

Leake County School District

Multi-Tiered System of Support (MTSS)

Board Approved: **June 21, 2018**



Academics and Behavior

Leake County School District

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Purpose

The purpose of this document is to provide guidance to schools in the Leake County School District as they implement the Response to Intervention (RtI) process which is a component of the Multi-Tiered System of Support (MTSS). This document is based on the research conducted around the implementation of RtI and is dedicated to the mission of providing a high quality education that will increase the learning of **all** students and the vision to graduate critical thinkers with the skills and knowledge to succeed in life. Furthermore, based on needs assessments, team members have decided that the MTSS Manual should:

- Be accessible to stakeholders
- Be easy to read and understand
- Be useful

INTRODUCTION

This policy, procedure, and technical manual was developed through collaborative efforts of the administrators, directors and teachers of the Leake County School District. The information in this document will strengthen the Leake County School District's compliance with Mississippi Department of Education's newly revised Board Policy 4300 and State Board Policy Part 3: Chapter 41 Interventions

2018-2019

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Overview

The Multi-Tiered System of Support (MTSS) is a framework to help ALL students reach high standards. MTSS is:

- A framework for effective problem solving to improve student outcomes.
- For ALL students including those that need enrichment.
- Flexible to meet the unique needs of districts and schools.
- Data informed and evidence based.
- Collaborative team based decision making.
- A framework to make decisions about the need for further services.

The Goals of MTSS:

- Prevention oriented; knowing who needs support as early as possible each year and putting those supports in place.
- Implementing evidence based interventions for all students and tailoring interventions based on student's needs.
- Using progress monitoring data to know when to make changes in instruction.

The purpose of this document is to provide guidance to schools concerning MTSS within the Leake County School District and the implementation of Response to Intervention (RtI). This document will explain the core components of RtI and how to effectively implement this systematic process. The Leake County School District will implement the RtI process in an effort to improve student achievement and behavior.

Implementation of the RtI process will ensure that the district meets the requirements of State Board Policy Part 3 Chapter 41: Intervention Rule 41.1 (MDE – revised August, 2016)

The RtI process represents appropriate practices in educating students. The RtI model is a comprehensive, data driven, multi-tiered intervention strategy used to identify students who may be at academic or behavioral risk. Early identification of at-risk students enables the teachers to provide supplemental instruction / targeted interventions or intensive interventions based on the needs of the student. The RtI Process will use the three tier model – Tier I, Tier II, and Tier III.

Tier I – Quality Instruction Based on Mississippi Curriculum Frameworks and the Common Core State Standards; school-wide efforts and practices available to all students. Students who are successful and making expected progress in the general education curriculum and are demonstrating social competence. Tier I data should indicate when a student is experiencing difficulty academically or behaviorally.

Tier II – Strategic/Targeted Intervention and Supplemental Instruction; designed for students that are struggling and not making expected progress in the general education curriculum or with behavioral expectations. These students may require small group instruction in the targeted area(s) of need.

Tier III – Intensive Interventions and Supplemental Instruction; designed for students who are having difficulties with the grade-level objectives or behavioral expectations in the general education curriculum. Tier III interventions are implemented when data indicates that the student has failed to make progress at Tier II. Educators begin to make decisions that may lead to further evaluation and identification for specialized services for individual students through Special Education. **THIS TIER IS NOT SPECIAL EDUCATION.** Some students benefit from intensive interventions and are able to move back to Tiers I and II.

*The Tiers are not unidirectional; they are bidirectional. This means that a student can move from one Tier to another depending on the data collected by the classroom teacher(s). A child can remain in Tier II or Tier III until he/she graduates, if that is the best placement for the student and the student shows progress at that level.

MISSISSIPPI - State Board Policy

State Board Policy

Part 3 Chapter 41: Intervention Rule 41.1

Intervention Adoption Date: January 21, 2005

Revision: August 18, 2016

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:
 - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
 - b. Tier 2: Focused supplemental instruction
 - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students
2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). 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 MDE. 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:
 - a. designed to address the deficit areas;
 - b. evidence based;
 - c. implemented as designed by the TST;
 - d. supported by data regarding the effectiveness of interventions.
3. 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 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.
4. 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(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.
5. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:
 - a. performance on a reading screener approved or developed by the MDE, or
 - b. locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
 - c. state wide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of

the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:
 - a. Phonological awareness and phonemic awareness;
 - b. Sound symbol recognition;
 - c. Alphabet knowledge;
 - d. Decoding skills;
 - e. Encoding skills; and
 - f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud).
7. All students in Kindergarten and grades 1 through 3 shall be administered a state approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST 3 for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:
 - a. Grades K-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;
 - d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
 - e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.
8. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above in Paragraph 7.
9. School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

Source: Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016)

Response to Intervention – Three Tier Model

The model that will be implemented by the *Leake County School District* is as follows:

Tier I – Quality Instruction Based on Mississippi College and Career Readiness Standards

- Universal Screening of ALL Students
- Instructional Delivery Supported by Scientifically Based Research
- Differentiated Instruction
- Classroom and Behavior Management
- System of Behavioral Support
- Instructional Leadership
- Classroom Observations
- Follow-Up Procedures for Staff not Meeting Instructional and Behavioral Criteria
- Parental/Family and Community Involvement

Tier II – Supplemental Instruction and Targeted Interventions

- Progress Monitoring of the Target Area(s)
- Graphical Documentation of Progress
- Appropriate Decision Making
- Strategic Interventions and Supplemental Instruction in Area(s) of Weakness
- Documentation of Intervention Implementation with Integrity
- System of Instructional Support
- System of Behavioral Support
- Instructional Leadership
- Parental/Family and Community Involvement

Tier III – Intensive Interventions

- Progress Monitoring of the Target Area(s)
- Graphical Documentation of Progress
- Appropriate Decision Making
- Intensive Interventions and Supplemental Instruction
- Documentation of Intervention Implementation with Integrity
- System of Instructional Support
- System of Behavioral Support
- Instructional Leadership
- Parental/Family and Community Involvement
- Teacher Support Team (TST) Process
- Teacher Support Team Outcomes

Response to Intervention

A process that provides high-quality instruction and intervention matched to the needs of the student.

- It is not a “wait to fail” model.
- Monitors progress frequently to make decisions about changes concerning instruction and classroom management.
- Uses student response data to make important educational decisions.

(* Placement in the Tiers does not mean the child will be referred to Special Education)

Tier I – 80% of the Students

- Quality classroom instruction based on the MS Curriculum Frameworks and CCRS.
- Universal Screening of ALL Students (Fall, Winter, and Spring)
- Progress Monitoring
- Differentiated instruction based on learning styles, readiness, and interest of the students
- Effective Classroom Management
- Teacher observations conducted by principal or designee

Tier II – 15-20% of the Students

- Provided with *supplemental instruction and intervention twice a week* for 8-10 weeks; implemented by classroom teacher, counselor, or teaching assistant in small groups
- Progress monitoring with graphical displays

Tier III – 5% of the Students

- Referral to TST (Teacher Support Team). The TST meets within two weeks of the referral; reviews data; devises an intervention plan with the teacher.
- Provided with *intensive strategic and targeted interventions every day* for 8-10 weeks; implemented by classroom teacher or teaching assistant one-on-one.
- Progress monitoring with graphical displays
- *Students that are struggling with intensive one-on-one interventions will be referred to Multi-disciplinary Evaluation Team (MET) for further evaluation and possible referral to Special Education (SPED).*

Leake County School District
Positive Behavior Intervention and Support (PBIS)

The Leake County School District has a discipline policy outlined in the student handbook. In addition to this discipline policy the Leake County School District also utilizes Positive Behavioral Interventions and Supports (PBIS) to analyze student discipline data and implement processes and procedures that address issues concerning behavior.

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavior supports and social culture needed for all students in a school to achieve social, emotional, and academic success. There are different levels of PBIS:

School-Wide – procedures and processes intended for all students in specific settings and across the campus.

Classroom – processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within the classroom.

Target Groups – processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reason. (Tier II)

Individual Student – processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students. (Tier III)

Features of PBIS include:

- Creating a continuum of behavior supports from a systems perspective
- Utilizing effective, efficient, and relevant data-based decision making systems
- Giving priority to academic success
- Clearly defined and communicated expectations and rules
- Consequences and clearly stated procedures for reinforcing appropriate behavior and for teaching appropriate replacement behaviors
- Implementing a “Targeted Support Plan (TSP)” to address the needs of students with chronic, challenging behaviors.
- Improving supports for students behaviorally

PBIS Addresses:

- Senate Bill 2015 – Bullying Prevention
- Safe and Orderly Schools Legislation
- Drop-Out Prevention
- Essential Elements of Response to Interventions (RtI)

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Leake County School District
Universal Screening

Universal screening is a type of assessment used to identify underperforming students (academically and behaviorally) and to determine the effectiveness of curriculum and instruction. This assessment enables educators to establish a baseline and determine where individual students are academically and behaviorally in relation to peers. Universal screening will not identify why students are underperforming; it will identify which students are not performing at the expected performance levels for a particular grade level in reading and mathematics.

Universal screening has two purposes:

1. To identify students in need of further assessment and possible placement in Tier II to receive supplemental instruction and interventions.
2. To provide feedback about classroom performance to help school leadership identify when a teacher might require support. If more than 20% of the students are not making acceptable gains in a particular area, the school must improve the core curriculum and/or the manner in which the curriculum is delivered to students.

Universal screening will be conducted 3-4 times per year at approximate equal intervals (Fall, Winter, and Spring). The screening will measure the same skill at each administration and there will be evidence of implementation integrity. Integrity checks should be conducted by the principal at each school site during universal screening.

Universal screeners that will be utilized by the Leake County School District, but not limited to, are:

- DIBELS
- Benchmark Testing
- Pre- and Post-Tests
- STAR Reader
- STAR Math
- i-Ready
- Office Discipline Referrals (Beh)
- Teacher Nomination (Beh)

Universal Behavior Screener

The purpose of the Universal Screener for Behavior is to identify those students within the entire student population who are at risk for developing behavioral or mental health problems. This process allows us the opportunity to prevent future behavioral mental health problems. In our district, we basically screen for two types of behaviors: internalizing and externalizing.

Each month, behavior teams at each school screen using Office Discipline Referral (ODR) Data to make initial decisions. Decisional guidelines are:

- Less than 3 ODR's – continue Tier I supports such as Positive Behavioral Interventions and Support (PBIS)
- 3-5 ODR's – student may require Tier II supplemental interventions
- 6+ ODR's – student may require Tier III intensive interventions

Progress Monitoring

Progress monitoring is a valid and efficient tool for gauging the effectiveness of instruction, determining whether instructional modifications are necessary, and providing important documentation for placement decisions within the Tiers. Progress monitoring should be conducted by the classroom teacher when a student begins to struggle at Tier I. If a student is moved to Tier II, the teacher should progress monitor once a week and at Tier III, twice a week. Progress monitoring data should be kept in graphical form.

Progress monitoring has three purposes:

1. To determine whether students are benefiting from the instructional program and the curriculum.
2. To estimate rates of student improvement by analyzing trends, variability, and goals in student data.
3. To assist school teams in making decisions about appropriate levels of interventions and placement within the Tiers.

Progress monitoring should do the following:

1. Assess the specific skills embodied in Mississippi Curriculum Frameworks.
2. Be sensitive to small increments of growth over time.
3. Be administered efficiently by the teacher or assistant over short periods of time.
4. Be administered repeatedly by the teacher or assistant over short periods of time.
5. Result in data that can be summarized in graphical form.
6. Monitor an individual student's progress over time.
7. Be relevant to the development of instructional strategies and interventions that address the student's area of need.

MDE Manual, 2010

Differentiated Instruction

Differentiated instruction is the process of “ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for the student’s readiness level, interest, and preferred mode of learning.” (Tomlinson) In a differentiated classroom students are working on the same skill or concept, but some aspect of the instruction is different for one or more students.

In a differentiated classroom, students are placed at the center of teaching and learning. Each learner comes to school with a different set of learning needs. Differentiation requires teachers to tailor their instruction and adjust the curriculum to meet students’ needs rather than expecting students to modify themselves to fit the curriculum.

The first and most important step in differentiated instruction is determining the prior knowledge of the students in the classroom. Teachers are required to determine what the students already know and have mastered concerning the topic. Covering material the students have already mastered will be ineffective for students. Determining prior knowledge is a form of pre-assessment. Pre-assessment can be a quiz, game, discussion, or any other activity that will help the teacher determine what the students already know. The results of the pre-assessment should be used by the teacher to develop challenging and engaging tasks for each learner. There should be activities for the lower level students and the higher level students.

Instruction can be differentiated through content, process, product, and/or pacing.

Content	Material to be taught – Higher or lower level materials that teach the same skills or objectives
Process	How the lesson will be taught – Can be whole group, small group, one-on-one; instruction addresses learning styles
Product	What the student is expected to produce, create, or hand in to the teacher
Pacing	Rate of learning

Differentiated Instruction Strategies

1. Tiered Assignments
2. Tiered Products
3. Drill-Focused Cooperative Tasks
4. Thought/Production Focused Cooperative Tasks
5. Alternative Assessments
6. Graduated Rubrics
7. Choice Boards
8. Learning Centers
9. Anchoring

Examples of these strategies are provided in the following table:

Differentiated Instruction Strategies

Strategy	Primarily Used to Differentiate:	Example
Tiered Assignments	Readiness	Assignments given for various ability levels
Tiered Products	Readiness; Interest	Projects given for various ability levels
Drill-Focused Cooperative Tasks	Low-end Readiness	Use flash cards to instruct and obtain mastery
Thought/Production Focused Cooperative Tasks	Interest	Allow higher level students to decipher through a difficult problem
Alternative Assessments	Readiness	Allow student to write a poem rather than take a test on the components of a poem
Graduated Rubrics	Readiness	Develop a plan with a student to reach a particular academic goal by a specified time
Choice Boards	Readiness, Interest	Give the student a choice between three activities
Learning Centers	Readiness	Have students do math drills at one center, graph at another, and work on an assignment at another
Anchoring	Readiness	Allow students to read, write in journals, manage a portfolio, or practice while others are still working on the assignment

From: MDE – Response to Intervention (RtI) Best Practices Handbook, June 2010, p.39

Observations for Differentiated Instruction (Tier I) – MDE RtI Manual pp. 39-45

There are ten behaviors, associated with differentiating instruction, which can be observed in the classroom. The teacher:

1. Uses acts to support instruction
 - a. Advance Organizers – information that is presented prior to learning that can be used by the learner to organize and interpret new incoming information (Examples: outlining, arranging, and sequencing)
 - b. Effective Introductions – sometimes called the “hook” to grab the student’s attention; actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson
 - c. Closure to a Lesson – actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion
2. Aligns tasks to learning goals
 - a. Allows a clear development of skills
 - b. Tasks should be content or principle-driven
3. Realizes that engagement with student varies, as the needs of the students differ
 - a. Teacher should give tiered assignments and assessments to allow for various ability levels
 - b. Teacher should allow higher level students the opportunity to work on more complex assignments and tasks
 - c. Teacher should accommodate various levels of need
4. Provides guided practice and modeling in learning new concepts. For example:
 - a. I do, you watch (modeling)
 - b. We do it together
 - c. You do, I’ll watch (guided practice)
 - d. You do, alone (independent practice)
5. Uses concepts and content to support instruction
6. Uses groups for students to work on instructional components
 - a. Should have flexible grouping based on the needs of the students
 - Whole group
 - Small group
 - Pairs
 - b. Groups are not fixed and may be adjusted based upon student need and the task assigned
7. Provides prompt feedback to students concerning performance
8. Assists students in preparation for assignments, long-range projects, and tests
 - b. Teacher should develop a plan with a student or group of students to reach a particular academic goal by a specified time.
 - c. Allow students to read, write in journals, manage a portfolio, or practice while others are still working on the assignment
 - d. Motto in the classroom should be “We are never done!”
9. Ensures that curricula and instructional materials are aligned with state standards
10. Has effective classroom and behavior management

Leake County School District

TIMELINE FOR INTERVENTIONS

Tier I

All Students

No timeline for Tier I. When the teacher notices that the child has a problem (academic or behavior), he/she moves the child to Tier II. The teacher must have documentation and graphs that identifies the specific deficit area.

Tier II

Students with a “D” Average or 3-5 ODRs

The teacher begins interventions with the identified student and monitors the student’s progress once a week. Interventions are conducted two to three times per week. If after 6-8 weeks, the student is not showing progress, the student should be moved to Tier III.

**Interventions can be conducted in a small group setting or in a computer lab where the student is receiving additional instruction on the targeted deficit skill.*

Tier III

Students with an “F” Average or 6+ ODRs

When a teacher moves a student to Tier III, a referral to TST has to be made and the PACKET of information has to be completed. The TST team must review all the data collected by the teacher and data obtained from i-Ready, STAR Reading, STAR Math, Benchmark Assessments, MAAP, Teacher Nomination, ODRs, etc. in order to devise an intervention plan for the student. The interventions must be implemented within 2 weeks of the referral. The student’s progress has to be reviewed within 8 weeks. Interventions have to be conducted daily and progress must be monitored 2-3 times per week. A final decision must be made at the end of 16 weeks. (This is 18 weeks total)

**Interventions are to be conducted one-on-one at Tier III.*

The decision that the TST makes is dependent on the data. The TST could decide to:

- Keep the student at Tier III because the interventions are working.
- Refer the student to the Multidisciplinary Evaluation Team (MET).
- Move the student back to Tier I or II.

Leake County School District
Differentiated Instruction and Interventions

Tier I
Differentiated Instruction

Teachers can differentiate through:

- Content
- Process
- Product
- Environment

Differentiation is based on student:

- Readiness
- Interest
- Learning Styles

Teachers can differentiate through a variety of instructional strategies such as:

- Choice Menus
- Anchor Activities
- Cubing
- RAFTS
- Response Cards

Tier II Supplemental Interventions

2-3x per week in small groups 20-30 minutes (must have a protocol for intervention)

Fluency K-3 (Progress Monitor using words correct per minute – wcpm) Examples are:

- Repeated Reading
- Corrective Feedback
- Paired Reading

iReady K-8 Math and Language Arts

Reading Mastery K-2

Reading Academy K-6

Odysseyware K-12 All Subject Areas

Math Facts in a Flash

Check-in Check-out (CICO) Behavior

Check and Connect Behavior

Targeted Support Plan (TSP)

Tier III Intensive Interventions

Daily One-On-One 50-60 minutes (must have a protocol for intervention)

The only difference is frequency and duration

Fluency (wcpm)

iReady Math and Language Arts

Reading Mastery

Reading Academy

Odysseyware All Subject Areas

Math Facts in a Flash

FBA conducted ~ Function Based Behavioral Intervention Plan (BIP)

Teacher Support Team (TST)

The TST has a great responsibility to support positive student outcomes as well as foster the goals of the school striving to meet growth. The members should be fully supported by the administration and the remaining educational staff in the school. The following sections provide a review of the Teacher Support Team process which includes membership, roles, responsibilities, the use of a problem-solving model, and a standard protocol model to develop, implement, and monitor interventions.

Team Membership

The TST composition and dynamics are critical for a successful process to support positive student outcomes. The team composition, roles, and responsibilities are outlined to aid in the understanding of the formation and function of the team. In determining the membership of a school's TST, the principal should make sure that selected members are:

- committed to the school's instructional goals and programs
- willing to accept responsibility for at-risk students' progress
- knowledgeable of multiple teaching strategies and interventions
- respected and approachable by other staff
- experienced in interpreting data
- organized and capable of mapping a plan for improvement
- able to maintain confidentiality concerning student data and outcomes discussed in the team setting

The team should have five core members. The core members are the principal or principal's designee as the TST chair, the general education teacher(s), the referring teacher, and the guidance counselor or school psychologist/psychometrist/behavior specialist.

Auxiliary members are defined as members who may participate in the team process but are unique to each student that is referred to the TST. These auxiliary members could include, but are not limited to:

- the student
- student's parents or legal guardians
- special education teacher
- speech language pathologist
- mental health counselor
- intervention specialist

Roles and Responsibilities

Principal or Principal's Designee:

- sets the tone of commitment for the process
- organizes the professional staff schedules to allow the process to happen
- coordinates duties of team members
- schedules/convenes team meetings
- ensures parents are notified as part of the process
- delegates other responsibilities to the other members

TST Coordinator (e.g. Lead Teacher, Grade Level Chair, etc.):

- coordinates the process at the building level
- provides training and technical assistance
- coordinates instructional services
- gathers information
- organizes the presentation of data
- documents the meeting (maintains the TST record-keeping process)
- develops timeframes and schedules meetings
- manages progress monitoring data to determine intervention effectiveness

Guidance Counselor or School Psychometrist/ Behavior Specialist

- conducts functional behavioral assessments
- consults with teachers/parents/administrators
- conducts student observations
- conducts curriculum based assessments
- assists in designing and implementing interventions
- provides training in various areas

Other Members

- interview the parent and/or teacher
- assist the teacher with the collection of data
- provide support to the teacher during the intervention
- assess for implementation integrity

District MTSS Director (LCSD)

- ensures that TST meetings are being held at all campuses
- reviews and monitors TST referrals before submission to MET
- serves as a liaison to the special education staff

**Duties will be assigned based on several factors such as the schedules of teachers, relationships between teachers, etc. However, some assignments may be more consuming than others. The teachers need to rotate each duty so that one teacher is not consistently overwhelmed and all teachers learn the different aspects of the TST process.

- MDE Manual, 2010

The TST Process

1. Define the problem – the problem should be:
 - a. Meaningful
 - b. Measurable
 - c. Monitorable
2. Develop a plan
 - a. Problem analysis
 - Based on all existing data, which instructional variables (curricular, instructional, student, environment) can be hypothesized as potential areas for intervention?
 - Has a data monitoring system been devised to track the student’s rate of improvement and maintenance of skills?
 - b. Intervention
 - Has an intervention been designed based on the data collected and on the instructional variables?
 - Who will develop and implement the intervention and monitor the student’s progress?
 - How can the classroom teacher and/or other team members incorporate the strategy to a daily routine?
 - c. Progress Monitoring
 - Has a data monitoring system been devised to track the student’s rate of improvement and maintenance of skills?
3. Implement the plan
 - a. Interventions
 - Is the intervention being implemented as planned?
 - b. Progress Monitoring
 - Are the data being collected on a regular and frequent basis during the intervention?
 - Is the teacher graphing the data and submitting it to the TST?
4. Evaluate Effects
 - a. Did the intervention work?
 - b. What are the next steps?

Parental Input for TST Data

- Behaviors at home or school, academic issues with homework, strategies attempted at home, and collaborative efforts with the classroom teacher
- Parent input regarding successful interventions (e.g., previous academic years, at home, etc.)
- Description of any significant factors that parent feels may impact the child:
 - Developmental
 - Medical
 - Emotional
 - Situational

School Data for TST

- Demographics
- Cumulative Record Review
 - Attendance in the last 2-3 years
 - Schools Attended
 - Retentions
 - Previous Intervention(s) in Tier II and/or Tier III
 - Previous Disability Evaluations
 - Previous Eligibility for Services under Section 504, IDEA, or Title I
 - Days Missed (Current Year – Is there a pattern?)
 - Discipline
 - Number of discipline reports per teacher
 - Number of office discipline referrals per teacher
 - Patterns of infraction: day-time-teacher-session
 - Number of suspensions
 - In-school suspensions (ISS)
 - Out-of-school suspensions (OSS)
 - Bus
 - Total number of days suspended
 - Testing Information
 - Standardized Achievement History
 - Universal Screening and Progress Monitoring Data
 - Special Concerns
 - Most Recent Academic Grades
- Vision and Hearing Data

Multidisciplinary Evaluation Team (MET)

There are multiple ways that the Leake County School District may request an evaluation/comprehensive assessment through the Multidisciplinary Evaluation Team (MET):

- The child has been through all three tiers of intervention and failed to meet the requirements of each tier because the child continues to perform below his/her age appropriate peers.
- The intervention is successful, but maintaining the level of intensity needed is not appropriate in the current general education setting.
- The child displays a medical condition and/or severe condition that cannot be re-mediated through the three-tier process (e.g. cancer, cerebral palsy, severe/profound mental retardation, visual or hearing impairment, autism), therefore a comprehensive assessment may be requested.
- A parent, public agency, or the Teacher Support Team makes a written request for an initial evaluation to determine if the child is a child with a disability.

Members of the Leake County School District Multidisciplinary Evaluation Team (MET) are:

- | | |
|----------------------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Greg Beard, Special Services Director | <input type="checkbox"/> Keefe Mitchell, LCJHS |
| <input type="checkbox"/> Gail Courts, Psychometrist | <input type="checkbox"/> Jennifer Gilmore, Teacher |
| <input type="checkbox"/> Gayla Sullivan, Speech Pathologist | <input type="checkbox"/> Markela Horton, LCoES |
| <input type="checkbox"/> Candace Hayes, Speech Pathologist | <input type="checkbox"/> Ashley Spivey, LCoHS |
| <input type="checkbox"/> Kenya Sanders, Speech Pathologist | <input type="checkbox"/> Cynthia Ward, LCHS |
| <input type="checkbox"/> Gloria Willis, LCES | |
| <input type="checkbox"/> Telicia Kennard, Speech/Language | |

Outcome Measures for the MET

Tier I Documentation for MET:

- Documentation of a teacher observation assessing effective instruction, differentiated instruction, classroom management, and alignment to the MS Curriculum Frameworks and Common Core State Standards.
 - The principal, the principal's designee, or another appointed individual (e.g., school psychologist, psychometrist, etc.) may conduct this observation.
 - If the observation concludes that the above-mentioned measures are not in place, then an action plan is developed and implemented for the classroom teacher.
- The universal screening data with the type of scores (percentile ranking, number of referrals, etc.) and the discrepancy noted.
- Documentation that the teacher has the proper endorsement in the academic content area of concern.
- Model Forms will aid in the data collection process

Tier II Documentation for MET:

A written supplemental instructional plan should be in place that documents:

- Interventionist was trained on the intervention/supplemental instruction
- Individual who provided the intervention/supplemental instruction
- Where the instruction occurred
- Number of days of the week the instruction occurred
- Duration of the instruction
- Outline or description of the instruction (protocol)
- Graphical displays
- Observation(s) of the integrity of the instruction
- Progress monitoring schedule

Tier III Documentation for MET:

A written intensive intervention plan should be in place that document:

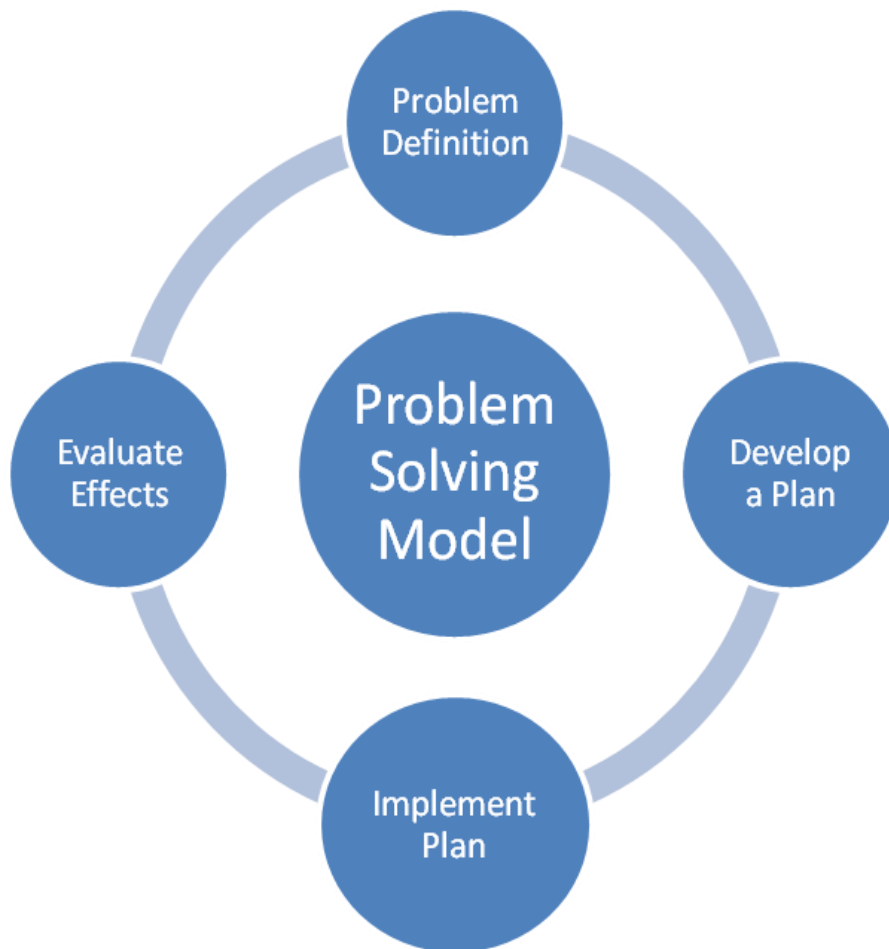
- Interventionist was trained on the intervention
- Individual who provided the intervention
- Where the intervention occurred
- Number of days of the week the intervention occurred
- Duration of the intervention
- Outline or description of the intervention (protocol)
- Graphical displays
- Observation(s) of the integrity of the intervention
- Progress monitoring schedule

****The following practices are NOT interventions:**

- Special or re-assigned seating in the classroom
- Shortened assignments
- Communications with the parent about the child at regular parent-teacher conferences or other informal communications
- Student observations
- Behavior logs
- Suspensions
- Retention
- More of the same/general classroom instruction and/or assignments.

MDE Manual, 2010

Problem Solving Model



REACH MS

FORMS

Forms to be used by the *Leake County School District*

MDE:
Multi-Tiered System of Support (MTSS) Documentation Packet
Fall 2018

Leake County School District Forms

Leake County School District
Student Data Sheet Pre-Kindergarten

Year: _____

Student's Name							
MSIS #		DOB		Gender		Race	
Teacher(s)							
Parent/Guardian							
Address							

Indicate the total number of performance standards that were indicated as code 1 (needs development) in each domain of the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: An Observational and Performance Based-Checklist*.

College and Career Readiness Anchor Standards Performance Academic Area:	Fall	Winter	Spring
Approaches to Learning			
Social/Emotional			
English Language Arts			
Mathematics			
Science			
Social Studies			
Physical Development			
The Arts			

Schools Previously Attended:

1. _____
2. _____
3. _____

of Behavior Referrals: _____

of Absences: _____

Wears Glasses? D Yes No

If student has only attended school in the Leake County School District check here:

Previously Retained: YES No

If YES, what grade(s)? _____

Kindergarten Readiness Assessment

Term	Score	Date (MM/DD/YYYY)
Fall		
Spring		

Special Population: SPED/IEP 504 EL Other _____

Indicate the name of each screener used in the classroom and the screener's recommended cut score. Indicate the date of the screener and the student's score.

Screener Name:	Screener Name:	Screener Name:
Recommended Cut Score:	Recommended Cut Score:	Recommended Cut Score:
Date	Date	Date
Score	Score	Score

Leake County School District
Student Data Sheet Kindergarten and First
 Year: _____

Student's Name							
MSIS #		DOB		Gender		Race	
Teacher(s)							
Parent/Guardian							
Address							

Term Grades

Academic Area	T1	T2	T3	T4	Final
Reading					
Mathematics					
Science					
Social Studies					
Language Arts					

Schools Previously Attended:

1. _____
2. _____
3. _____

of Behavior Referrals: _____

of Absences: _____

Wears Glasses? D Yes No

If student has only attended school in the Leake County School District check here:

Previously Retained: YES No

If YES, what grade(s)? _____

Kindergarten Readiness Assessment (Recommended-530)

Term	Score	Date (MM/DD/YYYY)
Fall		
Spring		

Special Population: SPED/IEP 504 EL Other _____

Indicate the name of each screener used in the classroom and the screener's recommended cut score. Indicate the date of the screener and the student's score.

Screener Name:	Screener Name:	Screener Name:
i-Ready	STAR Early Literacy	
Recommended Cut Score:	Recommended Cut Score:	Recommended Cut Score:
Date	Date	Date
Score	Score	Score

First Grade Fall Dyslexia Screening: Low Risk Some Risk At Risk

Kindergarten Spring Dyslexia Screening: Low Risk Some Risk At Risk

Leake County School District
Student Data Sheet 2nd – 6th Grades
School Year: _____

Student's Name							
MSIS #		DOB		Gender		Race	
Teacher(s)							

Term Grades

Academic Area	P.R. T1	T1	P.R. T2	T2	1 st Sem.	P.R. T3	T3	P.R. T4	T4	2 nd Sem.	Final
Reading											
Mathematics											
Science											
Social Studies											
Language Arts											

Schools Previously Attended:

4. _____
5. _____
6. _____

of Behavior Referrals: _____

of Absences: _____

Wears Glasses? D Yes No

If student has only attended school in the Leake County School District check here:

Previously Retained: YES No

If YES, what grade(s)? _____

I-Ready Data (Grades 2-6)

I-Ready Reading				I-Ready Math			
	SS	Placement (Level)	✓ on or above ♦ < level below x > level below		SS	Placement (Level)	✓ on or above ♦ < level below x > level below
BOY							
MOY							
EOY							

Renaissance Learning

STAR Early Literacy (K-1)						STAR Reading (Gr. 2-6)					STAR Math (Gr. 2-6)				
	Date	SS	LC	IS	Rank	SS	GE	PR	Status	Rank	SS	GE	PR	Status	Rank
Base															
F															
W															
S															

LC – Literacy Classification

IS – Intervention Status

STATE TEST DATA (Grades 3-6)

	3 rd Grade MKAS					Previous Year's MAAP Score			
	SS	GE	PR	Rank		Level		Score	
1 st Attempt						ELA			
2 nd Attempt						Math			
						5 th Science			

Leake County School District
Student Data Sheet 7th – 12th Grades

Year: _____

Student's Name							
MSIS #		DOB		Gender		Race	
Teacher(s)							

Term Grades

Academic Area	P.R. T1	T1	P.R. T2	T2	1 st Sem.	P.R. T3	T3	P.R. T4	T4	2 nd Sem.	Final
Reading											
Language Arts											
English I, II, III, IV											
S.S / U.S. History											
Mathematics											
HS Math											
Science											
HS Science											

Schools Previously Attended:

1. _____
2. _____
3. _____

of Behavior Referrals: _____

of Absences: _____

Wears Glasses? D Yes No

If student has only attended school in the Leake County School District check here:

Previously Retained: YES No

If YES, what grade(s)? _____

I-Ready Data

I-Ready Reading				I-Ready Math			
	SS	Placement (Level)	✓ on or above ♦ < level below x > level below		SS	Placement (Level)	✓ on or above ♦ < level below x > level below
BOY							
MOY							
EOY							

MAAP STATE TEST DATA (Grades 7-12)

Case 21

Tested Area	Level	Score		Subject	Proj. ACH	Proj. ACT	Career/ College Ready
ELA				ELA			
Mathematics				Math			
Science				Reading			
Algebra I				Science			
English II							
Biology I							
U.S. History							

Leake County School District

Tier I High-Quality Classroom Observation Form (Aligned with TGR)

Instructions: Prior to students entering Tier II, **SCHOOL ADMINISTRATORS** should complete this form by placing a check mark only in the boxes by the traits that are observed. It is recommended that this form be completed prior to Tier II. This form may be reproduced as needed.

Teacher's Name:	Grade/Subject:	
Observed by:	Date of Observation:	
Classroom Instruction	Differentiated Instruction	Classroom Management
<input type="checkbox"/> Students actively engaged in learning. D3, S 5 <input type="checkbox"/> Content is at instructional level. D2, S4 <input type="checkbox"/> Students answering questions correctly. D2, S3 <input type="checkbox"/> Students ask questions D3, S5 <input type="checkbox"/> Teacher communicates expectations of lesson. D2, S3 <input type="checkbox"/> Teacher questioning measures students' understanding of prerequisite concepts. D2, S4 <input type="checkbox"/> Teacher questioning measures students' understanding of new concepts. D2, S3 <input type="checkbox"/> Teacher encourages students to think critically concerning previous concepts and new concepts. D2, S3 <input type="checkbox"/> Teacher reviews prerequisite knowledge needed for the lesson in order to effectively build student understanding. D1, S2	<input type="checkbox"/> Teacher uses activities to support instruction (i.e. advanced organizers, intro to lessons, or closure) D3, S10 <input type="checkbox"/> Teacher aligns tasks to learning goals. D1, S1 <input type="checkbox"/> Teacher engagement with students varies as the needs of the students differ. D1, S2 <input type="checkbox"/> Teacher provides guided practice and modeling in learning new concepts. D2, S4 <input type="checkbox"/> Teacher uses a variety of techniques to support students in making meaning of content. D2, S4 <input type="checkbox"/> Teacher groups students to work on instructional components. D3, S5 <input type="checkbox"/> Teacher provides prompt feedback to students concerning performance. D2, S3 <input type="checkbox"/> Teacher assists students in preparation for assignments, long-range projects, and tests. D2, S3	<input type="checkbox"/> Use of smooth transitions: providing transition activities for students. D3, S6 <input type="checkbox"/> Procedures and rules are clearly communicated in the classroom. D3, S6 <input type="checkbox"/> Teacher actively supervises student behavior by scanning, moving around the room, and interacting with students. D3, S5 and D3, S6 <input type="checkbox"/> Teacher encourages students to take ownership for actions and fosters respect among all students. D3, S5 and D3, S7
OBSERVATION SUMMARY	SCHOOL ADMINISTRATOR: check the appropriate box below and identify recommendations, if needed.	
<input type="checkbox"/> Teacher demonstrated traits of high-quality classroom instruction. <input type="checkbox"/> Teacher demonstrated some traits of high-quality classroom instruction, and should implement the following recommendation(s) to enhance Tier I instructions:		
Description of Recommendation(s):	Date to Begin: Date to Evaluate: Date of Re-Evaluation: <input type="checkbox"/> Demonstrated <input type="checkbox"/> Did not demonstrate	

Leake County School District – Tier 1 Documentation Form

Student:
Teacher:

Date:
Grade Level:

Area of Concern: (Check all that apply)

• **Early Literacy (K-3rd Grade)**

- | | | |
|---------------------------------------------|----------------------------------|-------------------------------------|
| <input type="checkbox"/> Phonemic Awareness | <input type="checkbox"/> Fluency | <input type="checkbox"/> Vocabulary |
| <input type="checkbox"/> Phonics | | |
| <input type="checkbox"/> Comprehension | | |

• **ELA/Reading Deficiency (Grades 3-12)**

- Foundational Skills (Reading Foundational Standards)
- Craft and Structure
- Knowledge and Ideas
- Text Complexity
- Informational Text / Literature Text
- Vocabulary Usage

• **Mathematics (K-12)**

- | | |
|------------------------------------------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> Counting and Cardinality | <input type="checkbox"/> Ratios and Proportional Relationships |
| <input type="checkbox"/> Operations and Algebraic Thinking | <input type="checkbox"/> Number Systems |
| <input type="checkbox"/> Number and Operations in Base Ten | <input type="checkbox"/> Expressions and Equations |
| <input type="checkbox"/> Measurement and Data | <input type="checkbox"/> Probability |
| <input type="checkbox"/> Geometry | <input type="checkbox"/> Functions |
| <input type="checkbox"/> Number and Operations – Fractions | |

• **Behavior (Specify)**

Specific Teaching Strategies and Differentiated Instruction (Documentation in Lesson Plans)

- | | |
|--------------------------------------------------------------|--------------------------------------------------------------------|
| <input type="checkbox"/> Anchor Charts | <input type="checkbox"/> Classroom Rules and Proc. (Behavior) |
| <input type="checkbox"/> Academic Vocabulary and Lang. (ELL) | <input type="checkbox"/> Behavior Logs / Tracking Forms (Behavior) |
| <input type="checkbox"/> Close Read | <input type="checkbox"/> Response Cards |
| <input type="checkbox"/> Activating Prior Knowledge | <input type="checkbox"/> Number Talks |
| <input type="checkbox"/> Debate | <input type="checkbox"/> Music and Songs |
| <input type="checkbox"/> Direct Instruction | <input type="checkbox"/> Peer Teaching |
| <input type="checkbox"/> Field Trips | <input type="checkbox"/> Choral Reading (ELL) |
| <input type="checkbox"/> Graphic Organizers | <input type="checkbox"/> Peer Teaching |
| <input type="checkbox"/> Jigsaw | <input type="checkbox"/> Role Play / Drama |
| <input type="checkbox"/> Carousel | <input type="checkbox"/> Summarizing / Note Taking |
| <input type="checkbox"/> Journaling | <input type="checkbox"/> Word Walls |
- Other: (Please specify)

Administrator's Signature: _____ Date: _____

Leake County School District
Parent Notification of Intervention Services
Tier II

Date sent: _____
Sent by: _____
Date Reply Received: _____

Dear Parent/Guardian:

As part of district- and state-wide efforts to meet individual student needs and improve student achievement, ***The Leake County School District*** works to consistently track your student’s progress toward grade level goals, both academically and behaviorally. Interventions (extra support) will be provided as needed to all students who do not meet expected levels of achievement in reading, writing, math, and/or behavior. This system is called Response to Intervention (RtI).

Based on academic testing results, classroom performance, and/or teacher recommendation, your child, _____, has been identified as a student who could benefit from intervention services. This letter is to notify you of your child’s placement in Tier II.

Tier II is best described as supplemental or small group instruction that your child will receive in addition to core curriculum instruction provided by his/her classroom teacher. Your child will be in this tier for up to 10 weeks before final progress is determined and further support is provided, if needed. The additional support that your child will receive includes:

- Computer Assisted Instruction
- Small Group Instruction

Please sign and return this form.

Classroom Teacher

Parent Signature

Date

“The mission of the Leake County School District is to provide a high-quality education that will increase the learning of all students”

Leake County School District
Tier II Documentation Form

Student:

Date:

Grade Level:

Teacher:

Interventionist's Name and Qualifications:

Target Area(s) Academic and/or Behavior:

Skill Deficit:

Goal:

Intervention:

Components of Intervention:

Intervention Protocol Attached

Proposed Schedule:

- Number of Sessions per week:
- Length of each session:
- Location of Intervention:

Student's Parents Notified on Tier II Intervention? Yes No Date:

Tier II Data will be reviewed in 4-6 weeks – Date:

Integrity of Intervention will be observed once every 2 weeks by:

Leake County School District

Tier II Interventions

(2-3 times per week in small groups 20-30 minutes)

<https://interventioncentral.org>

Reading / ELA

- Fluency K-3 (wcpm)
- Letter Cubes
- Word Sorts
- Repeated Reading
- Corrective Feedback
- i-Ready Language Arts / Teacher Feedback
- Listening Passage Preview
- Reading Mastery (K-2)
- Reading Academy (K-6)
- Cover-Copy-Compare
- Incremental Rehearsal (Flashcards)
- Peer Tutors
- “Click or Clunk”
- Story Maps
- Ask-Read-Tell (Cognitive Strategy)
- Oral and Written Retell
- Text Lookback

Mathematics

- i-Ready Math / Teacher Feedback
- Cover-Copy-Compare
- Drawing to Clarify Understanding
- 4-Step Problem Solving Technique
- Time Drills
- Projects
- Collaborative Learning Groups
- Test Preparation Strategies
- Interspersal Rehearsal (Inter-mixing Easy and Challenging Computation Problems)
- “Folding In” Technique (Flashcards)
- Peer Tutors

Behavior

- Check-In / Check-Out
- Social Skills Training
- Defusing Strategies
- Rubber Band Intervention
- Colored Tape
- “What’s Bugging You?” Corner
- Personal Responsibility Report
- Reporting the Behavior of Others



REACH MS
Mississippi's State Personnel Development Grant

University of Southern Mississippi
 118 College Drive # 5057
 Hattiesburg, MS 39406

Phone: 601.266.4693
 Fax: 601.266.4978
 Email: REACHMS@usm.edu

Realizing Excellence for All Children

Tier 2 Interventions and Supports
Student Documentation Checklist - Behavior

Description of Section	In Place	Needs Improvement	Not in Place
Universal Screening Data			
Minor Behavior Tracking Forms			
ODR's			
Academic Data			
Student Data Sheet			
Hearing and Vision			
Parent notification and information			
Tier 2 Documentation Form			
Intervention Documentation Form			
Written Intervention Protocol			
Tier 2 Progress Monitoring Data in Graphical Form			
Documented Reviews and Evaluation in Accordance with MDE Timelines			
Documentation of Integrity Checks			

Leake County School District

Tier II (Supplemental Instruction) Intervention Integrity Checks

Complete at least two (2) integrity checks at equal intervals during course of intervention

Student: _____

Integrity Check #1

Date:

- The intervention is described in specific, measurable terms that can be progress monitored and evaluated.
- The intervention is being delivered in a manner which is consistent with the intervention details as described above.
- The intervention seems appropriate for the needs of the student.
- The individual(s) responsible for delivering intervention has the materials and support he/she needs.
- The student's attendance has not been a significant factor in hindering his/her progress.
- The parent/guardian(s) of the student received notification of the intervention plan.

Comments:

Signature and Title of Person Completing Integrity Check: _____

Integrity Check #2

Date:

- The intervention is described in specific, measurable terms that can be progress monitored and evaluated.
- The intervention is being delivered in a manner which is consistent with the intervention details as described above.
- The intervention seems appropriate for the needs of the student.
- The individual(s) responsible for delivering intervention has the materials and support he/she needs.
- The student's attendance has not been a significant factor in hindering his/her progress.
- The parent/guardian(s) of the student received notification of the intervention plan.

Comments:

Signature and Title of Person Completing Integrity Check: _____

Integrity Check #3

Date:

- The intervention is described in specific, measurable terms that can be progress monitored and evaluated.
- The intervention is being delivered in a manner which is consistent with the intervention details as described above.
- The intervention seems appropriate for the needs of the student.
- The individual(s) responsible for delivering intervention has the materials and support he/she needs.
- The student's attendance has not been a significant factor in hindering his/her progress.
- The parent/guardian(s) of the student received notification of the intervention plan.

Comments:

Signature and Title of Person Completing Integrity Check: _____

Tier II Progress Monitoring and Evaluation for Tier II Interventions

Student: _____

Instructions: Individuals responsible for delivering interventions should complete progress monitoring using a graph or a report generated by the District’s intervention program(s). Please check all that apply:

- Probes or trials administered to establish a baseline. Teacher established the goal by determining the expected rate of progress and marking it on a graph. (Graph is attached)
- Use of i-Ready reports ELA and Math (i-Ready reports attached)
- Use of STAR Early Literacy reports (STAR Early literacy report attached)
- Use of STAR Reading Results (STAR Reading report attached)
- Use of STAR Math Results (STAR Math report attached)
- Use of CASE 21 Results (CASE 21 report attached)
- Other _____

Documented Reviews for Tier II

First Documented Review

Date: _____ Sufficient progress made? Yes No

Cumulative Documented Review

(To be completed no later than 8 weeks after starting intervention)

Date: _____ Sufficient progress made? Yes No

<input type="checkbox"/> Adequate progress was made; intervention was successful in meeting the student’s needs. This student will be returned to Tier I (core instruction)	<input type="checkbox"/> Progress was made; intervention was somewhat successful in meeting the student’s needs. Intervention will continue and be re-evaluated on: _____	<input type="checkbox"/> Adequate progress was not made; intervention was somewhat successful in meeting student’s needs. Student will continue at Tier II and an additional intervention will be attempted.	<input type="checkbox"/> Adequate progress was not made; intervention did not meet student’s needs. Student will be referred to TST for Tier III consideration. <input type="checkbox"/> TST form completed and submitted on: _____ (Date)
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Classroom Teacher Signature

Date

Section 3A: Teacher Support Team Referral and Meeting

Instructions: Teachers, complete this form if progress monitoring data does not show adequate student progress at the end of the scheduled Tier II intervention(s) and further support is needed. Attach completed Section 1A, 1B, 2A & 2B

TO: Teacher Support Team Chair or LSC

I request that _____ [student name] be reviewed by the TST to assist in providing interventions to improve his/her overall 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
- Other, specify _____

OR

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 “lowest level” on the grade 3 or grade 7 state assessment.
- A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. (Attach Appendix E)

Signature of teacher submitting referral:	Signature of TST Chair acknowledging receipt:	Date of receipt of referral:	Date of TST Meeting to discuss referral (must be within 2 weeks):
-------------------------------------------	-----------------------------------------------	------------------------------	-------------------------------------------------------------------

Referral Meeting Details:

NOTE: By signing here, TST members agree that all information discussed pertaining to the TST process will be held in strict confidence. They shall neither contact anyone outside the official function of this TST process nor make any notes or copies of any documents utilized during the process.

Summary of Discussion (continue on back if needed):

Summary of Discussion (continue on back if needed):	Signature of TST Members	Title
		Principal

TST Recommendations:

<ul style="list-style-type: none"> <input type="checkbox"/> Contact parents <input type="checkbox"/> Implement academic Tier III intervention in area(s) needed: Reading _____ / Math _____ Language Arts _____ / Other _____ <input type="checkbox"/> Implement behavior Tier III intervention <input type="checkbox"/> Conduct student conference <input type="checkbox"/> Perform behavior observation <input type="checkbox"/> Intervention(s) not successful <input type="checkbox"/> Modify current plan and continue intervention(s) in Tier II <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> Return to Tier I general education classroom <input type="checkbox"/> Continue instructional intervention(s) in General Education Classroom (Tier II) <input type="checkbox"/> Administer developmental screener (5 yr. old, in-school) <input type="checkbox"/> Administer hearing/vision screening <input type="checkbox"/> Request medical follow-up <input type="checkbox"/> Refer to school counselor <input type="checkbox"/> Refer to community agency <input type="checkbox"/> Complete Teacher Narrative Packet <input type="checkbox"/> Refer for Child Study (Multidisciplinary Evaluation Team chairperson will determine meeting date.)
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Leake County School District
Parent Notification of Intervention Services
Tier III

Date sent: _____
Sent by: _____
Date Reply Received: _____

Dear Parent/Guardian:

As part of district- and state-wide efforts to meet individual student needs and improve student achievement, *The Leake County School District* works to consistently track your student's progress toward grade level goals, both academically and behaviorally. Interventions (extra support) will be provided as needed to all students who do not meet expected levels of achievement in reading, writing, math, and/or behavior. This system is called Response to Intervention (RtI).

Based on academic testing results, classroom performance, and/or teacher recommendation, your child, _____, has been identified as a student who could benefit from intervention services. This letter is to notify you of your child's placement in **Tier III**.

Tier III is best described as intensive interventions that occur daily and with the guidance of the Teacher Support Team (TST). Your child will be in this tier for 6-8 weeks before final progress is determined and further support is provided, if needed. The additional support that child will be provided includes:

- Computer Assisted Instruction
- Small Group Instruction
- One-on-One Instruction

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. We welcome and desire your participation in the decision making process through your attendance.

Date: _____ **Time:** _____ **Location:** _____

If you have any questions or concerns or are unable to attend the meeting, please contact us at:

Phone Number: _____ **e-mail address:** _____

Please understand that ongoing assessment and progress monitoring of interventions throughout the year aid in determining the need to continue, change, or discontinue intervention services. Our goal for providing interventions to your child is to ensure that he/she will be successful in meeting the Mississippi grade level expectations and requirements. If you have any questions, please contact your child's classroom teacher or counselor.

Classroom Teacher

TST Chair/Principal/Designee

Parent Signature _____ Date _____

- I **will** be able to attend the scheduled Tier III meeting
- I **will not** be able to attend the scheduled Tier III meeting

“The mission of the Leake County School District is to provide a high-quality education that will increase the learning of all students.”

Leake County School District
Tier III Documentation Form

Student:

Date:

Grade Level:

Teacher:

Interventionist's Name and Qualifications:

Target Area(s) Academic and/or Behavior:

Skill Deficit:

Goal:

Intervention:

Components of Intervention:

Intervention Protocol Attached

Proposed Schedule:

- Number of Sessions per week:
- Length of each session:
- Location of Intervention:

Student's Parents Notified of Tier III Intervention? Yes No Date:

Tier III Data will be reviewed in 4-6 weeks – Date:

Cumulative Review Date:

Integrity of Intervention will be observed once every week by:

Tier III Interventions

(Daily; One-on-One OR Small Groups 1:3 for 50-60 minutes)

Developed by Teacher Support Team (TST)

<https://interventioncentral.org>

Reading / ELA

- Fluency K-3 (wcpm)
- Letter Cubes
- Word Sorts
- Repeated Reading
- Corrective Feedback
- i-Ready Language Arts / Teacher Feedback
- Listening Passage Preview
- Reading Mastery (K-2)
- Reading Academy (K-6)
- Cover-Copy-Compare
- Incremental Rehearsal (Flashcards)
- Peer Tutors
- “Click or Clunk”
- Story Maps
- Ask-Read-Tell (Cognitive Strategy)
- Oral and Written Retell
- Text Lookback
- Other: (Please specify)

Mathematics

- i-Ready Math / Teacher Feedback
- Cover-Copy-Compare
- Drawing to Clarify Understanding
- 4-Step Problem Solving Technique
- Time Drills
- Projects
- Collaborative Learning Groups
- Test Preparation Strategies
- Interspersal Rehearsal (Inter-mixing Easy and Challenging Computation Problems)
- “Folding In” Technique (Flashcards)
- Peer Tutors
- Other: (Please specify)

Behavior

- Check-In / Check-Out
- Check and Connect
- Behavior Intervention Plan (BIP)
- Functional Behavior Assessment
- Other: (Please specify)



REACH MS
Mississippi's State Personnel Development Grant

University of Southern Mississippi
 118 College Drive # 5057
 Hattiesburg, MS 39406

Phone: 601.266.4693
 Fax: 601.266.4978
 Email: REACHMS@usm.edu

Realizing Excellence for All Children

**Tier 3 Interventions and Supports
 Student Documentation Checklist - Behavior**

Description of Section	In Place	Needs Improvement	Not in Place
Request to the TST			
TST Meeting Summary Form			
TST Recommendation Form			
Statement of Confidentiality			
FBA Parent Consent and Information			
Data – Discipline, Academic, Hearing/Vision			
Tier 2 Documentation			
Functional Behavior Assessment			
Behavior Support Plan			
Intervention Documentation Form			
Written Intervention Protocol			
Tier 3 Progress Monitoring Data in Graphical Form			
Documented Reviews and Evaluation in Accordance with MDE Timelines			
Documentation of Integrity Checks			

Leake County School District

Tier III (Intensive Instruction) Intervention Integrity Checks

Complete at least two (2) integrity checks at equal intervals during course of intervention

Student: _____

Integrity Check #1

Date:

- The intervention is described in specific, measurable terms that can be progress monitored and evaluated.
- The intervention is being delivered in a manner which is consistent with the intervention details as described above.
- The intervention seems appropriate for the needs of the student.
- The individual(s) responsible for delivering intervention has the materials and support he/she needs.
- The student's attendance has not been a significant factor in hindering his/her progress.
- The parent/guardian(s) of the student received notification of the intervention plan.

Comments:

Signature and Title of Person Completing Integrity Check: _____

Integrity Check #2

Date:

- The intervention is described in specific, measurable terms that can be progress monitored and evaluated.
- The intervention is being delivered in a manner which is consistent with the intervention details as described above.
- The intervention seems appropriate for the needs of the student.
- The individual(s) responsible for delivering intervention has the materials and support he/she needs.
- The student's attendance has not been a significant factor in hindering his/her progress.
- The parent/guardian(s) of the student received notification of the intervention plan.

Comments:

Signature and Title of Person Completing Integrity Check: _____

Integrity Check #3

Date:

- The intervention is described in specific, measurable terms that can be progress monitored and evaluated.
- The intervention is being delivered in a manner which is consistent with the intervention details as described above.
- The intervention seems appropriate for the needs of the student.
- The individual(s) responsible for delivering intervention has the materials and support he/she needs.
- The student's attendance has not been a significant factor in hindering his/her progress.
- The parent/guardian(s) of the student received notification of the intervention plan.

Comments:

Signature and Title of Person Completing Integrity Check: _____

Tier III Progress Monitoring and Evaluation for Tier III Interventions

Student: _____

Instructions: Individuals responsible for delivering interventions should complete progress monitoring using a graph or a report generated by the District's intervention program(s). Please check all that apply:

- Probes or trials administered to establish a baseline. Teacher established the goal by determining the expected rate of progress and marking it on a graph. (Graph is attached)
- Use of i-Ready diagnostic reports (i-Ready report attached)
- Use of STAR Early Literacy reports (STAR Early literacy report attached)
- Use of STAR Reading Results (STAR Reading report attached)
- Use of STAR Math Results (STAR Math report attached)
- Use of CASE 21 Results (CASE 21 report attached)
- Other: _____

Documented Reviews for Tier III

First Documented Review

Date: _____ Sufficient progress made? Yes No

Cumulative Documented Review

(To be completed no later than 8 weeks after starting intervention)

Date: _____ Sufficient progress made? Yes No

<input type="checkbox"/> Adequate progress was Made; intervention was successful in meeting the student's needs. This student will be returned to the following Tier: <input type="checkbox"/> Tier I (core instruction) <input type="checkbox"/> Tier II And will be re-evaluated on: _____ (Date)	<input type="checkbox"/> Progress was made; intervention was somewhat successful in meeting the student's needs. Student will continue Tier III and an additional intervention will be attempted.	<input type="checkbox"/> Adequate progress was not made; intervention was not successful in meeting student's needs. Referral to CHILDS STUDY on: _____ (Date)	<input type="checkbox"/> Student currently has an IEP. Eligibility Category: _____
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

TST Chair Signature

Date

Leake County School District
Social/Emotional Worksheet

Instructions: Classroom teachers or counselors should complete this checklist to aid in the collection of information to determine if student is in need to Tier II or Tier III behavioral interventions. This is not a behavioral screener.

Student Name: _____ Teacher Completing Form: _____

<p>Student in Disruptive in Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fidgets <input type="checkbox"/> Is overly active <input type="checkbox"/> Does not remain in seat <input type="checkbox"/> Talks out of turn <input type="checkbox"/> Disturbs others when they are working <input type="checkbox"/> Constantly seeks attention <input type="checkbox"/> Overly aggressive with others (physical fights) <input type="checkbox"/> Belligerent towards teachers and others in authority <input type="checkbox"/> Defiant or stubborn <input type="checkbox"/> Impulsive <input type="checkbox"/> Can't wait his/her turn <input type="checkbox"/> Acts without thinking of the consequences 	<p>Student has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Been on runaway status <input type="checkbox"/> Been caught stealing at school <input type="checkbox"/> Left class without permission <input type="checkbox"/> Cursed at school personnel <input type="checkbox"/> Threatened to harm school personnel or wished the school personal harm. <input type="checkbox"/> Been suspended for fighting <input type="checkbox"/> Attempted suicide <input type="checkbox"/> Received tobacco violations at school <input type="checkbox"/> Receive drug/alcohol violations at school
<p>Other Social/Emotional Behaviors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks self-confidence <input type="checkbox"/> Says "can't do" even before attempting <input type="checkbox"/> Reacts poorly to disappointment <input type="checkbox"/> Depends on others <input type="checkbox"/> Clings to adults <input type="checkbox"/> Pretends to be ill <input type="checkbox"/> Has poor grooming or personal hygiene 	<p>Student is Withdrawn</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shy, timid <input type="checkbox"/> Has difficulty making friends; sit alone in cafeteria <input type="checkbox"/> Does not join in classroom group activities <input type="checkbox"/> Overly conforms to rules <input type="checkbox"/> Appears to daydream or be out of touch with the class <input type="checkbox"/> Has difficulty expressing feelings
<p>Classroom Participation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Almost always participates <input type="checkbox"/> Frequently participates <input type="checkbox"/> Occasionally participates <input type="checkbox"/> Seldom participates <input type="checkbox"/> Never participates 	<p>Student is Anxious</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appears depressed <input type="checkbox"/> Rarely smiles <input type="checkbox"/> Appears to be tense <input type="checkbox"/> Appears frightened or worried <input type="checkbox"/> Cries easily <input type="checkbox"/> Does not trust others
<p>Classroom Preparedness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Always brings necessary supplies <input type="checkbox"/> Usually brings necessary supplies <input type="checkbox"/> Seldom comes to class with supplies <input type="checkbox"/> Never comes to class with supplies 	<p>Classroom Interest</p> <ul style="list-style-type: none"> <input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Other, please specify:
<p>Motivation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completes homework <input type="checkbox"/> Completes about half of the assignment <input type="checkbox"/> Tends to give up easily <input type="checkbox"/> Has difficulty getting started on assignments 	<p>To the Best of YOUR Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> This student is involved in the court system <input type="checkbox"/> This student is in counseling <input type="checkbox"/> This student is on medication

Date form was completed: _____

Leake County School District English Learner

Language Service Plan (LSP)

This form should be completed by the individual responsible for providing academic instruction for English Learners.

This form should be completed by the individual responsible for providing instruction for English Learners.

Name: _____ **Grade:** _____ **Birth Date** _____

School Year _____ **School** _____ **Enrollment Date:** _____ **Years in Program:** _____

Test Date _____ **Proficiency Level:** Non Proficient Approaching Proficient Proficient

Student's level of English proficiency by language domains (LAS Links)

Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	Overall Score Composite

LAS Links Second Edition Placement Test

Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	Overall Score Composite

Mississippi Assessment Program (MAP)

Language Arts:	Math:
-----------------------	--------------

ELL Service

Student will receive Direct ESL Pull-out Services for		Minutes		Days of the week
Student will be placed on monitoring status	Comments:			

Comments:

These Accommodations/ Modifications are appropriate if consistent with the on-going normal delivery of classroom instruction.

Reduce and/or modify class and homework assignments		Label items in the room
Modify Assessments		Prepared study sheet
Break task/directions into subtasks		Modification of test content
Additional time to complete assignments and tests		Modification of test length
Face student when speaking- speak slowly		Allow student to write on test
Print instead of using cursive	3	In small group
Use high interest/low vocabulary text material	47	Provide cues
Provide student with copies of teacher's transparencies/notes/lectures	48	Use of memory aids, fact charts, resource sheets, and /or abacus
Make instruction visual-graphic organizers, pictures, maps, graphs.... To aid understanding	50	Highlight key words/phrases in directions (e.g., complete sentences, show your work) by the teacher
Pair ESL student with an English speaker "Study Buddy"	53	Read test directions (but not test items) to student-repeating and/or paraphrasing directions if needed
Allow peer tutors to assist student with work	55	Read test directions & test items to student repeating directions/items, but not paraphrasing
Ask questions that allow student to answer successfully	60	Use of highlighter (yellow only) by student in test booklet
Shorten assignments	81	Native language word-to-word dictionaries
Use manipulatives	60	Use of highlighter (yellow only) by student in test booklet
Use books on tape	81	Native language word-to-word dictionaries

Additional accommodations, materials, and/ or comments:

Persons involved in the development of the Language Service Plan:

Principal			
School/District ELL Coordinator			
ELL Teacher			
Teacher		Subject	
Teacher		Subject	
Teacher		Subject	
Teacher		Subject	
Teacher		Subject	
Teacher		Subject	

Leake County School District
Dyslexia Policy

Descriptor Term:	Descriptor Code: IEDA	Board Approval Date:
Dyslexia Screening of Students K-1	IEDA	October 1, 2016

It is the policy of the Leake County School District to comply will all of the requirements set forth in the dyslexia legislation provided by House Bill No. 1031 (2012). The district will ensure that the following actions will take place:

1. Any child attending school in the Leake County School District will be screened for dyslexia at one of the following times:
 - a. Kindergarten students will be screened using the Lexercise® Mississippi Dyslexia Screener in the **spring** of the kindergarten year, and
 - b. First graders will be screened using the Lexercise® Mississippi Dyslexia Screener in the **fall** of the first grade year.

2. The Lexercise® Mississippi Dyslexia Screener is composed of the following elements, as set forth in HB 1031 (2012):
 - a. Phonological awareness and phonemic awareness
 - b. Sound symbol recognition
 - c. Alphabet knowledge
 - d. Decoding skills
 - e. Encoding skills
 - f. Rapid naming

3. If the student fails the screener, the parent or legal guardian will be notified of the results of the screener and be given a scheduled time to meet with the Teacher Support Team (TST) to discuss additional educational strategies and interventions to further assist the child. Parent will have the option to have subsequent comprehensive assessments administered by licensed professionals including Psychologists (licensed under Chapter 31, Title 73, MS Code of 1972); Psychometrists (licensed by the Mississippi Department of Education or licensed under Chapter 38, Title 73, MS Code of 1972), or Speech Pathologists (licensed under Chapter 38, Title 73, and MS Code of 1972).

4. If a parent or legal guardian of a student who fails the dyslexia screener elects to have subsequent evaluations performed by one of the licensed professionals mentioned above, using individually administered standardized assessments, the resulting diagnosis shall be accepted by the Leake County School District for purposes of determining eligibility to receive a Mississippi Dyslexia Therapy Scholarship for placement in a dyslexia program in another public school or non-public special purpose school.

Legal Reference: MS House Bill 1031 (2012)

Leake County School District
Behavior -Teacher Nomination Form

Directions: Teachers **please read carefully** the information below and think about the students you teach.

Examples of Externalizing Types of Negative Behavior	*Int. Pg	Examples of Internalizing Types of Behavior	*Int. Pg
A. Displaying aggression towards objects or persons; physically hurts other students.	474	A. Low or restricted activity levels; not independent	116
B. Arguing or defying the teacher	PBIS World	B. Appears to be bored or disinterested in daily activities; pessimistic	144
C. Out of seat or calling out – disturbing others; interrupts the teacher or other students.	242	C. Avoids or has difficulty discussing personal problems	149
D. Non-compliance with teacher instruction or requests; not following school/classroom rules.	639	D. Avoidance or withdrawal from social situations	111
E. Tantrums / Out of Control	PBIS World	E. Becomes pale (may vomit) when anxious or frightened.	148
F. Hyperactive behavior to the point of non-completion of assignments or failure to turn in assignments.	PBIS World	F. Acting in a fearful manner; afraid of new situations or changes in routine.	122
G. Steals or forcibly takes things from other students.	654	G. Cries in response to personal or school situations	157
H. Confrontational / Defensive	PBIS World	H. Complains of physical discomfort	152
I. Fights with other students	339	I. Avoids participation in games and activities that are interesting to other students.	186
J. Reacts physically in response to excitement, disappointment, surprise, fear, etc.	129	J. Blames self or others for situations beyond his/her control	150
K. Agitates and provokes peers to a level of verbal or physical assault	470	K. Deliberately hurts self.	160
L. Sleeps during school.	559	L. Excessive fatigue, loss of appetite	197 199
M. Does not interact appropriately in group situations	270	M. Says he/she would be better off dead; expresses thoughts of death	208 233

*Interventions can be found on these pages in: Behavior Intervention Manual – Goals, Objectives, and Intervention Strategies, Hawthorne Educational Services

*PBISWorld.com

Leake County School District

Teacher Nomination Form

School/Grade: _____ / _____ ___ 1st ___ 2nd ___ 3rd ___ 4th Nine Weeks Date: _____

Identify any students that exhibit any externalizing or internalizing behaviors below. Remember you will need documentation to support the students you list. (Daily behavior logs, completed tracking forms, Check in / Check Out, Check & Connect, and etc.) After the students name, please put the letter of the behavior exhibited. This form can be completed as a **departmental group or grade level team**. All members must sign.

Please do not place any student that receives services from special education or any general education student that has a current FBA/BIP that is being implemented at this time.

Externalizing Students	Letter of Behavior	Internalizing Students	Letter of Behavior
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	

PLC Team Members:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments from teacher(s): (may use the back)

“The mission of the Leake County School District is to provide a high-quality education that will increase the learning of all students.”

Leake County School District – Major Office Discipline Form

Leake Central Elementary / Junior High / High School

2018-2019

Leake County Elementary / High School

Office Use Only - Number of referrals: _____		Gen ED	SPED	EL
Date: _____ Time: _____		Reporting Staff: _____		
Student: _____		Grade: _____		
Major Infractions – Please check all that apply				
<input type="checkbox"/> Possession, use, or sale of Tobacco <input type="checkbox"/> Possession, use, or sale of Alcohol <input type="checkbox"/> Possession, use, or sale of Illegal Drugs <input type="checkbox"/> Possession or use of Dangerous Objects, Knife, or Firearm <input type="checkbox"/> Possession, use, or sale of Fireworks <input type="checkbox"/> Possession, use, or sale of Pornographic Materials <input type="checkbox"/> Threatening peers or staff	<input type="checkbox"/> Harassment <input type="checkbox"/> Intimidation <input type="checkbox"/> Bullying <input type="checkbox"/> Aggression <input type="checkbox"/> Instigating a disturbance or fight <input type="checkbox"/> Fighting at school or on school bus <input type="checkbox"/> Gang affiliation display or activity <input type="checkbox"/> Insubordination <input type="checkbox"/> Open Defiance	<input type="checkbox"/> Indecent Exposure at school, on school bus, or parked cars on campus <input type="checkbox"/> Inappropriate display of affection at school, on school bus, or parked cars on campus <input type="checkbox"/> Leaving class without permission <input type="checkbox"/> Leaving campus without permission <input type="checkbox"/> Skipping Class <input type="checkbox"/> Theft <input type="checkbox"/> 4 th Minor Infraction (continuous rules violations and/or tardies) <input type="checkbox"/> Other (Please specify) _____ _____		
Incident Location	Possible Motivation	Others Involved		
<input type="checkbox"/> Classroom <input type="checkbox"/> Gym <input type="checkbox"/> Assembly <input type="checkbox"/> Hall <input type="checkbox"/> Cafeteria <input type="checkbox"/> Restroom <input type="checkbox"/> Bus Loading <input type="checkbox"/> Parking Lot	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain power <input type="checkbox"/> Obtain items / activities <input type="checkbox"/> Avoid peer attention <input type="checkbox"/> Avoid adult attention <input type="checkbox"/> Avoid or escape task / assignment <input type="checkbox"/> Unknown or other: _____	<input type="checkbox"/> None (only student) <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____		
ACTION TAKEN BY ADMINISTRATION				
<input type="checkbox"/> Conference with student (warning) <input type="checkbox"/> Conference with parent <input type="checkbox"/> Conference with student and parent	<input type="checkbox"/> Referral to School Counselor <input type="checkbox"/> Referral to Behavior Specialist <input type="checkbox"/> Referral to Tier Process	<input type="checkbox"/> ISS number of days _____ <input type="checkbox"/> OSS number of days _____ <input type="checkbox"/> Bus Suspension No. of days _____		
<input type="checkbox"/> Corporal Punishment <input type="checkbox"/> Other _____	Witnessed by : _____ Date: _____			

Student Signature: _____ **Student refused to sign:** _____

Parent Contacted: ___ Yes ___ No **Phone Number:** _____ **Date / Time:** _____

Date(s) Student Suspended: From: _____ To: _____	Principal's Signature: _____
Date Student May Return to School: _____	

Administrative Comments: _____

Parent Conference Information	DATE CONFERENCE HELD: _____	DATE STUDENT RETURNED TO SCHOOL: _____
STUDENT WILL RECEIVE THE FOLLOWING CONSEQUENCES IF REFERRED AGAIN:		
PARENT SIGNATURE: _____	DATE: _____	ADMINISTRATIVE SIGNATURE: _____ DATE: _____

Leake County School District
Response to Intervention (RtI) Conference Documentation Form

School: _____

Student: _____

Teacher: _____ Parent: _____

Date: _____

Purpose of Conference:

____ Academic ____ Needs Interventions

____ Behavior ____ Needs Interventions

____ Other (Please specify) _____

Conference held:

____ via telephone

____ in person

____ e-mail

____ Other _____

The purpose of this conference:

Signature:

Title:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

“The mission of the Leake County School District is to provide a high-quality education that will increase the learning of all students.”

Leake County School District
Protocol for Parent Requests for Testing

When a written or oral request for testing is made by parent or other individual that is knowledgeable about the child, the following steps should be followed:

1. If an oral request is made, document the date and time of the request. If a written request is given, please sign and date it.
2. Principal, Assistant Principal, TST Chair, or Teacher must inform SPED Director or MTSS Director as soon as possible and submit a copy of the request, if written.
3. MTSS Director will contact parent to gather data for TST and create an RtI folder. "Parent Request for Testing" form will be completed by MTSS Director.
4. MTSS Director will submit "Parent Request for Testing", RtI folder and/or data collected to TST Chair. Folder will include data from parental contact and School Status.
5. Teacher Support Team will gather data on the student. Data to be collected will include, but is not limited to: RtI Folder, "Parent Request for Testing" form, Tier II documentation, Tier III documentation, and School Status reports.
6. Teacher Support Team (TST) must meet within **3 school days** to review data.
7. If data indicates a need for a comprehensive assessment, the folder will be submitted to the Multidisciplinary Evaluation Team (MET) to review the data. SPED Director will be informed of MET decision immediately.
8. MET will meet within **14 calendar days** to determine the need for conducting a comprehensive assessment. During this time teacher narratives, benchmarks, and other pertinent documentation will be completed by classroom teachers.
9. MET Chair will meet with parent to explain the decision of the team.
10. If MET determines that a comprehensive assessment is needed "Prior Written Notice", "Informed Parent Consent" and "Procedural" Safeguards must be explained and given to parent within 7 days. If MET determines a comprehensive evaluation is not needed "Procedural Safeguards" and justification for not completing the assessment must be given to parents within 7 days.

Leake County School District

Refusal of Services

Response to Intervention (RtI)

Response to Intervention (RtI) is a process used to provide early, systematic interventions to students who are having difficulty being successful academically or behaviorally. RtI seeks to prevent academic failure through early intervention, frequent progress monitoring, and providing intensive research-based instructional interventions for students who continue to have difficulty.

Your child has been identified as one who needs academic or behavioral support and intervention. By signing below, you acknowledge that you are refusing for your child to be served by RtI in the following areas:

- Academics
- Behavior
- Academics and Behavior

_____ Date: _____
Parent/Guardian Signature

_____ Date _____
Principal's Signature

_____ Date: _____
TST Chair's Signature

“The mission of the Leake County School District is to provide a high-quality education that will increase the learning of all students.”

Leake County School District
EOY Student Placement Within Tiers

School Year: _____

Student's Name:

Placement of Student: Tier I Tier II Tier III

Adequate progress has been made; interventions were successful in meeting student's needs. This student will be returned to Tier I Core instruction for the new school

Progress was made; intervention was somewhat successful in meeting student's needs. Tier II will continue.

Adequate progress **was not** made; intervention was somewhat successful in meeting student's needs. Student will continue Tier II interventions for the new school year.

Adequate progress was not made; intervention was not successful in meeting student's needs. Student will be referred to TST.

Adequate progress **was not** made; intervention did not meet student's needs. Student will remain in Tier III .

Additional Comments:

Teacher's Signature: _____

Date: _____

"The mission of the Leake County School District is to provide a high-quality education that will increase the learning of all students."

Other Forms Available Upon Request:

- Elementary School Dyslexia Checklist for Teachers
- Middle and High School Dyslexia Checklist for Teachers
- Dyslexia Parent Information Questionnaire
- Individual Reading Plan (Template)
- Good Cause Exemption Documentation (LBPA)
- *The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: An Observational and Performance-Based Checklist.*

To obtain these forms contact:
Pamela A. Quick, MTSS Director
601-267-3782
pquick@leakesd.org

Acknowledgements

Beard, Greg. Special Education Director, LCSD

Courts, Gail. Leake County School District, Psychometrist

Dowell, Renee, LCSD, Instructional Coach

Johnson, Kristen. “Response to Intervention throughout the Tiers” Institute. June, 2011.

Merrell, Selina, REACH MS, University of Southern Mississippi

Mitchell, Keefe, Leake County School District, Behavior Specialist

Mississippi Department of Education, Response to Intervention (RtI) Best Practices Handbook, June 2010.

Mississippi Department of Education, Model Forms, 2010, retrieved from:
www.mde.k12.ms.us

Quick, Pamela A., District MTSS Director, Leake County School District

REACH-MS, University of Southern Mississippi

Tomlinson, C. A. (2001). How to Differentiate Mixed Ability Classrooms. The Association for Supervision and Curriculum Development: Alexandria, VA.

Wise, Sydney, REACH MS, University of Southern MS

A copy of this manual can be found on the Leake County School District webpage at:
<http://www.leakesd.org>