** – A group of individuals who seek and participate in professional learning on an identified topic.

**Progress Monitoring** – Progress monitoring is a scientifically based practice that is used to assess students’ academic and behavioral performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

**Pyramid of Interventions** – (also, Georgia Student Achievement Pyramid of Interventions). It is a conceptual framework whose purpose is to enable all students in Georgia to make great gains in school. It is a graphic organizer that illustrates layers of increasingly intense instructional efforts that can be provided to students according to their individual needs and progress.

**Rate of Improvement** - Related to progress monitoring a student’s rate of improvement is the number of units of measure (i.e. words read correctly (wrc), correct responses, correct digits) a student has made per week once an intervention is implemented. To determine this rate, divide the total number of units gained by the number of weeks that have elapsed. (ex.: 16wrc/9 weeks = 1.5 wrc/week) Comparing rate of improvement to a typical peer is one factor that is considered to determine whether a student has made adequate progress. An at-risk student’s rate of improvement must be greater than the rate of improvement of a typical student in order to “close the gap” and finally perform at grade level.

**Response to Intervention** – Response to Intervention (RTI) is a practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. The student’s response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced.

**Research Based Intervention** – one where the methods, content, materials, etc. were developed with guidance from the collective research and scientific community. (Harn, 2007)

**Rubrics** – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

**Scaffolding** – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than when performed independently. The opportunity to practice the skill at this level helps students advance to the point where they can operate at this high level on their own.

**Scientifically-based research (SBR)** – Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational
methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of ESEA; 34 C.F.R. § 300.35]

**Schoolwide Positive Behavior Support** – “A broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.” (Sugai et al., 2005) Positive Behavior Support (PBS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007).

**Scoring Rubric** – A scoring guide that enables teachers to make reliable judgments about student work and enables students to self-assess their work. A rubric is based on a continuum of performance quality and is built upon a scale of different possible score points to be assigned. A rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring (descriptors) which signify the degree to which the criteria have been met.

**Standard** – An indicator established by authority as a rule for the measure of quantity, weight, extent, value or quality. It defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which students express understanding of that knowledge.

**Standard Protocol Intervention** – A process where a school or system uses pre-determined scientifically based interventions in a specific sequence with identified students, usually implemented at Tier 2.

**Standards-Based Classroom** – a classroom where teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day, why the day’s learning is important to know or know how to do, as well as how to do it. They also know that they are working toward meeting standards throughout the year and that standards-based learning is a process, not an event.

**Standards-Based Instructional Bulletin Board** – one that is strategically placed in the classroom that provides examples of student work that have been correlated to the standards by elements. Generally, the student work, the task, the standard, and commentary on the work are posted; students and others can refer to it as a model or exemplar of student work that meets or approaches meeting the standard(s).

**Strand** – A strand is an organizing tool used to group standards by content.

**Strategy** – A loosely defined collective term that is often used interchangeably with the word “intervention”; however strategies are generally considered effective, solitary instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

**Student Commentary** – A student’s oral or written self-reflective, metacognitive comments that self-assess his or her progress toward the specified standard(s) and that provide feedback to the teacher about student understanding; as a result of effective self-assessment, students develop the skills necessary to self-adjust and become more independent learners.

**Student Support Team (SST)** – a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST, which is required in every Georgia public school, uses a data-driven process to plan individualized supports and interventions and to assess their own effectiveness.

**Student with a Disability** – Refers to a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional...
disturbance), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

**Student Work** – Student work may or may not demonstrate that the student is meeting a standard. Student work should be used by the teacher to show the student what meeting the standard means.
**Summative Assessment** – A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the Common Core Georgia Performance Standards (CCGPS) and the state adopted curriculum where applicable.

**Tasks** – Tasks provide the opportunity for students to demonstrate what they can do, what knowledge they have, what understanding they have that relates to specific standards or elements. This demonstration may occur at any time during the course or at the end of the course.

**Teacher Commentary** – Oral or written comments made by the teacher that provide feedback to students regarding their progress toward the specified standard(s); comments may include praise in addition to constructive criticism and will often include guidance for revising work or for future work. Teacher commentary shows students why they did or did not meet a standard and enables students to take ownership of their own learning.

Note: Public commentary is posted commentary that specifies the evidence in student work that effectively illustrates relevant parts of the standard(s); these are general statements provided to guide parents and students in understanding the standards. Private commentary is commentary that identifies the features of a specific student’s work sample that illustrate the relevant parts of a standard(s) as well as feedback and guidance for next steps. Private commentary is meant for the student, teacher and parent, not the public.

**Teaching Rubric** – Teaching rubrics are explicitly designed to support as well as to evaluate student learning. Teaching rubrics have several features that support learning: • Teaching rubrics are written in language that students can understand;
• Teaching rubrics are created with students as a result of the teaching that has occurred in the classroom (not before the teaching takes place);
• Teaching rubrics define and describe quality work;
• Teaching rubrics refer to common weaknesses in students' work and indicate how those weaknesses can be avoided, and;
• Teaching rubrics can be used by students to assess their works-in-progress and guide revision and improvement.

**Tiered Instruction** – Varying levels of instructional intensity within a tiered delivery model.

**Trend Line** – Line of a graph that connects data points. This is used to compare against the aim line to determine responsiveness to interventions. The trend line is what the student has actually achieved vs. the aim line which is the desired performance score.

**Universal Screening** – A quick process of assessing student performance, usually of an entire grade level and typically three times per year, to determine progress in relation to student benchmarks and thereby identify struggling students early; related directly to student learning standards.

### Hancock School District Roles and Responsibilities

<table>
<thead>
<tr>
<th>District RtI Team:</th>
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<tbody>
<tr>
<td>Dr. Willis, District RtI Coordinator</td>
</tr>
<tr>
<td>Dr. Nelson, Director of Curriculum &amp; Instruction and Professional Development</td>
</tr>
<tr>
<td>Mrs. Woods, Director of SPEd</td>
</tr>
<tr>
<td>Dr. Pennyman, RtI Consultant</td>
</tr>
</tbody>
</table>

1. Create a district-wide plan for RtI implementation including the plan for monitoring implementation of the interventions and addressing issues of fidelity
2. Determine reading, mathematics, and behavior expectations
3. Establishes and support a common set of characteristics of Tier 1 and Tier 2 instruction in all classrooms
4. Support the implementation of non-negotiables at each Tier of the RtI Pyramid.

<table>
<thead>
<tr>
<th>Positions</th>
<th>Elementary Team</th>
<th>Middle School Team</th>
<th>High School Team</th>
<th><strong>Role/Responsibilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator(s)</td>
<td>Dr. Hart</td>
<td>Mr. Webb</td>
<td>Dr. Leslie</td>
<td><strong>RtI Coordinator</strong>: Implement district-wide RtI plan with fidelity, create a school-wide focus on having assessment driven instruction; develop staff understanding of the RtI process, establish schedules to provide various times for interventions, ensure that Tier 1 standards-based instruction occurs in all classrooms and implement district-wide standards of support for students needing Tier 2 support.</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Dr. A. Harper</td>
<td>N/A</td>
<td>Mr. Foston</td>
<td>See Other/Specialist Roles</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Ms. Wilson</td>
<td>Ms. Paul</td>
<td>Mr. Stewart</td>
<td>See Other/Specialist Roles</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Mrs. Reese</td>
<td>Ms. Warren</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Coach</td>
<td>Dr. S. Harper</td>
<td>Ms. Lewis</td>
<td>Ms. Z. Jones</td>
<td><strong>Instructional Support</strong>: Implement the CCGPS/GSE and Tier interventions (as planned and appropriate), consistently communicate with general classroom teachers, coach and model differentiated instruction, progress monitoring and research based interventions, adhere to fidelity of implementation of the interventions.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Ms. Hill</td>
<td>Mrs. Hart</td>
<td>Mrs. Brown</td>
<td><strong>Teacher Roles</strong>: Teachers play an integral part of the RtI/SST process. Their roles vary based on the Tier at which they are providing assistance: Implement CCGPS/GSE and Tier Interventions, use formative and summative assessments to guide classroom instruction, differentiate instruction, consistently communicate with the intervention and instructional specialist.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Ms. Birdsong</td>
<td>Ms. Horton</td>
<td>Mr. Nelson</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Ms. Ellison</td>
<td>Mr. Reeves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Ms. Cliett</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other/Specialist i.e. Intervention Teacher</td>
<td>Mrs. Fatima (IRead Teacher)</td>
<td>Mrs. Abad (Media Specialist)</td>
<td>Ms. Rhodes (Math 180 Teacher)</td>
<td><strong>Other/Specialist Roles</strong>: Specialists such as speech therapists, psychologists, inclusion teachers, augmented teachers, counselors, and social workers play an important role in the RtI/SST process by collaborating with teachers to implement interventions, modifications and accommodations.</td>
</tr>
</tbody>
</table>

**Response to Intervention requires changes in roles and responsibilities to address the students’ needs. Because RtI/SST is an integrated approach to service delivery, general education teachers, parents, school personnel, and other educators, such as psychologists, reading specialists, must work together to provide specific interventions to target students’ learning areas that are documented to be falling below classroom and Common Core Georgia Performance Standards (CCGPS) expectations. **Source**: Georgia Department of Education, September 19, 2011, pp 6 of 95.
Roles and Responsibility Descriptions

This manual was compiled to guide administrators, teachers, and support staff through the process of applying the federal mandate of Response to Intervention (RTI). In Georgia, the RTI process is implemented through a 4-tiered approach.

To aid educational staff in implementing the process, the following organizational structure has been developed to give assistance when needed:

District RTI Roles and Responsibilities

Superintendent/Curriculum Director

- Oversee the implementation of the RTI Process for the school district

RTI Consultant

- Assist district and school administrators in the implementation of RTI
- Provide professional development to administrators, certified, and classified staff on RTI process
- Review RTI submissions from all schools to ensure compliant procedures/practices

District RTI Coordinator

- Assist district and school administrators in the implementation of RTI
- Monitor and maintain student achievement data associated with RTI providing regular updates to the curriculum director, special education director and superintendent.
- Monitor the RTI process at the school level. When schools are not in compliance, provide professional development on the RTI process.
- Provide professional development to administrators, certified and classified staff on RTI process
- Provide coaching and assistance to certified and classified staff in schools as needed with the RTI process
- Provide leadership and assist school personnel by providing clarity of focus, expanded opportunities, and promoting high expectations of all students
- Collaborate and schedule meetings with building level RTI coordinators

School Level RTI Role and Responsibilities

Principal/Assistant Principal/Designee

- Oversee the implementation of the RTI process at the school-level and the establishment of the RTI Data Team
- Schedule dates of the Data Review Meetings on the school calendar
- Chair the Data Review Team
- Maintain school-level RTI data
- Assist with recommendations of interventions
- Assist teachers with progress monitoring guidelines and insure validity
- Review information
- Monitor RTI process
**School Psychologist**
- Participate in informal and formal consultations with teaching teams (rather than an assessment role) at all tiers with a focus on standards-based instruction
- Provide training, direction, and support for progress monitoring and selection of interventions
- Support foundational understanding of school RTI

**Grade Chair/Team Leader/Designee**
- Chair meetings
- Assure accurate documentation of all meetings
- Notify Team members of meeting dates, times and locations

**Teacher of Record**
- Complete all student data forms
- Send notifications to parents (team leader)
- Gather work samples
- Collect student data and document outcomes
- Maintains RTI folder in the Permanent Record
- Analyze student problems, select and implement effective research based interventions to increase achievement

**Team Members**
- Meet regularly to suggest strategies and implementations
- Document student’s progress through progress monitoring
- Provide routine, structured problem solving in collaboration with teachers requesting assistance and the resolution of student centered problems
- Work effectively with teachers and staff members
- Analyze student problems, select and implement effective research based interventions to increase achievement

*This list is not all inclusive. Additional roles/responsibilities may be assigned as needed.*
Hancock County School District
Implementation of RTI
Hancock County will adopt the Georgia Department of Education process, policies, and expectations for fidelity of implementation and progress monitoring:

Fidelity (or integrity) implementation is the delivery of instruction in the way in which it was designed by its author to be delivered (Gresham, MacMillan, Boebe-Frankenberger, & Bocian, 2000). Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and with which an explicit decision-making model is followed. In an RTI model, fidelity is important at both the school level (e.g., implementation of the process) and the teacher level (e.g., implementation of instruction and progress monitoring, NRCLD 2006). If fidelity of implementation is not required and monitored, one cannot be sure that students have actually received the interventions as designed, and therefore students’ response to the interventions cannot be adequately judged, and thus the effectiveness of the interventions cannot be measured with validity or reliability.

Hancock County will ensure fidelity of implementation at all schools by monitoring the following 8 expectations as requirements that are nonnegotiable:

1. Implementation of standards-based instructional framework and learning that is data driven and differentiated at all tiers
2. Link interventions to improved outcomes (credibility)
3. Definitively describe operations, techniques, and components
4. Clearly define responsibilities of specific persons
5. Create a data system for measuring operations, techniques, and components
6. Create a system for feedback and decision making (formative)
7. Create accountability measures for non-compliance
8. Universal Screener to determine eligibility for intervention programs

- In Georgia, the non-negotiables for Tier 1 instruction require a standards-based instructional framework. With that in mind, schools have a responsibility to ensure each teacher in the building is versed in the language of standards-based teaching. The Georgia Keys to Quality is the starting point for this conversation. The descriptors outlined in the Keys to Quality detail actions teachers and administrators should be taking to provide a rich learning environment.

- As data teams review student achievement results, an awareness of the level of implementation of standards-based instruction in the building is key. With this school-wide standards based classroom implementation data, the team can begin to determine how Tier 1 instruction is impacting student performance.

- The implementation of any intervention (whether a school-created or purchased program) needs to occur exactly according to its developer’s specifications. As noted above, to ensure that implementation of the intervention is carried out with fidelity to the design requires monitoring by administrators and data team members in order to determine whether the level of student response or non-response to the intervention is or is not connected to the delivery.
Therefore, the Hancock District RTI Team will used these 8 expectations to determine if RTI Program is being implemented with fidelity. If steps are not put in place to assess fidelity, it is difficult to make conclusions about the effectiveness or ineffectiveness of an intervention (Upah, 2008; Roach & Elliott, 2008). The district will also monitor the following as factors that can impact implementation fidelity (Allen & Blackston, 2003; Yeaton & Sechrest, 1981):

- Intervention complexity
- Time and material resources required for the intervention
- The number of intervention agents
- Efficacy (actual and as perceived by the intervention agents and stakeholders)
- The motivation of the intervention agents and stakeholders (Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000; Gresham, Gansle, Noell, Cohen, & Rosenblum, 1993).

Research based teaching and learning practices are built on a foundation of fidelity to high standards of practice. Higher performing schools embed assessment of the fidelity of interventions. Often the more intensive the intervention/instructional practices, the more need for rigorous fidelity checks. It is important for schools to embed teaching the importance of fidelity: what it is and how it can be assessed.
Fidelity

The following are procedures to be used to assess the integrity or fidelity of an intervention (Lane & Beebe-Frankenberger, 2004):

**Direct Observation**
Direct observations are conducted by a trained observer who watches the intervention in the classroom or watches a video of the intervention and then codes behavior. Direct observation is a three step process. First, the tasks of the intervention are analyzed. Next, the observer records the parts of the task analysis which are completed. Finally, the level of integrity is computed.

\[
\text{Percentage} \left( \% \right) = \frac{\text{number of parts present}}{\text{total number of components}} \times 100
\]

**Behavior Rating Scales**
In this method the entire intervention is observed. A checklist using a likert scale can provide ratings of low to high integrity.

**Self-Report**
This is an indirect method in which the teacher can rate the degree of implementation based on a series of questions tied to a likert scale.

**Permanent Products**
In this procedure, components of the intervention are saved. For example, notes of a meeting, target behaviors defined, note cards created, weekly report notes, point system, lists of reinforcers, and collected reports. These products illustrate steps of the intervention of a home-school report card.

**Manualized or scripted interventions**
In this approach there are step by step directions which can be used by the interventionist. The manuals or scripts can also be used. It is recommended that this approach be combined with direct observation.

**Interview**
Post Intervention the teacher or interventionist is interviewed using a series of questions which will suggest whether the intervention was implemented as planned.
Observation Fidelity Checklist

Date ___________________  Observer ____________________________

<table>
<thead>
<tr>
<th>Teacher Behavior</th>
<th>Most of the Time 3</th>
<th>Some of the Time 2</th>
<th>Rarely 1</th>
<th>Not at all 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher follows script/directions sufficiently to ensure fidelity of implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher implements each step of the intervention to ensure fidelity of implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction (Script/Materials)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher maintains brisk pace.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher provides corrective feedback immediately as needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher talk is kept to a minimum and is characterized with short requests: “What answer?” “How many?”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To be completed by Administrators and Instructional Specialist. Complete the Implementation Fidelity Check Points and Required Actions on page 34.

Implementation Fidelity Check Points and Required Actions

Hancock County District’s RTI Team will use multiple approaches to determine if a school is implementing RTI with fidelity and steps that will be taken to address implementation fidelity as follows:

<table>
<thead>
<tr>
<th>Type of Check Point</th>
<th>Description</th>
<th>Required Action</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-report</td>
<td>The person who is delivering (teaching) the intervention keeps a log or completes a checklist which records the critical components of the intervention</td>
<td>1. School will be required to submit weekly fidelity observation form to District’s RTI Coordinator. 2. Teacher will be required to provide documentation of completed Professional Learning on Log Keeping for RTI purposes</td>
<td>Weekly until evidence of Professional Learning due within 2 weeks from date of required action</td>
</tr>
<tr>
<td>Permanent Products</td>
<td>Data and artifacts/documentation of the implementation of the intervention are analyzed to determine if critical components were followed.</td>
<td>1. School RTI Coordinators will participate in bi-weekly RTI professional learning at district and submit data and artifacts of implementation. 2. Data and RTI Teams will submit electronically, meeting minutes. 3. Teacher lead SST Teams will complete meeting minutes via Infinite Campus portal.</td>
<td>Bi-weekly After every team meeting Weekly</td>
</tr>
<tr>
<td>Observations</td>
<td>Observations are conducted of the delivery of the intervention, checking for the presence or absence and accuracy of implementation and critical intervention components</td>
<td>1. Implement district timeline according to suspense dates. 2. Observation for fidelity by school administration. 3. Focus-walk by district to observe implementation. 4. Submit a support for implementation form to district office with specific and detailed support requirements with a date and agenda for support.</td>
<td>According to time-line By-weekly TBD by implementation Immediately if needed (must be submitted by school administrator)</td>
</tr>
</tbody>
</table>

 Implementation of fidelity will be based on school’s adherence and implementation of the Hancock School District’s Timeline for Response to Intervention. If a school does complete a task or meet a deadline the district will require that the above check points be implemented immediately to determine causes and area of concerns.

All fidelity implementation concerns i.e., state of implementation, request for implementation support, identification of problems and concerns will be reported on the State of RTI Implementation at the School Level Report.

In Georgia, the non-negotiables for Tier 1 instruction require a standards-based instructional framework. With that in mind, schools have a responsibility to ensure each teacher in the building is versed in the language of standards-based teaching. The Georgia Keys to Quality is the starting point for this conversation. The descriptors outlined in the Keys to Quality detail actions teachers and administrators should be taking to provide a rich learning environment.
### State of RTI Implementation at the School Level Report
Type into boxes delete unused space because report should not exceed one page.

<table>
<thead>
<tr>
<th>School</th>
<th>Date of Report</th>
<th>School RTI Coordinator</th>
<th>Concerns</th>
</tr>
</thead>
</table>

#### State of fidelity implementation narrative

#### Support Request

<table>
<thead>
<tr>
<th>Support Requested by</th>
<th>Support Request for</th>
<th>Type of Support Requested</th>
</tr>
</thead>
</table>

#### Recommendations

Reported by:
Hancock County School District _______ School Year
RTI Student Identification Report

**Tier 3:** The following names were submitted to the RTI Data Teams at the beginning of the year **

<table>
<thead>
<tr>
<th>School</th>
<th>Student’s Name</th>
<th>Grade Level</th>
<th>Teacher &amp; Date RTI Began</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. E. Lewis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HC Middle School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HC High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tier 2:** The following names were submitted to the RTI Data Teams at the beginning of the year **

<table>
<thead>
<tr>
<th>School</th>
<th>Student’s Name</th>
<th>Grade Level</th>
<th>Teacher &amp; Date RTI Began</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. E. Lewis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HC Middle School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HC High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tier 1:** The following names were submitted to the RTI Data Teams at the beginning of the year **

<table>
<thead>
<tr>
<th>School</th>
<th>Student’s Name</th>
<th>Grade Level</th>
<th>Teacher &amp; Date RTI Began</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. E. Lewis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HC Middle School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HC High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guide to Implementing Response to Intervention

1. All students will be taught in Standards-Based Classrooms using sound instructional strategies and flexible grouping.

2. All students will participate in universal screenings. Universal screenings will be conducted in August, December, and April of each school year.

3. The RTI Data Review Team, minimum of 3 persons (may consist of, but not be limited to Teachers by Grade Level/Team, Principal, AP, Academic Coach, Counselor, School RTI/SST Chair, EIP/Resource teachers, etc.) meets to review universal screener and other relevant data and to determine tier appropriate instruction for students. These meetings are held three times per year following universal screenings (September, January, and May).

4. After the BOY Universal Screener has been administered the teacher lead SST teams will meet to go over data and identify students that scored below basic and placed those students on a ‘Tier 1 Watch List”. Teachers will implement standards-based and data-driven instruction and use differentiated instruction to meet the needs of ALL students. If “watch list” students’ Progress Reports DO NOT show academic progress, the teacher SST should meet to complete the Pre-referral Tier 1 Intervention and Student Data Sheet and determine strategies that will be used to address students’ academic and/or behavior for 2 weeks (complete the Documenting Tier 1 Classroom Interventions Form). If student(s’) are still not making adequate progress (grades 70 and above) then teachers will contact the School’s RTI coordinator to begin documentation of Tier 1 “watch list” students on the Problem Identification Form. A letter should go out with student(s’) 1st 9 Weeks report card for a RTI Tier 1 conference with parent.

5. When a student is being considered for placement in Tier 2, complete the Tier 2 Student Performance Profile. Tier 2 includes interventions with progress monitoring (using the Progress Monitoring Form from Tier 1) every 3 weeks. School RTI Coordinator will add a YELLOW RTI folder to the student’s cumulative folder indicating the student is currently or has been served on Tier 2 or above. Yellow folder will include all completed Tier 1 and Tier 2 RTI documentation. The folder will be kept in a RTI designated file cabinet in the counselor’s office, and the “active use” RTI folder of any color will be maintained by the classroom teacher (in this folder is the Documenting Tier 1 Classroom Interventions Form, Progress Monitoring Form, student work that reflects why student IS NOT progressing and work should have teacher commentary that reflects progress monitoring and student conferencing documentation throughout the school year. These folders, as well as the Yellow Folders must be brought to all SST, RTI and Data Team meetings (all meeting minutes should be recorded on RTI Meeting Minutes forms or Infinite Campus. Upon determining a student eligible for Tier 2, teacher of record will verify current passed Hearing/Vision testing or request one be completed by the school nurse. If after 4 weeks the team determines student is not making progress the team will complete the Action Plan Form, accompanied by all supporting documentation from Tier 1 & Tier 2, and submit student’s folder to the Data Team for review and recommendation to Tier 3. Teacher of record will send home Parent Notification Form on all Tier 2 students after each meeting.

6. The RTI Data Team will meet 6 times per school year (September, October-fidelity check, January, February-fidelity check, and April, May-Fidelity check). A minimum of 3 participants (Principal, AP, School RTI/SST Chair, Teachers of Record) will meet to review progress monitoring data, recommend interventions and movement in the tiers to ensure that data is being with fidelity to move and identify students. Teams will also review student(s’) folders to ensure that students are on target to meet Universal Screener progress goals. If students are not on target the team will make recommendations to teachers to support student progress, additional intervention programs or move student to Tier 3. Additional meetings may be held as needed to review student progress. All minutes will be completed on the RTI Meeting Minutes Forms.
7. At Tier 3, all Tier 1 and 2 documentation should be complete, progress monitoring is required every 2 weeks (All Tier 1, 2 and 3 meeting minutes must be attached to Tier 3 Folder). Progress monitoring data will be monitored closely by the teacher of record, AP and/or psychologist between meetings. If the student is making adequate progress, the RTI Team, in collaboration with the Data Team can move the student back to Tier 2 and dismiss from Tier 3 Student Support. During this meeting the Tier 3 Student Support Team (SST) Dismissal form will be completed. If parent is not present at the meeting, a copy of the minutes will be sent home to the parent. If the team determines that the student should remain in Tier 3, continue implementation of selected interventions. Adjust action plan as needed. Additional meetings may be held to review student progress. If the student is not making adequate progress, the team may recommend that the student be referred to Tier 4. If the RTI Data Team recommends moving to Tier 4, complete the Student Support Team Initial Referral Form; and send Parent Invitation. Continue current interventions until Tier 4 meeting is held. At this point, the meeting will include a minimum of 3 participants, but MUST include the AP and/or School Psychologist and a District RTI Team Member. The Hancock County Schools Checklist for Completed Referrals will be utilized to ensure that all required documentation is included in the referral. All meeting minutes must be completed on the Tier 3/SST Team Meeting Minutes Form.

8. If the Administrator determines that the referral is complete, all documentation is sent to the District RTI Coordinator.

9. If the District RTI Coordinator determines the referral is complete and contains all necessary components, all documentation is then sent to the Special Education Office.

10. For Speech, ELL, and parent requests for testing please see Assistant Principal or Special Education Coordinator.

11. Students being retained must have an active RTI folder.

12. If a student has an active RTI Tier 1, 2 or 3 folder or a Teacher SST folder at the end of the school year, support should be continued at the beginning of the next school year. At the beginning of each school year, teachers will check their PRCs for active RTI/SST files and continue with the RTI process.
Data Points

(Refer to Appendix A for a list of district recommended strategies and interventions)

After meeting with RTI Data Teams and talking with Dr. Pennyman, it was indicated that teachers need more clarification about the 12 data points. Enclosed please find procedures listed below to ensure the RTI process is completed with fidelity and a minimum of 12 data points is collected for students being served at Tiers 2 and 3.

Prior to meetings, the data should be compiled and sent to all team members ahead of time in a user-friendly format so that all team members can review the data to familiarize themselves with it before the meeting. Data shared with the team can include results of measures such as Read 180, Math 180, Study Island, Easy CBM, DIBELS, DIBELS Next, iRead, etc.

Tier 1 Analysis  (ALL Students who have not been identified as Special Education, 504 Students, etc.)

First, the team should review whole-grade performance on the universal screening conducted for that grade level. The team should review what percentage of students is at each performance/risk level: benchmark (low risk), strategic (some risk), and intensive (high risk). Next, the team uses the percentages at each level to set measurable goals to achieve by the next data point. The goals should be stated in terms of the percentage of students making a particular amount of progress toward the identified benchmark.

After reviewing the students’ current performance and setting goals for the next universal screening, the team lists whole-class instructional strategies to consider implementing to improve student performance. Ideas should be recorded in a list that is easily viewed by everyone. The team analyzes and rates the listed strategies according to the extent to which they are evidence based, practical, and available or according to the feasibility of their creation. Finally, the team selects which strategies to implement during the next intervention period.

The team should then discuss the logistics of the strategies, such as how to locate or create necessary materials, teaching each other the strategy by using peer modeling and coaching, or identifying assistance from specialists such as the school psychologist or Title 1 staff. The team also makes plans for self-monitoring of the strategies. Then, a “to-do list” is created for strategy implementation.

Tier 2 Analysis

The team now identifies which students will be considered for Tier 2 interventions. Students meeting criteria for Tier 2 services are identified based on their risk level for academic difficulties as indicated by benchmark scores. More specifically, students whose performance is in the emerging or strategic range of the data sets are identified. All available data on these students are reviewed, such as universal screening scores and progress-monitoring data. In reviewing each student’s data, all areas of assessment should be considered to determine what kind of learning profile the student has and to ensure that the assessments validate each other. Based on all of this information, the team decides which students need Tier 2 interventions. For each of the identified students, the team sets a measurable goal in terms of specified benchmark scores for the next data point.

The team now focuses on tiered intervention strategies. Based on students’ needs in Tier 2, the team determines which strategies apply. Methods for implementing the strategy are planned by identifying instructional groups and the frequency and duration of the interventions. In addition, a plan for self-monitoring needs to be determined.
One good method to determine the fidelity of the interventions is to use an intervention checklist that outlines the correct implementation of the strategy. The team then makes plans for monitoring the progress of students in Tier 2.

**Tier 3 Analysis**

Next, the team focuses on identifying students and planning interventions for Tier 3. Students chosen for Tier 3 are typically those performing the lowest on universal screenings (i.e., those whose performance places them in the greatest risk category). Students for Tier 3 are identified by the same process described for Tier 2. Because these students need the most intensive supports, however, planning for specific interventions according to need may be more involved than Tier 2 planning. For instance, a closer look at progress-monitoring data may be necessary to make decisions for students in Tier 3. Students who continue to display deficits in level and rate of improvement after Tier 3 supports may be referred to the special education evaluation process (Tier 4).

**Interim Steps**

Between meetings, members of the RTI Data Teams should all take responsibility for monitoring the fidelity of the selected instructional strategies and interventions, monitoring student progress, and fine-tuning the strategies based on classroom performance. As discussed during RTI Work Session, a minimum a 12 data points is needed to determine if students have made adequate progress or decide if the intervention needs to be changed to address students who continue to have difficulty meeting standards. **Data points are collected immediately following the administration of the Universal Screener and implementation of strategies at Tier 1.** For example, if students make progress after teacher implements standards based classroom practices, they will not advance to Tier 2. However, if students advance to Tier 2 because they continue to struggle after standards based practices are introduced, then interventions will begin at Tier 2. Please note: Interventions should begin at Tier 2, and 12 data points should be collected from the time the student enters Tier 2 until the child is referred to Tier 3 (if applicable). If a child is making adequate progress at Tier 2, the child will stay at Tier 2.
Hancock County School District
RTI Data Point Chart

Tier _______

Date Begin: _______________________________________

Strategy/Intervention: __________________________________________________________

<table>
<thead>
<tr>
<th>Baseline Score: Assignment</th>
<th>Date</th>
<th>Grade</th>
<th>Growth %</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>11.</td>
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<td>12.</td>
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</tbody>
</table>

Target Mastery %:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
<th>Growth %</th>
<th>Comments</th>
</tr>
</thead>
</table>

Further Teacher Notes

If student’s baseline is 55, and the mastery is 75 the strategy or intervention should be selected to help student grow in the identified deficit to mastery. Every time the strategy/intervention is used according to plan, then a data point should be collected and recorded. Subtract the students baseline from the grade and the difference is plus or minus growth.

You may create your own so long as it includes the above information.
Section I
Tier 1 Standards Based Instruction & Learning
Process and Procedures

Tier 1 is typically referred to as classroom instruction described as standards-based instruction. General education instruction and interventions are implemented at this level and communication between the parents and the teacher is opened as parents are informed of initial concerns. In addition, the teacher meets with peers, as a Student Support Team to determine if other general education interventions are recommended. Using school-wide standards based classroom implementation data, the team can begin to determine how Tier 1 instruction is impacting student performance.

Tier 1
Coordination between Teachers

1. Define the Student’s Performance Profile.
   Informal discussion that defines what the student knows, what the student should know, and the area to target for instruction.

2. Develop a Plan
   Teacher determines effectiveness and need for additional resources.

3. Implement the Plan
   Teachers gather information and monitor.

Implementing Tier 1

☐ Review cumulative folder for previous RTI/SST support and continue interventions.
☐ Conduct universal screening with all students.
☐ Identify students and target groups in need of specific instructional support through data from the universal screening and other pertinent data. See chart below.
☐ Teach using research-based teaching strategies in a Standards-Based classroom. This includes flexible grouping and differentiated learning activities.
☐ Administer a variety of consistent, relevant, and common formative/summative assessments.
☐ Use data from formative/summative assessments to plan instruction and plan flexible groups within the classroom.
☐ Communicate with parents regularly. (ie. Communication folder, emails, phone calls, progress reports, website, etc.)
☐ Provide at least 4 weeks for the Tier I instructional program to be implemented before determining, through a Data Team meeting, if Tier 2 support is needed. Professional judgment is critical in determining whether a student continues receiving Tier 1 services or needs to receive additional support through Tier 2.
☐ For students needing Tier 2 supports, see Tier 2 checklist.
Data Sources for Tier 1

The first data source is the Universal Screener, Houghton Mifflin Harcourt Reading and Math Inventory, formerly the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). The following are school and classroom level data sources (see below District Instructional Framework for Tier 1) that should be used to determine if students are making adequate progress.

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read &amp; Raz Kids (K-3)</td>
<td>Holt Elements of Literature Reading Diagnostic</td>
<td>Holt Elements of Literature Reading Diagnostic</td>
</tr>
<tr>
<td>Math &amp; Reading Inventory (4-5)</td>
<td>Math &amp; Reading Inventory (6-8)</td>
<td>Math &amp; Reading Inventory (9-12)</td>
</tr>
<tr>
<td>Study Island Content Benchmarks</td>
<td>Study Island Content Benchmarks</td>
<td>Study Island Content Benchmarks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Based Instruction</th>
<th>Practices that are non-negotiables</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWD Academic Support- w/Inclusion Teacher co planning for instruction</td>
<td></td>
</tr>
</tbody>
</table>

Gradual Release of Responsibility to Teach
1. Modeling for students (explain)
2. Practice with Students (engage)
3. Provide opportunities for students to explore what they have learned (explore)

Standards-based Classrooms
- * Lesson Plan
- *Word & Data Walls
- *Curriculum Map

Differentiated Instruction
- Data used to determine standards students don’t know, but need to know & to create
  1. Centers, Stations
  2. Flexible Groupings
  3. Catch & Stretch

Daily Data Driven Instruction to Support Differentiated Instruction
- Student data posted
- Content Data posted
- Student Conferencing/Test Talks evidence
- Student Data Folders
- SWD (IEP’s)
- SRI/SMI instructional plan for ALL students

What does Tier 1 look like in the classroom

Tier 1
Whole Group

All students participate in general education learning that includes:
- Implementation of the Common Core Georgia Performance Standards through research based practices.
- Use of flexible grouping for differentiation of instruction based on multiple formative assessments
- Universal screening of all students
Tier 1: STANDARDS-BASED CLASSROOM LEARNING

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students. Below are exemplars of a standards-based classroom that all students participate in during general education learning:

- Universal screenings to target groups in need of specific instructional support.
- Implementation of the Common Core Georgia Performance Standards (CCGPS) through a standards based classroom structure.
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.
- Progress monitoring of learning through multiple formative assessments.

As Georgia moves towards full implementation of the Georgia Standards of Excellence (GSE), it is recognized that the curriculum standards are the foundation for the learning that occurs in each classroom for all students.

- Standards-based learning environments, implemented with fidelity, are necessary to ensure that all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom.
- Instruction and learning focus on the GPS and include evidence-based instruction that is differentiated according to students’ various needs.
- Tier 1 is not limited to instruction in the academic content areas, but also includes all developmental domains such as behavioral and social development.
- Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction. Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.
- Common Formative Assessments
- Formative assessments will be used in all classrooms for all students. To answer DuFours’ questions, “How will we know when each student has learned it,” the use of common formative assessments will be necessary for teacher groups to discuss student learning.
- All teachers in all classrooms should use a variety of formative assessment strategies to continuously know individual student achievement.
- The assessment process needs to be consistent among the teachers in a grade level/department.
- Common formative assessments will be the glue that binds groups of teachers together to discuss teaching and learning.
- Data from formative assessments should guide immediate decision making on instructional next steps.
- Differentiation of Instruction refers to the need for educators to tailor curriculum, teaching environments, and practices to create appropriately different learning experiences for students based on frequent assessments.
- Flexible Groups are used to organize students for instruction based on need. Groups are not static, and teachers use frequent formative assessments to establish and subsequently modify the composition of groups.
- Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical to responding to student performance. Bloom’s Taxonomy should guide the types of questions asked by teachers for student feedback.
- Focused attention to content knowledge of teachers will be required to support appropriate teacher questioning and feedback skills.
The following table describes examples and non-examples of Tier 1 (taken from the GA DOE Response to Intervention Manual 2011).

<table>
<thead>
<tr>
<th>Examples of Tier 1</th>
<th>Non-examples of Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth grade students work on the Revolutionary war. Teachers use a variety of instructional approaches to support struggling readers, support English Learners, and support advanced learners within the classroom.</td>
<td>Kindergarten teachers give colleagues copies of weekly activities and center projects.</td>
</tr>
<tr>
<td>Ninth grade Mathematics I teachers use short term flexible grouping to support students struggling with function tables. Students are identified based on a common assessment. Students move between rooms during a class period for a predetermined amount of time. Further common assessments are used to determine progress.</td>
<td>First grade teachers administer a running record three times a year. Results of first running record are used to create reading groups. Reading groups progress through the basal. Second running record at mid-year is used to reorganize reading groups for continued basal work.</td>
</tr>
<tr>
<td>Biology teachers collaboratively create common assessments. Data from common assessments is shared to identify students needing support. Data from common assessment is used as a springboard for teacher discussions about instruction and learning.</td>
<td>Accelerated Math II teachers administer county benchmarks and report results to department chair. Students are not informed of progress. Teaching team does not review data.</td>
</tr>
<tr>
<td>Eighth grade students participate in a writing universal screening in August to help teachers identify individuals not meeting predetermined expectations and those surpassing predetermined expectations.</td>
<td>Seventh grade Science teachers assign a five page written report on human genetics. Evaluation rubric assesses content only.</td>
</tr>
</tbody>
</table>
Dear Parent or Guardian,

The Mission of the Hancock County School District is to educate students to become lifelong learners and productive citizens. Our mission is to help your child become a successful student. At Tier 1, __________________________, your child’s teacher, will use different strategies and/or materials with ______________________ and collected data to determine if this differentiated instruction will assist with his/her success in the classroom. At the end of this 1st Nine Week Grading Period, you will receive an update on your child’s progress and recommendations for next steps to support your student’s academic success.

The strategies that will be used is ________________________________

Current Score(s): _________________ Goal(s) to be reached: _________________

Person(s) who will provide the intervention: ________________________________

If you have any questions about the Data Team/Response to Intervention process, or questions regarding your child’s skill area(s) that we will address through this strategic plan, please contact ______________________ at ________________________________.

Please sign below to acknowledge that you have been informed about your child’s strategic plan.

I have read this letter and understand that the school has identified my child as needing a Tier 1 strategic plan.

Parent/Guardian: ____________________________ Date: ____________________
Tier 1 Team Meeting Minutes

Date: ___________________________ □ Initial OR Follow Up Meeting # _____ of _____

Student: ___________________________ Grade: _____ School: ________________

Target Area of Concern: _________________________________________________________

Current Level of Performance (Specific & Measurable) (ie. Lexile, Cut Score, Star, SME, etc.) _________

Expected Level of Performance (Specific & Measurable) (ie. Lexile, Cut Score, Star, SME, etc.) _________

Review progress monitoring data to determine if goals were met or if progress towards goal was made.

*Attach progress monitoring graphs/data/student work as indicator for SST support

Minutes/Notes:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

*Continue on additional paper as needed

Area of Concern(s):

____ Is resolved return to Tier 1

____ Still exists continue Tier 2 Intervention Plan Next Meeting date _____________

____ Still exists continue Tier 2 Intervention Plan Next Meeting date _____________
   with modifications listed above


Everyone in attendance should sign on the back, listing his/her Name, position and date
Tier 1: Problem Identification Form

Student Name: ___________________________ DOB: ___/ ____/ ____  Age: ____ Ethnicity/Sex: 
____

School: __________________________ Grade: ________ Retained:   N / Y  If yes, when: 
____

Parent Name: _____________________________________________ Phone (H or C) 
____

Address: _________________________________________________Phone (W) 
____

Check the presenting problem(s), including what makes it difficult to teach this student and what factors may be impeding his/her learning (behavior and/or academics):

<table>
<thead>
<tr>
<th>Reading</th>
<th>Speech* and Language</th>
<th>Processing</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Letter Identification</td>
<td>0 Oral expression*</td>
<td>0 Fine motor skills</td>
<td>O Peer/Adult relations</td>
</tr>
<tr>
<td>O Sounds/phonics</td>
<td>0 Peer/Adult communication</td>
<td>0 Gross motor skills</td>
<td>O Emotional outbursts</td>
</tr>
<tr>
<td>0 Comprehension</td>
<td>O Listening comprehension*</td>
<td>0 Reversals/transpositions</td>
<td>O Withdrawal</td>
</tr>
<tr>
<td>0 Fluency</td>
<td>0 Following directions</td>
<td>0 Copying from board</td>
<td>O Lying/stealing/cheating</td>
</tr>
</tbody>
</table>

Written Expression

0 Sentence structure
0 Vocabulary
0 Organization
O Spelling
0 Punctuation
0 Grammar

Written Expression

0 Letter Identification
O Sounds/phonics
0 Comprehension
0 Fluency

When is the problem most apparent? 
____________________________________

When is the problem least apparent? 
____________________________________

Student's strengths: 
________________________

Students’ interests: 
________________________

Referring Teacher(s): __________________________ Date: ________________
Tier 1 Student Data Sheet

Name _________________________ DOB: ___ / ___ / ____  Age: ______ Ethnicity/Sex _____ / ____

School: _______________________ Grade: ______ Retained: N / Y  If Yes, when?: ________________

Referring Teacher: ___________________________ Date of Referral: ______________

Georgia Criterion Referenced Competency Tests/Georgia Milestones Assessment System:

<table>
<thead>
<tr>
<th></th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>English/LA</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies</td>
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Otis Lennon School Abilities Test:  
Cognitive Abilities Test (CogAT):

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<thead>
<tr>
<th></th>
<th>Date:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Total</td>
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<td>Verbal</td>
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<tr>
<td>Nonverbal</td>
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<tr>
<td>Verbal SAS</td>
<td></td>
<td></td>
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<tr>
<td>Quantitative SAS</td>
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<tr>
<td>Nonverbal SAS</td>
<td></td>
<td></td>
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<tr>
<td>Composite SAS</td>
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</tr>
</tbody>
</table>

State Writing Assessment: ______________

**NOTE**: Attach all current benchmark and county test results as well as any additional testing data available on the student.

Current Grades:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td></td>
<td>Social Studies</td>
<td></td>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Science</td>
<td></td>
<td>P.E./Music</td>
<td></td>
</tr>
</tbody>
</table>

Behavior:

Attendance pattern: ______________ Discipline referrals: ______________ Conduct Grade: ______________

Medical History (significant health concerns, major childhood illness/disease, diagnosed syndrome, adaptive, motor, medication):

______________________________________________________________________________

______________________________________________________________________________

Hearing results: __________________________  Vision results: __________________________

Previously Evaluated? NO/ YES  If yes, by: __________ school ______________ private evaluator

Other agency contacts involved with the student: ________________________________

Is the student currently receiving the following services? (check all that apply)

- O Speech  
- O Special Education  
- O 504 Plan  
- O EIP  
- O ESOL/ELL  
- O Gifted

---

49 Hancock County School District
**Pre-Referral/Tier 1 Interventions**

Student Name: ___________________________ DOB: ____/____/____ Age: ______

School: ________________________________ Grade: ______

Referring Teacher: ______________________ Date: ______________

Please indicate the interventions, accommodations, and modifications you have used with this student and the start date. Attach all data collected during this process.

Start Date: ________________

<table>
<thead>
<tr>
<th>0 Pre-teaching/Pre-tests</th>
<th>0 Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Centers</td>
<td>Used</td>
</tr>
<tr>
<td>0 Concrete Examples</td>
<td>0 Summarizing Strategies</td>
</tr>
<tr>
<td>0 Teacher Commentary</td>
<td>0 Ticket out the Door</td>
</tr>
<tr>
<td>0 Modeling</td>
<td>0 Word Walls</td>
</tr>
<tr>
<td>0 Peer Tutors</td>
<td>0 Frequent Reminders</td>
</tr>
<tr>
<td>0 Manipulatives</td>
<td>0 Verbal/Nonverbal Cues</td>
</tr>
<tr>
<td>0 Number Lines</td>
<td>0 Verbal Praise</td>
</tr>
<tr>
<td>0 Test Taking Skills</td>
<td>0 Graphic Organizers</td>
</tr>
<tr>
<td>0 Wait Time</td>
<td>0 Thinking Maps</td>
</tr>
<tr>
<td>0 Flexible Grouping</td>
<td>0 Classroom Guidance</td>
</tr>
<tr>
<td>0 Other: ________________</td>
<td>0 Proximity Control</td>
</tr>
</tbody>
</table>

Start Date: ________________

| 0 Extra time             | 0 Oral presentation   |
| 0 Shortened assignments  | 0 Modified response type |
| 0 Modified assessments   | 0 Small group/Individual test administration |
| 0 Preferential seating   | 0 Other:              |

**Dates of Parent Contact:**

<table>
<thead>
<tr>
<th>Phone</th>
<th>Conference</th>
<th>Letter/Note</th>
</tr>
</thead>
<tbody>
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</table>
When general-education students begin to struggle with academic or behavioral issues, the classroom teacher will typically select and implement one or more evidence-based intervention strategies to assist those students. But a strong intervention plan needs more than just well-chosen interventions. It also requires 4 additional components (Witt, VanDerHeyden, & Gilbertson, 2004): (1) student concerns should be clearly and specifically defined; (2) one or more methods of formative assessment should be used to track the effectiveness of the intervention; (3) baseline student data should be collected prior to the intervention; and (4) a goal for student improvement should be calculated before the start of the intervention to judge whether that intervention is ultimately successful. If a single one of these essential 4 components is missing, the intervention is to be judged as fatally flawed (Witt, VanDerHeyden, & Gilbertson, 2004) and as not meeting minimum RTI standards.

Teachers need a standard format to use in documenting their ‘Tier 1’ (classroom) intervention plans. The attached form, Tier 1/Classroom Intervention Planning Sheet, is designed to include all of the essential RTI elements of an effective intervention plan. The form includes space to document:

- **Definition of up to two student academic or behavioral problems.** The most significant step in selecting an effective classroom intervention is to correctly identify the target student concern(s) in clear, specific, measurable terms (Bergan, 1995). The teacher selects no more than two student concerns to address on the intervention plan.
- **Intervention description.** The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s).
- **Intervention delivery.** The teacher writes down details necessary for implementing the intervention in the classroom (e.g., where and when the intervention will be used; the adult-to-student ratio; how frequently the intervention will take place; the length of time each session of the intervention will last; materials needed for the intervention, etc.
- **Checkup date.** The teacher notes the date at which the intervention will be reviewed to determine whether it has been sufficiently effective.
  NOTE: For academic interventions, it is advisable to allow at least 4 instructional weeks before deciding whether the intervention has been effective.
- **Assessment data.** For each intervention, the teacher selects the type(s) of classroom data that will be collected formatively throughout the intervention period to judge its effectiveness. For each data source, in turn, the teacher collects baseline data on student performance—and calculates an outcome goal that the student is expected to attain if the intervention is successful. (During the period in which the intervention is in effect, the teacher collects ongoing data to judge student performance and attaches that data to the classroom intervention documentation form.)
While a Tier 1/classroom intervention documentation form is a helpful planning tool, schools should remember that teachers will need other resources and types of assistance as well to be successful in selecting and using Tier 1 interventions. For example, teachers should have access to an ‘intervention menu’ that contains evidence-based strategies to address the most common academic and behavioral concerns and should be able to get coaching support as they learn how to implement new classroom intervention ideas. A future blog entry will review necessary Tier 1 teacher supports in greater detail.

References


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**Resources for Strategies:**

1. District RTI Strategy Binder
2. RTI Strategies Flipchart
3. RTI Network- [www.rtinetwork.org](http://www.rtinetwork.org)
4. Doing What Works RTI- [https://dwwlibrary.wested.org/resources](https://dwwlibrary.wested.org/resources)
5. PBIS (Positive Behavioral Intervention & Supports) – [www.pbis.org](http://www.pbis.org)
# Tier 1/Classroom Intervention Planning Sheet

Teacher/Team: __________________________ Date: ____________ Student: __________________________

Student Problem Definition #1: __________________________________________________________

Student Problem Definition #2: __________________________________________________________

[Optional] Person(s) assisting with intervention planning process: __________________________

<table>
<thead>
<tr>
<th>Intervention Description</th>
<th>Intervention Delivery</th>
<th>Check-Up Date</th>
<th>Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe each intervention that you plan to use to address the student’s concern(s).</td>
<td>List key details about delivery of the intervention, such as: (1) where &amp; when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;</td>
<td>Select a date when the data will be reviewed to evaluate the intervention.</td>
<td>Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student’s progress during this intervention.</td>
</tr>
</tbody>
</table>


Interventions: Essential Elements (Witt et al., 2004)
- Clear problem-definition(s)
- Baseline data
- Goal for improvement
- Progress-monitoring plan

<table>
<thead>
<tr>
<th>Type(s) of Data to Be Used:</th>
<th>Goal by Check-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
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<th>Goal by Check-Up</th>
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<th>Goal by Check-Up</th>
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</table>

Whole-group instruction and seatwork aren’t always the order of the day. When it’s time to form small groups, keep your options fluid and flexible. Your students will welcome the many opportunities to work with different classmates in different ways. Here are eight classroom grouping techniques and the best times to use them!

1. **Random Grouping** - This is completely arbitrary grouping. Use this technique when your focus is on management and forming groups of equal size. Random grouping can also help students get to know each other better.

2. **Achievement or Ability Grouping** - In this grouping situation, students with similar achievement levels or academic strengths are placed in the same group.

3. **Social (Cooperative) Grouping** - With this kind of grouping, you assign each of your students a different role (e.g., leader, presenter, or helper) in order to give them the opportunity to practice specific social skills.

4. **Interest Grouping** - With this kind of grouping, you assign students to a group or have them assign themselves to a group based on their interest in particular topics of study.

5. **Task Grouping** - With this kind of grouping, you put together students who are successful in completing given types of activities. For example, students who find drawing enjoyable are grouped together to construct scenery to re-enact a story.

6. **Knowledge of Subject Grouping** - Here, you put together students with background knowledge of a given subject or hobby. Use it when you want students to see likenesses among one another and share information. For example, students who are interested in baseball cards are grouped together to share the statistics of their favorite players.

7. **Skill/Strategy Grouping** - Here, you group together students who need practice with a specific skill or strategy.

8. **Student Choice Grouping** - Allow students to group themselves according to a shared preference, for an author or genre in reading, for example, or historical period or country in social studies. This grouping system is good to use when student success is not dependent on choice, when you want students to take the lead.
### Hancock County Schools
### Progress Monitoring Reporting Sheet

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade(s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Teacher</th>
<th>School</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Target Area of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Description of Intervention</th>
<th>Number of interventions per week:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention/Modification:</th>
<th>Date</th>
<th>Results/Data</th>
</tr>
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<tbody>
<tr>
<td></td>
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Revised 06/2016
### Tier 1 Behavior

#### RTI Tier 1

- Review core behavior instruction – Staff collaborate to ensure the behavior standards are taught in all classrooms:
  - Universal Expectations by Location – hallways, bus, lunchroom, playground, etc.
  - Classroom Expectations – following directions, getting out of seat, etc.
  - Communicate expectations with parents

- Review data to identify grade level/team-wide concerns – Teams review data to determine if multiple students are failing to demonstrate behavioral expectations:
  - Identify deficits using behavioral data and office referral data.
  - Re-teach, practice and correct identified skills at a greater frequency (refer to PBISworld.com – Tier One).

- Review data to identify individual student concerns:
  - Ensure behavior procedures are in place and implemented consistently.
  - Address academic deficits which may be impacting student behavior.
  - Identify behavioral deficits for the purpose of alerting Tier 2 – see Tier 2 checklist.
Tier 1 Student Behavior Log

Teacher: ________________________ Student Name: ________________________

Date: _______________ Time: ________ am/pm Setting: ________________________

Description of incident: (what happened, who was involved, during what activity, what triggered it, what was the outcome) ________________________________________________________________

Duration: _____ # of minutes Intensity: Low / Med / High

Was Time-out required: Yes No; If so how long ________________________________

Comments: ______________________________________________________________

Teacher: ________________________ Student Name: ________________________

Date: _______________ Time: ________ am/pm Setting: ________________________

Description of incident: (what happened, who was involved, during what activity, what triggered it, what was the outcome) ________________________________________________________________

Duration: _____ # of minutes Intensity: Low / Med / High

Was Time-out required: Yes No; If so how long ________________________________

Comments: ______________________________________________________________

Teacher: ________________________ Student Name: ________________________

Date: _______________ Time: ________ am/pm Setting: ________________________

Description of incident: (what happened, who was involved, during what activity, what triggered it, what was the outcome) ________________________________________________________________

Duration: _____ # of minutes Intensity: Low / Med / High

Was Time-out required: Yes No; If so how long ________________________________

Comments: ______________________________________________________________


Additional Resources for strategies and interventions for behavior:
www.pbis.org
www.rtinetwork
Doing What Works (DWW) Behavior https://dwwlibrary.wested.org/resources?t_id=12
Tier 1 Behavior: Some Positive Responses to Student Misbehavior

"You want your responses to take the least amount of planning, the least amount of effort, the least amount of time, and the least amount of paperwork." Fred Jones.

Non-verbal Responses

<table>
<thead>
<tr>
<th>Positive Teacher Responses</th>
<th>Looks Like/Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. With-it-ness: Know what is happening at all times in the classroom.</td>
<td>Walk around the room. Make sure you spend time in each quadrant. Scan the faces of the students, making eye contact with as many as possible. Look for behaviors that can turn into problems—make eye contacts move toward student, and/or say something.</td>
</tr>
<tr>
<td>2. Signaling: eye contact and facial expressions</td>
<td>Look at the student in a way that it sends the message: &quot;I know what you are doing.&quot; Use our teacher look.</td>
</tr>
<tr>
<td>3. Signaling: gestures</td>
<td>Gestures include: pointing to the rules posted in the room, holding up your hand, shaking your head, leaning in toward a student, placing your index finger to your lips, placing hands on his and folding arms.</td>
</tr>
<tr>
<td>4. Proximity</td>
<td>Move around the classroom. Stand next to a student who is misbehaving. Arrange seats so that you can get to an student quickly.</td>
</tr>
<tr>
<td>5. Planned-Positioning</td>
<td>Stand next to the classroom door. Sit between two students. Never turn you back on the students.</td>
</tr>
<tr>
<td>6.</td>
<td>Stop talking. Stand quietly and wait. Wait until all students are doing what they are supposed to be doing.</td>
</tr>
<tr>
<td>7. Behavior Records</td>
<td>Look at the student to get their attention or move to the student. Say nothing. Record the behavior.</td>
</tr>
</tbody>
</table>

Verbal Responses

<table>
<thead>
<tr>
<th>Positive Teacher Responses</th>
<th>Looks Like/Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Name: Using a student's name in a positive way</td>
<td>&quot;Shelby, will you act as our recorder for us during the next activity?&quot; &quot;Jake, I'll be asking you to share your thou on the next question.&quot;</td>
</tr>
<tr>
<td>9. Reminders, prompts, and cues</td>
<td>Quietly walk over to the student, state the reminder privately, and move away. Keep a Post-It note on the student's desk. Add a mark to it each time the student displays the inappropriate behavior. Place a Post-It note on the desk with the rule on it. Remove the Post-It when the rule is being consistently followed.</td>
</tr>
<tr>
<td>10. Descriptive statements</td>
<td>&quot;It's almost time for break.&quot; &quot;Papers are due in 7 minutes.&quot; &quot;It's nearly time to change classes.&quot;</td>
</tr>
<tr>
<td>11. Enforceable Statements</td>
<td>&quot;I listen to people who raise their hand.&quot; &quot;When everything is cleaned up, I will excuse you to lunch.&quot; &quot;When everyone is quiet, I will be in reading.</td>
</tr>
</tbody>
</table>
| 12. Questions | "Jen, are you aware that your pencil tapping is disturbing others?" "Julie, would you read silently. Your voice is distracting to people." "Brad, do you realize your humming is distracting to others in this class?"

Source: www.pbis.org
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Smile, give feedback, pause, state name, say please + your request, pause, say thank you, and state name.</td>
<td>(Smile and say) “Nathan, please stop talking to Joey and get to work on your assignment. Thank you, Nathan. (Smile again)</td>
</tr>
<tr>
<td>30.</td>
<td>Response in a positive way with a reminder of the rule</td>
<td>“Thank you for sharing. Can you remember to raise your hand lease?”</td>
</tr>
<tr>
<td>31.</td>
<td>Ask for an alternative appropriate response</td>
<td>“How can you show respect and still get your point across?”</td>
</tr>
<tr>
<td>32.</td>
<td>Provide an opportunity to practice the skill and provide verbal feedback</td>
<td>“That's much better, thank you for showing respect towards others”</td>
</tr>
<tr>
<td>33. <strong>Planned Ignoring</strong></td>
<td>Ignore the undesirable behavior. Go on with business and wait to catch the student being good. Recognize the positive behavior of other students.</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Time-Delay: Wait the student out, Give the student time to think it through.</td>
<td>“Let me give you 5 minutes to think it through and I'll come back and we will talk more”</td>
</tr>
<tr>
<td>35.</td>
<td>Pre-making: Withhold something the student desires until he does what you have asked him.</td>
<td>“You can play the game, after you finish your math problems.”</td>
</tr>
<tr>
<td>36.</td>
<td>Hurdle-Help: Provide help to the student in order to overcome difficulty in completing the assignment, thereby removing the hurdle.</td>
<td>“Nina, you seem stuck. Let’s see if I can help you figure out what you need to do next and how you can help yourself the next time.”</td>
</tr>
<tr>
<td>37. <strong>Antiseptic Bouncing:</strong> Remove the student from the situation</td>
<td>“Let’s talk a walk”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Please go next door to complete your work. I'll check on you in 5 minutes.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Please go get a drink and come back and we will talk.”</td>
</tr>
<tr>
<td>38.</td>
<td>Logical-Consequences: Strategies designed to help the student consider the possible consequences of his actions.</td>
<td>“If you slide down the hand rails, you might hurt yourself.”</td>
</tr>
<tr>
<td>39.</td>
<td>Restructure: shifting gears</td>
<td>Abandon the activity or switch to an alternative activity</td>
</tr>
<tr>
<td>40. <strong>Direct Appeal to Values:</strong> Appeal to the values of student(s) when intervening in a problem.</td>
<td>&quot;You seem angry with me. Have I been unfair to you?&quot;</td>
<td></td>
</tr>
</tbody>
</table>
| | | "I know you are angry, but if you break that, you will have to replace it with your own money."
| | | "Your classmates will be angry with you if you continue to interrupt the lesson"
| | | "I care about you and I cannot let your behavior to continue."
| | | "I know you will be mad at yourself if you tear up that paper you've worked on all period." |
Tier 1 Protocol: Decision Point to Move from Tier 1 to Tier 2

The Decision Point to Move from Tier 1: at this stage of the Tier 1 process (1) all expectations and non-negotiables have been documented and implemented with fidelity per the District-wide Plan. (2) In addition to the above documentation, evidenced of current student work based on behavior and/or academic need and strategy(ies) to improve student in content area; (3) student work must include teacher’s standards-based commentary; (4) evidence of differentiation i.e. grouping charts participation in Tier 1 Sadlier Intervention; (5) progress monitoring according to state requirements for frequency, (6) must include dates, time, duration of instructional contact; and (7) observations that verify strategies and (8) standards-based classroom instructional practices were implemented with fidelity must be included in Tier 1 Packet.

**Odyssey Ware Students** that have been placed on Tier 2 and Tier 3 because of multiple retentions: Tier 1 documentation must be completed and should include why the student has been/was retained must be documented with evidence that supports the retention i.e. for historical data purposes (this is for each time student was retained). In addition, support given to the student as a result of retention must be collected with the evidence to reveal what was done for student during Tier 1, Tier 2 and Tier 3. Tier 3 Interventions must be documented and implemented with fidelity. When these students are moved from OdysseyWare back to a “homeroom” because they have meet requirements, they are still considered as Tier 2, until they are no longer in need of any intervention program support. **They are now back on Tier 1. Tier 1 can include classroom strategies or no strategies depending on the students’ academic needs, which is based on data documentation and evidence of work.**

**Things To Do**

Meet with MS Team to receive student’s folder

Meet with HS Teacher SST Team and RTI Team to review student’s folder with ALL teachers interacting with student. At this meeting discuss the following and any additional information:

* Review Data
* History
* Discuss strategies and intervention that will be put in place to support transition

**Next Steps:**

1. The school RtI Team will review the Tier 1 Packet and then make a decision (that is documented in meeting minutes) to recommend, to principal, that student should be referred to the next Tier.

2. School principal will sign off on cover page concurring recommendation, and then the School’s RtI Coordinator for the team will schedule a meeting with the District RtI Coordinator to go over Tier 1 packet (using the Tier 1 Checklist on the next page).

3. District RtI Coordinator will schedule a packet review meeting with District RtI team (turn around 48 hours, in the meantime Tier 1 strategies should continue with fidelity).
Hancock County School District’s
Tier 1 RTI Folder Checklist

The following are required documentation beginning with Tier 1 and this form must be included in Tier 2 & 3

___ Problem Identification Form
___ Student Data Sheet (Source: Infinite Campus and Cumulative Folder) completed
___ Perceptions of RtI Skills Survey by teacher (See Appendix C)
___ Diagnostic reports: GMS/Universal Screening Data (Math & Reading)/Benchmark/Grades (include data in minutes)
___ Pre-Referral/Tier 1 Interventions that identifies a student or targeted group
___ Parent Notification Form: SST Parent Intervention
___ Tier 1 Classroom Strategy/Intervention Planning Sheet (maintained by teacher implementing)
___ Student work using strategy or intervention
___ Data Points (include dates, baseline score, growth, name of strategy/intervention, (See pg. 38 & Appendix D)
___ Student Behavior Log (in teacher’s RTI folder for behavior)
___ Self-Report Integrity Check (completed by teacher)
___ Progress Monitoring Data (i.e. frequency and specific strategy or intervention should be listed)
___ Observation Fidelity Checklist (in administration/IC folder)
___ Teacher Teams, RTI & Data Team Minutes & Meeting Agenda (include dates & attendees)
___ Minutes to Refer student to Tier 2
___ Dismissal Form (Before a student is dismissed from RTI District RTI Team member must sign off)

RTI Folder includes (All RtI folders are to be maintain in student’s permanent record in a yellow folder in counselor’s office. Permanent records should be complete and up to date)
___ PBIS Inventory of Behavioral Skills (upon implementation, but you can use PBIS stratgies)
___ Vision/Hearing Report
___ Discipline / Attendance Reports

Tier 1 Evidence: 4 Weeks of strategic classroom instruction, beyond what is done for ALL students in a standards-base and differentiated classroom i.e. mobymax, supplemental resources such as Steck-Vaughn, sadlier etc.

Teacher’s Signature ________________________ Date ______________________
School RtI Coordinator’s Signature ________________________ Position: ______________ Date __________
District RTI Team Member ________________________ Position: ______________ Date: __________
Principal’s Signature ________________________ Date: __________
SECTION II
Tier 2: Needs Based Instruction & Learning Process and Procedures

When the student’s learning and/or behavioral concerns are not resolved, or the targeted area is determined to be too significant to address at RTI Tier 1, additional resources are sought. At this point the teacher meets with the RTI Data Team. This team engages in the problem-solving process by defining a student’s performance profile, seeking additional diagnostic information, analyzing areas of concern, generating strategies to address concerns and monitoring fidelity of implementation and alignment of instructional strategies to the identified need.

**Tier 2**
*Consultation Among Teacher, Parent, & Data Team*

1. **Define the Student’s Performance Profile.**
   Informal screenings/records review and further definition of the area(s) of concerns.

2. **Develop an Action Plan**
   Strategies are discussed and a plan is written.

3. **Implement the Action Plan**
   Plan is implemented, data is gathered, fidelity and progress are monitored every 3 weeks.

4. **Evaluate**
   RTI Data Team determines effectiveness and need for additional resources.
Data Sources for Tier 2

The first data source is the Universal Screener, Houghton Mifflin Harcourt Reading and Math Inventory, formerly the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). Additional data sources should be benchmarks, class test and quiz grades compared to student’s Georgia Milestone data. In addition, the Data Team should consider creating assessments via Study Island to measure specific standards and/or content areas (see District Instructional Framework in Section I Tier). The following are intervention programs for intervention support:

### Tier 2 Checklist

<table>
<thead>
<tr>
<th>Prior to RTI Data Team Meeting: (Define the student’s performance profile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Following universal screenings, RTI Data Chair will schedule meetings for the RTI Data Team to review data for students being considered for Tier 2 (or above) interventions.</td>
</tr>
<tr>
<td>□ Teacher completes Student Performance Profile form (RTI-1)</td>
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</table>

<table>
<thead>
<tr>
<th>During RTI Data Team Meeting: (Develop an Action Plan)</th>
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</thead>
<tbody>
<tr>
<td>□ RTI Data Team will determine if student is in need of Tier 2 or Tier 3 interventions.</td>
</tr>
<tr>
<td>□ If RTI Data Team finds student not to be in need of Tier 2 support, STOP here and return to Tier 1.</td>
</tr>
<tr>
<td>□ If found to be in need of initial Tier 2 support or continued Tier 2 support, RTI Data Team will determine appropriate interventions and complete Tier 2 Team Meeting Minutes form (RTI-2).</td>
</tr>
<tr>
<td>□ If found to be in need of Tier 3/SST support, see Tier 3/SST.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>After RTI Data Team Meeting: (Implement the plan and evaluate.)</th>
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<tbody>
<tr>
<td>□ Teacher will complete Parent Notification form (RTI-3) and send home following every Data Team meeting. (Keep copy on file in Tier 2 folder).</td>
</tr>
<tr>
<td>□ Yellow RTI folder is added to cumulative record complete with current forms. NO student work samples. Teachers will maintain work samples in the classroom.</td>
</tr>
<tr>
<td>□ Progress Monitor students in Tier 2 every three weeks.</td>
</tr>
<tr>
<td>□ RTI Data Team will re-convene following each universal screening to review progress monitoring data. RTI Data Team will complete Tier 2 Team Meeting Minutes form (RTI-2). Teacher of record will add the Meeting Minutes form to the RTI folder in PRC.</td>
</tr>
<tr>
<td>□ For students needing Tier 3 supports, see Tier 3.</td>
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</tbody>
</table>

### Data Sources for Tier 2

What does Tier 2 look like in the classroom?

### District Intervention Programs

<table>
<thead>
<tr>
<th>RTI Tier 2 &amp; Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFIS Iread (K-2)</td>
</tr>
<tr>
<td>GOSA Reading A to Z (K-3)</td>
</tr>
<tr>
<td>RTI Tier 1: Sadlier Textbooks-RC, Voc &amp; Math (4-5)</td>
</tr>
<tr>
<td>Study Island &amp; Mobymax</td>
</tr>
<tr>
<td>OdysseyWare (6-8)</td>
</tr>
<tr>
<td>FLP Read 180 &amp; Math 180 (6-8)</td>
</tr>
<tr>
<td>RTI Tier 1: Sadlier Textbooks-RC, Voc &amp; Math (6-8)</td>
</tr>
<tr>
<td>FLP B.E.A.T.</td>
</tr>
<tr>
<td>Study Island &amp; Mobymax</td>
</tr>
<tr>
<td>OdysseyWare (9-12)</td>
</tr>
<tr>
<td>FLP Read 180 &amp; Math 180 (9-12)</td>
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<tr>
<td>RTI Tier 1: Sadlier Textbooks-RC, Voc &amp; Math (9-12)</td>
</tr>
<tr>
<td>Study Island &amp; Mobymax</td>
</tr>
</tbody>
</table>

### District Student Data Sources

<table>
<thead>
<tr>
<th>Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iread &amp; Razz Kids (K-3)</td>
</tr>
<tr>
<td>Math &amp; Reading Inventory (4-5)</td>
</tr>
<tr>
<td>Study Island Content Benchmarks</td>
</tr>
<tr>
<td>Middle School</td>
</tr>
<tr>
<td>Holt Elements of Literature Reading Diagnostic</td>
</tr>
<tr>
<td>Math &amp; Reading Inventory (6-8)</td>
</tr>
<tr>
<td>Study Island Content Benchmarks</td>
</tr>
<tr>
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</tr>
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<td>Holt Elements of Literature Reading Diagnostic</td>
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</tr>
<tr>
<td>Study Island Content Benchmarks</td>
</tr>
</tbody>
</table>
Tier 2
(Continue Tier 1)
Targeted Group
Standard protocols and processes
Rti Data Review Team meets to discuss available data and to plan interventions for each student needing additional support
Tier 2: NEEDS BASED LEARNING

In addition to Tier 1, targeted students participate in learning that is different by including:

- Standard intervention protocol process for identifying and providing research based interventions based on need and resources.
- On-going progress monitoring to measure student response to intervention and guide decision-making.

Tier 2 becomes the answer to the question “what are we prepared to do when they do not learn?” Using universal screening data, summative assessment data, and Tier 1 formative assessment data, teachers and instructional leaders should determine concepts, content areas, and/or specific skills needing support. Interventions should be developed and made available when specific students show weaknesses in those areas. All students who need Tier 2 intervention (in addition to Tier 1 instruction) should be identified through the universal screening and formative assessment protocol. A school wide understanding of assessment data and projected levels of student mastery during the school year is required for effective Tier 1 and Tier 2 instruction in all content areas:

- Tier 2 interventions should be in place for students who are not being sufficiently successful or adequately challenged with Tier 1 interventions alone.
- Tier 2 interventions should be pre-planned, developed, and supported at the school level, thereby becoming “standard intervention protocols” that are proactively in place for students who need them. Tier 2 interventions are not a substitution for Tier 1 instruction, but are layered in addition to the Tier 1 instruction that is provided. Schools should determine concepts and content areas that are likely to have been mastered by highly able students and, through strategies such as pretesting and curriculum compacting, be prepared to provide acceleration.
- Tier 2 interventions should not be endless for individual students who are struggling. Schools must ensure that specific students are not labeled as being “Tier 2 students” and thereby create lower expectations or “tracking” for those students.

Progress Monitoring

Progress monitoring should be used for identified students involved in Tier 2 to measure the effectiveness of the intervention. Attention to transfer of learning to the Tier 1 core classroom should be considered.

Collaboration between Tier 2 and Tier 1

The collaboration between the Tier 2 intervention teacher and Tier 1 classroom teacher(s) should be frequent and focused on progress monitoring data:

- Collaborative discussion and planning will support transfer of learning.
- Collaborative discussion and planning will support appropriate and rigorous instruction in the intervention class.
- Collaborative discussion and planning will create the language (see glossary of terms) of a common instructional focus. Specific academic interventions (see district instructional framework for district-wide intervention programs) should be established for students who are missing core academic skills (e.g. strong reading skills) that will increase the probability that these high-risk students will have the necessary skills to be successful.
The following table describes examples and non-examples of Tier 2 (taken from the GA DOE Response to Intervention Manual 2011).

<table>
<thead>
<tr>
<th>Examples of Tier 2</th>
<th>Non-examples of Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth grade students needing support in application of reading skills to content material attend a Reading Connection class. Pre-identified strategies are reinforced by Connections teachers and supported by classroom teachers. Assessments are used to determine evidence of application of skills to content reading.</td>
<td>Third grade students are placed in a reading group outside the classroom. This reading group is the student’s only access to reading instruction during the school day.</td>
</tr>
<tr>
<td>EIP second graders receive additional support on targeted skills during independent learning center work time.</td>
<td>Data from eighth grade math students’ computer based Connection class remains in the Connections room.</td>
</tr>
<tr>
<td>Fourth grade small group math students take frequent assessments. Data is used to show student growth or lack of growth. Continued use of a particular intervention is based on student performance.</td>
<td>Primary student’s additional interventions are determined by the teacher’s observation only.</td>
</tr>
</tbody>
</table>
Date: __________________

Dear Parent or Guardian,

The Mission of the Hancock County School District is to educate students to become lifelong learners and productive citizens. Our mission is to help your child become a successful student. At Tier 1, ________________, your child’s teacher, used different strategies and/or materials with ________________ and collected data to determine if this differentiated instruction was assisting with his/her success in the classroom. Based on the results of data collected at the school, the Data/Response to Intervention Team has recommended additional interventions for your child. We will begin the Tier 2 intervention on ________________. At Tier 2, we will provide an additional 30 minutes of focused instruction at least three times per week for a minimum of 8 – 12 weeks.

The intervention that will be used is __________________________________________

Current Score(s): ________________  Goal(s) to be reached: ________________

Person(s) who will provide the intervention: ________________________________

If you have any questions about the Data Team/Response to Intervention process, or questions regarding your child’s skill area(s) that we will address through this intervention plan, please contact ________________________________ ________________________________ at ____________

Please sign below to acknowledge that you have been informed about your child’s intervention plan. Cut on the line and send the bottom part back to the school. Keep this letter for your record

--------------------------------------------------------cut here and return the bottom part--------------------------------------------------------

I have read this letter and understand that the school has identified my child as needing Tier 2 intervention.

Parent/Guardian: ___________________________________  Date: ________________
Dear Parents/Guardians of: __________________________ Date: _______________

Hancock County Schools believe in providing the highest quality of education for our students. This letter is to provide you with information about the tiered instructional approach we are using to meet this goal, referred to as Response to Intervention (RTI) which is part of federal educational law.

For RTI, all students will participate in the core curriculum, with tiers of interventions for students who are at risk in general academic skills or behavior. Each tier provides additional support beyond the core curriculum. Three times a year, universal screeners (where appropriate) will be given, as well as on-going data collection, to measure student progress. Behavioral expectations will also be monitored on a regular basis throughout the year.

All students receive Tier 1 services. In addition, your child is currently receiving the following:

☐ Tier Two – Based on progress data, students who are unsuccessful in Tier One will be provided supplemental evidence-based and research-based interventions matched to their needs along with the Core Curriculum. The RTI Data team will monitor the student’s progress.

☐ Tier Three/SST (Student Support Team) – Students who continue to struggle in Tier Two will receive more intensive interventions at this level. At the Tier Three implementation, your child’s progress will be reported to the SST (Student Support Team). You, along with your child’s classroom teachers, will participate in this team. Students who continue to display limited progress may then be considered for further evaluation and services.

Our school is dedicated to taking part in this process to improve educational outcomes for all students. As always, do not hesitate to contact your child’s teacher or an administrator if you have questions or concerns.

Sincerely:

______________________________
Classroom/Referring Teacher
Tier 2 Team Meeting Minutes

Date: ___________________________ □ Initial OR Follow Up Meeting # _____ of _____

Student: ___________________________ Grade: _____ School: __________________

Target Area of Concern: _________________________________________________________

Current Level of Performance (Specific & Measurable) (ie. Lexile, Cut Score, Star, SME, etc.) _________

Expected Level of Performance (Specific & Measurable) (ie. Lexile, Cut Score, Star, SME, etc.) _________

Review progress monitoring data to determine if goals were met or if progress towards goal was made.

*Attach progress monitoring graphs/data/student work as indicator for SST support

Minutes/Notes:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

*Continue on additional page found in Section I

Area of Concern(s):

_____ Is resolved return to Tier 1

_____ Still exists continue Tier 2 Intervention Plan Next Meeting date _____________

_____ Still exists continue Tier 2 Intervention Plan Next Meeting date _____________
with modifications listed above


Everyone in attendance should sign on the back, listing his/her Name, position and date
Tier 2 Student Performance Profile

Student Name: ____________________________  Grade: _______  Date: ____________

Demographic Information
□ Attach from Infinite Campus:
  o Summary page (with picture)
  o Current attendance
  o Most recent report card
  o Attach Discipline report if discipline is a concern

Testing Information: Vision and Hearing Results: (Check PRC. Must be current within 1 calendar year.)
□ Hearing: □Passed □ Failed  Date: ____________________________
□ Vision: □Passed □ Failed  Date: ____________________________

Most Recent Standardized Test Scores if available (may print from SLDS):
□ CRCT: Reading________  □ Math____  □ ELA____  SS__
□ Dibels
□ Writing Assessment: Did Not Meet______ Meets_____ Exceeds______

Has student been retained? ______ If yes, what grades? ____________________________
Has student been promoted with a plan? If yes, what grades? ____________________________
Other significant information (health, medical, social, family, etc)

Teacher Observations – Identify any areas in which the student displays a significant strength (S) or weakness (W).

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Written Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Number Sense &amp; Numeration</td>
<td>Sentence Structure</td>
</tr>
<tr>
<td>Letter/Word Recognition</td>
<td>Geometry &amp; Measurement</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Patterns &amp; Relationships/Algebra</td>
<td>Organization</td>
</tr>
<tr>
<td>Phonics</td>
<td>Statistics &amp; Probability</td>
<td>Spelling</td>
</tr>
<tr>
<td>Fluency</td>
<td>Computation &amp; Estimation</td>
<td>Punctuation</td>
</tr>
<tr>
<td>Other:</td>
<td>Problem Solving</td>
<td>Grammar</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

Learning Behaviors

<table>
<thead>
<tr>
<th>Processing</th>
<th>Social/Adaptive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine motor skills</td>
<td>Develops friendships</td>
</tr>
<tr>
<td>Gross motor skills</td>
<td>Relates well to adults</td>
</tr>
<tr>
<td>Reversals/transpositions</td>
<td>Emotional outbursts</td>
</tr>
<tr>
<td>Copying from board</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>Copying from book or paper</td>
<td>Chronically lying/cheating</td>
</tr>
<tr>
<td>Visual memory</td>
<td>Delayed self-help skills</td>
</tr>
<tr>
<td>Right/left confusion</td>
<td>Immature language</td>
</tr>
<tr>
<td>Auditory memory</td>
<td>Stealing</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Bullying</td>
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<td>__________</td>
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Processing

<table>
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<tr>
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<td>Delayed self-help skills</td>
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<td>Immature language</td>
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<tr>
<td>Stealing</td>
</tr>
<tr>
<td>Bullying</td>
</tr>
<tr>
<td>Socially immature</td>
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</table>

Please note: Print and attach the student’s profile form in SLDS indicating students’ historical standardized test data and other pertinent information.
Check any special services you are aware of that this student receives or has received in past:

☐ EIP  ☐ 504  ☐ Gifted  ☐ ESOL  ☐ Migrant Services
☐ SST  ☐ Speech  ☐ OT/PT  ☐ Credit Recovery
☐ Special Education  ☐ Babies Can’t Wait  ☐ Outside Agencies

List of special services not included: ___________________________________________________________

Document attempts to meet student needs within Tier 1. Indicate with a check, the strategies/interventions used over a reasonable period of time (typically 6-8 weeks) in response to concerns regarding this student.

☐ Alternative reading materials  ☐ Use of math manipulatives
☐ Help from tutor  ☐ Flexible small group instruction
☐ Parent conference  ☐ Differentiated assignments
☐ Skill-based learning groups  ☐ Rewards for task completion
☐ 1 to 1 with teacher or para  ☐ Increase positive reinforcement
☐ Frequent checks by teacher  ☐ Increase repetition and drill
☐ Break assignment into small steps  ☐ Read with student
☐ Provide study sheets for review/practice  ☐ Instruction software (specify): ______________________

Student is: ________ Eligible for Tier 2  ________ Student will remain at Tier at this time

Required Signatures:

Teacher of Record

School RTI Coordinator/AP

School Principal

District RTI Team Member

Action Plan
**RTI Tier 2 Action Plan**

**Student’s Name:** ______________________________________

Expectations: To be completed during RTI Team Meeting and submitted to the District with 24 hours of meeting.

<table>
<thead>
<tr>
<th>Intervention and Start Date:</th>
<th>Skill/Area:</th>
<th>Frequency &amp; Duration:</th>
<th>Progress Monitoring Tool:</th>
<th>Interventionist (Who will be using this intervention/Subject)</th>
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I ________________________________, certify that the intervention(s) was/were conducted with fidelity as described on page 1.

Teacher/Interventionist Signature

Teacher/Interventionist Signature

**PARENT NOTIFICATION of RTI Tier 3:**  □ Mailed  □ Sent with Student

**DATA TEAM Members** (Signature and Title)

<table>
<thead>
<tr>
<th>Name and Title</th>
<th>Date</th>
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**School Administrator’s Signature**
## Tier 2: Behavior

<table>
<thead>
<tr>
<th>RTI Tier 2 Responsibilities</th>
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<tbody>
<tr>
<td><strong>Prior to RTI Team meeting:</strong></td>
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*See Section I: Tier 1 for the Student Reporting form and a list of verbal and non-verbal strategies, as well as RTI School Binder and the RTI Flip Chart Additional Resources for strategies and interventions for behavior:*

1. [www.pbis.org](http://www.pbis.org)
2. [www.rtinetwork](http://www.rtinetwork)
3. Doing What Works (DWW) Behavior [https://dwwlibrary.wested.org/resources?t_id=12](https://dwwlibrary.wested.org/resources?t_id=12)
Tier 2 Protocol: Decision Point to Move from Tier 2

The Decision Point to Move from Tier 2 to Tier 3 or Tier 1, or remain at Tier 2 is dependent upon fidelity implementation at Tiers 1 and 2. At the Tier 2 stage ALL of the Tier 1 process: (1) all expectations and non-negotiables have been documented and implemented with fidelity per the District-wide Plan; (2) in addition to the above documentation, evidenced of current student work based on behavior and/or academic need and strategy(ies) to improve student in content area; (3) student work must include teacher’s standards-based commentary; (4) evidence of differentiation i.e. grouping charts participation in Tier 1 Sadlier Intervention; (5) progress monitoring according to state requirements for frequency; (6) must include dates, time, duration of instructional contact; and (7) observations that verify strategies and (8) standards-based classroom instructional practices were implemented with fidelity must be included in Tier 1 Packet. If the Tier 1 Packet IS NOT Complete, the student CANNOT be moved from Tier 2 to Tier 3, nor dismissed from Tier 2.

Therefore, in accordance the Georgia Department of Education RTI Manual (page 43 of 95), Student Movement from Tier 2 to Tier 3 is as follow:

- The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.
- Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.
- After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required.

Hancock County uses Odyssey Ware as it Credit Recovery. Students enrollment in this program Tier 1 documentation should have been completed as described in Tier 1 Protocols. At the Tier 2-

Evidence, student’s progress reports, test results, transcript of courses taken must be documented and implemented with fidelity. When these students are moved from OdysseyWare back to a “homeroom” because they have meet requirements, they are still considered as Tier 2, until they are no longer in need of any intervention program support. They are now back on Tier 1. Tier 1 can include classroom strategies or no strategies depending on the students’ academic needs, which is based on data documentation and evidence of work. If students complete required course that will move them to high school, NO student will be sent to the alternative school to wait for the next semester. These students will remain in the least restrictive classroom environment and be provided with pre-course learning, assigned a mentor and continue class assignments that promote continued academic growth.
Tier 2 Protocol: Decision Point to Move from Tier 2 continued

Things To Do

Meet with MS Team to receive student’s folder
Meet with HS Teacher SST Team and RTI Team to review student’s folder with ALL teachers interacting with student. At this meeting discuss the following and any other additional information deemed vital to student’s success:

* Review Data
* History
* Mentor
* Discuss strategies and intervention that will be put in place to support transition

Before:

* Parent Notification is sent on all students served on

  □ Send Tier 2 Parent Information Letter home with student’s report card to inform parents of date Tier 2 will begin, what interventions will be implemented and request a meeting with parents. This letter is sent by Data & RTI Team

  □ Once Data Team meeting is scheduled, send home this 2nd letter, Tier 2 Services Letter to Parent(s) to give additional information about Tier 2 Services, this letter is sent by the classroom teacher/interventionist.

During:

* Tier 2 Team Meeting Minutes

  □ The RTI Data Team Chair will schedule a meeting for the Data Review Team, a minimum of 3 (grade level teachers, Principal/AP, RTI Data Team Chair, or others deemed appropriate) to review data for students being considered for Tier 2 interventions. The Data Review Team will complete Tier 2 Team Meeting Minutes Form.

  □ Folders of students who are receiving Tier 2 interventions will be reviewed by the school-level RTI Coordinator monthly throughout the school year.

  □ Active parental involvement in the student’s action plan is strongly encouraged. Movement from tier to tier is fluid, based on data-driven team decisions.

After:

* Implementation with Fidelity

  □ The school RtI Team will review the Tier 2 and Tier 1 Packets and then make a decision (that is documented in meeting minutes) to recommend, to principal, that student should be referred to the Tier 3.

  □ School principal will sign off on cover page concurring recommendation, and then the School’s RtI Coordinator for the team will schedule a meeting with the District RtI Coordinator to go over Tier 1 packet (using the Tier 1 Checklist on the next page).

  □ District RtI Coordinator will schedule a packet review meeting with District RtI team (turn around 48 hours, in the meantime Tier 1 strategies should continue with fidelity).
Hancock County School District’s Tier 2 RTI Folder Checklist

The following are required documentation beginning with Tier 2, in addition to this checklist Tier 1 Check list must be completed and included in the Tier 1 Packet before Tier 2 process can begin.

___ Tier 2 Parent Information Letter
___ Tier 2 Service Letter to Parents
___ Universal Screening Data/Diagnostic reports/Benchmark/Grades
___ Tier 2 Action Plan
___ Student Behavior Log (in teacher’s RTI folder for behavior)
___ Progress Monitoring Data (i.e. frequency and specific strategy or intervention should be listed)
___ Self-Report Integrity Check (completed by for Tier 2)
___ Perceptions of RI Skills Survey by teacher
___ Observation Fidelity Checklist (in administration/IC folder)
___ Building Level Teacher SST, RTI & Data Team Review Notes and Meeting Agenda
___ Minutes to Refer student to Tier ____ / ____
___ SST Dismissal Form (Before a student is dismissed from RTI District RTI Team member must sign off)

**Hier folder includes**: *(All Rti folders are to be maintain in student’s permanent record in a yellow folder in counselor’s office. Permanent records should be complete and up to date)*

___ Attendance
___ Vision/Hearing Report
___ Discipline Report
___ Screening Assessments Used (specify)
___ Diagnostic Assessments Used (specify): BOY M _____ & R _____ / MOY M _____ & R _____
___ Dates of RtI/SST/Data Meetings with list of attendees

District RTI Team Member _____________________________ Position: __________________ Date: __________________

Principal’s Signature ___________________________________________ Date: __________________

School RtI Coordinator’s Signature ___________________________ Position: ______________ Date ____________

Teacher’s Signature __________________________________________ Date ____________________
SECTION III

Tier 3: Student Support Team (SST) Driven Learning

Process and Procedures

In Tier 3, **SST is the structure** and **RTI is the process**. Team members now individualize appraisal and interventions to determine barriers to learning and develop appropriate individual interventions for the student. If a variety of Tier 3 and SST interventions are finally determined not to be adequate and the need for more individualized assistance is thus documented, the SST will make an appropriate referral for consideration of placement of the student in an appropriate Tier 4 program. If found eligible, this student may be placed in Special Education, English to Speakers of Other Languages (ESOL), Gifted or other programs that are delivered by specially trained teachers. In summary, the SST is mandated by federal court order and our RTI model is a systemic process to bridge behavioral and academic gaps. Ultimately, the success of any SST relies on the foundation of Tiers 1 and 2 (Georgia Department of Education RTI Manual pg. 4).

### Tier 3

**Consultation Among Student Support Team Members**

1. **Define the Student’s Performance Profile.**

   Tier 3 SST forms

2. **Develop a Plan**

   Generate possible solutions, set goal, write plan.

3. **Implement the Plan**

   On-going systematic data collection (every 2 weeks)

4. **Evaluate**

   SST analyze data to determine effectiveness.

---

<table>
<thead>
<tr>
<th>RTI Tier 3 and SST Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School RTI Coordinator (Assistant Principal) will:</strong></td>
</tr>
<tr>
<td>□ Monitor implementation and progress monitoring data during the SST process</td>
</tr>
<tr>
<td>□ Assist teachers of record with the SST documents</td>
</tr>
<tr>
<td>□ Email SIS Coordinator to place an SST flag on the student’s record</td>
</tr>
<tr>
<td>□ If the student is dismissed from SST, AP will notify SIS Coordinator of this change and District RTI Coordinator</td>
</tr>
</tbody>
</table>

**Data Team will:**

□ Review Tier 2 and/or Tier 3 data and determine if:
  - Not enough data is evident: Continue with targeted, research-based Tier 3 interventions tailored to individual needs of student
  - Tier 3 Intervention Plan needs to be revised and continued
  - Re-convene at least once per 9 weeks to review data from the planned intervention

**Teacher of Record will:**

□ Provide interventions, progress monitor a minimum of every 2 weeks, and maintain data

**RTI Team will:**

□ Intervention plan was successful: Return student to an appropriate tier

□ Referral of student to Tier 4 is indicated (At this meeting, the AP or School Psychologist must be present).

□ Update yellow RTI folder to include current status and Meeting Minutes on district forms

When an area of concern is complex in nature, additional resources are often required. Support personnel such as school psychologist, and other specialists may be asked to participate in the Tier 3/SST process. The intent continues to be the provision of interventions in order to help the student perform successfully in the general education environment. Parental involvement continues to be a critical component. The state of Georgia mandates that a Student Support Team will be established in every Georgia public school, K-12.
Data Sources for Tier 3

The first data source is the Universal Screener, Houghton Mifflin Harcourt Reading and Math Inventory, formerly the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). Additional data sources should be benchmarks, class test and quiz grades compared to student’s Georgia Milestone data. In addition, the Data Team should consider creating assessments via Study Island to measure specific standards and/or content areas. The following are intervention programs for intervention support:

### District Intervention Programs

**RTI Tier 2 & Tier 3**

- **CEIS Iread (K-2)**
- **GOSA Reading A to Z (K-3)**
- **RTI Tier 1: Sadlier Textbooks-RC, Voc & Math (4-5)**
- **Study Island & Mobymax**
- **OdysseyWare (6-8)**
- **FLP Read 180 & Math 180 (6-8)**
- **RTI Tier 1: Sadlier Textbooks-RC, Voc & Math (5-8)**
- **FLP B.E.A.T.**
- **Study Island & Mobymax**
- **OdysseyWare (9-12)**
- **FLP Read 180 & Math 180 (9-12)**
- **RTI Tier 1: Sadlier Textbooks-RC, Voc & Math (9-12)**
- **Study Island & Mobymax**

### District Student Data Sources

**Elementary**
- **Iread & Raz Kids (K-3)**
- **Math & Reading Inventory (4-5)**
- **Study Island Content Benchmarks**

**Middle School**
- **Holt Elements of Literature Reading**
- **Diagnostic Math & Reading Inventory (6-8)**
- **Study Island Content Benchmarks**

**High School**
- **Holt Elements of Literature Reading Diagnostic**
- **Math & Reading Inventory (9-12)**
- **Study Island Content Benchmarks**

### Research Based Instructional Practices that are non-negotiables

**SWD Academic Support w/Inclusion Teacher co planning for instruction**

<table>
<thead>
<tr>
<th>Gradual Release of Responsibility to Teach</th>
<th>Standards-based Classrooms</th>
<th>Differentiated Instruction</th>
<th>Daily Data Driven Instruction to Support Differentiated Instruction</th>
</tr>
</thead>
</table>
| 1. Modeling for students (explain)  
2. Practice with students (engage)  
3. Provide opportunities for students to explore what they have learned (explore) | 1. Unpacking Standards  
- Essential Questions  
- HOT-DOK  
2. Framework is evident during instruction:  
- 1st Opening/ Activate Students Thinking  
- 2nd Work session: | Data used to determine standards students don’t know, but need to know & to create  
1. Centers, Stations  
2. Flexible Groupings  
3. Catch & Stretch | Student data posted  
Content Data posted  
Student Conferencing/ Test Talks evidence  
Student Data Folders | **SWD (IEP)**  
SRI/SMI instructional plan for ALL students |

### What does Tier 3 look like in the classroom?

- **Tier 3**  
  (Continue Tier 1 & Tier 2)  
- **Individual Targets**  
- **SST driven learning**  
- **SST must meet to recommend interventions and progress monitoring**
Tier 3: SST (Student Support Team) Student-Driven Learning

In addition to Tier 1 and Tier 2, targeted students in Tier 3 participate in learning that is different by including:

- **Intensive**, formalized problem solving to identify individual student needs.
- **Targeted** research based interventions tailored to individual needs.
- **Frequent** progress monitoring and analysis of student response to intervention(s).

Tier 3 in Georgia is a unique individual, diagnostic, data driven instructional problem solving process where the *question about a student expands to include the “why” as well as the “what”*. This is the point where specialists (school psychologists, intervention specialists, behavior specialists, counselors, social workers, speech-language pathologists, etc.) teacher(s) of record, and school RTI Coordinator make up the Student Support Team (SST) participate specifically in the problem solving process, if they have not already been involved at Tiers 1 and 2 (for Hancock County these specialist are not participating at the Tier 1 because Tier 1 SST will consist of classroom teachers at the building level).

Problem solving at this stage is more in-depth and intensive and usually requires gathering and analyzing additional information about the student, performance strengths and weaknesses, background information, etc. Appraisal of various types is usually initiated by the SST team, including vision and hearing testing. *Whereas Tier 2’s supplemental activities will have been programs designed to strengthen targeted skills for a range of students*, the Tier 3 process and SST *structure* employs scientific analysis to discover the reason(s) for an individual student’s difficulties. This knowledge guides the design of individualized interventions that attempt to best fit the student that will be *documented on the Tier 3 Action Plan*.

Outcomes of the process and structure:

- Students can revert to Tier 2 or Tier 1 because of the benefit of key discoveries that enabled the student to experience success. These may be in academics or in behavior, and often in both.
- Students may present problems for which even the most effective known interventions appear to be inadequate. It is a combination of supporting data and use of professional judgment as to when or if their cases are referred for a comprehensive evaluation to investigate for a suspected disability.
- Students additional alternative, Section 504 eligibility and its individual accommodation plan.

In 1984, the state of Georgia resolved a class-action court case, Marshall vs. Georgia, with a set of actions that it committed to federal district court to implement permanently. One of the commitments was that a Student Support Team (SST) would be required in every public school in Georgia. Thus, no matter the future organizational framework of Georgia education or the prevailing educational model, there will always be a requirement for at least one Student Support Team (SST) in every public school. At that time, the single, formal avenue to individual help was a referral to Special Education. The SST was intended to fill this gap in services in regular education, thus SST’s original purpose was to prevent inappropriate referral to Special Education. SST addressed in State of Georgia’s commitment to Federal court (Southern District, GA) after Marshall vs. Georgia, 1984
A. Student Support Teams

Each local agency shall develop a Student Support Team. The Student Support Team is a joint effort of regular education and special education to identify and plan alternative instructional strategies for children prior to or in lieu of a special education referral. Each building level team is comprised of such persons as administrator, classroom teacher, requesting teacher, special education teacher, counselor, school psychologist, special education resource person, school social worker or central office personnel. Parental involvement is also a critical part of the Student Support Team process.

An interdisciplinary group at Tier 3 plans for modification in a student’s education program through a six step process to include:

- identification of needs
- assessment, if necessary
- educational plan
- implementation
- follow-up and support
- continuous monitoring and evaluation.

Further Student Support Team functions are under the auspices of regular education curriculum services and is based upon the child study team concept.

The Tier3 SST Team will requests for service for the student for:

curriculum modification, learning style assessment, behavior management techniques, achievement evaluation, home-school communication, or study skill assistance, and special education services may also be made.

When the Tier 3 SST Team meets each of the following should be discussed, documented and evidence reviewed prior to consideration for special education referral non-special education options:

interventions used, documented, described, and discussed at the special education placement meeting, as part of the review the team must decide that the necessity for special education is so clear that use of non-special education options would be non-productive or harmful to the child.

Issues and Procedures in Tier 3 SST

Special Education law required that schools must prove that regular education is unable, with commonly accepted and well documented interventions, to solve the student’s problem; therefore, Special Education was indicated. The SST’s role in Georgia’s Student Achievement Pyramid of Interventions still addresses it. [Note: a unique subset of this is the case of English Learners. See Chapter 8 of the GADOE RTI Manual]

Ensure accountability for the soundness of the data gathered on a student in Tiers 1 and 2 before the case can proceed to the SST as follow:

1. Interventions must have been implemented with fidelity, that is, consistently implemented following the delivery method and program originator’s design (time, frequency, etc).
2. Tier 3/SST must verify the integrity of existing data i.e., verified data that can help guide the team’s intervention design.
3. Once an intervention is initiated, at least four data points, and preferably many more, will need to be generated to measure progress. Best practice supports progress monitoring of the student’s response to the intervention one to three times per week.
4. At Tier 3, the length of the intervention will vary by case, but most will occur over a six to twelve week period. For students who may eventually be considered for Specific Learning Disabilities (SLD) eligibility, note that the minimum required time period for data collection is twelve weeks unless the intervention employed specifically calls for fewer than twelve
weeks. These twelve weeks do not necessarily all have to take place in Tier 3/SST. Additional weeks of interventions can take place during the specified evaluation period for special education eligibility.

5. In some cases, interventions from Tier 2 may also count toward the required 12 weeks for students being considered for SLD eligibility if they are congruent with the interventions in Tier 3/SST, i.e., if they constitute an aggregate 12 weeks of functionally linked data results.

Referral from Tier 3/SST to Special Education evaluation Tier 2, and to an extent Tier 3, try to address systemic, institutional factors related to a student’s situation in order to fill gaps, strengthen skills, engender confidence, and find a new way of successful functioning by the student. The Tier 3/SST team must go beyond that and consider that there may be one or more factors internal to the student (e.g., needs, fears, attitudes, serious weaknesses, processing problems) that are the primary reasons for lack of adequate success. If the team finds solutions for these supposed factors, then the student proceeds back down the pyramid tiers to on-going progress. The Tier 3/SST team closes the case and terminates it from their active caseload.

Section 504 at Tier 3

In some cases, the student may return to Tier 3/SST team because eligibility was denied for Special Education. These cases where severity or type of condition does not qualify for Special Education must still be addressed as best as possible. This is where the team would want to consider possible eligibility for Section 504. In such a case, it may be that a Section 504 Individual Accommodation Plan (IAP) can be crafted that will effectively diminish the effects of the student’s condition. Here, the legal issue is not reaching individual goals in the classroom, but having an equal opportunity to do so that is comparable to that of the student’s nondisabled peers. It would be up to a Section 504 evaluation team to decide whether to pursue this course of action. In some systems, the SST team is assigned to be that Section 504 team.

Source: GADOE RTI Manual pp 44-47
The following table describes examples and non-examples of Tier 3 (taken from the GADOE, RTI Manual, 2011).

<table>
<thead>
<tr>
<th>Examples of Tier 3/SST</th>
<th>Non-examples of Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is given additional drill practice on specific area(s) of weakness in math which was targeted after an analysis of several formative assessments and interviews with the student. Progress toward goal is on a weekly basis.</td>
<td>Student is given extra work in specific area(s) of math weakness</td>
</tr>
<tr>
<td>Data shared by teacher on the student’s classroom behavior after trying several behavioral strategies led the team to develop an individualized student behavior management plan. After five days of gathering baseline data, the teacher will implement the plan as developed. SST member is assigned to follow-up with teacher to answer any questions on data sampling and to check fidelity of implementation.</td>
<td>Misbehaving student is moved to front of class. Teacher is directed to increase eye contact with the student in order to decrease behavior incidents. Teacher is asked to keep data.</td>
</tr>
<tr>
<td>Student is given a diagnostic reading test to determine specific instructional needs. A plan for the student is developed which recommends continuing the current Tier 2 reading interventions with the addition of tutoring sessions (3x a week) focused on his primary weakness. Progress monitoring established in Tier 2 is continued in Tier 3 with greater frequency.</td>
<td>Student is given additional reading assignments in lower level reader.</td>
</tr>
</tbody>
</table>
Tier 3 SST Minutes

The purpose of this form is to document the minutes of the SST meetings.

- Minutes should be recorded each time a Tier 3 SST meeting is conducted. Prior to the Tier 3 SST Meeting, a Chair and Recorder should be appointed so that one individual is not responsible for leading the Tier 3 SST meeting and completing the minutes.

- A student’s involvement in Tier 3 SST may occur intermittently throughout his/her schooling, with various problems being addressed by the Tier 3 SST.

- Additional Service Requests are included on this form along with the next meeting date.

- In order for a student to be referred to Tier 4, the school psychologist and/or Assistant Principal (or designee) must attend the meeting. A request for other services can be obtained by sending a copy of the Tier 3 SST Minutes to appropriate personnel.

- In addition, teachers, parents, and/or other appropriate personnel should be provided a copy of the Tier 3 SST Minutes as needed.
Tier 3 Student Support Team (SST) Parent Invitation

Date: __________________________

To the parent/guardian of: _______________________________________

There will be a Student Support Team meeting concerning your child on: ______ (date) at: ______ (time) in/at: ____________________________ (location). The purpose of this meeting will be to review all relevant information about your child and to develop appropriate interventions and strategies to meet his/her needs.

You are invited and urged to participate in this meeting. If you would like more information about this meeting or would like the meeting date and/or time changed, please contact your child’s homeroom/referring teacher at: ___________________________. Sincerely,

________________________________________

School RTI Coordinator

Please check one and return this form to your child’s teacher.

___ I will attend this meeting. (If you find yourself unable to attend as planned, please notify the school. Otherwise the meeting will be held as scheduled.)

___ I am unable to attend at this time, but would like to reschedule.
I am available: Date: __________________________ Time: __________________________

___ I will not be attending this meeting and understand that I may request a copy of the SST recommendations.

___ I will participate via phone conference during the date/time stated above.
Please call me at (Telephone Number): __________________________

(If you find yourself unable to participate via phone as planned, please notify the school. Otherwise the meeting will be held as scheduled).

________________________________________

Parent/Guardian Signature

________________________________________

Date
Hancock County School District
Tier 3 Student Support Team Meeting Minutes

Date: _____________________________ Initial OR Follow Up Meeting # _______

Student: ____________________________ Grade: _____ School: ____________________

Target Area of Concern________________________________________________________

Current Level of Performance (Specific & Measurable) (ie. Lexile, Cut Score, Star, SME, etc.) __________________
Expected Level of Performance (Specific & Measurable) (ie. Lexile, Cut Score, Star, SME, etc.) __________________

Review progress monitoring data to determine if goals were met or if progress towards goal was made.

*Attach progress monitoring graphs/data

Minutes/Notes:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________

The area of concern: [ ] is resolved return to appropriate tier
[ ] still exists continue in tier 3

*Continue on page 2 using the additional page from Tier 1 as needed
still exists initiate referral to tier 4

________________________________________

School RTI Coordinator/AP

_______________________________________

School Psychologist Signature
Reason for Request: □ Academic □ Behavioral □ Health

Demographic Information

Attach from Infinite Campus:
- Summary page (with picture)
- Current attendance
- Most recent report card
- Attach discipline report if behavior is an issue
- Other relevant data

Most Recent Standardized Test Scores if available (may print from SLDS):

GMS: Reading _____ Math _____ ELA _____ Science _____ Social Studies _____

Dibels: ORF _____________ NSW _____ Decoding _____________

Teacher Observations: Identify any areas in which the student displays a significant strength (S) or weakness (W).

Reading
- Vocabulary
- Letter/Word Recognition
- Comprehension
- Phonics
- Fluency
- Other: ____________

Math
- Number Sense & Numeration
- Geometry & Measurement
- Patterns & Relationships/Algebra
- Statistics & Probability
- Computation & Estimation
- Problem Solving
- Other: ____________

Written Language
- Sentence Structure
- Vocabulary
- Organization
- Spelling
- Punctuation
- Grammar
- Other: ____________

Learning Behaviors
- Working in a group
- Working independently
- Distractibility
- Impulsivity
- Energy level too high
- Energy level too low
- Frustration tolerance
- Organization
- Completing assignments
- Attendance

Processing
- Fine motor skills
- Gross motor skills
- Reversals/transpositions
- Handwriting
- Copying from board
- Copying from book or paper
- Visual memory
- Right/left confusion
- Auditory memory
- Sequencing

Social/Adaptive Skills
- Develops friendships
- Relates well to adults
- Emotional outbursts
- Withdrawal
- Chronic lying/cheating
- Delayed self-help skills
- Immature language
- Stealing
- Bullying
- Socially immature

Hearing Results: (Check PRC. Must be current within 1 calendar year).

□ Hearing □ Passed □ Failed Date: ________________

□ Vision □ Passed □ Failed Date: ________________
School History:

2. List support services the student is receiving or has received in the past (e.g., speech, EL, social worker, counselor, etc.)

☐ EIP  ☐ 504  ☐ Gifted  ☐ ESOL ☐ Migrant Services

☐ Speech ☐ Outside Agencies  ☐ OT/PT

☐ SST ☐ Special Education  ☐ Babies Can’t Wait  ☐ Credit Recovery

List of support services not listed: ________________________________

3. Grade levels retained: _______________ Grade levels promoted with a plan: _______________

4. Previous schools attended within HCS: ____________________________________________

5. Schools attended outside of HCS: ________________________________________________

6. Medical/physical problems: ______________________________________________________

7. Current medicine: ______________________________________________________________

Additional Comments:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Referring Teacher Signature ___________________________ Date ___________________________
# Tier 3 Student Support Team Action Plan

Expectations: To be completed during RTI Team Meeting and submitted to the District with 24 hours of meeting.  
**Validity Statement** (to be signed during follow-up meetings):

<table>
<thead>
<tr>
<th>Intervention and Start Date</th>
<th>Skill/Area</th>
<th>Frequency/Duration</th>
<th>Progress Monitoring Tool</th>
<th>Interventionist</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

I ________________________________, certify that the intervention(s) was/were conducted with fidelity as described on page 1.

Teacher/Interventionist Signature

Date

Teacher/Interventionist Signature

Date

**PARENT NOTIFICATION of RTI Tier 3:**  
☐ Mailed  ☐ Sent with Student

**DATA TEAM Members** (Signature and Title)

_________________________________________________  Date: ________________________________

_________________________________________________  Date: ________________________________

_________________________________________________  Date: ________________________________

_________________________________________________  Date: ________________________________

_________________________________________________  Date: ________________________________

**School Administrator’s Signature**
Hancock County Schools
Tier 3 Student Support Team Dismissal

Student: ___________________________ Date: ___________________________

School: ___________________________ Grade: __________________________

Services provided by the Student Support Team (SST) are no longer needed for this student for the following reasons:

☐ Resolved (Move to Tier 2____ Move to Tier 1____)

☐ Eligible for Special Education

☐ Other

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

In the future, if the student demonstrates learning or behavior concerns that would warrant further SST Intervention, SST services can be reactivated.

SST Members: (Signature & Date),

_________________________________________ _____________________________
Chair

_________________________________________ _____________________________

Parent

_________________________________________ _____________________________

_________________________________________ _____________________________

_________________________________________ _____________________________

90 | Hancock County School District
Hancock County School District’s
Tier 3 RTI Folder Checklist

The following are required documentation beginning with Tier 3, (Tier 1 and 2 Checklist must be included in student’s folder)
Please refer to Student Support Team Documents, Procedures & Expectations in the manual to conduct SST

___ Evidence that Tier 2 has been monitored by an Assistant Principal (RTI Coordinator)
___ Tier 3 Student Support Team (SST) Parent Invitation sent on __________________________
___ Tier 3 Student Support Team Meeting Minutes
___ Tier 3 Student Support Team Initial Referral
___ Tier 3 Student Support Team Action Plan
___ Tier 3 Student Support Team Dismissal
___ Date SST meeting to refer to Tier 4 was scheduled ____________________________
   (the signature of 3 attendees must documented on minutes of meeting)
___ Diagnostic reports: GMS/Universal Screening Data (Math & Reading)/Benchmark/Grades (include minutes how data was used to determine intervention(s))
   ___ Progress Monitoring Data (Interventions, progress monitoring)
   ___ Student work using strategy or intervention
   ___ Data Points (include dates, baseline score, growth, name of strategy/intervention, (See pg. 38 & Appendix D)
___ Data reviewed by AP and Psychologist (reviews must be weekly and within 48 hours of meetings)
___ Observation Fidelity Checklist
___ SST Flag has been placed on student’s records in SIS: Date completed ____________________________
___ Minutes to Refer student to Tier 3
___ Dismissal Form (Before a student is dismissed from RTI District RTI Team member must sign off)

RTI Folder includes (All RtI folders are to be maintain in student’s yellow folder and housed in counselor’s office. Permanent records should be complete and up to date, copies of data, plans, and original copies of student work and progress monitoring should remain with teacher of record)
___ PBIS Inventory of Behavioral Skills (upon implementation, but you can use PBIS strategies)
___ Vision/Hearing Report (at Tier 3 must be within 1 year of referral to Tier 4)
___ Discipline / Attendance Reports

Tier 3 Evidence: Every Two weeks evidence of progress monitoring/data points and data use to include student work should be monitored by RTI coordinator. Reminder intervention MUST be beyond what is done for ALL students in a standards-base and differentiated classroom

Teacher’s Signature _____________________________ Date __________________________

School RtI Coordinator’s Signature _____________________________ Position: __________ Date: __________

Principal’s Signature _____________________________ Date: __________________________

District RTI Team Member _____________________________ Position: __________________ Date: __________
Student Support Team
Documents, Procedures & Expectations
Hancock County Schools will follow the Georgia Board of Education rule on Student Support Teams.

Georgia Board of Education Rule on Student Support Teams Code: IGB 160-4-2-.32 Student Support Team

(1) Definitions
(a) Student Support Team (SST) - an interdisciplinary group that uses a systematic process to address learning and/or behavior problems of students, K-12, in a school.

(2) Requirements.
(a) Each school shall have a minimum of one SST and shall establish support team procedures.
(b) Before a referral is made for other supplemental or support services an evaluation and/or assessment shall be conducted.
   1. Prior evaluation(s) and/or assessment(s) of a student for a state or federal program shall be considered as having met this requirement.
(c) The SST shall include at a minimum the referring teacher and at least two of the following participants, as appropriate to the needs of the student:
   1. Principal/Assistant Principal
   2. General education teacher
   3. Counselor
   4. Lead teacher
   5. School psychologist
   6. Subject area specialist
   7. EL teacher
   8. Special education teacher
   9. School social worker
   10. Central office personnel
   11. Section 504 coordinator
   12. Other appropriate personnel
(d) Parents/guardians shall be invited to participate in all meetings of their child’s SST and in the development of interventions for their child.
(e) Student may be invited to participate in SST meetings if deemed appropriate by the school.
(f) Each school shall include the following steps in the SST process:
   1. Identification of learning and/or behavior problems.
   2. Assessment, if necessary.
   3. Educational plan.
   4. Implementation.
   5. Follow-up and support.
   6. Continuous monitoring and evaluation.
(g) Documentation of SST activities shall include the following:
   1. Student’s name
   2. Names of team members
   3. Meeting dates
   4. Identification of student learning and/or behavior problems
   5. Any records of assessment
   6. Educational plan and implementation results
   7. Follow up and, as appropriate continuous evaluation
(3) Exceptions to the use of the SST process
School personnel and parents/guardians may determine that there is a reasonable cause to bypass the SST process on an individual student. Documentation in the student’s record shall clearly justify such action, including whether the parent or guardian agreed with such a decision. In cases where immediate referral is sought, the SST shall still determine what interim strategies, interventions, and modifications shall be attempted for the student up to five (5) days contingent on the severity of each case. After interim strategies, interventions, and modifications have been implemented, principals and SST committee members will sign Bypass form and submit to special education department.

(a) It is not necessary for students who transfer into the local school system/state operated program with a current Individualized Education Program or Section 504 plan to go through the SST process.

Notes on the State Board Rule
- A parent can be one of the two participants specified in 2(c)
- Hancock County pre-kindergarten students are not required to have an SST
- A parent must be invited but is not required to participate; a meeting can proceed without the parent in attendance
- SST records are part of a student’s permanent cumulative file unless their timely purging is provided for in the system’s Records Retention Schedule

Student Support Team Model
Hancock County Schools uses the Grade Level Team Model to implement the SST components. A grade level team will manage the SST activities in their respective grade level. An SST meeting for each student in Tier 3 will be held at a minimum of 3 times per year or once per 9 weeks. The grade chairperson/team leader will assist in the management of the SST process in each grade. The Student Support Team should create a process to ensure high learning outcomes for all students.

HCS Elementary Grade Level Student Support Teams

Teacher of Record/Homeroom Teacher
- Schedule meetings
- Notify parents/guardians and members of the meeting
- Complete SST requested information
- Complete request for hearing/vision screening if not current (within 1 calendar year)
- Complete all SST forms and documents
- Complete relevant medical information
- Complete documentation of previous interventions
- Assure accurate documentation of all meetings
- Maintain communication with parents/guardians
- Complete the necessary paperwork if student is referred for Tier 4
- Make a copy of student’s progress report for SST file
- Maintain confidentiality of SST files during the school year
- Ensure SST file is kept in PRC and up to date

Team Members Meet Regularly to:
- Review student data
- Provide suggestions of research based interventions/strategies
- Document a summary of each SST meeting
- Document student’s progress
- Complete other SST procedures
Student Support Team School Coordinator (Assistant Principal)
- Develop and implement procedures of an organized distribution of SST records to the proper teacher at the beginning of each school year
- Monitor the implementation of the SST components
- Assist team members with the SST process
- Regularly check SST files for accuracy
- Complete the SST Monitoring Form for randomly selected files

HCS Middle Schools Grade Level Student Support Teams

Teacher of Record:
- Assist team leader/designee in scheduling meetings
- Notify parents/guardians and members of the meeting
- Complete request for hearing/vision screening if not current (within 1 calendar year)
- Complete all SST forms and documents
- Complete relevant medical information
- Complete documentation of previous interventions
- Assure accurate documentation of all meetings
- Maintain communication with parents/guardians
- Collaborate with content teachers to identify possible interventions
- Complete the necessary paperwork if student is referred for Tier 4
- Make a copy of student’s progress report for SST file

Team Members Meet Monthly to:
- Review student data
- Provide suggestions of research based interventions/strategies
- Document a summary of each SST meeting
- Document student’s progress
- Complete other SST procedures

Team Leader/Designee:
- Chairs the SST meetings
- Assure accurate documentation of all meetings
- Notifies parents/guardians and SST members of meeting dates and times
- Maintain confidentiality of SST files during the school year
- Ensure SST file is kept in PRC and up to date

Student Support Team School Coordinator (Assistant Principal or Designee)
- Monitor the implementation of the SST components
- Assist team members with the SST process and components
- Regularly check SST files for accuracy
- Complete the SST Monitoring Form for all SST files
- Develop and implement procedures of an organized distribution of SST records to the proper teacher at the beginning of each school year
HCS High School Student Support Teams

Teacher of Record:

- Assist counselor in scheduling meetings
- Complete request for hearing/vision screening if not current (within 1 calendar year)
- Complete all SST forms and documents
- Complete relevant medical information
- Complete documentation of previous interventions
- Collaborate with department teachers to identify possible interventions
- Assure accurate documentation of all meetings
- Maintain all documentation from SST meeting
- Maintain communication with parents/guardians
- Make a copy of student’s report card and transcript for SST file
- Complete the necessary paperwork if student is referred for Tier 4

SST Team Members Meet Monthly to:

- Review student data
- Provide suggestions of research based interventions/strategies
- Document a summary of each SST meeting
- Document student’s progress
- Complete other SST procedures

Counselor of Student Record will:

- Notify parents, guardians and students of the meeting
- Notify team members of the meeting
- Chair the SST meeting
- Take minutes at the meeting
- Assure accurate documentation of all meetings
- Maintain communication with parents/guardians

Student Support Team School Coordinator (Assistant Principal or Designee) will:

- Monitor the implementation of the SST components
- Assist team members with the SST process and components
- Regularly check SST files for accuracy
- Monitor the SST database in Infinite Campus
- Complete the SST Monitoring Form for all SST files
- Develop and implement procedures of an organized distribution of SST records to the proper teacher at the beginning of each school year
Tier 3 SST: Using a Collaborative Problem Solving Process

Hancock County Schools uses a collaborative problem-solving model when working through the SST process. Team members may use the following problem-solving agenda example during an SST meeting:

- **Welcome the Team Members.** The SST chair or teacher of record welcomes and introduce all team members and make sure their suggestions are expected and valued. If parents are present, thank them for attending the meeting.
- **Review Information.** The teacher requesting the assistance should describe the concerns. Other information, forms and documentation provided by the classroom teacher and other school personnel along with parent information is reviewed.
- **Identify Strengths and the Concern.** First, identify the student’s strengths and include appropriate results and/or behaviors. State the concerns as positive goals and indicate what the team would like for the student to do. Example: Tacoma will complete his daily work on time and with at least 80% accuracy.
- **Recommend Interventions and Strategies.** Team members will brainstorm research based interventions and strategies collaboratively prior to selecting one or more for implementation. All possible solutions should be discussed.
- **Design an Action Plan.** The team should design a plan that takes into consideration the student’s needs and abilities and possible materials and resources.
- **Closure.** The teacher or chairperson/team leader summarizes the meeting and restates main decision points from the meeting. At this time, team members may ask questions and share comments. The next steps are discussed including support, monitoring and the next meeting date. All team members sign the meeting minutes form.

Encouraging Parent Involvement

Hancock County Schools strongly encourage parents to be involved in the RTI/SST process. Teachers are to make every effort to ensure parent participation in the process and implementation of the Student Support Team.

**During the SST process, parents or guardians must be:**

- Informed of the SST process
- Notified in writing if SST support is requested for their child. At a parent’s request, the notice should be provided in their native language. In addition other accommodations should be available as well.
- Invited to attend the SST meeting at which their child will be discussed. During the meeting, parents are encouraged to share their suggestions and concerns.
- Provided with updates from SST members.

When parents opt not to participate in the SST process, the school still has an obligation to develop an academic and/or behavior plan. If this is the case, the teacher should document the parent’s choice to not participate.

**Suggestions for Encouraging Parent Participation**

- Hold meetings at times that are convenient for parents
- Provide accommodations if needed
- State that the parent is an integral member of the SST process
- Have all team members and parents describe the child’s strengths
- Ask the parent how he or she would like to be contacted for updates on the child’s progress.
- Solicit input and responses from parents
- Use positive and easy to understand language during SST meetings
- Refrain from diagnosing the child
Tier 3 SST Monitoring Checklist
School SST Coordinator (Assistant Principal)

Directions: School SST Coordinator Assistant Principal must complete when reviewing all Tier III/SST files

Student Name ___________________ Teacher ____________ Date _________

1. ___ Hearing/Vision Screening was evident in student file. Date of screening___.
2. ___ SST Initial Request Form completed by Teacher of Record. Date__________.

3. SST Meetings were held:
   SST 1   SST 2   SST 3
   ___   ___   ___ At least 3 or more participant’s attended the meeting
   ___   ___   ___ Signatures of team members are evident
   ___   ___   ___ SST Meeting notes form completed
   ___   ___   ___ Current data and documentation of interventions were evident in student file
   ___   ___   ___ New strategies/interventions are documented in SST minutes (action plan).
   ___   ___   ___ Identification of student strengths are documented
   ___   ___   ___ Next meeting date is indicated in meeting minutes

4. ___ RTI/SST file was placed in permanent record

If a student is referred for an evaluation for possible eligibility for special education services, Tier 4, see RTI/SST School Coordinator.

   ___ Consent to evaluate signed by parent/guardian.
   ___ Current Hearing/Vision Screening form completed.

Comments/Notes:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Records reviewed by: __________________________

Date of review: ____________
Student Support Team Monitoring Checklist
District SST Coordinator

Directions: must be completed when reviewing RTI/SST files per semester by district RTI Team

Student’s Name______________________Teacher_____________School_________Date_____

1. _____ SST roster for each grade level
2. _____ SST file was placed in student’s permanent record
3. _____ SST Initial Request Form completed by Teacher of Record. Date___________.
4. _____ Hearing/Vision Screening was evident in student file. Date of screening______.
5. SST Meetings were held:
   SST 1    SST 2    SST 3
   _____    _____    _____ At least 3 or more participants attended the meeting
   _____    _____    _____ Signatures of team members are evident
   _____    _____    _____ SST Meeting notes form completed
   _____    _____    _____ Current data and documentation of interventions were evident in student file
   _____    _____    _____ New strategies/interventions are documented in SST minutes (action plan).
   _____    _____    _____ Identification of student strengths are documented
   _____    _____    _____ Next meeting date is indicated in meeting minutes

If a referral for an evaluation for possible eligibility for special education services, Tier 4, the following will be completed by the RTI/SST School Coordinator:  Yes__   No__
______ Consent to evaluate signed by parent/guardian.
______ Current Hearing/Vision Screening form completed.

The documents listed above are available to the school psychologist/SLP upon Request.

_____ Roster of students with an SST is up to date and flagged in Infinite Campus
_____ Procedures are in place for distribution of SST files to the proper teacher at the beginning of the year
_____ Procedures are in place for the collection of SST files from teachers at the end of the year

Signature: _____________________________________________________________
District RTI/SST Coordinator  _________________________________________

Date

A copy will be filed at the school and the Central Office RTI/SST file
Hancock County Schools
Referral for Comprehensive Evaluation
The Referral for Comprehensive Evaluation (RTI-9) is used to ensure that all required documentation is included in the referral packet.

- Place the required documentation in the order in which it is listed on the Hancock County Schools Referral for Comprehensive Evaluation (RTI-8).

- Place a check mark in the section labeled ‘School Level’ for each item that is included in the referral documentation. If an item is not included put N/A on the line for that item.

- Enter the name of the person completing the checklist and the date sent to Special Education office for review
Referral for Comprehensive Evaluation

Date: ____________________  School: _______________________________________

Student’s Legal Name______________________________________________________

Student Lives with: Mother/Father     Mother    Father    Other______________________________

E-Mail Address if not on summary report:_____________________________________

Additional Phone Numbers__________________________________________________

Grade: __________ Homeroom Teacher: ____________________ Referring Person:___________

Planning Time: ________________ Special Education Teacher:____________________

Describe area(s) of concern: ________________________________________________

Wears: Glasses    Hearing Aids    Please explain:

Medical or other pertinent information:

Other agency involvement:

Persons to interview:

SIGNATURE (teacher that completed form:____________________________________

Attach copies in following order: _____Consent to Evaluate     _____Summary page from Infinite Campus

   _____Hearing/Vision Report   _____SST

   _____Birth Certificate

Name of consulting Psychologist:_______________________________________________

Date of receipt of signed Consent for Evaluation:_______________________________

Eligibility must be completed on GOIEP_______________________________________

(10 working days prior to meeting)

***Psychologist: Folder needs to be placed in administrative assistant’s
“completed referral” basket by this date also.

Should there be an IEP drafted? ____________________ yes      no

Eligibility meeting must be held by___________________________________________

SIGNATURE OF SCHOOL ADMINISTRATOR:____________________________________

__________________________________________________________________________

COUNTY OFFICE USE ONLY

Given to Special Education Office: ____________________ Date: ________________
Definition (Speech & Language Impairment Georgia Department of Education):

Speech or language impairment refers to a communication disorder, such as stuttering, impaired articulation, language or voice impairment that adversely affects a child’s educational performance. A speech or language impairment may be congenital or acquired. It refers to impairments in the areas of articulation, fluency, voice or language. Individuals may demonstrate one or any combination of speech or language impairments. A speech or language impairment may be a primary disability or it may be secondary to other disabilities.

Articulation

Articulation is the most common of all communication disorders.

Language

Language is a skill that students use as a building block to master other skills, therefore, it is essential in meeting success in the educational environment. It includes such things as:

- Vocabulary & Semantics
- Syntax & Morphology
- General Language Issues

Voice

- Respiration, Quality, Intensity, Pitch, Resonance

Pragmatics

- Socialization/communication skills

Disfluent Speech (Stuttering)
Teacher/parent indicates concern about student’s speech/language.

Complete teacher questionnaire for speech/language. Include copy of passed vision and hearing.

SLP will observe student once questionnaire is received and reviewed.

SLP will provide interventions, checklists and data collection forms appropriate for the communication concern.

Classroom teacher will send home RTI notification letter to the parent.

Teacher will consult with SLP bi-monthly to review progress monitoring data and determine need for SST referral.

If progress is observed over 4 to 6 week period, continue with interventions.

Proceed with speech SST if lack of significant progress is documented over a minimum of 4 to 6 weeks.
Teacher Questionnaire for Speech Language

Student Name ___________________________ Birthdate __________

Grade ___________ Teacher ___________________________

***Attach copy of passed vision and hearing screening (within last 12 months)

1. Areas of concern: Please check those characteristics that you have observed and are concerned about in this student, as he/she compares to same-aged peers. Feel free to insert comments.

Articulation and Phonology

☐ The student’s speech is difficult for classmates or teachers to understand.

☐ The student mispronounces or leaves off sounds in words.

Receptive Language

☐ The student takes a long time to process verbal information.

☐ The student does not understand the meaning of grade-appropriate vocabulary.

☐ The student has a difficult time following spoken directions.

Expressive Language

☐ The student often has a hard time expressing his ideas, asking for help, or making his wants or frustrations known to others.

☐ The student speaks in very short sentences.

☐ When speaking in sentences, the student leaves off small words (“the,” “is,” “to”) or word endings such as plurals, “ed” ending s, possessives.

☐ The student appears to have a difficult time finding words, even when they are words he/she is familiar with.

☐ The student uses jumbled or unusual word order in speaking.

Voice

☐ The student has an unusually loud or soft speaking voice (circle one)

☐ The student has an unusual quality to his voice (hoarseness, strained-sounding voice, breathiness, “stuffy nose” sound, other).
Speech Rate and Fluency

☐ The student frequently stutters when speaking.

☐ The student uses excessive “um,” “uh,” “you know,” or other interjections when speaking.

☐ The student appears to experience “blocks” while speaking where he is unable to get a sound or word out, possibly with signs of tension (eye blinks, hand clenching).

☐ The student speaks in a very fast, slow, or uneven rate (circle one).

Pragmatic Language

☐ The student does not show age-appropriate conversational skills (conversational turn taking, asking/answering questions, staying on topic, initiating conversation).

☐ The student does not interact in an age-appropriate manner with peers.

Written Language/Phonemic Awareness

☐ The student has reading difficulty.

☐ The student has trouble producing written language.

Il. Other programs or interventions: Please check all that you are aware of.

☐ Previous school based or private speech therapy

☐ Birth-3 program (Babies Can’t Wait)

☐ Special Education, including OT and PT

☐ Tutoring/EIP

☐ ELL Services

☐ Counseling

☐ Other

Completed by ___________________________ Date ___________________________

Relationship to student ___________________________
Speech Sound Development Norms
Based on Sander (1972)
Ages in Years

How to read this chart: The beginning of each bar represents when 50% of children should be able to produce a given sound. The end of the bar represents where 90% of children should be able to produce the given sound. Please remember that this is just a general guide and that all children may develop sounds at different ages.
Speech RTI- Parent Notification

Dear Parent/Guardian:

Your child’s teacher has noticed that your child may be having some speech/language related difficulties. The speech therapist at our school can provide some suggestions and strategies that may help improve skills in these areas. The teacher can implement a variety of these interventions which may vary depending on the progress of each individual child. This letter is being sent as a record that you have been informed that the RTI strategies will be implemented in the classroom. The goal is to help further develop the student’s communication skills before a formal speech evaluation/placement is necessary. Please feel free to contact your child’s teacher if you have any further questions or concerns.

Sincerely,

________________________
School RTI Coordinator

________________________  __________________________  __________________________
Student Name  Teacher Name  Date

Concerns:  Articulation  language  fluency  voice
(circle all that apply)
# Articulation Questionnaire - Teacher

Student ___________________________ DOB ___________ Date ___________

Teacher_________________________ School_________________________ SLP ________________

Completed by Classroom Teacher:

1. What is the specific educational impact of the articulation disorder?

   - spelling / writing errors; explain: ____________________________________________________
   - reluctance to participate in oral activities; explain: ________________________________
   - Other Area________ Explain______________________________________________________

2. What accommodations for the disarticulations have you made to support the student in each affected academic area? ____________________________________________________________

3. Please specify the social/emotional impact of the articulation disorder:

   - Is student often misunderstood during speaking/oral reading activities by
     (circle one or more): parents teachers peers other___________
   
   List examples: ________________________________________________________________

   - Do misarticulations distract from the content of the message?
   - Is the student aware of misarticulations?
   - Does student demonstrate embarrassment or frustration regarding misarticulations?
   - Do peers frequently tease student about speech? If yes, describe the negative reactions and the impact on the student__________________________
What strategies have you used to stop the negative reactions?


4. What other variables may interfere with the development of the student’s articulation skills? (areas should be documented on SI eligibility report)

   ____ oral motor difficulties

   ____ malocclusion (any dental issues which may impact speech production. i.e. overbite, underbite, open bite, etc.)

   ____ orthodontic appliances/braces

   ____ hearing loss

   ____ other

5. Other comments:
Research Based Speech Interventions

Modifications for Articulation (speech sound production):

*Place a date in the blank when the intervention is initiated by the teacher &/or parent.

___ Provide a good speech model by emphasizing the target sound in conversation with the student.

___ Use picture/word cards containing the target sound.

___ Find things in the child’s environment that contain the target sound and name them.

___ Say the sound correctly and incorrectly and have the child identify the correct production.

___ Have the child imitate the sound.

___ Use verbal and/or visual cues to elicit correct placement of articulators (tongue, lips) for the target sound.

___ Emphasis of the target sound during reading and/or language activities.

___ Let the child indicate which pictures or words on worksheets or in reading contain his/her target sound.

___ During reading activities have the child underline words with the target sound.

___ Record the child reading simple passages & have them identify correct /incorrect productions.
Articulation in Reading and Conversation

Student: ____________________________
Teacher: ____________________________

Tally the number of times you hear the sound produced incorrectly in the table below.

<table>
<thead>
<tr>
<th>SOUND</th>
<th>SOUND</th>
<th>___ SOUND</th>
<th>SOUND</th>
<th>___ SOUND</th>
</tr>
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<tbody>
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</tr>
</tbody>
</table>

**Sounds can be produced in the **Beginning**, Middle** and **End** of words.**
**CHECKLIST FOR LANGUAGE SKILLS**

**Name** ____________  **Evaluator** ____________  **School** ____________  **Date** ____________

**Primary Language Spoken in Home** ____________

**Compared to other students in your class, this student exhibits strengths and weaknesses in the following areas:**

<table>
<thead>
<tr>
<th>COMPREHENSION (ability to understand spoken language)</th>
<th>Average</th>
<th>Below Average</th>
<th>Significantly Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knows and uses vocabulary appropriate for age level (i.e., shapes, colors,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Understands that some words have multiple meanings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understands concepts involving time, space, quantity, quality, and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates concepts of print</td>
<td></td>
<td></td>
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<tr>
<td>5. Develops phonological awareness skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Demonstrates adequate phonics skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Follows one to two step directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Recognizes rhyming words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Comprehends stories:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Identifies main idea</td>
<td></td>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>b. Sequences events using pictures</td>
<td></td>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>c. Understands &quot;WH&quot; questions</td>
<td></td>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>d. Predicts story events, identifies cause/effect relationships</td>
<td></td>
<td>e.</td>
<td></td>
</tr>
<tr>
<td>e. Understands narrative elements:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identifies characters and settings</td>
<td></td>
<td>e-1</td>
<td></td>
</tr>
<tr>
<td>2. Identifies beginning, middle, and end of story</td>
<td></td>
<td>e-2</td>
<td></td>
</tr>
<tr>
<td>10. Classifies by characteristics such as color, size, shape,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Solves simple problems</td>
<td></td>
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</tr>
</tbody>
</table>

**ORAL EXPRESSION (Use of spoken language to communicate ideas)**

| 1. Verbally expresses wants/needs | | | |
| 2. Speaks appropriately with peers and adults | | | |
| 3. Recites short poems, rhymes, songs and stories with repeated patterns | | | |
| 4. Communicates effectively when relating experiences - uses correct sequence | | | |
| 5. Communicates effectively when telling stories heard - uses correct sequence | | | |
| 6. Uses complete sentences when speaking | | | |
| 7. Begins to use subject-verb agreement and tense correctly | | | |
| 8. Sustains a conversation for 2-3 conversational turns (maintains topic) | | | |

Are there other factors to consider such as child's educational background (i.e., lack of exposure and/or cultural background?)

*developed by Cobb County SLPs 1996 (revised 2007 Tier 2) based upon Georgia Performance Standards and research on language development*
### CHECKLIST FOR LANGUAGE SKILLS

**1st Grade**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Evaluator</th>
<th>Date</th>
</tr>
</thead>
</table>

**Compared to other students in your class, this student exhibits strengths and weaknesses in the following areas:**

<table>
<thead>
<tr>
<th><strong>COMPREHENSION</strong> (ability to understand spoken language)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knows and uses vocabulary appropriate for age level (i.e., shapes, colors,</td>
</tr>
<tr>
<td>2. Recognizes grade level words with multiple meanings</td>
</tr>
<tr>
<td>3. Identifies words that are antonyms and synonyms</td>
</tr>
<tr>
<td>4. Understands concepts involving time, space, quantity, quality, and</td>
</tr>
<tr>
<td>5. Begins to understand prefixes, suffixes &amp; root words to determine meaning</td>
</tr>
<tr>
<td>6. Demonstrates concepts of print</td>
</tr>
<tr>
<td>7. Develops phonological awareness skills</td>
</tr>
<tr>
<td>8. Demonstrates adequate phonics skills</td>
</tr>
<tr>
<td>9. Follows two to three step directions</td>
</tr>
<tr>
<td>10. Recognizes rhyming words</td>
</tr>
<tr>
<td>11. Comprehends stories:</td>
</tr>
<tr>
<td>a. Identifies main idea &amp; supporting details a b.</td>
</tr>
<tr>
<td>Distinguishes fact from fiction b c.</td>
</tr>
<tr>
<td>Sequences events using pictures c d.</td>
</tr>
<tr>
<td>Answers &quot;W H&quot; questions d e.</td>
</tr>
<tr>
<td>Predicts story events, identifies cause/effect relationships e f.</td>
</tr>
<tr>
<td>Understands narrative elements:</td>
</tr>
<tr>
<td>1. Identifies characters &amp; setting &amp; plot f-1</td>
</tr>
<tr>
<td>2. Identifies beginning, middle, and end of story f-2</td>
</tr>
</tbody>
</table>

12. Classifies by characteristics such as color, size, shape, |

13. Solves simple problems |

### ORAL EXPRESSION (Use of spoken language to communicate ideas)

| 1. Communicates effectively when relating experiences | |
| 2. Communicates effectively when retelling stories heard | |
| 3. Expresses ideas appropriately & effectively for grade level | |
| 4. Recites poems, rhymes, songs & stories | |
| 5. Describes people, places, things, locations & actions | |
| 6. Uses vocabulary from the curriculum in classroom discussions | |
| 7. Uses complete sentences when speaking | |
| 8. Expresses ideas using correct grammar (i.e., verb tenses, etc.) | |

**Are there other factors to consider such as child’s educational background (i.e., lack of exposure and/or cultural background)?**

**Comments:**
CHECKLIST FOR LANGUAGE SKILLS - 2nd Grade

Student_________ Evaluator_________ School_________ Date_________

Language spoken in the home: ________________________________

**Compared to other students in your class, this student**

**exhibits strengths and weaknesses in the following areas:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Average</th>
<th>Below</th>
<th>Significantly Below</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>COMPREHENSION</strong></td>
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</tr>
<tr>
<td>1. Knows and uses vocabulary appropriate for grade level (including antonyms,</td>
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<td></td>
</tr>
<tr>
<td>2. Uses prefixes, root words, and common suffixes</td>
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<tr>
<td>3. Understands concepts involving time, space, quantity, quality, and</td>
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<tr>
<td>4. Classifies and categorizes vocabulary words</td>
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<tr>
<td>5. Demonstrates adequate phonics skills</td>
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<tr>
<td>6. Reads grade level material fluently</td>
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<tr>
<td>7. Follows multiple step directions</td>
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<tr>
<td>8. Demonstrates comprehension of fiction and non-fiction grade level material:</td>
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<tr>
<td>a. Identifies / infers main idea &amp; supporting details</td>
<td></td>
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<tr>
<td>Distinguishes fact from fiction</td>
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<tr>
<td>b. Sequences events</td>
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<td></td>
<td></td>
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<tr>
<td>c. Identifies and infers cause / effect relationships</td>
<td></td>
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<tr>
<td>Makes predictions, draws conclusions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Understands narrative elements:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>f. Identifies characters &amp; setting &amp; plot</td>
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<td>f-1</td>
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<tr>
<td>f-2</td>
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<tr>
<td>9. Compares and contrasts words/pictures (i.e., similarities &amp; differences, Venn Diag.)</td>
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<tr>
<td>10. Asks &amp; answers questions before, during, and after reading</td>
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<tr>
<td>11. Interprets information from illustrations, diagrams, charts, graphs, &amp; graphic</td>
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<tr>
<td>12. Uses problem solving strategies (i.e., apply previous knowledge, guess and check, make an organized plan, select a probable solution, brainstorm, etc.)</td>
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<tr>
<td><strong>ORAL EXPRESSION</strong></td>
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<td></td>
<td></td>
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<tr>
<td>1. Begins to use oral language for different purposes:</td>
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</tr>
<tr>
<td>to inform, to persuade, and to entertain</td>
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<tr>
<td>2. Expresses ideas appropriately &amp; effectively for grade level</td>
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<tr>
<td>3. Retells stories including main events</td>
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<tr>
<td>4. Uses new vocabulary / descriptive language in classroom discussions</td>
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<tr>
<td>5. Uses increasingly complex language patterns and sentence structure</td>
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<tr>
<td>6. Uses correct verb tense and plural nouns</td>
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<tr>
<td>7. Uses common rules of conversation (i.e., turn taking, maintaining topic, etc.)</td>
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<tr>
<td><strong>Are there other factors to consider such as child’s educational background (i.e., lack of exposure) and/or cultural background?</strong></td>
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</tbody>
</table>

**Comments:** (use back of form if needed)
# Hancock County School District

**CHECKLIST FOR LANGUAGE SKILLS - 3rd Grade**

<table>
<thead>
<tr>
<th>Student</th>
<th>Evaluator</th>
<th>School</th>
<th>Date</th>
</tr>
</thead>
</table>

Language spoken in the home:

**Compared to other students in your class, this student exhibits strengths and weaknesses in the following areas:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Average</th>
<th>Below Average</th>
<th>Significantly Below</th>
</tr>
</thead>
</table>

**COMPREHENSION (ability to understand spoken language)**

1. Knows and uses vocabulary appropriate for grade level (including antonyms,

2. Identifies and gains meaning from common root words, prefixes & suffixes

3. Classifies and categorizes vocabulary words

4. Demonstrates adequate phonics skills

5. Reads grade level material fluently

6. Follows multiple step directions.

7. Demonstrates comprehension of fiction and non-fiction grade level material:

   a. Identifies / infers main idea & supporting details
   b. Distinguishes fact from opinion
   c. Sequences events
   d. Identifies and infers cause / effect relationships
   e. Makes predictions, draws conclusions
   f. Understands narrative elements:
      1. Identifies characters & setting & plot
      2. Identifies beginning, middle and end of story
      3. Identifies story problems and resolution

8. Asks & answers questions before, during, and after reading

9. Interprets information from illustrations, diagrams, charts, graphs, & graphic

10. Uses problem solving strategies (i.e., apply previous knowledge, guess and

11. Identifies meaning of common idioms and figurative phrases

**ORAL EXPRESSION (use of spoken language to communicate ideas)**

1. Begins to use oral language for different purposes:
   1. to inform, to persuade, and to entertain
   2. Adapts oral language to fit the situation by following the rules of conversation with peers and adults (Standard English)
   3. Expresses ideas appropriately & effectively for grade level
   4. Retells stories heard or viewed, includes main events
   5. Uses new vocabulary / descriptive language in classroom discussions
   6. Speaks & writes in complete and coherent sentences
   7. Demonstrates knowledge of when to use formal & informal

**Are there other factors to consider such as child’s educational background (i.e., lack of exposure) and/or cultural background?**

**Comments:** (use back of form if needed)
**Hancock County School District**

**CHECKLIST FOR LANGUAGE SKILLS - 4th Grade**

<table>
<thead>
<tr>
<th>Student</th>
<th>Evaluator</th>
<th>School</th>
<th>Date</th>
</tr>
</thead>
</table>

Language spoken in the home: _______________________________________________________________________

**Compared to other students in your class, this student exhibits strengths and weaknesses in the following areas:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Average</th>
<th>Below Average</th>
<th>Significantly Below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPREHENSION</strong> (ability to understand spoken language)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understands and acquires new vocabulary appropriate for grade level (including antonyms, synonyms, multiple word meanings, homophones)</td>
<td></td>
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</tr>
<tr>
<td>2. Identifies the meaning of common root words &amp; prefixes to determine the meaning of unfamiliar words</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Reads grade level material fluently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Follows multiple step directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Identifies &amp; analyzes narrative elements in stories read, written, viewed or performed:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Summarizes main idea &amp; supporting details</td>
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<tr>
<td>b. Relates theme in works of fiction and nonfiction to personal experiences</td>
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<tr>
<td>c. Identifies similarities &amp; differences between the characters, events or themes in a literary work and the experiences in an author’s life</td>
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<tr>
<td>d. Distinguishes fact from opinion or fiction</td>
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<tr>
<td>Distinguishes cause from effect in context</td>
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<tr>
<td>Makes predictions, draws conclusions</td>
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<tr>
<td>Makes judgments / inferences about narrative elements:</td>
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<tr>
<td>1. Identifies characters &amp; setting &amp; plot</td>
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<tr>
<td>6. Interprets information from illustrations, diagrams, charts, graphs, &amp; graphic organizers</td>
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<td>7. Uses problem solving strategies (i.e., apply previous knowledge, guess and check, make an organized plan, select a probable solution, brainstorm, etc.)</td>
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<tr>
<td>8. Uses and identifies the four basic parts of speech (noun, adjective, verb, adverb)</td>
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<td>9. Identifies sensory details &amp; figurative language</td>
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<tr>
<td>10. Identifies playful uses of language (puns, jokes, etc.)</td>
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<tr>
<td><strong>ORAL EXPRESSION</strong> (use of spoken language to communicate ideas)</td>
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<tr>
<td>1. Begins to use oral language for different purposes: to inform, to persuade, and to entertain</td>
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<tr>
<td>2. Adapts oral language to fit the situation by following the rules of conversation with peers and adults (Standard English)</td>
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<tr>
<td>3. Presents information in an organized manner using appropriate verbal cues and eye contact</td>
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<td>4. Retells and summarizes stories heard or viewed, includes main events</td>
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<tr>
<td>5. Uses new vocabulary / descriptive language in classroom discussions</td>
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<tr>
<td>6. Displays appropriate turn taking behaviors</td>
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<td>7. Solicits another’s opinion and offers own opinion appropriately</td>
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<td>6. Speaks &amp; writes in complete and coherent sentences</td>
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<td>7. Demonstrates knowledge of when to use formal &amp; informal language exchanges (i.e., slang, colloquialisms, idioms)</td>
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<td>8. Asks relevant questions and responds to questions appropriately</td>
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<tr>
<td>9. Participates in group verbal interactions with peers &amp; teachers</td>
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<tr>
<td>10. Confirms understanding by paraphrasing adult’s directions or suggestions</td>
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Comments: ________________________________________________________________________________________
Hancock County School District
Checklist for Language Skills- 5th Grade

<table>
<thead>
<tr>
<th>Student</th>
<th>Evaluator</th>
<th>School</th>
<th>Date</th>
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</thead>
</table>

**Compared to other students in your class, this student exhibits strengths and weaknesses in the following areas:**

**COMPREHENSION (ability to understand spoken language)**

1. Understands and acquires new vocabulary appropriate for grade level (including antonyms, synonyms, multiple word meanings, homophones)
2. Determines the meaning of unfamiliar words using knowledge of common root words, prefixes & suffixes
3. Determines the meaning of unfamiliar words using context clues
4. Reads grade level material fluently
5. Follows multiple step directions
7. Identifies and uses knowledge of illustrations, diagrams, maps, charts, graphs, & graphic organizers
8. Relates new information to prior knowledge and experience and makes connections to related topics or information
9. Uses problem solving strategies (i.e., apply previous knowledge, guess and check, make an organized plan, select a probable solution, brainstorm, etc.)
10. Uses and identifies eight basic parts of speech (noun, adjective, verb, adverb, pronoun, conjunction, preposition, interjection)
11. Identifies meanings of common idioms & figurative language
12. Identifies playful use of language (i.e., puns, jokes, etc.)

**ORAL EXPRESSION (use of spoken language to communicate ideas)**

1. Begins to use oral language for different purposes:
2. Adapts oral language to fit the situation by following the rules of conversation with peers and adults (Standard English)
3. Presents information in an organized manner using appropriate verbal cues, eye contact, and grammar
4. Retells stories heard or viewed, includes main events
5. Uses new vocabulary / descriptive language in classroom discussions
6. Displays appropriate turn taking behaviors
7. Solicits another’s opinion and offers own opinion appropriately
8. Asks relevant questions and responds to questions appropriately
9. Participates in group verbal interactions with peers & teachers
10. Confirms understanding by paraphrasing adult’s directions or suggestions

Are there other factors to consider such as child’s educational background (i.e., lack of exposure, ELL, etc.)

Comments: (use back of form)
Hancock County School District  
Checklist for Language Skills- Middle School

Student ______________________ Evaluator ______________________ School ______________________ Date __________

Language spoken in the home: ____________________________

**Compared to other students in your class, this student exhibits strengths and weaknesses in the following areas:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Average</th>
<th>Below Average</th>
<th>Significantly Below Average</th>
</tr>
</thead>
</table>

**COMPREHENSION (ability to understand spoken language)**

1. Understands and acquires new vocabulary appropriate for grade level:
   - b. identifies antonyms & synonyms
   - c. Identifies words with multiple meanings
   - d. Determines meanings of words through context clues
   - e. Determines meanings of unfamiliar words using knowledge of prefixes,
   - f. Uses strategies to learn the meaning of unfamiliar words across the curriculum

2. Reads grade level material fluently

3. Follows multiple step directions to complete a product

4. Identifies & analyzes narrative elements:
   - a. Identifies & analyzes main idea or theme & supporting details
   - b. Distinguishes cause from effect in context
   - c. Makes predictions & draws conclusions
   - d. Makes judgments / inferences about narrative elements:
     - 1- Identifies characterization & setting & conflict in plot
     - 2- Identifies beginning, middle and end of story

5. Identifies and gains meaning from illustrations, diagrams, maps, charts, graphs,

6. Relates new information to prior knowledge / experiences & makes connections to

7. Uses problem solving strategies (i.e., apply previous knowledge, guess and

8. Identifies meanings of common idioms & figurative language

9. Identifies playful use of language (i.e., puns, jokes, etc.)

10. Identifies / analyzes similarities & differences

**ORAL EXPRESSION (use of spoken language to communicate ideas)**

1. Student communicates ideas that persuade, describe and inform

2. Adapts oral language to fit the situation by following the rules of conversation with peers and adults (Standard English)

3. Gives oral presentations for various purposes in an organized manner

4. Retells stories heard or viewed, includes main events

5. Uses new vocabulary / descriptive language

6. Displays appropriate turn taking behaviors

7. Solicits another’s opinion and offers own opinion appropriately

8. Asks relevant questions and responds to questions appropriately

9. Participates in group verbal interactions with peers & teachers

10. Confirms understanding by paraphrasing & is able to clarify as needed

**Are there other factors to consider such as child’s educational background (i.e., lack of exposure) and/or cultural background? Comments:** (use back of form as needed)
Language Strategies

VOCABULARY
- Use gestures/objects/photos/pictures to emphasize/teach meaning
- Preteach key vocabulary & concepts
- Teach vocabulary in context
- Use demonstration paired with student interaction/movement, etc. to act out meaning
- Use synonyms, antonyms, categories to reinforce understanding
- Utilize word webs, student drawings & word maps
- Allow multiple opportunities to practice and reinforce target vocabulary
- Use peer instruction/cooperative groups
- Ensure student’s attention
- Use a variety of games that target vocabulary
- Use examples/acting out (actions), pictures and multiple modalities to teach figurative language & multiple meanings

COMPREHENSION
- Ensure student’s attention
- Use slower rate of speaking when presenting information
- Present information in smaller steps
- Use a variety of games, i.e., Bingo, Simon Says, 20 Questions
- Before presenting auditory information, tell student what to listen for
- Rephrase/Paraphrase auditory information
- Have student repeat what he is listening for
- Use a story map, graphic organizer, student drawing to increase understanding
- Teach story elements-character, setting, problem, etc.
- Review, discuss & paraphrase main idea
- Use humor/idioms/multiple meanings
- Ask student a variety of WH questions
- Break story information into smaller units & ask questions

ORAL EXPRESSION - Content & Meaning
- Help student summarize information
- Use gestures or visual cues ordering for first, second, third, etc.
- Help student identify main topic
- Stop student when rambling & redirect to main topic
- Use visual organizers/story maps
- Help student sequence events by asking what happened first, second, next, etc.
- Emphasize/Encourage student’s use of sequential words during retelling of story
- Provide opportunity for student to orally retell story to peers/teacher (one story per week---probe???)
- Have student use specific vocabulary to relate information, rather than using words such as thing, stuff, that, it, etc.
ORAL EXPRESSION-SYNTAX & MORPHOLOGY
- Model correct grammatical forms
- Have student repeat correct grammatical forms
- Observe if student can self-correct when reminded
- Have student construct oral sentences with targeted grammar structures
- Have student practice daily oral language sentence orally (DOL) & provide feedback
- Encourage students to use complete/complex sentences when answering questions
- Encourage use of relative & subordinate clauses, i.e., but, and, or, either, if, whenever, however, etc.

PRAGMATICS
- Model appropriate response or social interaction
- Allow extra time for student to formulate & express responses
- Provide opportunities
  - to: Ask questions
  - Initiate & maintain conversation
  - Give sufficient information
  - Give cause & effect information
  - Use language to make choices & express needs
  - Use problem solving/decision making techniques
  - Practice with peers in appropriate learning groups
- Allow student to role play a variety of targeted social language situations
- Emphasize basic social skills, i.e., greetings, eye contact, polite forms, body language, spatial boundaries throughout the school day
- Use verbal/visual/physical cues to remind student to use appropriate social behavior in a variety of settings
**Hancock County School District**

**STUTTERING / FLUENCY CHECKLIST**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Teacher</th>
<th>Date</th>
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<tbody>
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</table>

**School:**

*Please complete this checklist based upon observation of your student's stuttering behaviors over the past month.*

**How frequently does the student stutter?**

- _____occasionally
- _____often
- _____consistently (most instances when student talks)

1. Compared to his/her peers, this student:  
   (check all that apply)
   - _____avoids speaking in class (does not volunteer, appears to not want to reply)
   - _____appears to be unaware that he/she has a stuttering problem
   - _____speaks with little or no outward signs of frustration
   - _____is difficult to understand in class because ____________________________
   - _____replaces words (says a different word than the intended word)

Rate of speech:  
- _____average
- _____fast
- _____very fast

Organizational skills:  
- _____average
- _____some problems
- _____poor

2. This student stutters when:  
   (check all that apply)
   - _____talking with peers
   - _____talking with adults
   - _____speaking to the class
   - _____when upset
   - _____sharing ideas or telling a story
   - _____answering questions
   - _____carrying on a conversation
   - _____reading aloud
   - _____other:

Environments where it occurs:
- _____lunchroom
- _____playground/recess
- _____hallway
- _____specials (PE, music, art, etc.)
- _____after school activities
- _____classroom
- _____other:

3. Check any of the following behaviors you have noticed in their student's speech:
   - _____revisions (stops and starts over again)
   - _____repeats words or phrases
   - _____other:

Unusual face or body movements:
- _____eye blinks / eye movements
- _____facial grimaces
- _____other:

- _____avoids eye contact
- _____head nods
- _____other:

4. How does the student's stuttering interfere with his/her academic/social functioning?

5. When having difficulty speaking, he/she reacts by ____________________________
   and shows frustration by ____________________________

Additional Comments:

*developed by Cobb County SLPs, Marietta GA  1996 (revised 2007  Tier 2)
**For Teachers:**

**General Strategies for Improving Fluency in the Classroom**

*For students with stuttering problems*

- Provide a slower rate of speech, pause frequently, slow down overall pace of conversation.

- Allow longer amount of time for student to respond verbally

  Think time...... Organization time...... Response time......

- Ask questions that can be answered with relatively few words.

- Provide preparation time before calling on a student to read (i.e., give advanced notice, “Johnny please read the first page, then I’d like Tim to read the second page.” Tim is the stutterer.) Consider allowing students to read out loud in pairs (takes pressure off student who stutters and allows him/her to become more confident with practice.)

- When possible, allow for quiet practice time before requiring student to verbalize.

- Help all members of the class learn to take turns talking and listening. All students find it easier to talk when there are few interruptions and have the speaker’s attention.

- Communicate with the student. Mutually agree upon some strategies to help him/her in the classroom.

- Be aware of your non-verbal body language, maintain eye contact and be patient while the student tries to communicate a message to you. Try not to interrupt student while he/she is trying to tell you something.

- Focus on what is said, not how it was said.

- Try to decrease criticisms, rapid speech patterns and interruptions.

- If students tease, help student brainstorm some ideas on how to respond, try to talk to students who are doing the teasing and enlist their help, consult a counselor for suggestions on managing teasing.

**DO NOT:**

- Tell the student to “stop or slow down and take a breath”.

- Interrupt the student when he is talking.

- Complete words for the student or talk for him/her.

- Embarrass the student.

[www.stutteringhelp.org](http://www.stutteringhelp.org)
SOCIAL SKILLS CHECKLIST  
(Elementary/Pre-K)  

Name of child: ___________________________ Date: ___________________________

Birth date: ___________________________ Assessor’s name: ___________________________

Instructions: For each question, check if that particular social skill occurs Almost Always, Often, Sometimes, or Almost Never.

RATING SCALE

*Almost always*- the student consistently displays this skill in many settings and with a variety of people

*Often*- the student displays this skill on a few occasions, settings and with a few people

*Sometimes*- the student seldom displays this skill but may demonstrate it on infrequent occasions.

*Almost Never*- the student never or rarely exhibits this skill. It is uncommon to see this in their daily routine.

<table>
<thead>
<tr>
<th>SOCIAL PLAY &amp; EMOTIONAL DEVELOPMENT</th>
<th>Almost Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Almost Never</th>
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<tbody>
<tr>
<td>1.1 Beginning Play Behaviors</td>
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<tr>
<td>1. Maintains proximity to peer within 1 foot</td>
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<td>2. Observes peers in play vicinity within 3 feet</td>
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<td>3. Parallel play near peers using the same or similar materials (e.g., playing cars near a peer who is also playing cars)</td>
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<tr>
<td>4. Physically imitates peer</td>
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<td>5. Verbally imitates peer</td>
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<td>6. Takes turns appropriately during simple games</td>
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<tr>
<td>1.2 Intermediate Play Behaviors</td>
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<tr>
<td>1. Shares toys and talks about the activity with peers, even though the play agenda of the other children is different</td>
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<td>2. Physically and verbally responds to interactions from peers (accepts toy from peer, answers questions)</td>
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<td>3. Returns and initiates greetings with peers</td>
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<td>4. Know appropriate ways of joining in an activity with peers</td>
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<td>5. Invites others to play</td>
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<td>6. Takes turns during structured activities</td>
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<td>7. Obey game rules</td>
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<td>8. Requests toys, food, and materials from peers</td>
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<tr>
<td>1.3 Advanced Play Behavior</td>
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<tr>
<td>1. Plays cooperatively with peers during imaginative play</td>
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<td>2. Makes comments about what he/she is playing to peers</td>
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<td>3. Organizes play (suggests ideas to peers on how to play)</td>
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<td>4. Follows peer play plans</td>
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<td>5. Takes turns during unstructured activities without a time limit</td>
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<tr>
<td>6. Offers toys, food, and materials to peers</td>
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### EMOTIONAL REGULATION

<table>
<thead>
<tr>
<th></th>
<th>Almost Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Almost Never</th>
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<tbody>
<tr>
<td><strong>2.1 Understanding Emotions</strong></td>
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<tr>
<td>1. Identifies likes and dislikes</td>
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<td>2. Identifies emotions in self</td>
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<tr>
<td>3. Identifies emotions on others</td>
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<td>4. Justifies emotions once identified (eating because I’m</td>
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<td>5. Demonstrates affection and empathy toward peers</td>
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<td>6. Refrains from aggressive behaviors toward peers</td>
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<td>7. Refrains from aggressive behaviors toward self</td>
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<td>8. Does not exhibit intense fears or phobias</td>
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<tr>
<td>9. Interprets body language</td>
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<tr>
<td>10. Uses different tones of voice to convey messages</td>
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<tr>
<td><strong>2.2 Self-Regulation</strong></td>
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<tr>
<td>1. Allows others to comfort him/her if upset or agitated</td>
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<td>2. Self regulates when tense or upset</td>
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<td>3. Self regulates when energy level is high</td>
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<td>4. Deals with being teased in acceptable ways</td>
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<td>5. Deals with being left out of a group</td>
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<td>6. Accepts not being first at a game or activity</td>
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<td>7. Accepts losing at a game without becoming upset/angry</td>
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<td>8. Says “no” in acceptable way to things he/she does not want</td>
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<tr>
<td>9. Accepts being told “no” without becoming upset/angry</td>
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<td>10. Able to say “I don’t know”</td>
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<td>11. Able to end conversations appropriately</td>
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<td><strong>2.3 Flexibility</strong></td>
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<tr>
<td>1. Accepts making mistakes without becoming upset/angry</td>
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<tr>
<td>2. Accepts consequences of his/her behavior</td>
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<tr>
<td>3. Accepts unexpected changes</td>
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<td>4. Continues to try when something is difficult</td>
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<tr>
<td>5. Ignores others or situations when it is desirable to do so</td>
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<td><strong>2.4 Problem Solving</strong></td>
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<tr>
<td>1. Identifies/defines problems</td>
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<tr>
<td>2. Generates solutions to problems</td>
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<td>3. Carries out solutions by negotiating or compromising</td>
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<tr>
<td>4. Understands impact his/her behavior has on peers</td>
<td></td>
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</tr>
</tbody>
</table>
### 3.1 Conversational Skills

1. Initiate conversation when it is appropriate to do so
2. Initiates conversation around specific topic
3. Asks “Wh” questions
4. Responds to “Wh” questions
5. Makes a variety of comments, related to the topic during
6. Introduces him/herself to someone new
7. Introduces people to each other
8. Ends conversations appropriately

### 3.2 Nonverbal Conversational Skills

1. Maintains appropriate proximity to conversation partner
2. Orients body toward speaker
3. Pays attention to a person’s nonverbal language and understands what is being communicated
4. Waits to interject

### 3.3 Compliments

1. Gives appropriate compliments to peers
2. Appropriately receives compliments
3. Asks for a favor appropriately
4. Apologizes independently
## SUMMARY OF SOCIAL SKILLS CHECKLIST

<table>
<thead>
<tr>
<th></th>
<th>Total % Marked as Almost</th>
<th>Total % Marked as Often</th>
<th>Total % Marked as Sometimes</th>
<th>Total % Marked as Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Beginning Play Behaviors</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>1.2 Intermediate Play Behaviors</strong></td>
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<tr>
<td><strong>1.2 Advanced Play Behaviors</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>2.1 Understanding Emotions</strong></td>
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<tr>
<td><strong>2.2 Self Regulation</strong></td>
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<tr>
<td><strong>2.3 Flexibility</strong></td>
<td></td>
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<tr>
<td><strong>2.4 Problem Solving</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>3.1 Conversational Skills</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.2 Nonverbal Conversational</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.3 Compliments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Calculation:** For each section, calculate the percentage of questions marked as Almost Always, Often, Sometimes, and Almost Never. To calculate, total the number of questions checked under the category in that specific section and divide by the total number of questions in the section, then multiply by 100.

**Example:**

To calculate the total % of components marked “Almost Always” under the Beginning Play Behaviors section, first total the # of questions checked “Almost Always” in that section. Then, determine the # of total questions under Beginning Play Behaviors. Divide the # of questions checked by the total # of questions and then multiply by 100.

\[
\frac{\text{# of questions marked “Almost Always”}}{\text{6 total questions}} \times 100 = \text{_________%}
\]
HANCOCK COUNTY SCHOOLS
Speech SST/Tier3 Referral

Student Name: ___________________________  Grade: ____________
Teacher: _________________________________  Date: ______________

Demographic information - Attached from Infinite Campus
- Summary Page (with picture)
- Most recent report card information if available
- Copy of the most recent (within 1 calendar year) vision/hearing screening

Members Attending:

_________________________  ____________________________
_________________________  ____________________________

* Ga. DOE requires a minimum of 3 members to be present
(Parent can choose to participate via phone if unable to attend in person)

SST Minutes/Meeting Notes:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Please keep forms in this order:
1) RTI Form(s) (questionnaire, checklist, data)
2) SST Referral Form behind RTI form w/ related data / observations
Section 504

What is Section 504?

Section 504 is a federal law that protects students with disabilities from being discriminated against at school. It requires the school to give all students the same opportunities as students without disabilities who go to school. The school does this through a "reasonable accommodation or modification."

A reasonable accommodation is:

- physical modifications to the school that are **necessary** for each student to enjoy full use of the school building. Example: an elevator, a wheelchair ramp, handrails, motorized doors
- a change in rules, policies, procedures, etc. when needed to allow students to use or enjoy school, including extracurricular activities, to the same extent as students who do not have disabilities. Example: allowing a student with diabetes to have a snack in the classroom, allowing a student with ADHD to stand up when needed during class

How does a student qualify for Section 504?

To be eligible for Section 504, a student must be a qualified disabled person. This means the student must have medical documentation of a physical or mental impairment that substantially limits a major life activity. Examples of major life activities are learning, caring of oneself, walking, seeing, hearing, speaking, breathing, and other.

Having a disability is not enough to qualify for 504 services. The disability must interfere with the student’s ability to learn or access school programs. For example:

- If the student has asthma and cannot run, she needs an alternative physical education program.
- If the student is in a wheelchair and cannot get upstairs for class, the class must be held on the first floor.

What does Section 504 do?

Section 504 entitles your child to a free appropriate public education (FAPE) by giving your child a reasonable accommodation or modification. Students qualifying under 504 should be with students without disabilities to the maximum extent appropriate.
HANCOCK COUNTY SCHOOL SYSTEM
Section 504 Eligibility Form

STUDENT INFORMATION
Student’s Name: ___________________________ DOB: ___________ School: _______________

MEETING INFORMATION
Date ___________ Parent Rights Given? ______ Initial Eligibility ☐ Redetermination ☐

ELIGIBILITY CRITERIA
I. Specific Mental or Physical Impairment: ________________________________
   Documentation regarding impairment (check those applicable and provide relevant data):

<table>
<thead>
<tr>
<th>REQUIRED</th>
<th>DATE</th>
<th>RELEVANT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Evaluation*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physician’s Report*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Report documenting the impairment must be issued by a provider licensed/qualified by the State of Georgia to make the diagnosis. For initial eligibility, the evaluation report shall be current within one year.

<table>
<thead>
<tr>
<th>ADDITIONAL INFORMATION</th>
<th>DATE</th>
<th>RELEVANT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation of Interventions Attempted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health History Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Input</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Input</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Does the documentation establish that the student has a mental or physical impairment? Yes ☐ No ☐
   If no, does the team request additional information or assessment? Yes ☐ No ☐
   (If yes, attach relevant consent.)
II. Substantially Limits a Major Life Activity

Documentation Regarding Impact (provide relevant data)

<table>
<thead>
<tr>
<th>Major Life Activity* (address as many as relevant)</th>
<th>School-Related Impact (describe)</th>
<th>Severity (circle one)</th>
<th>Duration (circle one)</th>
<th>Substantial Limitation* Yes? No?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td></td>
<td>Mild Moderate</td>
<td>Short Medium</td>
<td>Long</td>
</tr>
<tr>
<td>Caring of Oneself</td>
<td></td>
<td>Mild Moderate</td>
<td>Short Medium</td>
<td>Long</td>
</tr>
<tr>
<td>Walking</td>
<td></td>
<td>Mild Moderate</td>
<td>Short Medium</td>
<td>Long</td>
</tr>
<tr>
<td>Seeing</td>
<td></td>
<td>Mild Moderate</td>
<td>Short Medium</td>
<td>Long</td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
<td>Mild Moderate</td>
<td>Short Medium</td>
<td>Long</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td>Mild Moderate</td>
<td>Short Medium</td>
<td>Long</td>
</tr>
<tr>
<td>Breathing</td>
<td></td>
<td>Mild Moderate</td>
<td>Short Medium</td>
<td>Long</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Mild Moderate</td>
<td>Short Medium</td>
<td>Long</td>
</tr>
</tbody>
</table>

* In order to meet this standard the student must be unable to perform a major life activity that the average person in the general population (national norms, not local norms) can perform. Major life activities must be considered as a whole (e.g. learning), not in a particular class (e.g. math) or for a particular sub-area (e.g. socialization or test-taking).

2. Does the documentation establish that the student’s impairment substantially limits a major life activity?

   Yes ☐    No ☐
**ELIGIBILITY DETERMINATION**

Based on the answers to questions 1 and 2, does the student meet Section 504 eligibility criteria?

Yes ☐  No ☐

NOTE: The Team must respond “Yes” to the first two questions in order to respond “Yes” to this question.

Signatures of Eligibility Team Members:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Rev. 10/2006
STUDENT INFORMATION:

Name: _____________________________________________

Date of Birth: ______________________________________

School: ___________________________________________

Date of Most Recent Eligibility: _______________________

Qualifying Impairment: _______________________________

Brief Description of Impact: __________________________

PLAN INFORMATION:

Date of Development: ________________________________

Accommodations: (attach additional pages as necessary)

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

I have participated in the development of this plan and have received a copy of my rights under Section 504.

Parent Signature: ___________________________ Date: __________
Rights Afforded by Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted by federal law to students with handicaps. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her handicapping conditions.

2. Have the local school system advise you of your rights under federal law.

3. Receive notice with respect to identification, evaluation, or placement of your child.

4. Have your child receive a free appropriate public education.

5. Have your child receive services and be educated in facilities which are comparable to those provided to non disabled students.

6. Have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the students and who are knowledgeable about the evaluation data and placement options.

7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the local school system) at no greater cost to you than would be incurred if the student were placed in a program operated by the local school system.

8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the local school system.

9. Examine all relevant records relating to decisions regarding your child’s identification, evaluation, and placement.

10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child’s identification, evaluation, educational program, or placement. (You and your child may take part in the hearing and be represented by counsel. Hearing requests must be made to your local school system superintendent. If not satisfied by the hearing decision, any party may appeal the decision to a court of competent jurisdiction.)

11. File a local grievance.

The Office for Civil Rights of the United States Department of Education enforces the requirements of Section 504 of the Rehabilitation Act of 1973. The address of the Regional Office which includes Georgia is: Office for Civil Rights, Region IV, 61 Forsyth Street, Suite 19T70, Atlanta, Georgia 30303.
Appendix A

District Recommended strategies and interventions
# Hancock County School District’s RTI Strategies & Interventions

**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.

**Intervention:** The systematic and explicit instruction provided to accelerate growth in an area of identified need … and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.


<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Content/Skill/Behavior</th>
<th>Strategies &amp; Intervention</th>
</tr>
</thead>
</table>
| K-12         | **Reading Comprehension**  
• Phonics  
• Fluency  
• Vocabulary  
• Comprehension  
• Phonemic Awareness  
*Though the research is for K-5, the graphic organizers that are researched-based can be used at any grade level.*  
Reading: Phonics | Florida Center for Reading Research  
[http://www.fcrr.org/resources/resources_sca.html](http://www.fcrr.org/resources/resources_sca.html)  
*Guides for Identifying Evidence-Based Interventions for School Improvement*  
Intervention Central  
| 6-8          | **Comprehension**  
• Advance Story Map  
• Prior Knowledge: Activating the 'Known'  
• Text Lookback | Florida Center for Reading Research  
[http://www.fcrr.org/library/index.html#comprehension](http://www.fcrr.org/library/index.html#comprehension)  
Intervention Central -  
[http://www.interventioncentral.org/academic-interventions/reading-comprehension/advanced-story-map](http://www.interventioncentral.org/academic-interventions/reading-comprehension/advanced-story-map); &  
[http://www.interventioncentral.org/academic-interventions/reading-comprehension/prior-knowledge-activating-known](http://www.interventioncentral.org/academic-interventions/reading-comprehension/prior-knowledge-activating-known); &  
| 9-12         | **Comprehension**  
Reciprocal Teaching: A Reading Comprehension Package | Florida Center for Reading Research  
[http://www.fcrr.org/library/index.html#comprehension](http://www.fcrr.org/library/index.html#comprehension)  
Intervention Central  
<table>
<thead>
<tr>
<th>Grade</th>
<th>Resource Description</th>
<th>Resource Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>k-12</td>
<td>Oral Reading Fluency Passage Generator</td>
<td>Intervention Central <a href="http://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator">http://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator</a></td>
</tr>
<tr>
<td>K-6</td>
<td>Vocabulary Building: Reading: Sight-Words</td>
<td>Intervention Central <a href="http://www.interventioncentral.org/node/968418">http://www.interventioncentral.org/node/968418</a></td>
</tr>
<tr>
<td>K-7</td>
<td><strong>Math</strong></td>
<td>Intervention Central: Math <a href="http://www.interventioncentral.org/academic-interventions/math">http://www.interventioncentral.org/academic-interventions/math</a></td>
</tr>
<tr>
<td></td>
<td>1. How To: Master Math Facts: Cover-Copy-Compare</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Math Computation: Increase Accuracy By Intermixing Easy and Challenging Computation Problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Math Computation: Student Self-Monitoring of Productivity to Increase Fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Peer Tutoring in Math Computation with Constant Time Delay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Self-Administered Folding-In Technique: Math Facts</td>
<td></td>
</tr>
<tr>
<td>1-12</td>
<td><strong>Math-Drills</strong></td>
<td>Math-Drills.com website! <a href="https://www.math-drills.com/">https://www.math-drills.com/</a></td>
</tr>
<tr>
<td>4-12</td>
<td><strong>Quantile® QSC (Quantile Skill and Concept) from Math Universal Screener</strong></td>
<td><a href="http://www.Quantiles.com">www.Quantiles.com</a></td>
</tr>
<tr>
<td></td>
<td><em>For a student with a Quantile® measure of 465, focus on the skills and concepts indicated below. Each recommended skill or concept aligns to a QSC (Quantile Skill and Concept) within The Quantile Framework, as well as to one or more state standards. Use the Math Skills Database, available through SAM Central to access instructional resources aligned to each QSC.</em></td>
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</tr>
<tr>
<td></td>
<td>1. Repeated Reading and Oral/Written Retell</td>
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<tr>
<td></td>
<td>2. Writing Instruction: Effective Elements</td>
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<tr>
<td></td>
<td>3. Integrated Writing Instruction</td>
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</tr>
<tr>
<td></td>
<td>Positive Behavioral Interventions and Supports</td>
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</tr>
<tr>
<td></td>
<td>PBIS (Positive Behavioral Interventions and Supports) <a href="http://www.pbis.org">www.pbis.org</a></td>
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</tbody>
</table>
### RTI Network – Academics Reading & Math and Behavior

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 Resources</td>
<td>Middle School Resources</td>
<td>High School Resources</td>
</tr>
</tbody>
</table>

… a number of informational resources and tools available to guide those who wish to establish or strengthen an RTI program in grades K-5.

### District Tier 2 Intervention Programs

<table>
<thead>
<tr>
<th>IRead k-3</th>
<th>Math 180</th>
<th>Math 180</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read 180 U</td>
<td>Odyssey Ware</td>
<td>Read 180 U</td>
</tr>
<tr>
<td>Sadlier Ter 1 Program</td>
<td></td>
<td>Odyssey Ware</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sadlier Ter 1 Program</td>
</tr>
</tbody>
</table>

### District Data for Progress Monitoring

<table>
<thead>
<tr>
<th>IRead Screener</th>
<th>HMHCo: Reading and Math Screener</th>
<th>HMHCo: Reading and Math Screener</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMHCo: Reading and Math Screener</td>
<td>Sadlier Diagnostic</td>
<td>Sadlier Diagnostic</td>
</tr>
</tbody>
</table>

### District Resources for RTI Strategies:

1. Sadlier Tier 1 Program (See your school’s Instructional Specialist, and Appendix B)
2. Response to Intervention Strategies Flip Chart (See your school’s RTI Coordinator)
3. School’s Strategies Binders (See your school’s Instructional Specialist)
Appendix B

Sadlier Tier 1 Intervention Program
HC District’s Sadlier Curriculum Program

Classroom Instructional Support for Tier I

“Coordinated Early Intervening Services (CEIS) (§300.226): CEIS are provided to assist students in K – 12th grades (with a particular emphasis on students in K – 3rd grades) who are not currently identified as needing special education or related services, but who need additional academic and/or behavioral assistance to enable them to be successful in a general education environment. In 2004, Congress authorized the use of a limited amount of a district’s federal Individualized Disabilities Education Act (IDEA) funds to be used for the purpose of providing CEIS to reduce academic and behavioral problems in the general education environment, thereby leading to fewer and more appropriate referrals for special education services”

Source: [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Coordinated-Early-Intervening-Services.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Coordinated-Early-Intervening-Services.aspx)

Rational: This program is being implemented as a CEIS because it has been implemented for K-2 students at M.E. Lewis Elementary, and the benefits of the structure and criteria of CEIS would further aid Hancock School District in providing teachers with a research based curriculum that supports struggling students in grades 4 – 12 at the Tier 1 level “…who are not currently identified as needing special education or related services, but who need additional academic and/or behavioral assistance to enable them to be successful in a general education environment” (Georgia Department of Education, 2015, retrieved from the above link, September 25, 2016).

Purpose: Teachers will use this curriculum as a center or during small group tutoring to support those students that are struggling and have been identified as in need of additional Tier 1 instructional support.

Goal: To provide teachers with a research-based curriculum to improve struggling Tier 1 students in reading comprehension, vocabulary building and mathematical practices

Outcome: Students identified in need of Tier 1 Support will improve academically and remain at the Tier 1 Level.

This program is for use in the following schools and grade levels:

<table>
<thead>
<tr>
<th>M. E. Lewis Elementary</th>
<th>Hancock Central</th>
<th>Hancock Central HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th to 5th Grades</td>
<td>6th to 8th Grades</td>
<td>9th to 12th Grades</td>
</tr>
<tr>
<td>Progress English/Language Arts</td>
<td>Progress English/Language Arts</td>
<td>Foundations of Algebra</td>
</tr>
<tr>
<td>Progress Math</td>
<td>Progress Math</td>
<td>Fundamental of Algebra</td>
</tr>
<tr>
<td>Vocabulary Workshop</td>
<td>Vocabulary Workshop</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Levels Orange &amp; Blue</td>
<td>Levels A, B and C</td>
<td>Vocabulary Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Levels D, E, F and G</td>
</tr>
</tbody>
</table>

Online Diagnostic and Lesson for K-12

Expectations

This program has been developed to support Tier 1 Instruction for students identified as struggling. It is an intervention program for Tier 1 as a final step before referring a Tier 1 student to Tier 2.

Nonnegotiable(s)

Teachers should not use this curriculum for whole group instruction during standards based and data driven instruction. Teachers must not use two curriculums (i.e. vocab and reading), in same group at the same time

These materials should not at any time remain in the classroom with teachers, but with the Instructional Coach to ensure that the materials are being used according to student’s Tier 1 Intervention and Strategies log.

Teachers must follow the implementation timeline and document students’ progress in Student Small Group Sadlier Folders, to include any work that will be used to reveal that student is not making progress.

Students must log in at least 2 times a week to online platform to complete assignments and participate in direct instruction by teacher during small group 2 times a week during implementation period (3 to 4 weeks of implementation).

Use of Sadlier curriculum must be included in lesson plan and students being grouped to use curriculum as well.
Tier 1 Sadlier Lesson Session
Small Group Instruction Lesson Plan

Materials:
Sadlier Curriculum (vocabulary or ELA or math, do not do two subjects at one time)
Student Progress Monitoring Forms 44 and 73
Students Data: from Universal Screener for Math or Reading:

Reading                  Math
• Parent Letter           Parent Letter
• Student Action Report ** Progress to College & Career Report **
• Instructional Planning Report** Growth Report
• Growth Report           Incomplete Test Report
Student Work Folder
Composition Books/Pencils/Pens/paper
Timer (preferably hand held on the group table)

Objective: To provide at least 15-20 minutes of direct explicit instruction 2 times a week, using the Sadlier curriculum, to struggling Tier 1 students in a small group setting.

Use of Data to driven instruction: Teachers will use the above data reports from the Universal Screener to identify students, then use reports to provide instruction based on instructional reports (**) using the sadlier curriculum. Once a student has mastered an identified skill (mastery is 75% and above accuracy), then the student will rotate out of the small group instruction and another student will rotate in (students will rotate in and out of small group instruction based on deficit skills).

To Measure Growth: Implement Program with fidelity and collect information as evidence of growth.

Implement the Lesson Session:
During first meeting with students, give them their folders discuss how the folders will be used, walk them through completing folder cover; review the data in their folder with them, tell them how their small group instruction will support them academically, what is expected of them to include rituals and routines of group members to complete forms, assignments, rewards, behavior, time in group etc.) Consistently remind students or expectations until they exhibit without being told to do so.

1. Set Timer for 15 minutes (one it goes off, only five minutes remain to wrap up instruction)

2. Provide Instruction using Gradual Release of Responsibility:

<table>
<thead>
<tr>
<th>I Do</th>
<th>We Do</th>
<th>You Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: Unpack or model for students what the curriculum directions want students to learn</td>
<td>Teacher: Observe students applying what was unpacked or modeled while checking for misconceptions</td>
<td>Teacher: Allow students to work independently, to discuss- think-pair-share, complete a specific page range within a certain amount of time and correct with students</td>
</tr>
<tr>
<td>Students should be observing teacher and apply the steps the teacher used</td>
<td>Students should be practicing unpacked directions</td>
<td>Students are working independently to complete assignment</td>
</tr>
</tbody>
</table>

4. Once the timer goes off, resent for five minutes and close lesson sessions (do not focus on one more minute to complete an assignment or page etc., close it out with a review of what was done and have students complete Form 73, put their materials away, etc.).
Small Group Sadlier Folder

I am participating in the following small group and online programs:

4th to 8th Grade Progress English/Language Arts
4th to 8th Grade Progress Math

High School Math
  o HS Foundations of Algebra Grade ______
  o HS Fundamental of Algebra Grade ______
  o HS Algebra I Grade ______

4th to 12th Grade Vocabulary Workshop Level ______

I began participating in this group __________________________________
I completed my group participation on ____________________________

Circle all that apply: I participate during before/after school tutoring

I participated during class (B = Base line score):

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<tr>
<th>Week #</th>
<th>Date &amp; Time</th>
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Teacher Running Notes:

I participated during class (B = Base line score):

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Teacher Running Notes:
**Sadlier Curriculum: Tier 1**

**Progress Monitoring Sheet**

<table>
<thead>
<tr>
<th>Book #</th>
<th>Student’s Name</th>
<th>Book Condition (N=new)</th>
<th>Began Date</th>
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Curriculum being used: ________________________________

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Do not use two different program curricula at the same time during small group instruction.
### Sadlier Curriculum: Tier 1

**Teacher’s Curriculum Check Out Log**

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
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<th>Curriculum being Used</th>
<th>Number of books</th>
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Do not use two different program curricula at the same time during small group instruction

*This program was Developed by District Reading Specialist and School Level Instructional Specialist with funding from the District Curriculum & Instruction and Professional Development Department 2016*
Appendix C
Perceptions of RtI Skills Survey

Directions: Please read each statement about a skill related to assessment, instruction, and/or intervention below, and then evaluate your skill level within the context of working at a school/building level. Where indicated, rate your skill separately for academics (i.e., reading and math) and behavior. Please use the following response scale:
- 0 = I do not have this skill at all (NS)
- 1 = I have minimal skills in this area; need substantial support to use it (MnS)
- 2 = I have this skill, but still need some support to use it (SS)
- 3 = I can use this skill with little support (HS)
- 4 = I am highly skilled in this area and could teach others this skill (VHS)

<table>
<thead>
<tr>
<th>The skill to:</th>
<th>NS</th>
<th>MnS</th>
<th>SS</th>
<th>HS</th>
<th>VHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Access the data necessary to determine the percent of students in core instruction who are achieving benchmarks (district grade-level standards) in:</td>
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<td>a. Academics</td>
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<td>4</td>
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<tr>
<td>b. Behavior</td>
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<td>2. Use data to make decisions about individuals and groups of students for the:</td>
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<tr>
<td>a. Core academic curriculum</td>
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<td>b. Core/Building discipline plan</td>
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<td>3. Perform each of the following steps when identifying the problem for a student for whom concerns have been raised:</td>
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<td>a. Define the referral concern in terms of a replacement behavior (i.e., what the student should be able to do) instead of a referral problem for:</td>
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<td>b. Use data to define the current level of performance of the target student for:</td>
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<td>c. Determine the desired level of performance (i.e., benchmark) for:</td>
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<td>d. Determine the current level of peer performance for the same skill as the target student for:</td>
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The skill to:

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<tr>
<td>e. Calculate the gap between student current performance and the benchmark (district grade level standard) for:</td>
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<td>f. Use gap data to determine whether core instruction should be adjusted or whether supplemental instruction should be directed to the target student for:</td>
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4. Develop potential reasons (hypotheses) that a student or group of students is/are not achieving desired levels of performance (i.e., benchmarks) for:

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5. Identify the most appropriate type(s) of data to use for determining reasons (hypotheses) that are likely to be contributing to the problem for:

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6. Identify the appropriate supplemental intervention available in my building for a student identified as at-risk for:

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7. Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for:

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<td>c. Academic supplemental curricula</td>
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<td>e. Academic individualized intervention plans</td>
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<td>f. Behavioral individualized intervention plans</td>
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8. Ensure that any supplemental and/or intensive interventions are integrated with core instruction in the general education classroom:

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<tr>
<td>a. Academics</td>
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<tr>
<td>b. Behavior</td>
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### The skill to:

<table>
<thead>
<tr>
<th>Number</th>
<th>Task Description</th>
<th>NS</th>
<th>MuS</th>
<th>SS</th>
<th>HS</th>
<th>VHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Ensure that the proposed intervention plan is supported by the data that were collected for:</td>
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<td></td>
<td>a. Academics</td>
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<td>b. Behavior</td>
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<td>10.</td>
<td>Provide the support necessary to ensure that the intervention is implemented appropriately for:</td>
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<td>a. Academics</td>
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<td>b. Behavior</td>
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<td>11.</td>
<td>Determine if an intervention was implemented as it was intended for:</td>
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<td>a. Academics</td>
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<td>b. Behavior</td>
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<tr>
<td>12.</td>
<td>Select appropriate data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, behavioral observations) to use for progress monitoring of student performance during interventions:</td>
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<tr>
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<td>a. Academics</td>
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<td></td>
<td>b. Behavior</td>
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<tr>
<td>13.</td>
<td>Construct graphs for large group, small group, and individual students:</td>
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<tr>
<td></td>
<td>a. Graph target student data</td>
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<td>2</td>
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<tr>
<td></td>
<td>b. Graph benchmark data</td>
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<td>c. Graph peer data</td>
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<td></td>
<td>d. Draw an aimline</td>
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<td>e. Draw a trendline</td>
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<tr>
<td>14.</td>
<td>Interpret graphed progress monitoring data to make decisions about the degree to which a student is responding to intervention (e.g., positive, questionable or poor response).</td>
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<td>15.</td>
<td>Make modifications to intervention plans based on student response to intervention.</td>
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<td>16.</td>
<td>Use appropriate data to differentiate between students who have not learned skills (e.g., did not have adequate exposure to effective instruction, not ready, got too far behind) from those who have barriers to learning due to a disability.</td>
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</table>
The skill to:

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<tr>
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<th>HS</th>
<th>VHS</th>
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</thead>
<tbody>
<tr>
<td>17. Collect the following types of data:</td>
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</tr>
<tr>
<td>a. Curriculum-Based Measurement</td>
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<td>3</td>
<td>2</td>
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<tr>
<td>b. DIBELS</td>
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<tr>
<td>c. Access data from appropriate district- or school-wide assessments</td>
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<td>2</td>
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<tr>
<td>d. Standard behavioral observations</td>
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<tr>
<td>18. Disaggregate data by race, gender, free/reduced lunch, language proficiency, and disability status</td>
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<td>19. Use technology in the following ways:</td>
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<tr>
<td>a. Access the internet to locate sources of academic and behavioral evidence-based interventions.</td>
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<td>b. Use electronic data collection tools (e.g., PDAs)</td>
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<td>c. Use the Progress Monitoring and Reporting Network (PMRN)</td>
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<tr>
<td>d. Use the School-Wide Information System (SWIS) for Positive Behavior Support</td>
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<tr>
<td>e. Graph and display student and school data</td>
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<tr>
<td>20. Facilitate a Problem Solving Team (Student Support Team, Intervention Assistance Team, School-Based Intervention Team, Child Study Team) meeting.</td>
<td>1</td>
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<td>5</td>
</tr>
</tbody>
</table>

**THANK YOU!**