Livingston County Schools

RtI District Plan

Table of Contents

Section 1: RtI Overview

Response to Intervention (RtI) is a comprehensive, instructional approach that addresses closing achievement gaps and providing high-quality differentiated instruction to all students.

The following are definitions of Response to Intervention (RtI):

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

RtI is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions‖ (NASDSE, 2006)

There are seven key components of RtI that will serve as a framework for the district plan. The following components will assist in the development of a strong RtI model/plan to assist all students:

1. Universal screening
2. Progress monitoring
3. Tiered service delivery
4. Data-based decision making
5. Parent involvement
6. Fidelity of implementation
7. Professional development

Universal Screening
Students are screened three times during the school year as per district assessment plan to identify those who need instructional and behavioral support through interventions. If screening results indicate students are not meeting standards, those students receive appropriate interventions and differentiated instruction in the classroom to meet their needs. The Livingston County School district is using STAR assessments to screen for reading and math skill deficiencies for students in grades K-11.

Progress Monitoring
Progress monitoring is the process of using skill specific curriculum based probes to assess the progress of students in Tier II and Tier III after direct instruction is delivered. Progress monitoring data is used as one form of evidence when decisions are made to either discontinue or continue interventions. Probes/Progress Monitoring should reflect the area identified through the diagnostic screening and the curriculum which the students are being instructed. Students who receive Tier II intervention are progress monitored every 2-3 weeks with data results placed on district forms. Those students who are Tier III are progressed monitored weekly with data results placed on district forms.

Tiered Service Delivery
The tiered service delivery is shown in the diagram below.
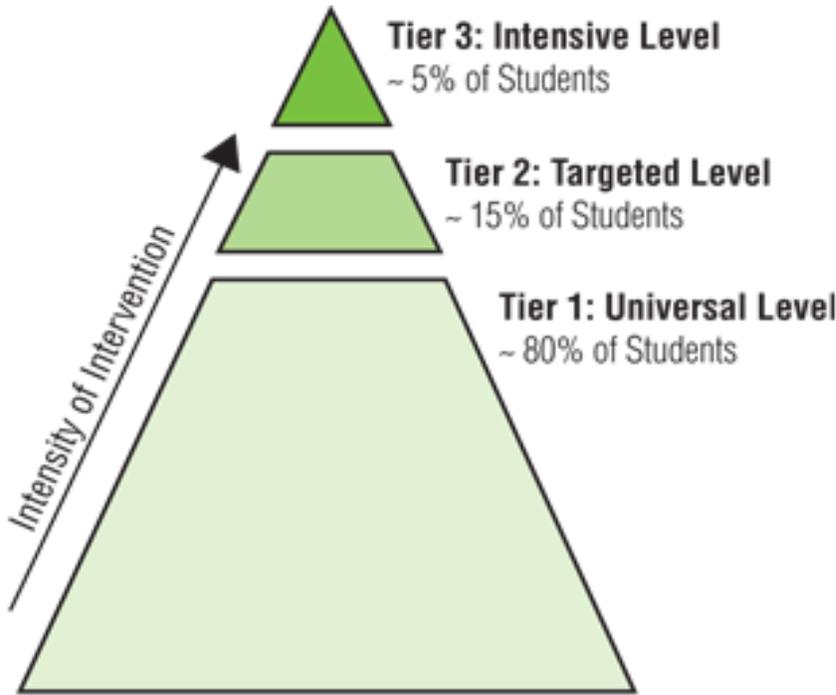
The tiered service delivery model simply means that students are placed in areas where their learning and skill acquisition determines the level of which services for reading, math, behavior, writing, communication, and school readiness are delivered to them.

RTI is a multi-tiered model. In Tier 1 or core instruction, all students receive research-based, developmentally appropriate academic and behavior instruction within the general education classroom. Research indicates approximately 80% of all students will respond with success to core instruction alone.

Student progress data along with the universal screening results are utilized to identify students not meeting academic or behavioral expectations. Students who have not responded to core instruction and differentiated instruction are recommended for Tier 2.

Tier 2 or supplemental instruction provides research-based interventions for students not making adequate progress in the core curriculum. Students in Tier 2 receive increasingly intensive academic and/or behavior instruction matched to their needs,

based on results of continuous progress monitoring in addition to Tier 1 or Core instruction. Approximately 15% of all students will respond with success to core and supplemental instruction. Instruction in Tier 2 typically occurs in small groups in which the focus of instruction is the targeted area(s) of academic or behavioral weakness. Progress monitoring will determine if the student has made adequate progress with the intervention or if additional supports are needed.

Approximately 5% of all students will require Tier 3 or intensive instruction in addition to core and supplemental instruction to be successful. Tier 3 requires intensive, individualized, research-based instruction. Tier 3 interventions are more intensive to target the student's academic or behavioral skill deficits, are delivered in a smaller group setting, and the student's progress is monitored more frequently. Core academic and behavior instruction continues for students receiving Tier 3 interventions.

Livingston County Schools provide tiered service delivery for students in Preschool through grade12 as listed below:

	Communication (Plan is in a separate document)	Reading	Math	Writing	Behavior
Preschool	√				√
Primary	√	√	√	√	√
Intermediate	√	√	√	√	√
Middle		√	√	√	√
High		√	√	√	√

Data-based Decision Making
Student data is used as evidence for placing students into the tiered service delivery model. Data is triangulated from assessments such as STAR©, AIMSWeb©, EasyCBM©, along with state assessment scores, scores obtained from research based curriculum assessments and teacher anecdotal records and professional judgment. All data is considered when placing students or removing them from the intervention model. Students are never placed or removed based on one piece of evidence.

Parent Involvement
Parents of all students in the district are notified of the universal screening assessment dates through various methods. The district will send out a One Call and post information on Infinite Campus prior to the testing window beginning. Parents are explained the importance of the assessments and how the data from the assessments will be used to address individual student needs. Once data has been extracted from the assessments, parents are notified through written communication of their student's scores. Assessment data will be sent with school report cards or progress reports. Parents of those students who are placed in the intervention model are notified with explanations of the actions taken by the school intervention team **and notified of progress regularly**.

Fidelity of Implementation
Fidelity as defined by Webster is faithfulness to something to which one is bound by pledge or duty, and it implies strict and continuing faithfulness to an obligation, trust or duty. Fidelity to RtI means much the same thing. For RtI purposes it is simply the implementation of interventions as determined by the validated research. It also could be said that it refers to teacher, student and parent buy-in to the importance of the entire RtI system. Without fidelity from all stakeholders, RtI is not as effective for the students and not as rewarding to the teachers and the parents.

Professional Development
Professional development is the essential piece of the RtI model. Interventionists, general education teachers, administrators, both at the building level and the district level will be provided professional development to build a sound understanding of the philosophy and the execution the district expectations to build fidelity and to ensure successful implementation for our students.

Oversight
District and building level administrators and/or designees will periodically review student RTI folders, data, and intervention sessions for fidelity of interventions.

Section 2: Core Instruction – Tier I
All Levels

The focus [of Tier I] is on improving the core classroom instruction in academics and behavior that ALL students receive. Tier I research-based instruction is designed to address the needs of the majority of a school's students and implemented with fidelity. By using flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals. (McCook,2006). Core Curriculum and whole group instruction should be reviewed on an ongoing basis.

Tier I Checklist

	Notify parents about forthcoming universal screener and its importance.
	Universal screening assessment is given according to district policy.
	Data is disaggregated by school guidance counselor.
	Disaggregated data is analyzed by PLC.
	Notify parents of universal screener results.
	Data indicates student is a grade level learner or above, no interventions needed.
	If data indicates student is performing below grade level expectations, teacher should provide differentiated instruction within the classroom and collect & chart 3 data points from progress monitoring to indicate progress or lack of progress.
	If student does not show progress, teacher should complete SIG Referral Form and submit to Building RtI Coordinator who will then complete the Student Data Form.
	The Building RtI Coordinator may also refer students to Tier II based on data.

Section 3: Supplemental Instruction – Tier II

Tier 2 provides Tier 1 core instruction in addition to academic or behavior interventions for students not making adequate progress in the core curriculum. Students in Tier 2 receive increasingly intensive academic or behavior instruction matched to their needs based on results of continuous progress monitoring. Instruction in Tier 2 typically involves small groups of students focused on the targeted area/s of deficit.

Curriculum and Instruction
The supplemental, research-based instruction in Tier II is designed to meet the needs of students [who score below benchmark criteria in one or more critical areas of instruction] by providing individual instruction, small group instruction, and/or technology-assisted instruction to support and reinforce skills taught by the classroom teacher. In Tier II, the interventionist may be the classroom teacher, a specialized teacher or an external interventionist specifically trained for Tier II supplemental instruction‖ (McCook, 2006). Tier II curriculum and instruction should be reviewed on an on-going basis.

Student Intervention Group (SIG) consists of a core team of people who have knowledge about the student. This could include RtI Coordinator, regular teacher(s), principal, intervention teacher, guidance counselor, parent, etc.

Tier II Checklist

	Continue RtI for students who have transitioned from another school.
	RtI Coordinator reviews SIG referral form and student data form, gathers all data sources and convenes a SIG meeting.
	RtI Coordinator obtains permission for screenings of hearing and vision. Also obtain permission for cognitive, communication and/or academic if there are red flags indicating a concern.
	SIG triangulates all available data to develop a plan for intervention using district form.
	SIG Meeting notes are recorded on district form.
	Send letter to parents informing them of student need for additional intervention.
	Intervention plan implemented with fidelity by general education teacher, interventionist or other qualified building personnel.
	Progress Monitoring is conducted every 2-3 weeks. Use curriculum or specific program tools to determine student progress and effectiveness of interventions. (Progress Monitoring should reflect the area identified through the diagnostic screening and the curriculum which the students are being instructed)
	Discuss progress monitoring at PLC meetings after each progress monitoring cycle.
	Documentation indicates that parents are informed of progress at midterms and quarterly reporting periods.

Section 4: Intensive Instruction – Tier III

Tier 3 services include Tier 1 core instruction in addition to interventions for students not making adequate progress in the core curriculum with Tier 2 interventions. Tier 3 research-based interventions are more intensive to target the student's academic or behavioral skill deficits for remediation of existing problems. The interventions are more intense and the student's progress is monitored more frequently.

Curriculum and Instruction
Students who continue to have difficulty in acquiring necessary academic or behavioral skills require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier III is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Intervention at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer (McCook, 2006). Tier III curriculum and instruction should be reviewed on an on-going basis.

Tier III Checklist

	Data indicates student is not responding to Tier II interventions.
	SIG meeting is scheduled to discuss lack of progress and increase in intervention; documentation indicates that parents are informed of progress.
	Obtain permission for cognitive and/or academic screenings.
	Intervention Plan for Tier III should be added to Tier II Plan.
	Intervention plan implemented with fidelity by general education teacher, interventionist or other qualified building personnel.
	Progress Monitoring is conducted weekly. (Progress Monitoring should reflect the area identified through the diagnostic screening and the curriculum which the students are being instructed)
	Document progress on Intervention Plan and Data Collection Form.
	SIG reconvenes to review progress data; documentation indicates that parents are informed of progress.
	If no progress, refer for special education evaluation.

Section 5: Elementary RtI Plans
Reading and Math

	Tier I	Tier II	Tier III
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction, 10th -20th %ile.	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions, 9th %ile & below.
Program	Research Based Curricula	Core instruction + additional research based intervention and strategies designed to enhance Tier I instruction.	Core instruction + additional research based explicit interventions designed to meet the individual needs of the student. **Instruction is tailored to specific individual student learning goals.**
Grouping	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a reduced number of students. Groups must be at the **comparable ability/instructional level.**	Homogeneous small group instruction with a recommended number of no more than 5 students. It is important that the group instructional focus be on the same skill deficits.
Frequency	60 minutes per day or more for reading/math as required by district using differentiated instruction	A minimum of three days per week for thirty minutes each day per week, **in addition** to core instruction, or as prescribed by intervention for 6-12 weeks.	A minimum of five days per week for thirty minutes each day per week, **in addition** to core instruction, or as prescribed by intervention for 6-12 weeks.
Assessment	STAR, AIMSWeb, EasyCBM, State Assessment	STAR, AIMSWeb, EasyCBM, State Assessment	STAR, AIMSWeb, EasyCBM, State Assessment
Progress Monitoring	Universal screener 3x a year	Every 2-3 weeks on targeted skill(s) and documented on district form	Weekly on targeted skill(s) and documented on district form
Resources	Research based curricula selected during adoption by school based council	e.g. Harcourt Trophies, Descartes, Corrective Reading, Great Leaps, Ladders to Success, Research based curricula, Go Math, Number Worlds	e.g. Harcourt Trophies, Descartes, Corrective Reading, Great Leaps, Ladders to Success, Research based curricula, Go Math, Number Worlds

Section 6: Middle School RtI Plans
Reading and Math

	Tier I	Tier II	Tier III
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction, 10th -20th %ile.	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions, 9th %ile & below.
Program	Research Based Curricula	Core instruction + additional research based intervention and strategies designed to enhance Tier I instruction.	Core instruction + additional research based explicit interventions designed to meet the individual needs of the student. **Instruction is tailored to specific individual student learning goals.**
Grouping	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a reduced number of students. Groups must be at the **comparable ability/instructional level.**	Homogeneous small group instruction with a recommended number of no more than 5 students. It is important that the group instructional focus be on the same skill deficits.
Frequency	One scheduled class period per day for ELA and math as required by district	A minimum of three days per week for thirty minutes each day per week in ELA **or** Math, **in addition** to core instruction, or as prescribed by intervention for 6-12 weeks.	A minimum of five days per week for thirty minutes each day per week in ELA **or** Math, **in addition** to core instruction, or as prescribed by intervention for 6-12 weeks.
Assessment	STAR, AIMSWeb, EasyCBM, State Assessment	STAR, AIMSWeb, EasyCBM, State Assessment	STAR, AIMSWeb, EasyCBM, State Assessment
Progress Monitoring	Universal screener 3x a year	Every 2-3 weeks on targeted skill(s) and documented on district form	Weekly on targeted skill(s) and documented on district form
Resources	Research based curricula selected during adoption by school based council	e.g. Descartes, Rewards, Ladders to Success, Research based curricula, APEX, ALEKS, Reading Plus	e.g. Descartes, Rewards, Ladders to Success, Research based curricula, APEX, ALEKS, Reading Plus

Section 7: High School RtI Plans
Reading and Math

	Tier I	Tier II	Tier III
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction, 10th -20th %ile.	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions, 9th %ile & below.
Program	Research Based Curricula	Core instruction + additional research based intervention and strategies designed to enhance Tier I instruction.	Core instruction + additional research based explicit interventions designed to meet the individual needs of the student. **Instruction is tailored to specific individual student learning goals.**
Grouping	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a reduced number of students. Groups must be at the **comparable ability/instructional level.**	Homogeneous small group instruction with a recommended number of no more than 5 students. It is important that the group instructional focus be on the same skill deficits.
Frequency	One scheduled class period per day for ELA and math as required by district	A minimum of three days per week for thirty minutes each day per week in ELA **or** Math, **in addition** to core instruction, or as prescribed by intervention for 6-12 weeks.	A minimum of five days per week for thirty minutes each day per week in ELA **or** Math, **in addition** to core instruction, or as prescribed by intervention for 6-12 weeks.
Assessment	STAR, EPAS, EOC, K-PREP, Formative/Summative Assessments	STAR, EPAS, EOC, K-PREP, Formative/Summative Assessments	STAR, EPAS, EOC, K-PREP, Formative/Summative Assessments
Progress Monitoring	Universal screener 3x a year	Every 2-3 weeks on targeted skill(s) and documented on district form	Weekly on targeted skill(s) and documented on district form
Resources	Research based curricula selected during adoption by school based council	e.g. Descartes, Rewards, Great Leaps, Ladders to Success, Research based curricula, Catch-up Math, ALEKS, Reading plus	e.g. Descartes, Rewards, Great Leaps, Ladders to Success, Research based curricula, Catch-up Math, ALEKS, Reading Plus

Section 8: Elementary, Middle and High RtI Plans
Behavior

	Tier I	Tier II	Tier III
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions.
Program	Systematic plan for teaching/ reteaching expectations; District Code of Conduct	Systematic plan for teaching/ reteaching expectations; District Code of Conduct; Direct Social Skills Instruction	Systematic plan for teaching/ reteaching expectations; District Code of Conduct; Direct Research-based Social Skills Instruction
Grouping	Multiple and flexible grouping formats to meet student needs	Multiple and flexible grouping formats to meet student needs	Homogeneous small group/individual instruction with a maximum of 5 students. It is important that the group instructional focus be on the same skill deficits.
Frequency	Daily; Thoroughly teach expectations at the beginning of school and review expectations after each extended school break. Provided by general education teachers.	Two to three days per week for fifteen-twenty minutes each day per week, **in addition** to core instruction, or as prescribed by intervention for 6-12 weeks. Provided by Guidance Counselor, AC teacher or Assistant Principal.	Three to five days per week for fifteen to twenty-five minutes each day per week, **in addition** to core instruction, or as prescribed by intervention for 6-12 weeks. Provided by Guidance Counselor or AC teacher.
Progress Monitoring	Review office referrals monthly. (4 referrals qualify for Tier II.) Teacher referrals on a case by case basis.	Review office referrals monthly; detention slips; review documentation of progress monitoring for the behavior of concern (8 office referrals and/or a pattern of behavior qualifies for Tier III.)	Review office referrals monthly; review documentation of progress monitoring for the behavior of concern
Assessment	Behavior Rubric (For use with students not responding to Tier I intervention) Review Persistence to Graduation Tool. Annual Review of KCMP Guiding Document by school committee. Annually screen for students who may have difficulties adjusting socially. (School Psych.)	Behavior Rubric (Completed every two to three weeks until student reaches level 3. When 3 data points with no progress have been completed, student moves to Tier III.) Review Persistence to Graduation Tool.	Behavior Rubric (Completed weekly until student reaches level 3) Review Persistence to Graduation Tool.
Resources	School specific behavior/expectation plan; CHAMPS; ABRI; Behavior/Intervention Resource Notebook (link on website)	e.g. CHAMPS, ABRI, School specific research based intervention; mentoring/counseling; Direct Social Skills Instruction; Why Try; Carol Gray Social Stories; In Your Shoes; Check and Connect; Behavior/Intervention; 7 Habits of Highly Effective Teens Resource Notebook (link on website)	e.g. CHAMPS, ABRI, Behavior Intervention Plan, School specific research based intervention; mentoring/counseling; Direct Social Skills Instruction; Token Economy; Why Try; Carol Gray Social Stories; In your Shoes; Check and Connect; ABC Analysis; FBA; Behavior/Intervention Resource Notebook (link on website)

Section 9: Elementary School RtI Plans
Writing

	Tier I	Tier II	Tier III
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions.
Program	Research-based curricula	Core instruction + additional research-based intervention and strategies designed to enhance Tier I instruction. **Differentiated Instruction is required**.	Core instruction + additional research-based intervention and strategies designed to enhance Tier I instruction. **Instruction is tailored to specific individual student learning goals**.
Grouping	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a recommended number of no more than15 students. It is important the groups be a t the same ability/instructional level.	Homogeneous small group instruction with a recommended number of no more than 5 students. It is important that the group instructional focus be on the same skill deficits.
Frequency	Direct instruction for writing as required by district	Three days per week for thirty minutes each day per week, **in addition** to core instruction, or as prescribed by intervention for 6-12 weeks.	Five days per week for thirty minutes each day per week, **in addition** to core instruction, or as prescribed by intervention for 6-12 weeks.
Assessment	Kentucky Writing Scoring Rubric	Kentucky Writing Scoring Rubric	Kentucky Writing Scoring Rubric
Progress Monitoring	Universal screener 3x a year	Once a month on targeted skill(s) and documented on district form	Bi-weekly on targeted skill(s) and documented on district form
Resources	Research-based curricula	Research-based curricula; Writing Without Tears, Orten Gillingham Multisensory Strategies	Research-based curricula; Writing Without Tears, Orten Gillingham Multisensory Strategies

Section 10: Forms

Permission to Screen
SIG Referral Form
Student Data Form
Letter to Parent
SIG Conference Form
Intervention Plan Tier II
Intervention Plan Tier III
Data Collection Form
Behavior Rubric
Behavior Intervention Plan

Permission to Screen

Requested by _____, title _____Date _____

Livingston County Public Schools

I give permission for my child, _____, DOB _____, to be screened by qualified personnel in the following area(s):

_____ Communication (Speech/Language)

_____ Hearing

_____ Vision

_____ Motor

_____ Academic/Cognitive/Developmental

_____ Assistive Technology/Augmentative/Alternative

_____ Communication

_____ Behavior Observation(s)

I will be notified of screening results. If I have questions or concerns, I will notify my child's building principal at _____.

(check YES or NO and return to your child's school principal):

_____ NO, I do not want my child screened.

_____ YES, I give permission for my child to be screened in the area(s) checked above.

_____ _____
Parent/Guardian Signature   Date

(Building Principal will forward copies to appropriate staff person(s) who will complete screening.)

Livingston County Public Schools do not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or disability.

Livingston County Schools
SIG (Student Intervention Group) Referral

Name:	
Grade:	
School:	
Referring Teacher:	
1st Referral:	**Y N Don't Know**
Date of Referral:	

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

I have observed problems that interfere with his/her educational progress in the following areas: (check all that apply)

_____ **Reading**
_____ **Math**
_____ **Behavior**
_____ **Communication**
_____ **Writing**
_____ **School Readiness**

Initial and Date Student Intervention Group Chair received request for review	
Date of Student Intervention Group Review	
Date interventions begin	

LIVE RED

Reaching Excellence Daily
LIVINGSTON COUNTY SCHOOLS

Student Data Form

Student's Name: _____ Date of Birth: _____

Parent/Guardian:_____ Contact Phone Numbers: _____

Attendance	District Assessments	Discipline Record

1. Last Year
Days Present_____ Days Absent____
 	
2. Current Year
Days Present_____ Days Absent____
 	
3. List all schools attended:
_____
 	
_____
 	
_____
 	
4. Retentions:
Yr(s)_____ Gr(s)_____
 	
SEE ATTACHED ATTENDANCE IC REPORT
	1. STAR Date:_____
	
	  Reading Score:_____
	
	  Math Score: _____
	
	2. AIMSWeb Date:_____
	
	  Reading Benchmark: _____
	
	  Math Benchmark: _____
	
	3. State Assessment Date:_____
	
	  Scores:
	
	4. Other _____Date_____
	
	  Scores:
		Number of discipline
		referrals:_____
		
		Number of
		suspensions:_____
		
		  In-school_____
		
		  Out –of-school_____
		
		SEE ATTACHED IC BEHAVIOR REPORT

Most recent grades 1. Language Arts_____ 2. Reading_____ 3. Math_____ 4. Social Studies_____ 5. Science_____ 6. Elective(s)_____ **SEE ATTACHED GRADES REPORT**	**Screening Information** 1. Vision Date:_____ Pass Fail 2. Hearing Date: _____ Pass Fail 3. Communication Date:_____ Pass Fail 4. Other _____ Date _____ Pass Fail	**These factors have been ruled out as causes for failure to respond** Changes in family: Lack of appropriate instruction: Socio-cultural differences: Recent medical issues:

Recommendation: _____ Begin Interventions _____ Interventions not appropriate at this time

Dear Parent or Guardian of _____:

_____ School believes in providing the highest quality of education for every student. To meet this goal, we are adopting a three-tiered approach to instruction. This process, known nationally as Response to Intervention or RTI gained attention when federal law established these practices as an approach to identify and provide early intervention to struggling students. Each tier provides additional support beyond the core curriculum. Even students in Tier I will receive additional supports to enhance their current skill sets.

Students needing supplemental instruction/intervention will be monitored frequently to ensure students meet grade level expectations. Students will continue to participate in the core curriculum even if they need the support of tier two or tier three interventions. In tier one, teachers will use different strategies within the core curriculum to address student needs. Students who are not progressing at a rate to meet end of year benchmarks in tier one, will be provided interventions matched to their needs. These tier two interventions take place for a minimum of 90 minutes per week. Interventions within a certain tier level will occur for a minimum of six weeks, but may continue as needed to ensure student success in the core program. The team may make adjustments in the intervention plan based on the student's progress. Depending on student need and progress, the team may change the intervention or increase the frequency, time or intensity of the intervention. This more intense level is considered tier three. Students provided with tier three interventions are generally placed in smaller groups than tier two, and the number of minutes increase. The interventions also become more intensive.

We recognize that all students learn differently, and we are committed to helping all students succeed. Therefore, we ask for your support in implementing this three-tiered approach to meet the academic and behavior needs of your child along with all students in our school.

Currently, your child is in

Tier _____ for supplemental math instruction

Tier _____for supplemental reading instruction

Tier _____for supplemental behavior instruction

If you have questions or concerns, please contact _____ at _____.

Thank you,

_____

(RTI Coordinator)

Livingston County Schools
SIG Conference Form

Conference Date: _____

Student Name: _____

Conference Notes:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Next Step(s) based on progress and other data:
- Discontinue the intervention-the goal has been met
- Continue the intervention-progress is evident, but goal has not been met
- Revise the intervention-the goal has not been met; develop a new plan.
- Conduct additional evaluations, observations, interviews, work samples, etc.
- Move student to next Tier.
- Referral to 504 or special education-progress data supports need
- Other _____

SIG Member Signatures:

_____
RtI Coordinator   Parent

_____
General Education Teacher   Interventionist

_____
Principal   Other (Title_____)

_____
Other (Title_____)   Other (Title_____)

Recommendation:
_____ Develop intervention plan for implementation

_____ Interventions not appropriate at this time

_____ If parent is not present, document and attach the contact made in writing or by phone.

Livingston County Public Schools

Intervention Plan Tier II

Student: _____   Date: _____

Teacher: _____   Grade: _____   Tier Level: _____

Area of concern: (please use separate sheet for each area)

_____ Basic Reading   _____ Reading Comprehension   _____ Reading Fluency

_____ Math Calculation   _____ Math Reasoning   _____ Written Expression

_____ Listening Comp.   _____ Oral Expression   _____ On-task Behavior

_____ Emotional/Social Competence

Intervention	How much time daily?	How many weeks?	Date Began	Date Completed

Baseline Score	End Score	Progress? (yes/no)

Recommendation for Next Steps:

_____

Livingston County Public Schools

Intervention Plan Tier III

(Please have completed prior to ARC meeting to discuss an *initial referral for special education)*

Student: _____   Date: _____

Teacher: _____   Grade: _____   Tier Level: _____

Area of concern: (please use separate sheet for each area)

_____ Basic Reading   _____ Reading Comprehension   _____ Reading Fluency

_____ Math Calculation   _____ Math Reasoning   _____ Written Expression

_____ Listening Comp.   _____ Oral Expression   _____ On-task Behavior

_____ Emotional/Social Competence

Intervention	How much time daily?	How many weeks?	Date Began	Date Completed

Baseline Score	End Score	Progress? (yes/no)

Recommendation for Next Steps:

_____

Livingston County Public Schools
Data Collection Form
Supplement to Intervention Plan to be used with Tier II & III

Student Name _____   Teacher Name _____

Length of session_____ **EXAMPLE**

DATE	4/18/12	4/19/12	4/20/12	4/21/12	4/22/12
STRATEGY	ab(absent)	compr. monitoring strategies, word boxes, vocab bldg w/visual reinforcement	ab	prediction & close	ab
Accuracy		5 /6 correct		10/20 correct	

Length of session_____

DATE					
STRATEGY					
Accuracy					

Length of session_____

DATE					
STRATEGY					
Accuracy					

Length of session_____

DATE					
STRATEGY					
Accuracy					

Behavior Rubric

Objectives	Low 1 point column	Low-Mid 2 point column	High-Mid 3 point column	High 4 point column	Total Earned Points
Behavior	Child does not follow adult directions and ignores the rules of the classroom. Frequently needs corrective action to reduce the incidence of poor behavior .	Child follows few directions and frequently breaks the rules of the classroom. Sometimes needs corrective action to limit poor behavior	Child follows most directions and classroom rules. Seldom needs corrective measures to improve behavior.	Child follows directions and rules. Does not need corrective measures to follow directions behavior.	
Attention	Student does not pay attention in class and is often distracted by others. Ideas and instruction(s) frequently need to be repeated. Student does not stay on task.	Student occasionally wanders either physically or mentally. Instruction(s) and ideas sometimes need to be repeated. Student has trouble staying on task.	Student pays attention in class but needs complicated concepts/tasks either repeated or clarified. Student is usually on task.	Student pays attention in class and comprehends instruction as it is delivered in class. Student stays on task.	
Conflict & Opposition	Student does not get along with peers and is both argumentative and defensive. When given directions the student often refuses to follow procedures. The student is loud, disruptive and full of anger. Seems to enjoy conflict.	Sometimes student does not get along well with peers. Can become defensive and argumentative. Sometimes the student refuses to follow directions. The student can be loud and disruptive.	The student gets along with others. The student is flexible and does not seek out conflict. The student follows direction and makes a conscious effort to avoid being disruptive.	The student gets along well with peers. The student is both flexible and congenial. The student follows directions and does not disrupt class.	
Grades & Performance	Student often does not work in class. Student does not put forth a quality effort. Student makes many excuses and does not meet deadlines. Student's grades are far below ability levels.	Student work is inconsistent. Student does just enough to get by. Student could work harder and attain better grades. Student often finds ways to get around doing assigned work.	Student grades are good. Student hands in assignments on time. The student's achievement level is reflective of grade level mastery and individual abilities.	Student's grades are excellent. Their work ethic is exemplary in and out of the class. Student performs well above average. Student over0achieves to master subject areas.	

Student Name: _____ Date: _____ Total Points _____

Tier III
Livingston County Behavior Intervention Plan
Date _____

Behavior Support Plan for:
Persons involved in creating, implementing and monitoring plan:
Targeted Challenging Plan:
Function of Behavior: Task avoidance   Access to tangibles   Self-stimulatory   Attention seeking
Desired Replacement Behavior:
Prevention strategies:
Skills necessary to engage in appropriate replacement behavior:
Teaching methods to be used:
Extinguishing/Consequence Management:
Reinforcement:
Monitoring:

What to Bring to the IEP Meeting
(For the General Educator)

Highlights of Curriculum	➢ Copy of local curriculum document available on the district webpage
Information regarding the general education environment	**Methods of Instruction** o Lecture o class discussion o small groups o hands on o individual work o work sheets o other_____ **Materials/Media:** o Graphic organizer o Study Guide o Highlighting o Overheads o Videos o Software o Other_____ **Assessment:** o Multiple choice o Matching o Short answer o Open response o Fill in the blank o Other_____ **Grading Strategies** o Classwork o Homework o Tests o Participation o Attendance o Other_____ **Student Tools:** o Text o Paper/pencil o Workbook o Other_____
Classroom Management	o Class rules o Praise o Token economy contracts o Other
Information Regarding Supplementary aids in the Classroom	o Adapted Tests o Extended Time o Adapted Assignments o Assistive Devices
Critical needs related to administration of state/district assessment	o Individual Administration o Small Group Administration o Oral response o Computer o Other_____
Assessment Information	o Formative o Summative o Informal o Progress Monitoring
Assessment Information/Academic	o Formal o Current IEP/Monitoring Data o State/Alternate Assessment o Classroom assessment/grades
Information regarding PLEP	o Language Arts o Reading o Math o Behavior

Assessment Information/Behavior	o Behavior Checklist o Behavior Grades o IC Behavior reports o FBA/BIP o Teacher Observations o Data Sheets/Progress Monitoring
Suggestions regarding IEP goals	o Language Arts o Reading o Math o Behavior
Critical needs related to administration of state test/district assessment	o Individual administration o Small group administration o Oral responses o Computer o Reader o Scribe

Guide to Completing Referrals

Permission to Screen

    a. Vision Screening - if older than 1 year, check "Vision" on screening permission form.
    b. Hearing Screening – if older than 1 year, check "Hearing" on screening permission form.
    c. Communication Screening – if older than 1 year, check "Communication" on screening form.
    d. Academic/Cognitive Screenings - copy front and back of all past end-of-year testing information from cumulative file.

I. Parents, guardians, or district employees may initiate a referral by giving a written, signed, and dated statement to the student's general education teacher who will then give it to the principal.

II. The general/special education teacher(s) is responsible for completing the information in the referral folder as a team effort.

III. Completed referral folders include the following:

1. Determination of Student Representative for Educational Decisions
    A. Principal must sign this document.
    B. Include a copy of the birth certificate or legal documentation of guardianship.

2. Record of Parent Contacts
    A. Document all verbal, written, or other contacts with parents.

3. Referral Paperwork (in the drop down create a document on IC)
    I. Major Areas of Concern (based on reason of referral)
        a. Check all areas of concern.
    II. Historical Data (from cumulative file)
        a. Include public school attendance patterns,
        b. schools presently and previously attending,
        c. previous evaluations, and
        d. discipline reports, progress reports, and current grades
    III. Current Status (based on classroom observations and experience with student)
        a. Rank ALL items using scale (1-4) listed on form.
    IV. Screenings (from cumulative file)
        a. Vision Screening - if older than 1 year, check "Vision" on screening permission form.
        b. Hearing Screening – if older than 1 year, check "Hearing" on screening permission form.
        c. Communication Screening – if older than 1 year, check "Communication" on screening form.
        d. Academic/Cognitive Screenings - copy front and back of all past end-of-year testing information from cumulative file.
    V. Documentation of Parent Contacts – complete form.
    VI. Intervention Documentation – complete form.

4. Support and Intervention Strategies
    A. Complete each area of referral concern.

Time Line from Initiation of Referral

1. A parent, guardian, or district employee initiates the referral process by giving a written, signed, and dated statement to the student's general education teacher.

2. Within 3-school-days of referral initiation, chairperson must meet with general education teacher as needed to assist with completion of information in referral folder.

3. The "Permission to Screen" form should be sent to parent or guardian within approximately 3-school-days of referral initiation if a screening has not already been completed in the pre-referral process. Screening results will be reviewed by the RtI team to determine any modifications to the interventions being provided and whether student's progress is on track or significantly below.

4. Within (approximately 1-2 school days)* of receiving completed referral folder, chairperson should forward screening information to the school psychologist, speech/language pathologist, and other appropriate staff.

5. The school psychologist, speech/language pathologist, and other appropriate staff have 7-school-days to complete screenings and return results to chairperson.

6. Within 24 hours of receiving screening results, chairperson should check all information for completeness, sign the referral, and have case managers send notice of ARC meeting to appropriate individuals.

7. If the ARC recommends an evaluation, school personnel have 60-school-days to complete it from day signed consent to evaluate is given (see KCMP process from timelines posted on district webpage), 20 days for school, 45 days school psych, 60 days to ARC.

8. Once evaluation report is complete and a copy is given to the building principal, notice of ARC to discuss evaluation results must be sent to parents within 2 days.

*The entire referral process from initiation of signed written statement to notice of ARC meeting to discuss referral should not exceed 14 school days.

Responsibilities

1. **Parent:** may make referral, helps complete information in referral folder, and attends all ARC meetings

2. **General Education Teacher:** may make referral, assists in completion of information in referral folder, and attends all ARC meetings

3. **Resource Teacher:** may make referral, assists with completion of referral folder, schedules and sends out notices of ARC meetings, attends all ARC meetings, and takes minutes of ARC meetings

4. **Chairperson:** guides referral process, assists with completion of referral folder, forwards screening information and contents of referral to appropriate individuals, and attends all ARC meetings

5. **Principal:** Accepts referrals, initiates screening or referrals. Tracks referral and evaluation timelines. Ensures all RtI documentation and process are in order.

6. **School Psychologist:** assists with completion of screening information, assists school teams with planning and programming for interventions, and attends ARC meetings with all concerns other than communication

7. **Speech/Language Pathologist:** assists with completion of screening information in referral folder and attends ARC meetings with concerns regarding communication

8. **Instructional Coach:** assists in gathering screening and/or referral information, assists in planning and programming for interventions, contributes to ARC meetings, as needed.