

# Forest Municipal School District Response to Intervention (RtI) Handbook



## **Response to Intervention State Board Policy 4300**

Forest Municipal School District shall require an instructional model designed to meet the needs of every student. The model shall consist of three tiers of instruction.

**Tier 1:** Quality classroom instruction based on MS Curriculum Frameworks

**Tier 2:** Focused supplemental instruction

**Tier 3:** Intensive interventions specifically designed to meet the individual needs of students

Teachers should use progress monitoring information to (a) determine if students are making adequate progress, (b) identify students as soon as they begin to fall behind, and (c) modify instruction early enough to ensure each and every student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

If strategies at Tiers 1 and 2 are unsuccessful, students must be referred to the Teacher Support Team. The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the Mississippi Department of Education. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:

- designed to address the deficit areas;
- research based;
- implemented as designed by the TST;
- supported by data regarding the effectiveness of interventions.

After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

In addition to failure to make adequate progress following Tiers 1 and 2, students will be referred to the TST for interventions as specified in guidelines developed by MDE if any of the following events occur.

- A. Grades 1-3: A student has failed one (1) grade;
- B. Grades 4-12: A student has failed two (2) grades;
- C. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR
- D. A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi Curriculum Test.

***Referrals to the Teacher Support Team must be made within the first twenty (20) school days of a school year if the student meets any of the criteria A-D stated above.***

Legal Reference:

**State Board Policy 4300**  
**Adopted January 21, 2005**  
*(Revised May 18, 2007)*

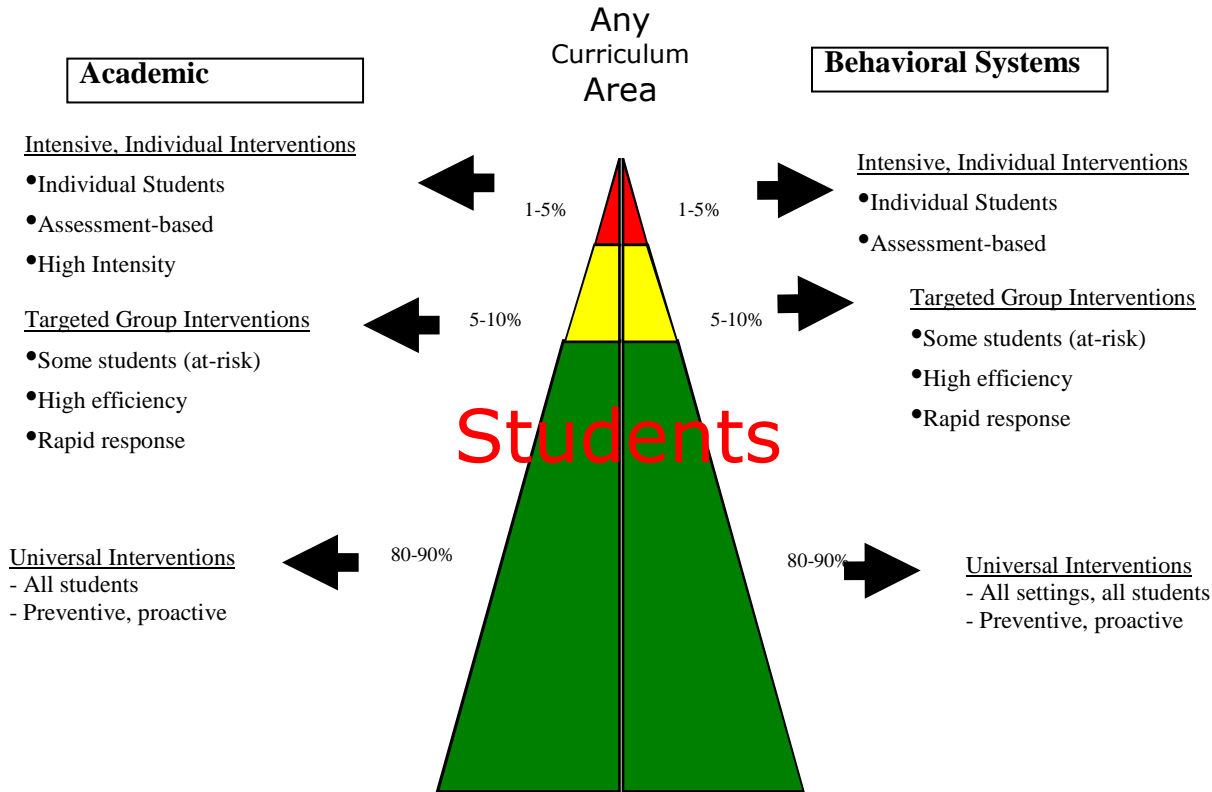
## Why use a three-tier system for all students?

- 1) **State Board Mandate** – Adopted January 21, 2005, requires:
  - Tier I: Quality classroom instruction based on Mississippi Curriculum Frameworks
  - Tier II: Focused supplemental instruction
  - Tier III: Intensive interventions specifically designed to meet the individual needs of students
  - Requires use of progress monitoring to:
    - Determine if students are making adequate progress
    - Identify students as soon as they begin to fall behind
    - Modify instruction early enough to ensure each and every student gains essential skills
  - Requires chairperson to be principal or principal's designee to provide resource reallocation for interventions
  - Sets guidelines preventing multiple grade failures to continue without the intervention process
- 2) **Prevents over- identification of children as being disabled when the real issue may be student readiness, inadequate instructional delivery, or a need for differentiated instruction.**
- 3) **Allows a problem solving approach using the input of teachers to help solve the problem.**
- 4) **Utilizes scientific inquiry in the decision-making process.**
- 5) **The utilization of scientifically based research materials and methods to the extent that it is practical to implement.**
- 6) **Uses information that makes sense to school personnel.**
  - Logical
  - Research-based
  - Discussion is based on school staff experience
  - Utilizes teacher's daily data as part of the problem solving method
  - Creates awareness of vertical and horizontal alignment of instruction in a school
- 7) **Creates a record of instructional interventions that can track progress throughout a student's academic career.**
- 8) **Creates a timeline to provide assistance for at-risk students.**
- 9) **Ensures that a student's poor academic performance is not due to the absence of differentiated instructional practices.**
- 10) **Links assessments and instruction to interventions.**

*Insanity: Doing the same thing over in the same way and expecting different results.*  
(paraphrased)

~ attributed to Albert Einstein

# Which students?



- 80% - 90% of a school's population should meet instructional goals through high quality, research-based teaching strategies utilizing the content knowledge required in the Mississippi Curriculum Frameworks.
- 5% -10% of students will require supplemental instruction based on needs determined through on-going assessment methods utilized by the classroom teacher. The teacher documents progress made using the supplemental instruction.
- 1% - 5% of students will not respond to core classroom instruction or to supplemental instruction. These students will require intensive, individualized interventions designed to meet specific learning goals.

## Why Schools Should Use Rti

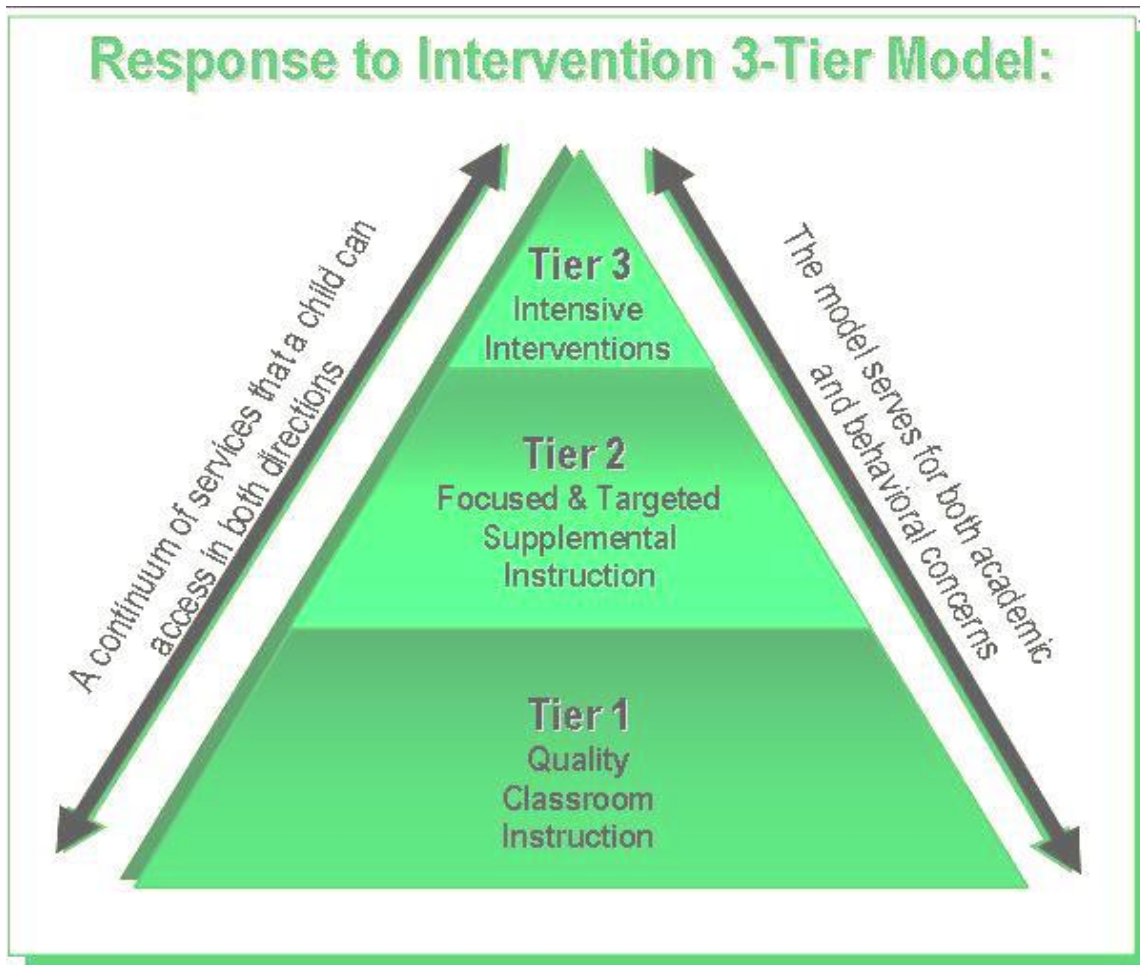
When implemented properly, Rti provides a significant opportunity for educators to come together in a consistent decision-making process to address children's learning by focusing first on students' instructional needs and only secondarily on eligibility decisions. Rti represents a philosophical shift in how schools identify and respond to students' academic and/or behavioral difficulties. In this light, Rti is more about what will be done than where it will be done. Also, it is more about how the job will get done and less about who will do it. Rti requires educators to change how they view student difficulties and disabilities. Rti procedures turn attention away from identifying deficits within the student (e.g., processing difficulties) and toward evaluating progress over time based on age-appropriate comparisons and rates of learning with grade-level peers. Therefore, a student's performance is compared to the performance of other students in the school/district or against some other more representative criterion of performance. Student learning is evaluated based on how quickly that student acquires instructional material. The effect is that it forces educators to focus on how much and what types of instruction students need, which emphasizes student learning.

Rti is intended to improve many of the problems associated with the —wait to fail model. Under such procedures, many students do not receive intervention services until concerns become severe. Thus, the Rti process is preferable for the following reasons as it:

- Utilizes materials and methods supported by SBR;
- Uses teacher input in a problem-solving approach;
- Creates a record of interventions to track student progress;
- Creates relationships between assessment procedures and interventions;
- Links assessment and instruction to interventions;
- Supports MDE State Board Policy 4300;
- Provides emphasis on prevention and Coordinated Early Intervening Services (CEIS);
- Creates a timeline to provide assistance for at-risk students; and
- Has been demonstrated to reduce over-identification of minority populations in special education.

As schools become more aware of the need for prevention and early intervention, the “wait to fail” approach to verification has been increasingly seen as unacceptable. When schools use Rti, each student receives interventions as soon as a need is identified. Intervention is intensified progressively if the assessment data suggest that the student is not responding.

With implementation of Rti, schools no longer have to wait until students fall far behind their peers before they receive the kind of instruction they need. At the same time, the process involves an intense case study of each child with repeated assessments over time, which should reduce decision errors when the data are applied correctly in making eligibility decisions. Finally, because assessments involve sensitive indicators of effects, the results directly inform educators of strategies that work and do not work with a particular student.



## **RESPONSE TO INTERVENTION GENERAL FRAMEWORK**

Mississippi's model for RtI is a comprehensive, problem-solving, and multi-tiered strategy to enable early identification and intervention for ALL students who may be at academic or behavioral risk. The multiple tiers provide increasingly intense student-focused interventions. RtI should be applied to decisions and result in a well-integrated system of instruction with interventions guided by student outcome data. It is a systematic determination of how students respond to curricula and instructional procedures that are:

- Demonstrated in applied research as highly robust in producing improved outcomes for all students;
- Viewed as an educational initiative encompassing general education, remedial education, and special education; and
- Viewed as a school-wide process that provides, as its core, universal screening of all students, the provision of effective instruction in a core curriculum supported by SBR, and the provision of immediate interventions based on student needs.

The Mississippi Department of Education is moving forward to support schools in their use of RtI to improve student performance. The hallmarks of Mississippi's Three-Tiered RtI process include the following:

**Tier 1 Quality Classroom Instruction**, which describes the school-wide efforts and practices that are available to all students, has 14 essential elements including:

1. universal screening of phonemic awareness, phonics, vocabulary, reading fluency (i.e., rate), and/or comprehension, if applicable;
2. universal screening of counting, quantity discrimination, number identification, sequential ordering, mathematical fluency, and mathematical reasoning, if applicable;
3. universal screening for students who will be/are taking Algebra I, Biology I, U.S. History, and English II;
4. universal screening of behavior;
5. instructional delivery supported by scientifically based research;
6. differentiated instruction;
7. curricula and instructional materials aligned to state standards;
8. classroom and behavior management;

9. system of behavioral support (school and district level);
10. leadership;
11. system of instructional support;
12. system of classroom observations to determine integrity of implementation;
13. follow-up procedures in place for instructional staff who have not met minimal instructional and behavioral criteria; and
14. parental/family and community involvement.

Students who are successful at Tier 1 are making expected progress in the general education curriculum and are demonstrating behavioral expectations. With Tier 1 school-wide practices in place, data should indicate when and where a student is experiencing difficulty.

**Tier 2 Strategic/Targeted Intervention and Supplemental Instruction** is designed for those students who are not progressing or responding to Tier 1 efforts as expected. In these cases, instruction and/or behavior management within the general classroom setting may not be sufficient for these students, and additional strategic/targeted intervention and supplemental instruction may be necessary. There are 12 essential elements for Tier 2, which include:

1. progress monitoring of the target area(s);
2. documentation of progress in target area(s) through a graphical display;
3. appropriate decision making;
4. strategic/targeted intervention and supplemental instruction supported by scientifically based research in phonemic awareness, phonics, vocabulary, reading fluency (i.e., rate), and/or comprehension;
5. strategic/targeted intervention and supplemental instruction supported by scientifically based research in counting, quantity discrimination, number identification, sequential ordering, mathematical fluency, and mathematical reasoning;
6. strategic/targeted intervention and supplemental instruction supported by scientifically based research for students who will be/are taking Algebra I, Biology I, U.S. History, and English II;
7. strategic/targeted intervention and supplemental instruction supported by scientifically based research in behavioral/emotional concern(s);



8. documentation of intervention implementation with integrity;
9. system of instructional support;
10. system of behavioral support (school and district level);
11. instructional leadership; and
12. parental/family and community involvement.

**Tier 3 Intensive Interventions** are the academic and behavioral strategies, methodologies, and practices designed for students who are having significant difficulties with the established grade-level objectives in the general education curriculum or who demonstrate significant difficulties with behavioral and social competence. Tier 3 interventions are more intensive than those in Tier 2 and are introduced when data suggest that a student has failed to make progress or respond to the interventions in Tier 2 or the rate of progress or growth and level is such that the student is unlikely to narrow the performance gap. Students may receive Tier 3 interventions by “skipping” Tier 2 when the school can demonstrate through data that the students’ current level of performance is highly discrepant from peers. Finally, State Board Policy 4300 states specifically which students should be referred to the Teacher Support Team (TST) to determine if Tier 3 interventions are needed.

There are 14 essential elements for Tier 3, which include:

1. Teacher Support Team process;
2. progress monitoring of the target area(s);
3. documentation of progress in target area(s) through a graphical display;
4. appropriate decision making;
5. strategic/targeted intervention and supplemental instruction supported by scientifically based research in phonemic awareness, phonics, vocabulary, reading fluency (i.e., rate), and/or comprehension;
6. strategic/targeted intervention and supplemental instruction supported by scientifically based research in counting, quantity discrimination, number identification, sequential ordering, mathematical fluency, and mathematical reasoning;

7. strategic/targeted intervention and supplemental instruction supported by scientifically based research for students who will be/are taking Algebra I, Biology I, U.S. History, and English II;
8. strategic/targeted intervention and supplemental instruction supported by scientifically based research in behavioral/emotional concern(s);
9. documentation of intervention implementation with integrity;
10. system of instructional support;
11. system of behavioral support (school and district level);
12. instructional leadership;
13. parental/family and community involvement; and
14. Teacher Support Team outcomes.

As noted above, Tier 3 provides the more intensive interventions needed by some students to make progress academically or to demonstrate social competence in the general education setting. However, Tier 3 also represents the stage in the Rtl process in which educators begin to make decisions that may lead to further evaluation if specialized services are needed for individual students through Special Education.

**Academic – Tier 1 Process Guide**

	<b>Process Steps</b>	<b>Person(s) Responsible &amp; Forms</b>
1.	<p>Tier 1 instruction incorporates four basic elements:</p> <ul style="list-style-type: none"> <li>• high-quality program of instruction based upon the MS Curriculum Frameworks;</li> <li>• use of quality research-based instructional strategies</li> <li>• on-going assessment of students to determine instructional strengths and needs; and</li> <li>• on-going professional development to provide teachers with necessary tools to ensure every student receives quality instruction.</li> </ul> <p>Principal observation of classroom will be completed a minimum of 3 times during the school year – by the end of the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> nine weeks.</p>	<p>Fidelity is monitored by the Principal during classroom visits using district form.</p> <p>Teacher is responsible for documenting Tier 1 quality classroom instruction. Tier 1 instruction is designed to address the needs of the majority of a school's students. By using flexible grouping, on-going assessment and targeting specific skills, classroom teachers are able to meet instructional goals.</p> <p>Lesson plan is to indicate differentiation of Tier 1 students.</p> <p><b>NOTE:</b> If a behavior concern exists, a behavior intervention must be implemented simultaneously.</p>
2.	<p>Universal screening of academic skills                      The school must:</p> <ul style="list-style-type: none"> <li>• Conduct screening of all students, K-8 and those who will take SATP content courses, 3-4 times per year at approximate equal intervals</li> <li>• Use screening assessments/tools that measure the same skill(s) each time with the exception of K-1 and those who will take the SATP content courses, and</li> <li>• Use screening assessment/tools that measure all applicable skills.</li> </ul>	<p>Fidelity is monitored by the Principal.</p> <p>Teacher is responsible for conducting screenings.                      August                      January                      May</p>
3.	<p>The first universal screening must be completed within the first month of school to <b>immediately</b> identify those students who are not at grade level or rate of progress commensurate with peers in any academic area. Must include, at a minimum, all students in grades K-8 and those students who will be/are taking Algebra I, Biology I, English II, and U.S. History.</p>	<p>Fidelity is monitored by the Principal.</p> <p>Grade level teacher is responsible for conducting screenings. [Exceptions: Special education students who are not in inclusion classes.]</p>
4.	<p>If a significant percentage of a class is experiencing academic problems, multiple questions must be entertained:</p> <ul style="list-style-type: none"> <li>• Is a scientifically research-based curriculum in place?</li> <li>• Is the curriculum being presented in the manner that would benefit all students in the class?</li> </ul>	<p>Fidelity is monitored by the Principal.</p> <p>Teacher is responsible for implementing curriculum.</p>

5.	Data will be entered after all students are screened.	Data entered in Central Office
6.	Data from the screener will produce reports based on each screening. The principal/designee and grade level teachers will review reports in order to identify at-risk students.	Principal /designee Grade level teachers
7.	The principal/designee and grade level team will meet with the teacher of the at risk student to discuss Tier 1 Intervention(s). Tier 1 Documentation forms will be completed by the Grade level teacher.	Principal/designee Student Data Sheet Tier I Documentation Form
8.	Tier I classroom observations will be conducted by the principal/designee (6 times per year per classroom or per the direction of the superintendent) for each classroom. The principal/designee will be looking for evidence of effective instruction, differentiated instruction, and effective classroom management. If a classroom does not meet the observation criteria, an action plan is completed. <b>No student may move to Tier 2 until the observation criterion is met.</b>	Principal /designee Classroom observation form Student Data Sheet Tier I Integrity Review Form Tier 1 Action Plan
9.	Parents must be notified of team meeting.	Principal/designee to send notice to parent.

**ACADEMIC – Tier 2 Process Guide**

	<b>Process Steps</b>	<b>Person(s) Responsible &amp; Forms</b>
1.	If a student enters Tier 2 interventions, a hearing/vision screening must be requested. If the student fails hearing or vision screening, there must be follow-up with the parents. The student should not begin Tier 2 interventions until the hearing and/or vision is cleared.	Principal/designee Form – Vision/Hearing screening
2.	Students identified as at-risk will be progress monitored twice weekly for 10 weeks. The principal/designee and teacher will review the data weekly to determine progress and make adjustments if needed.	Principal/designee and teacher Tier 2 Documentation Form Tier 2 Data Chart Data points - twice weekly for 10 weeks.
3.	There must be 2 documented integrity checks completed by the principal and/or designee at equal intervals (forms are provided).	Principal/designee Tier 2 Intervention Integrity Review
4.	At the end of 10 weeks the principal/designee and teacher will review data obtained from the 10 weeks of progress monitoring in order to determine if Tier 2 interventions have been successful. If the student does not have 20 data points, continue the interventions until there are 20 data points.	Principal/designee and teacher Tier 2 Data Chart

5.	The Grade Level Team [GLT], principal /designee and teacher will review all data and will determine if interventions are successful. Student may return to Tier I or may continue in Tier 2 to ensure retention and/or mastery of skills. <p style="text-align: center;"><b>OR</b></p> If interventions were not successful at Tier 1 and Tier 2, teacher will request a meeting to determine if a POSSIBLE referral for Tier 3 intensive interventions is needed.	Principal/designee, teacher, and GLT  Additional intervention is designed at Tier 2 or Referral to TST for Tier 3 intensive intervention.
6.	If there is a decision to move to Tier 3, the teacher will complete the staffing request and submit it to the TST chair.	Teacher – submitting forms to include the following: Tier 3 Form 7a All charts/data forms to document Tier 1 and 2 Hearing/Vision screening documentation
7.	The TST Chair will schedule the meeting after receiving the appropriate forms.	

**ACADEMIC Tier 3 Process Guide**

ATTENTION: STUDENTS IDENTIFIED UNDER STATE BOARD POLICY 4300 MOVE DIRECTLY TO TIER III INTERVENTION [POPULATED IN MSIS] . REFERRAL MUST BE MADE WITHIN THE FIRST 20 DAYS OF SCHOOL YEAR.

	<b>Process Steps</b>	<b>Person(s) Responsible &amp; Forms</b>
1.	When a student moves to Tier 3, the TST Chairman will verify the <b>Vision/Hearing</b> screening is current (within 6 months). If not current, refer student for screening.  If the student passes the screening, the results will be given to the TST Chair. <p style="text-align: center;"><b>OR</b></p> If the student does <b>not</b> pass the screening, a second screening must be conducted.  If the second screening is failed, the parent will be contacted.  <hr/> (REFERRED TO TST DATE –TO BE ENTERED INTO STUDENT INTERVENTION SCREEN IN MSIS BY TST CHAIR)  IT IS IMPORTANT TO NOTE THAT TIMELINES BEGIN AT THIS POINT. A FINAL DETERMINATION MUST BE MADE BEFORE THE END OF SIXTEEN (16) WEEKS.	Hearing / vision screening Parent Notice of H/V failure [if applicable] Parent Invitation form Tier 3 form 7a and/or 7b plus all Tier 1 and 2 data and forms if applicable.
2.	The TSTs Chair sends notice of meeting to parent – Parent Invitation. The Teacher Support Team meets. The Statement of Confidentiality Form will be completed by all members prior to the discussion of any individual student. The regular education teacher will present student information to the TST members.	Information presented must include: Screening results MCT results Graphs from Tier 2 and intervention reports

	<p>( ) The TST determines that an academic need is documented. The TST writes an appropriate Tier 3 Intensive Intervention for each area of concern (Reading/Language Arts and/or Math and/or Behavior) utilizing the Tier 3 Instructional Intervention Form. The decisions are documented on the <b>TST Meeting Summary Form</b>. The effectiveness of the intervention will be reviewed <b>in 4 weeks</b>.</p> <p style="text-align: center;"><b>-OR-</b></p> <p>( ) The TST determines that a Tier 3 Intensive Intervention is not appropriate at this time. Decision is documented on the <b>TST Meeting Summary Form</b>. *This option may be chosen for student who have been <b><u>automatically referred to TST through MSIS</u></b></p> <p style="text-align: center;"><b>AND</b></p> <p>are academically <b><u>successful without use of intensive interventions</u></b>. If at any time, the student begins to have difficulty, the referral can be resubmitted, and # 2 is repeated. The student stays in general education classes.</p> <hr/> <p><b>TST DECISION DATE AND INTERVENTION SUCCESS – REMAIN IN REGULAR EDUCATION – ENTERED INTO MSIS STUDENT INTERVENTION SCREEN.</b></p>	<p>Documentation of parental conferences/conversations                  Medical/behavioral information provided by parent/school                  Results from vision/hearing screenings                  Other relevant information such as grade book, cumulative folder, etc                  Parents will be provided with Authorization for Release Form, if needed.</p> <p>Progress monitoring will be implemented during the intervention period at least twice weekly.</p>
<p>3.</p>	<p>An Intervention Integrity Review must be completed during the first 5 weeks before evaluating the effectiveness of the intervention. There must be 2 integrity checks completed by the principal/designee at equal intervals.</p>	<p>Intervention Integrity Review form</p>
<p>4</p>	<p><b>AFTER 4 WEEKS INVITE PARENTS – PARENT NOTICE OF INVITATION</b></p> <p>The TST meets to evaluate the effectiveness of Tier 3 Intensive Intervention. Progress monitoring data and any other relevant data is reviewed. Please check determination made by TST on this data:</p> <p>( ) The Tier 3 Intensive Intervention is determined to be <b>successful if the student is making sufficient progress toward goals</b>. The teacher continues the Tier 3 Intensive Intervention process. Decision is documented on the <b>TST Meeting Summary Form</b></p> <p style="text-align: center;"><b>-OR-</b></p> <p>( ) The Tier 3 Intensive Intervention is determined to be <b>unsuccessful if the student is not making sufficient progress toward goals</b>. Another appropriate Tier 3 intensive Intervention is written by the TST and documented on another <b>Tier 3 Instructional Intervention Form</b>. The decision is documented on the <b>TST Meeting Summary Form</b>.</p>	<p>(MEET AFTER 4 WEEKS BUT REVIEW EACH WEEK)</p> <p>Parent Notice of Invitation</p> <p>Results of individual progress monitoring (at least 8 data points) are reviewed using the graphs and data.</p> <p>Progress monitoring and frequent review should be continued for early identification of declining academic success or lack of intervention progress.</p>

<p>5</p>	<p><b>(AFTER 8 WEEKS INVITE PARENT.</b></p> <p>The TST meets to evaluate the effectiveness of Tier 3 Intensive Intervention. Progress monitoring data is reviewed. Please check determination made by TST on this date.</p> <p>( ) The Tier 3 Intensive Intervention is determined to be <b>successful</b>. The teacher continues the Tier 3 Intensive Intervention process. Decision is documented on the <b>TST Meeting Summary form</b>.</p> <p style="text-align: center;"><b>-OR-</b></p> <p>( ) The Tier 3 Intensive Intervention is determined to be <b>unsuccessful</b>. Another appropriate Tier 3 intensive Intervention is written by the TST and documented on another <b>Tier 3 Instructional Intervention Form</b>. The decision is documented on the <b>TST Meeting Summary Form</b>.</p>	<p>(MEET AFTER 8 WEEKS BUT REVIEW EACH WEEK)</p> <p>Results of individual progress monitoring (at least 16 data points) are reviewed using graphs and data.</p> <p>Progress monitoring and frequent review should be continued for early identification of declining academic success or lack of intervention progress,</p>
<p>6</p>	<p><b>AFTER 12 WEEKS INVITE PARENTS.</b></p> <p>The TST meets to evaluate the effectiveness of Tier 3 Intensive Intervention. Progress monitoring data is reviewed. Please check determination made by TST on this date.</p> <p>( ) The Tier 3 Intensive Intervention is determined to be <b>successful</b>. The teacher continues the Tier 3 Intensive Intervention process. Decision is documented on the <b>TST Meeting Summary form</b>.</p> <p style="text-align: center;"><b>-OR-</b></p> <p>( ) The Tier 3 Intensive Intervention is determined to be <b>unsuccessful</b>. Another appropriate Tier 3 intensive Intervention is written by the TST and documented on another <b>Tier 3 Instructional Intervention Form</b>. The decision is documented on the <b>TST Meeting Summary Form</b>.</p>	<p>(MEET AFTER 12 WEEKS BUT REVIEW EACH WEEK)</p> <p>Results of individual progress monitoring (at least 24 data points) are reviewed using graphs and data. .</p> <p>Progress monitoring and frequent review should be continued for early identification of declining academic success or lack of intervention progress.</p>
<p>7</p>	<p><b>AFTER 16 WEEKS INVITE PARENTS</b></p> <p>The TST meets to evaluate the effectiveness of Tier 3 Intensive Intervention Progress monitoring data is reviewed. Please check determination made by TST on this date:</p> <p>( ) The Tier 3 Intensive Intervention is determined to be <b>successful</b>. The teacher continues the Tier 3 Intensive Intervention progress for as long as needed with follow-up by the TST on a regular (Predetermined) basis. Decision is documented on the <b>TST Meeting Summary form</b>.</p> <hr/> <p><b>(TST DECISION DATE AND INTERVENTION SUCCESS-REMAIN IN REGULAR EDUDATION)</b></p> <p style="text-align: center;"><b>-OR-</b></p>	<p>Results of individual probes (at least 32 data points) are reviewed using graphs and data.</p> <p>The successful interventions become reaching strategies at this point to ensure continued student success. The TST closes the intervention process.</p>

	<p>( ) The Tier 3 Intensive Intervention is determined to be <b>unsuccessful</b>. The TST will gather information for Child Study request (see the list to the right). Decision is documented on the <b>TST Meeting Summary form</b>.</p> <hr/> <p><b>(TST DECISION DATE AND INTERVENTION SUCCESS – CHILD IS REFERRED TO CHILD STUDY)</b></p> <p style="text-align: center;"><b>-OR-</b></p> <p>( ) (YES) the Tier III Intervention is determined to be successful but the student will be referred to the District Local Survey Committee (LSC) to determine if an assessment will be completed to determine if the student is eligible to receive special education services. Decision is documented on the <b>TST Meeting Summary form (TST-5) (THE REASON FOR THIS IS THAT THERE IS A SPECIAL EDUCATION REGULATION THAT REQUIRES THE LSC TO LOOK AT THE INFORMATION IF THE PARENT INITIATED THE PROCESS)</b>.</p> <hr/> <p><b>(TST DECISION DATE AND INTERVENTION SUCCESS-STUDENT REFERRED TO CHILD STUDY)</b></p>	<p>The following will be collected:          * Tier 1, 2, and 3 documentation          progress monitoring documents          Hearing/Vision screening results          Teacher Narrative/Criterion Referenced (checklist if needed)          Instructional Benchmark Summary Work Samples          Information from parent during previous parent conferences          Consent for Language Screening Form (required)          Education records, including psychological and disciplinary reports          Medical reports/records if needed          Classroom Team Member Report,          Report of Physical Observation, if needed.</p>
8.	<p>The TST chairperson forwards information for Child Study to the Special Education Office [MET].          The MET determines if there is additional information needed or notes other issues that must be addressed before the process continue. The folder is returned to the School TST Chairperson.</p>	
9.	<p>( ) MET will invite principal/designee, teacher, and parent to determine if there is enough evidence to warrant a comprehensive evaluation.</p> <p style="text-align: center;">OR</p> <p>( ) MET determines that there is not enough evidence to warrant a comprehensive evaluation. The TST is notified. Student remains with TST for additional interventions.</p> <p>The decision is documented.</p>	<p>Parent/Guardian must be in attendance for the District MET meeting. Timelines begin once permission is granted by parent for comprehensive assessment.</p>
10.	<p>The Special Education Director ensures that a Teacher Narrative is completed and sent to the Special Education Office.</p>	<p>Teacher Narrative          Teacher</p>
11.	<p>The file is referred to the psychometrist. A Comprehensive Evaluation is completed. The decision of the MET is made as follows:</p> <p>( ) The student is ruled <b>ELIGIBLE</b> for special education services and placed appropriately. The TST no longer monitors this student.</p>	<p>Parent Notification          Teacher          MET</p>



	<b>-OR-</b>	
	( ) The student is ruled <b>INELIGIBLE</b> for services under IDEA. Assessment/Eligibility information will be sent to the 504 chairperson. Notification is given to the TST chairperson.	
12.	<p>The Section 504 Committee meets.                  Please check the determination made by the committee.</p> <p>( ) Section 504 Committee determines that student meets criteria for 504 accommodations. The 504 committee folder is filed in the student's cumulative record.</p> <p style="text-align: center;">OR</p> <p>( ) Section 504 Committee determines that a student is ineligible for 504 accommodations. The 504 committee will refer the student back to TST for additional interventions and monitoring.</p> <p>(THE FILE IS LEFT WITH THE SCHOOL)</p>	<p>If this option is chosen, process guide is complete at this step.</p> <p>Parent                  504 Committee</p>

### BEHAVIOR ISSUES

	<b>Process Guide</b>	<b>Person(s) Responsible/Forms</b>
	Behavior issues are handled by the same process as academic issues with the exception of the following: Office referral information is downloaded from SAMs every three or four weeks and analyzed by incident to determine which students need to be referred to Tier 2 intervention.	Principal/designee Office Referrals – SAMs
	A behavior log is kept by the teachers of students identified for a Tier 2 intervention.	Classroom teacher. Behavior log.
	Behavior Intervention Plan [BIP] is developed and implemented under the same time frames as the academic interventions.	Classroom teacher. BIP
	Tier 3 – A Functional Behavior Assessment may need to be developed and implemented.	School Psychologist

**Forms are being developed and may be procedural until finalized.**

## Forest Municipal School District Student Data Sheet

Student: \_\_\_\_\_ Date: \_\_\_\_\_

MSIS No.: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Parent: \_\_\_\_\_ Phone: \_\_\_\_\_

Father/Guardian

\_\_\_\_\_ Phone (if different from above): \_\_\_\_\_

Mother/Guardian

Address: \_\_\_\_\_

### Reason for Referral:

<input type="checkbox"/> Academic Areas <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Other Content Area(s) _____	<input type="checkbox"/> Behavior Complete Social/Emotional Worksheet
---	--

<b>ATTENDANCE</b> 1. Last Year Days Present: _____ Days Absent: _____ 2. Total days missed since student began school: _____ 3. List all schools attended: _____ _____ _____	<b>TESTING INFORMATION</b> 1. MCT2  2. SATP	<b>SCREENING (must be within the last year)</b> 1. Hearing Date: _____ Results: _____ Recheck Needed: _____ 2. Vision Date: _____ Results: _____ Recheck Needed: _____  <b>SPECIAL NEEDS:</b>
<b>DISCIPLINE RECORD</b> Number of discipline reports _____ Number of suspensions _____ In-school _____ Out-of-school _____	<b>MOST RECENT ACADEMIC GRADES</b> <b style="text-align: center;">Letter GRADE</b> 1. English/Language Arts _____ 2. Reading _____ 3. Math _____ 4. Spelling _____ 5. Science _____ 6. Social Studies _____ 7. Health/PE _____ 8. Other _____	<b>OTHER:</b> 1. Retentions Year(s) _____ Grade(s) _____ 2. Previous enrollment in Special Education Programs/Section 504: _____

### Forest Municipal School District Tier 1 Documentation Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

MSIS No.: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Administrator: \_\_\_\_\_

Area(s) of Concern: \_\_\_\_\_

Tier 1 Plan to address area(s) of concern:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specific Teaching Strategies:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Length of time strategy was used (duration): \_\_\_\_\_

Frequency of implementation: \_\_\_\_\_

Student's parent notified of plan? NO YES Date: \_\_\_\_\_

Universal Screening Results:

Area	_____	Area	_____	Area	_____
Date	_____	Date	_____	Date	_____
Score	_____	Score	_____	Score	_____
Percentile	_____	Percentile	_____	Percentile	_____

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Forest Municipal School District Tier 1 Documentation of Integrity Review Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

MSIS No.: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Administrator: \_\_\_\_\_

<b>Tier 1 Documentation</b>									
	Observations Conducted		Appropriate Instruction/ Classroom Management		Differentiated Instruction		Universal Screening		Student's Percentile Score
<b>Mathematics</b>	Y	N	Y	N	Y	N	Measure: Fall Score: Winter Score: Spring Score:		
<b>Reading</b>	Y	N	Y	N	Y	N	Measure: Fall Score: Winter Score: Spring Score:		
<b>Language Arts</b>	Y	N	Y	N	Y	N	Measure: Fall Score: Winter Score: Spring Score:		
<b>Behavior</b>	Y	N	Y	N	Y	N			

Note: This form should not be placed in the student TST folder.

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

T1 F4

### Forest Municipal School District Teacher Tier 1 Action Plan

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ District: \_\_\_\_\_

Topical set minimum:

- I. High Quality Classroom Instruction: 80%
- II. Differentiated Instruction: 80%
- III. Support for Teachers: 80%
- IV. Empirically-based Curriculum

	Areas falling below 3 points	New procedures and modifications	Date to be implemented	Date to be observed	Was the modification effective? Y/N	Date of Next Evaluation
1.						
2.						
3.						
4.						

**Procedures**

Each teacher will be observed using the district Classroom Observation Form. If any classroom falls below the set percentage on any specific area or below the district set topical minimum, the school administrator should complete a Tier 1 Action Plan. The school administrators must oversee Tier 1 classroom observations as well as the Tier 1 Action Plan.

**Note:** This form should not be placed in the student TST folder.

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Forest Municipal School District Tier 2 Documentation Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

MSIS No.: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_  
\_\_\_\_\_

Teacher: \_\_\_\_\_ Administrator: \_\_\_\_\_

Interventionist Name and Qualifications/Training: \_\_\_\_\_  
\_\_\_\_\_

Target Area(s) (academic and/or behavior): \_\_\_\_\_  
Skill(s): \_\_\_\_\_  
Goal(s): \_\_\_\_\_  
Intervention: \_\_\_\_\_

Components of Intervention: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proposed Schedule:  
Number of sessions per/week: \_\_\_\_\_  
Length of each session: \_\_\_\_\_  
Where intervention will take place): \_\_\_\_\_

Integrity of Intervention will be observed once every \_\_\_\_\_ weeks by \_\_\_\_\_

Student's parent(s) notified of Tier 2 intervention (circle): YES NO Date: \_\_\_\_\_

A Committee will review Tier 2 intervention data on \_\_\_\_\_.

Committee Members (minimum of three required):

Name	Title	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____





# Forest Municipal School District

## Tier 2 Data Chart

Student Name: \_\_\_\_\_

Check here if attaching graph \_\_\_\_\_

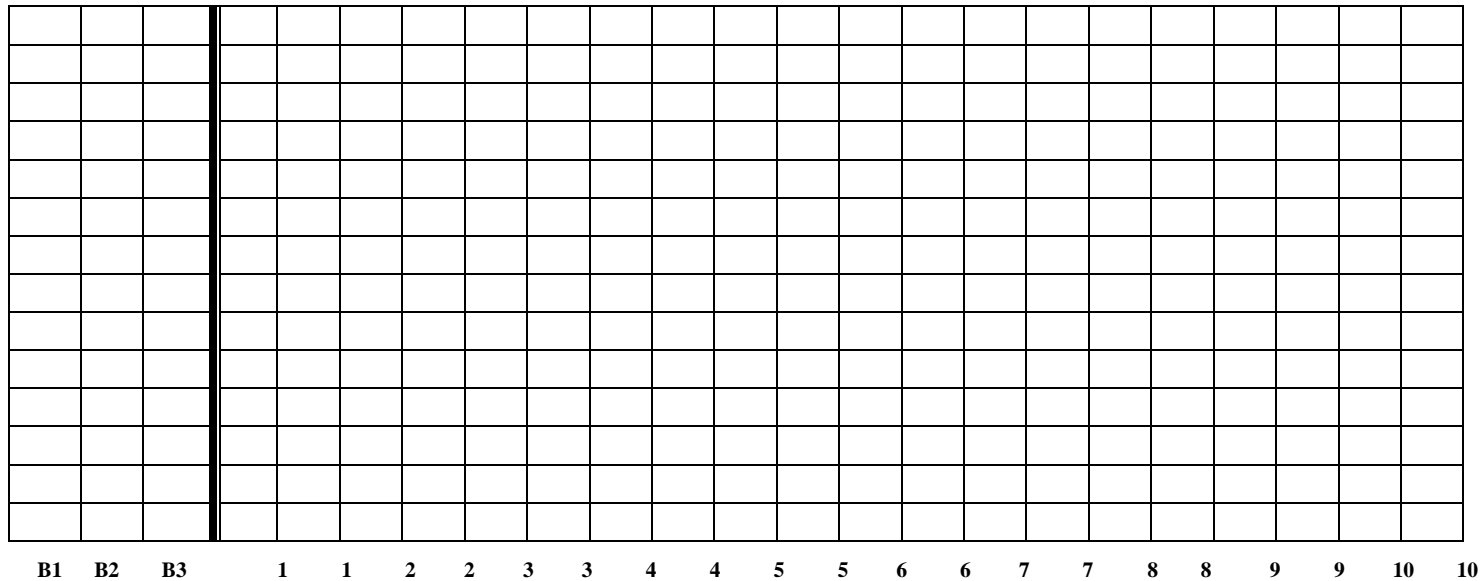
What is the supplemental instruction? \_\_\_\_\_

<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Behavior <input type="checkbox"/> Writing <input type="checkbox"/> Other ( _____ )
---

WEEK#	DATE	DATA
1/1		
2/2		
3/3		
4/4		
5/5		
6/6		
7/7		
8/8		
9/9		
10/10		

Baseline

Supplemental Instruction



**INSTRUCTIONAL WEEKS** Dependent Variable: \_\_\_\_\_ Put numbers in the blanks on the left of the graph to indicate if it is percentage 10, 20, 30 or WCPM: 10, 20, 30, 40 etc.

## Forest Municipal School District Intervention Integrity Review

Student: \_\_\_\_\_ Intervention Level: [  ] Tier 2 [  ] Tier 3  
 Interventionist: \_\_\_\_\_ Date: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Qualifications/Training: \_\_\_\_\_ Observer: \_\_\_\_\_  
 \_\_\_\_\_ Position: \_\_\_\_\_  
 Description of Intervention: \_\_\_\_\_  
 \_\_\_\_\_

Use the following scale to rank the quality of the intervention being observed.

- 1-Not observed  
 2- Observed, but needs improvement  
 3-Observed as required  
 4-Excellent, Observed beyond requirement

Integrity Requirement	Rank of Observation			
	1	2	3	4
Materials are prepared and ready for students	1	2	3	4
Interventionist exhibits warmth and enthusiasm.	1	2	3	4
Expectations for the student are communicated clearly.	1	2	3	4
The intervention is implemented as prescribed, including research based recommendations for length and frequency of sessions.	1	2	3	4
The student is monitored to ensure on-tasks behavior.	1	2	3	4
Redirections and motivators are used appropriately to increase on-task behavior as needed.	1	2	3	4
The student receives performance feedback frequently.	1	2	3	4
Appropriate lesson pacing is evident.	1	2	3	4
Errors are corrected without negative comments.	1	2	3	4
Progress monitoring data is collected as prescribed.	1	2	3	4

Notes/Comments:

\_\_\_\_\_  
 Signature of Observer: [2 Integrity checks during 10 weeks, at equal intervals]

### Forest Municipal School District Tier II/III Integrity Check T2 F4

Tier 2	Intervention Used		Days Implemented		Interventionist		Integrity Observed (name/date)		Intervention Implemented with Integrity		Progress Monitor (score/date )		Student Responded		Continue or Modify Intervention	
<b>Baseline</b>									80% or better							
<b>Example</b>									Y	N			Y	N	C/M	N
									Y	N			Y	N	C/M	N
<b>Week 1</b>									Y	N			Y	N	C/M	N
									Y	N			Y	N	C/M	N
<b>Week 2</b>									Y	N			Y	N	C/M	N
									Y	N			Y	N	C/M	N
<b>Week 3</b>									Y	N			Y	N	C/M	N
									Y	N			Y	N	C/M	N
<b>Week 4</b>									Y	N			Y	N	C/M	N
									Y	N			Y	N	C/M	N
<b>Week 5</b>									Y	N			Y	N	C/M	N
									Y	N			Y	N	C/M	N
<b>Week 6</b>									Y	N			Y	N	C/M	N
									Y	N			Y	N	C/M	N
<b>Week 7</b>									Y	N			Y	N	C/M	N
									Y	N			Y	N	C/M	N
<b>Week 8</b>									Y	N			Y	N	C/M	N
									Y	N			Y	N	C/M	N
<b>Week 9</b>									Y	N			Y	N	C/M	N
									Y	N			Y	N	C/M	N
<b>Week 10</b>									Y	N			Y	N	C/M	N
									Y	N			Y	N	C/M	N

**Forest Municipal School District**  
**Request to the School Teacher Support Team (TST)**

MSIS No.: \_\_\_\_\_ School: \_\_\_\_\_

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_  
Last                      First                      MI

**TO: Teacher Support Team Chair**

**I request that the above named student be reviewed by the TST to assist in providing interventions in an effort to improve his/her overall academic performance.**

I have observed problems that interfere with his/her educational progress in the following area(s):

- \_\_\_\_\_ Academic performance, low or failing grades
- \_\_\_\_\_ Behavior and/or discipline
- \_\_\_\_\_ Medical
- \_\_\_\_\_ Other, specify \_\_\_\_\_

	Date
TST chair to initial and date receipt of referral	
Referring teacher to initial receipt of the Student Data Sheet	
Date for the TST to meet about the student [must be within 2 weeks of referral]	

**Forest Municipal School District**  
**Request to the School Teacher Support Team (TST)**

MSIS No.: \_\_\_\_\_ School: \_\_\_\_\_

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_  
           Last                      First                      MI

**TO: Teacher Support Team Chair**

**Referral of the student is made based upon Mississippi State Board Policy 4300. These referrals must be made within the first 20 school days of a school year if the child failed the preceding year. Please indicate below:**

\_\_\_\_\_ Grades 1–3: Student has failed one grade.

\_\_\_\_\_ Grades 4–12: Student has failed two grades.

\_\_\_\_\_ Student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.

\_\_\_\_\_ Student scored at the minimal level on any part of the grade 3 or grade 7 Mississippi Curriculum Test 2 (MCT2).

	Date
TST chair to initial and date receipt of referral	
Referring teacher to initial receipt of the Student Data Sheet	
Date for the TST to meet about the student [must be within 2 weeks of referral]	

## Forest Municipal School District Social/Emotional Worksheet

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**(Please complete the form to the best of your ability. Give factual data based on a comparison to peers rather than opinion-based responses.)**

No Problems

### STUDENT IS DISRUPTIVE IN CLASS:

- fidgets
- is overly active
- does not remain in seat
- talks out of turn
- disturbs others when they are working
- constantly seeks attention
- overly aggressive with others (i.e., physical fights)
- belligerent towards teachers and others in authority
- defiant or stubborn
- impulsive
- can't wait his/her turn
- acts without thinking of the consequences

### STUDENT IS WITHDRAWN:

- shy, timid
- has difficulty making friends
- sits alone in cafeteria
- does not join in classroom group activities
- overly conforms to rules
- appears to daydream or be out of touch with the class
- has difficulty expressing feelings

### STUDENT IS ANXIOUS:

- appears depressed
- rarely smiles
- appears to be tense
- appears frightened or worried
- cries easily
- does not trust others
- reports fears or phobias (such as fear of coming to school)

### OTHER SOCIAL/EMOTIONAL BEHAVIORS:

- lacks self-confidence
- says "can't do" even before attempting
- reacts poorly to disappointment
- is overly sensitive to disappointment
- depends on others
- clings to adults
- pretends to be ill
- has poor grooming or personal hygiene



**STUDENT HAS:**

- been on runaway status
- been caught stealing at school
- left class without permission
- cursed school personnel
- threatened to harm school personnel or wished school personnel harm
- been suspended for fighting
- attempted suicide
- received tobacco violations at school
- received drug/alcohol violations at school

**CLASSROOM INTEREST:**

- High       Average       Low       Other, Please Specify
- 

**CLASSROOM PARTICIPATION:**

- almost always
- frequently
- occasionally
- seldom

**CLASSROOM PREPAREDNESS:**

- always brings necessary supplies
- usually brings supplies
- seldom comes to class with supplies
- never comes to class with supplies

**MOTIVATION:**

- completes homework
- completes about half of the assignment
- tends to give up easily
- has difficulty getting started on assignments

**TO THE BEST OF YOUR KNOWLEDGE:**

- This student is involved with the court system.
- This student is in counseling.
- This student is on medication.



**Forest Municipal School District  
Teacher Support Team Invitation**

**Student:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Dear Parent/Guardian:

The Teacher Support Team (TST) would like to invite you to a meeting regarding your child's progress in school. The TST's purpose is to review and consider all available information and to recommend additional educational strategies and interventions to further assist your child. The TST may consist of up to six (6) staff members, depending on your child's individual need(s). We welcome and desire your participation in the decision making process through your attendance. If you are unable to attend the meeting, a copy of the minutes will be provided for your review.

A meeting is scheduled for:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Should you have any concerns, please contact me at:

Phone number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Sincerely,

TST Chair



**Forest Municipal School District**  
**Teacher Support Team (TST) Meeting Summary Form**  
 (Complete this form after every meeting.)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

MSIS No.: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Summary of Discussion: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Summary continued on back.

**Recommendations:**

<input type="checkbox"/> Parental Contact	<input type="checkbox"/> Additional Screening (5 yr. old, in-school)
<input type="checkbox"/> Academic Instructional Intervention in the area(s): _____ Reading _____ Math _____ Language Arts _____ Other _____	<input type="checkbox"/> Hearing/Vision Screening
<input type="checkbox"/> Student Conference	<input type="checkbox"/> Medical Follow-up
<input type="checkbox"/> Behavior Observation	<input type="checkbox"/> Referral to School Counselor
<input type="checkbox"/> Conduct Functional Behavior Assessment	<input type="checkbox"/> Referral to Community Agency
<input type="checkbox"/> Behavior Intervention Plan (BIP)	<input type="checkbox"/> Remain in General Education
<input type="checkbox"/> Intervention successful/continue plan	<input type="checkbox"/> Continue Instructional Intervention(s) in General Education Classroom
<input type="checkbox"/> Intervention not successful/modify current plan	<input type="checkbox"/> Complete Teacher Narrative Packet
<input type="checkbox"/> Other:	<input type="checkbox"/> Refer for Child Study (Multidisciplinary Evaluation Team chairperson will determine meeting date.)
	<input type="checkbox"/> Other:

**TST Members Present:**

Name	Title
_____	_____
_____	_____
_____	_____

**Forest Municipal School District**  
**Tier III Instructional Intervention**  
**Documentation Sheet**

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **School Year: 2010-11**

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

(One form per subject)

**MSIS Number:** \_\_\_\_\_ **Gender:** \_\_\_\_\_ **Ethnicity:** \_\_\_\_\_

**Tier III Intervention Time Line:**

[ ] Tier III Intervention Start Date:		Implemented within 2 weeks after referral
[ ] Date of First Review:		Sufficient Progress? Yes _____ No _____ Completed no later than 8 weeks after implementation If no, an additional intervention form must be completed.
[ ] Date of Second Review:		Sufficient Progress? Yes _____ No _____ Completed no later than 16 weeks after implementation If no, an additional intervention form must be completed.
[ ] Date of Final Determination		

**What is the referring problem?** State in specific and measurable terms)

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**What data supports the existence of the problem?** (Describe and attach baseline data)

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**What is the goal to resolve this problem?** (State in specific and measurable terms.)

An instructional intervention is a series of planned activities that are different from those activities normally occurring in the child's regular education program.

**Intervention will be conducted by:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Progress monitoring tools to be used:** \_\_\_\_\_

**Frequency of progress monitoring:** \_\_\_\_\_

**Describe the intervention to be implemented on \_\_\_\_\_ (date).**

List the specific objective(s) of this intervention period.

Describe the activities for each objective(s) involved including frequency and duration.

List the specific evaluation criteria to be utilized.

Complete this section after the intervention has been implemented.

Evaluation of Intervention effectiveness on \_\_\_\_\_ (date).

List the results of the intervention evaluation and attach documentation. (After the intervention period).

[ ] First Review                                      Was there sufficient progress?   [ ] No   [ ]

[ ] Second Review                                    Was there sufficient progress?   [ ] No   [ ]

[ ] Final Review                                      Was there sufficient progress?   [ ] No   [ ]

**Teacher Support Team Decision**

**Please check appropriate**

[ ] Planned intervention was successful in meeting the child's needs. This intervention will be continued in the current setting.

[ ] Planned intervention was not successful in meeting the child's needs. Another intervention will be conducted to attempt to meet the child's needs.

[ ] Planned intervention was not successful in meeting the child's needs. Referral for Child Study is being considered due to :

Signatures:	Title:

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**Forest Municipal School District  
Intervention Documentation Form for Tier 3**

<b>Student:</b>		<b>Teacher:</b>	<b>School Year:</b>				
<b>MSIS Number:</b>		<b>Gender:</b>	<b>Ethnicity:</b>				
<b>General Information</b>	<b>School:</b>	<b>Tier 3 Referral Date:</b>					
	<b>Grade:</b>	<b>Intervention Start Date (Must be implemented within 2 weeks after referral):</b>					
	<b>Subject:</b>	<b>First Documented Intervention Review Date (Must be completed no later than 8 weeks after implementation):</b>	Sufficient Progress?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
			If no, an additional intervention form should be completed.				
		<b>Second Documented Intervention Review Date (Must be completed no later than 16 weeks after implementation):</b>	Sufficient Progress?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
			If no, an additional intervention form should be completed.				

**Tier 3 of the Three-tier Instructional Model consists of intensive interventions specifically designed to meet the individual needs of students.**

**What is the referring problem? (State in specific and measurable terms.)**

**What data support the existence of the problem? (Describe baseline data.)**

**What is the goal to resolve this problem? (State in specific and measurable terms.)**

<b>Student:</b>			
<b>Describe the intervention to be attempted. (Please complete all information as noted.)</b>			
List specific objective(s) of this intervention.	Describe the activities for each objective(s) involved.	List the specific evaluation criteria to be utilized.	
<b>Conducted By:</b>	<b>Name:</b>		
	<b>Position:</b>		
<b>Time Span:</b>	<b>Implementation Date:</b>	<b>End Date (Cannot exceed 16 school weeks beyond the implementation date):</b>	
<b>Frequency</b>	<b>Duration</b>		
Progress Monitoring Checks to Be Completed:			
Frequency of Progress Monitoring:			
Evaluation of Success of Intervention (Please check the appropriate response and complete all information.)			
<b>Compare baseline data to goal data. Attach documentation.</b>			
<input type="checkbox"/> Planned intervention was successful in meeting child's needs. This intervention will be continued in the current setting.	<input type="checkbox"/> Planned intervention was not successful in meeting the child's needs. Another intervention will be conducted to attempt to meet child's needs.	<input type="checkbox"/> Planned intervention was not successful in meeting the child's needs. Referral for Child Study is being considered due to:	

Student: \_\_\_\_\_

Signatures:

T3 F6b

<b>Name</b>	<b>Position</b>	<b>Date</b>

# Forest Municipal School District

## Tier 3 Data Chart

___ Reading
___ Math
___ Behavior
___ Writing
___ Other
( _____ )

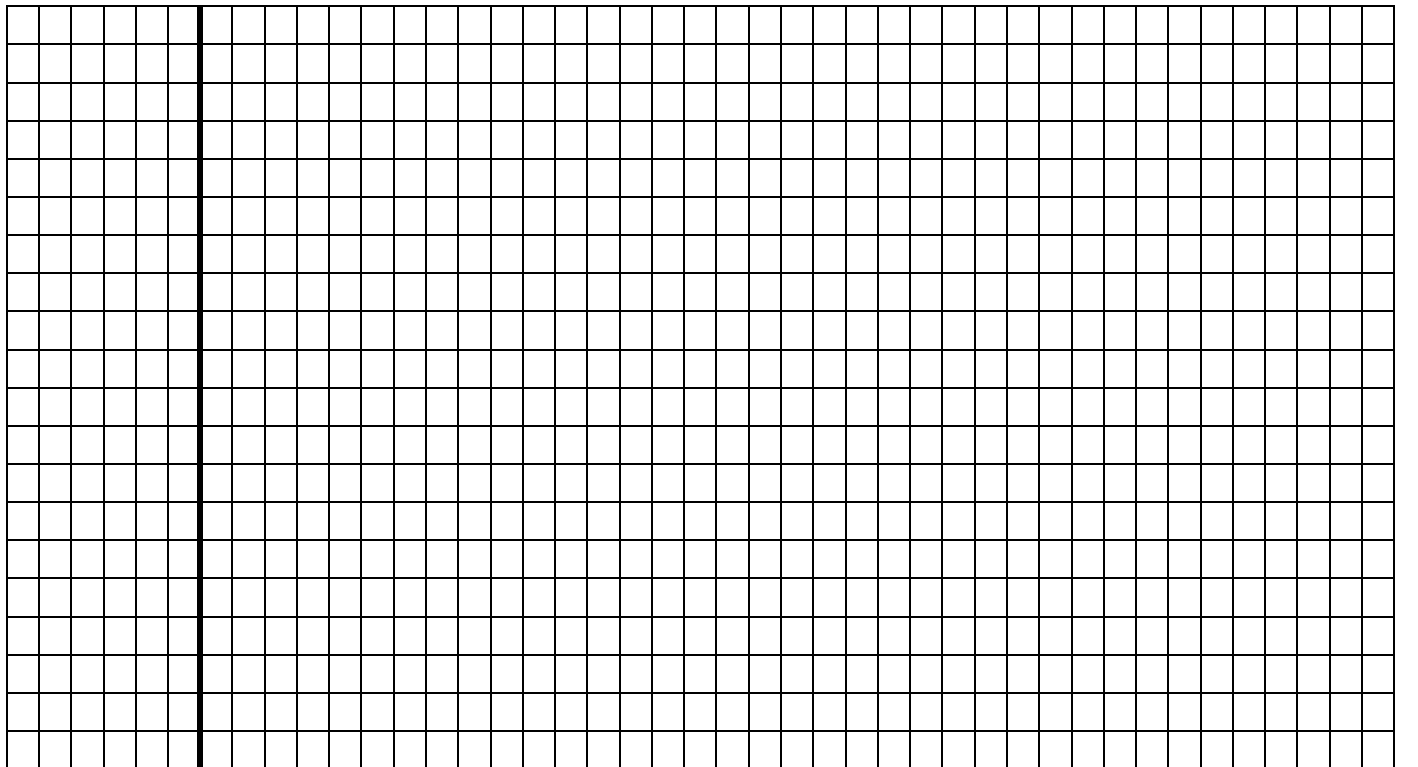
Student Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

What is the intervention? \_\_\_\_\_

DAY#	DATE	DATA	DAY #	DATE	DATA	DAY #	DATE	DATA

**Baseline**                      **Intervention**



B1    B2    B3    1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

Instructional Days Dependent Variable: \_\_\_\_\_ Put numbers in the blanks on the left of the graph to indicate if it is percentage 10, 20, 30 or words correct per minute (WCPM): 10, 20, 30, 40, etc.

**Forest Municipal School District  
Teacher Support Team Recommendation Form**

Student: \_\_\_\_\_ MSIS No.: \_\_\_\_\_

School: \_\_\_\_\_ Date of Birth : \_\_\_\_\_

The Teacher Support Team (TST) has met to review and utilize all the possible resources within the school and/or district to determine the needs of the above referenced student.

The TST has recommended the following options:

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For the following reasons:

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Recommendations to be completed by: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Forest Municipal School District**  
**Student Intervention Team**

Dear Parent or Guardian,

The teachers and administrators at \_\_\_\_\_ have been working very hard to help each child have a successful school year. Your child has been identified as possibly needing additional support to achieve success. We are requesting your permission to conduct a Functional Behavioral Assessment (FBA) to assist in the development of a formal behavior plan. This assessment may require observations and interviews by the Positive Behavior Support personnel.

If it is determined that your child would greatly benefit from additional support, a plan will be developed and you and your child will be invited to attend a meeting to discuss the plan prior to implementation. Should you have any questions regarding the nature of this permission form, please do not hesitate to call the school at \_\_\_\_\_.

Thank you for your support in our efforts to develop strategies and plans to allow your child the opportunity to have a successful school year.

Sincerely,

.....

**Yes, I give my permission for my child to see the Positive Behavior Support person.**

**No, I do not give my permission for my child to see the Positive Behavior Support person.**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date