

***Secondary***

***RTI Handbook***

***Response to Instruction & Intervention (RTI)***

***Procedures and Guidelines***

*Grant School District 3*

<http://www.grantesd.k12.or.us/District-3/>

*Revised: September 2015*

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Appendix

Grant Union Brochure

**RTI Overview**

**The RTI team has three purposes:**

1. To review school-wide behavior and academic data in order to evaluate the effectiveness of core programs.
2. To screen and identify students needing additional academic and/or behavior support.
3. To plan, implement and modify interventions for these students. Depending on each student’s “response to instruction & intervention,” a formal referral for special education evaluation may result.

RTI is intended to be a structured, systematic process involving the following features and activities: team membership, school-wide planning, planning for the 20%, monthly meetings, and individualizing-intensifying interventions.

***Team Membership:*** Leadership by the principal is essential. RTI Team membership also must include classroom teachers representing grade levels, the Title I Specialist, Behavior specialist, and specialists from Special Education and ELL programs.

***Planning for all students (School-wide):*** Three times a year, in fall, winter and spring, RTI teams review data on student performance (e.g., Star Math, Attendance, Behavior), in order to evaluate the effectiveness of the core programs. The RTI model is predicated on the notion that all students can make adequate growth and that core programs should meet the needs of at least 80% of the student population. If this is not the case, the team needs to strategize to shore up the core. This means the School-wide RTI Team must inspect Core Programs, foster difficult, yet productive conversations about whether the core is meeting the needs of 80% of all students, and plan prevention/intervention activities that target areas which data analysis suggests need attention (e.g., professional development, re-teaching of basic skills, re-teaching school rules and expectations consistently, etc.). It is vital to have the building principal on the team to ensure that fundamental organizational decisions can be made, resources can be allocated, instructional delivery is effective, and the program is delivered with fidelity.

***Planning for the 20% (Targeted groups):*** Students falling below the 20th percentile on Star math and/or who have other, significant academic, behavioral or attendance problems, are listed on the RTI Individual Problem Solving & Planning Form. This is usually best accomplished by grade level teacher teams with core members of the RTI team assisting them. These RTI teams choose interventions from the appropriate Standard Protocol (Reading, Math, or Behavior) for groups of students with similar needs. They also decide on what progress data to collect and the person responsible for collecting the data. If a student’s skill level is well below grade level, then the RTI team may choose to progress monitor the student at his or her instructional level as well as at grade level; only grade level norms should be used in making high-stakes decisions.

***Monthly RTI Team Meetings (8 Week Meetings):***  RTI teams convene every 8-10 weeks to evaluate the progress of the students involved in group interventions as well as those students who receive services through Special Education. The team reviews progress monitoring data for each student, analyzing *aimlines* and *trendlines* (See Decision Rules). One of four different decisions may be made at this meeting for each student being reviewed:

1. The group intervention has been successful and the student no longer needs small group instruction,
2. The intervention appears to be working for the student and should be continued as is;
3. The group intervention is not working for the student and should be revised or refined; or,
4. The group intervention is highly unlikely to be successful for the student and therefore a more, individualized approach is needed and a problem solving meeting will be held for that student .

***Individualizing, Intensifying Intervention:*** If the student has failed to make progress or has made minimal progress after two group interventions, additional information must be gathered in order to select an intervention that is specifically targeted to the student’s needs. At this point, RTI teams should complete the following:

* RTI Team Meeting Notice to parents inviting them to attend a meeting to gather information and begin planning for a more individualized intervention.
* Developmental History should be completed at this time.
* Parents should be given the RTI Parent Brochure describing how the Response to Intervention process works.
* If the student is an English Language Learner (ELL), the ELL teacher should obtain information about the child’s language development and evaluate how the student’s cohorts are progressing.
* Prior to the parent meeting, teams review each student’s cumulative record using the Individual Problem Solving Worksheet. Although time consuming, this level of evaluation is typically necessary for only a small percentage of students. It provides detail on the student’s history and needs and is important to designing an effective, individualized intervention.
* Another resource for students with behavioral issues is the brief Functional Behavior Assessment protocol, which can easily be completed by the team.

Based on the Developmental History, Individual Problem Solving Worksheet, ELL information, and progress monitoring data, the RTI team will develop an intervention that specifically targets the student’s individual needs.

At the individualized planning level, it is also necessary to assign a case manager for each student. The case manager’s responsibility is to ensure that the intervention is implemented correctly and that progress is monitored according to the schedule agreed upon by the team. In addition, the Title specialist continues to track intervention details using the Student Intervention Profile. Title Specialist report back to the RTI team on the progress of the students under their supervision on at least every 8-10 weeks.

Based on the developmental history, Individual Problem Solving Worksheet, and progress monitoring data, the RTI team may determine that:

1. The student has improved substantially and no longer needs to be included in an intervention group.
2. The student has improved substantially and the team reduces the intensity of the intervention and continues to monitor progress.
3. The student continues to struggle, but his or her difficulties appear to be due to other factors such as behavior, attendance, or limited English Proficiency and interventions to help the students with these difficulties will be initiated.
4. A referral for a formal special education evaluation is appropriate. The information from the intervention profile, progress-monitoring information, developmental history, and individual problem solving worksheet should be included with the referral as they provide evidence regarding the student’s responses to various interventions. While RTI is used only for Specific Learning Disability identification, the information collected may be useful for any special education referral. See the most current Special Education Procedures Manual for details on the special education process.

**Multi-Tiered Instructional Framework**

The district academic and behavioral program is a multi-tiered plan which includes three tiers of support designed to meet the instructional and behavioral needs of all children. Each level targets a specific group of learners, is supported by evidence based instructional materials, provides differentiated small group instruction, and routine progress monitoring. Instructional decisions regarding level of services are based on student performance outcomes on STAR Math.

|  |  |
| --- | --- |
| **Tier One:** | Classroom Services include high quality instructional and behavioral supports. Students receive whole group and differentiated small group direct instruction from the district’sadopted core programs. The classroom teacher is responsible for the instructional program and progress monitoring for students who make adequate progress and students who exceed grade level expectations. |
| **Tier Two:** | Students at this level are behind their peers and require small group supplemental instruction in addition to the CORE curriculum provided in the classroom. Student performance on the STAR assessment determines the intervention strategies that match student need and regular progress monitoring tracks student response to the prescribed intervention. |
| **Tier Three:** | Students at this level require substantial support; have severe, sustained academic difficulties. Student performance on the STAR and other appropriate assessments determine the intervention strategies prescribed for each student. Regular progress monitoring tracks student response to the prescribed intervention strategies. Instruction may be delivered in small groups or to the individual student, based on need.    **RTI Early Identification Process**  Grant School District 3  **ALL STUDENTS RECEIVE QUALITY BEHAVIOR AND**  **ACADEMIC INSTRUCTION AND SUPPORT**  **ALL students are screened for additional**  **instructional needs**  **(Fall, Winter & Spring**  **SBAC, STAR etc.)**  **DECISION RULES:**  **80% Decision Rule**: If 80% of students by subgroup (race, special program, grade level, etc.) are meeting benchmarks, celebrate the success of your Core Program and look for ways to improve. If less than 80% are meeting benchmark, review the Core Program.  **20% Decision Rule**: The lowest 20% of students at each grade level based on school-wide screening measures and/or with chronic behavior needs will receive strategic group intervention (s).  **Change Small Group or Individual Interventions Rule:** When progress data is below the aimline for 4 consecutive points or when the slope is flat or decreasing  **Individualize Instruction Rule**: When students fail to make expected progress after two (2) consecutive small group interventions gather appropriate data and move to the individual level.  **Refer for Special Education Evaluation Rule:** When students fail to make expected progress after 3 or more individually designed intervention.  **Small group interventions are**  **chosen by the RTI**  **Team**    **Interventions**  **are further**  **individual-**  **TEAMWORK TIMELINES:**  School-wide 100% data RTI teams meet fall,  winter & spring to review data  and make decisions about school-  wide programs.  RTI 8 Week Meetings  Teams met every 8-10 weeks to  review data, plan and adjust  interventions.  **ized** |

**RTI RESPONSIBILITY CHART**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Building**  **Administration** | **Classroom**  **Teachers** | **Specialists**  **(Title Teachers, Learning Specialists, Speech and Language)** | **District Office** | **Parent/Guardian** |
| Resource analysis:  staffing, schedules and materials | Implement instruction with fidelity from core adopted programs | Consult/collaborate regarding academic/ behavior program development. | Collaborative District-wide RTI Coordination-Departments of Curriculum, Instruction, Student Services & Federal Programs | Provides feedback and participates in decision making opportunities |
| RTI Team Coordinator | Monitor student progress | Serve as a resource for teachers and IA’s by assisting in the design of strategies to support the specific needs of individual students | Monitor and supports availability of evidence based programs | Helps support their child’s learning and achievement goals and behavior |
| Observations & evaluations of programs and teachers | Provide additional classroom intervention as needed | Gather data and facilitate problem solving meetings. | Facilitate district-wide implementation of professional development | Communicates with staff regarding concerns |
| Provides opportunity for professional development resources | Be an active member of data teams | Lead team process for coordinating multi-tiered instruction | Support RTI District Leadership/ Implementation Team meetings | Attends student/ parent/ teacher conferences and problem solving meetings |
| Participates in district leadership team for evaluation and program improvement | Provide program improvement input | Implement evidence based intervention instruction with fidelity | Attends building team meetings when requested | Attends school events |
|  |  |  | Completes annual review of project performance including LD Eligibility File reviews |  |

**RTI Meeting Guidelines**

**Note:** This guide delineates meetings according to purpose. Depending on the frequency and length of RTI meetings, it may be possible to consolidate multiple purposes into one meeting. Generally, the RTI Leadership team meets with a different grade level team each week.

**Team Membership:** Leadership by the team principal and the building Title One coordinator are essential. This team meets with the grade level team routinely. As applicable and appropriate other members of the team may include the special education teacher, ELL coordinator.

**Meeting tips:**

* Don’t meet without the essential team members
* The focus is on general education – involve the sped teacher as appropriate
* Designate roles (timekeeper, facilitator, note taker)
* Review the purpose
* Stick to the agenda
* Organize the data before the meeting
* Celebrate successes

**100% Data MEETING - Conducted after fall, winter & spring universal screening**Purpose: To determine the effectiveness of the core program and make necessary adjustments if it is not meeting the needs of most students.

Examine the data. Are 80% or more of your students meeting benchmark? What students are in the 20% and may need intervention.

*Yes:* Celebrate! Are all students making growth? Have you set ambitious goals for the next quarter?

*No:* Discuss the following questions about the core program.

**READING, MATH AND WRITING**

* Are all teachers using the program with a high degree of fidelity?
* Is instructional time protected, or are there interruptions such as school assemblies, fire drills, etc.?
* Is the instructional block sufficient, or is more time needed?
* Are students grouped appropriately? (group with the lowest skills has the fewest members, group with the highest skills has the most members)

**ATTENDANCE**

* Is there a clearly articulated attendance policy? Is it being implemented?
* Is there sufficient outreach to families and a welcoming attitude toward all students?

**BEHAVIOR**

* Is there a school wide behavior policy, behavior curriculum and behavior team?
* Are behavior expectations posted, taught, practiced, and reinforced at the building and classroom level?
* Are support personnel such as bus drivers and playground attendants trained in positive behavior support?
* Is there a classroom behavior incentive system?

**READING, MATH and WRITING**

Use STAR Math, Smarter Balance, classroom assessments, checks, and any other relevant classroom data (including report card information) to identify students with skills in the lowest 20% at a specific grade level.

* Using STAR or other assessments, is the skill deficit fluency, accuracy, or both?
* Using core curriculum assessments and other classroom information, can the team identify other needs (comprehension, vocabulary, math concepts, writing organization)?

**ATTENDANCE**

Review attendance data and identify students with more than 5 absences in a 30 day period.

* Is there a group of students with a similar attendance issue?
* Would breakfast with a preferred adult or daily check-ins improve the group’s attendance?
* Do individual students need a point system for arriving on time each day, an “attendance buddy,” a wake-up call, or home visits?
* Is an attendance plan appropriate?

**BEHAVIOR**

Review behavior data and identify students with 3 or more discipline or counseling referrals in a 30 day period.

* Do behavior expectations need to be retaught and reinforced to a select group of students?
* Are behavior prevention or intervention programs available?
* Does a group of students need a social skills lunch buddy?
* Do parents need more support with managing behavior and parenting skills at home?
* Does a student need a behavior plan with clearly defined skills to be taught and established supports and expectations?
* What other positive supports could be put in place to assist the student?
* Does a student need a Functional Behavior Analysis?
* Should a referral to DHS or an outside resource such as Mental Health be made?
* What other environmental issues should be considered?

**GENERAL**

Use standard protocols to determine which intervention program matches the group’s needs, what group size is appropriate, and how much time per day is needed for that intervention. For behavior and attendance issues, it may be more appropriate to plan at the individual versus group level.

Determine which staff are trained (or need training) in the program and schedule the intervention time.

Determine what will be used to measure progress, how often, and who will be responsible for data collection. When will the grade-level team reconvene to review student progress?

Determine who will check fidelity of instruction and who will inform parents about team decisions.

**DATA REVIEW MEETINGS - Conducted every 8-10 weeks per grade level**

Purpose: To review progress monitoring for all students in interventions (10-20% group) and make decisions about whether to proceed with, discontinue, or change an intervention.

*Before meeting:*

Sort progress monitoring data into two groups (be sure to use decision rules to form the groups!):

1) Students making sufficient progress

2) Students who need a change in intervention

*During meeting:*

1. Quickly review students making sufficient progress, determine if any student(s) should discontinue intervention.
2. Discuss groups or individual students in need of an intervention change. Consider: more time, a new curriculum, or a significant reduction in group size.
3. Change students’ graphs to indicate the intervention modifications.
4. If a student continues to not make progress or if the concerns go beyond the scope of this meeting, move toward an individualized intervention planning meeting

**PROBLEM SOLVING MEETINGS - Conducted after 2 group interventions have been unsuccessful or the team has additional concerns that would warrant further study of a student’s needs. Additionally the team may meet to review an already established individual intervention.**

Purpose: To review student information (progress monitoring, cumulative file, developmental history, attendance history, behavior history) and use it to plan an individually-designed intervention, or to review progress monitoring from individually-designed intervention to determine if referral is appropriate.

Note: Membership at this meeting includes the building principal, Title One Coordinator, the classroom teacher for the student, the special education teacher, the parent and any other applicable member such as District Learning Specialist, ELL coordinator or speech pathologist.

**Individually-Designed Intervention Planning:**

*Before meeting:*

1. *Use Individual* Problem-Solving Worksheet to conduct file review
2. A team member (teacher, learning specialists, or diagnostician) uses *Developmental History* to interview parents
3. Invite parents to meeting after team as met (see parent invitation notice)

*During meeting:*

1. Review decision rules
2. Review data & add any new information to PSW that is provided by parents
3. Plan or if necessary modify intervention

**Individually-Designed Intervention Review:**

1. Review progress monitoring from all 3 intervention phases and other student data
2. Review decision rules

Team discussion: Has the student made sufficient progress? Determine if referral to SPED is appropriate.

**RTI Flow Chart**

If yes, begin referral process with a Team

Meeting Notice to parents.

RTI team and GL meet to

review intervention data. If

individual intervention is not

successful determine if a

special education referral is

warranted

If, after 3 group interventions, there

is not improvement noted complete

the Student Individual Profile sheet

and design an individual intervention.

RTI team and GL meet to review intervention data.

If intervention is NOT

Successful, revise or

Make changes to

Group intervention (Use

Options for Change in

Intervention form) &

Complete Problem Solving

Sheet.

If intervention is successful

continue with intervention

or return to the core and PM.

RTI team and GL meet monthly to review group interventions.

RTI Team and GL will develop group interventions for targeted

Students and PM students bi-weekly within groups.

RTI Teams will meet 3 times per year to review school-

wide behavior and academic data to evaluate the

effectiveness of our core programs.

RTI Team will attend monthly GLMs to

identify students falling into the intensive

range or the lowest 20% for academic or

behavioral concerns.

Recycle 1-2

times

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| **RTI Group Intervention and Planning Form**  **Identifying the lowest 20%** | | | | | | | | | | | | | | | | | | | |
| Grade: | | Student Issues | | | | | | | | | | | | | | | | |  |
| Check all that apply | | | | | | | Enter Scores | | | | | | | | | |
| Student Name | Teacher | Behavior/Social/Emotional | Attendance | Tardiness | Reading | Writing | Math | Health/Physical |  |  |  |  |  | Math raw score (STAR Math) | Reading RIT (Smarter Balance) | Math RIT (Smarter Balance) | Writing (composite score) |  | Intervention(s) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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***Grant Union School Standard Math Protocol***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **CORE PROGRAM** | | **I N T E R V E N T I O N S** | | |
| **GRADE** | **CURRICULUM OPTIONS** | **TIME** | **CURRICULUM OPTIONS** | | **TIME AND GROUP SIZE** |
|  |  |  | **Strategic**  **(Below Benchmark)** | **Intensive**  **(Well Below Benchmark)** |  |
| **7** | Math Connects 2 (Glencoe)  PreAlgebra (Glencoe) | 53 min. daily | Triumphs | Triumphs | **1st & 2nd Intervention:**  Intervention period 22 min  Large group, typically in the classroom  **3rd Intervention:**  Core + a minimum of 22 minutes daily, Small group |
| **8** | PreAlgebra (Glencoe) | 53 min. daily | \*Triumphs  \*Accelerated Math | \* Triumphs  \*Accelerated Math | **1st & 2nd Intervention:**  Core + 22 minutes daily – small group  **3rd Intervention:**  Core + a minimum of 22 minutes daily – small group/one-one |
| **9** | Integrated Math (McDougal Little)  Geometry Concepts and Skills | 53 min. daily | \* Triumphs  \*Accelerated Math | \* Triumphs  \*Accelerated Math |
| **10** | Algebra I (Glencoe)  Big Ideas Math  Algebra II (Glencoe) | 53 min. daily | \* Triumphs  \*Accelerated Math | \* Triumphs  \*Accelerated Math |
| **11-12** | Advanced Mathematical concepts (Merrill)  Calculus (Larson Hotstetler Edwards)  Algebra II (Glencoe) | 53 min. daily | \*Accelerated Math | \*Accelerated Math |

## Grant Union School Standard Reading Protocol

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **CORE PROGRAM** | | **I N T E R V E N T I O N S** | | |
| **GRADE** | **CURRICULUM** | **TIME** | **CURRICULUM OPTIONS** | | **TIME AND GROUP SIZE** |
|  |  |  | **Strategic**  **(Below Benchmark)** | **Intensive**  **(Well Below Benchmark)** |  |
| **7** | Holt McDougal | 52 min. daily |  |  | **1st & 2nd Intervention:**  **3rd Intervention:**  Core + a minimum of 30 minutes daily, Small group |
| **8** | Literature Holt McDougal | 52 min. daily | \*Phonics for Reading  **\*Preteach/ Reteach using**  **templates**  \*Read Naturally\*  \*Reading Mastery | \*Reading Mastery  \*Edmark  \*Seeing Stars  \*Phonics for Reading  \*Triumphs  \*Edmark | **1st & 2nd Intervention:**  **3rd Intervention:**  Core + a minimum of 45 minutes daily – small group |
| **9** | Holt McDougal | 52 min. daily | \*Phonics For Reading  **\*Preteach/ Reteach using**  **templates**  \*Read Naturally\*  \*Triumphs | \*Phonics for Reading  \*Reading Mastery  \*Triumphs  \*Edmark  \*Seeing Stars | **1st & 2nd Intervention:**  Core + 30 minutes daily – small group  **3rd Intervention:**  Core + a minimum of 45 minutes daily – small group |
| **10** |  | 52 min. daily | \*Phonics For Reading  **\*Preteach/ Reteach using**  **templates**  \*Read Naturally\*  \*Triumphs | \*Corrective Reading  \*Phonics for Reading  \*Reading Mastery  \*Triumphs  \*Edmark  \*Seeing Stars |
| **11/12** | Perrines Literature: sound and Sense 8th edition  writers handbook by diana Hacker | 52 min. daily | **\*Preteach/ Reteach using**  **templates**  \*Read Naturally\*  \*Triumphs | \*Corrective Reading  \*Phonics for Reading  \*Reading Mastery  \*Triumphs  \*Edmark  \*Seeing Stars |

**All students, including students with disabilities and English language learners are monitored through the RTI process. Core and intervention decisions are made according to this protocol.** \*Read Naturally should only be used with students who are benchmark on accuracy and used for a minimum of 3 days/week.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ASSESSMENT** | | **PURPOSE** | **WHO IS TESTED** | **FREQUENCY** | **TYPES OF REPORTING** |
| **UNIVERSAL SCREENER** | Smarter Balance | State and Federal Accountability to Determine Percent of Students Meeting State Grade Level Performance Standards | All students grades 7-11 | Once a year. | * Individual reporting * Group reporting by indicating percent of students meeting performance standard |
| STAR Math | Math skills designed to regularly monitor individual progress and system effectiveness. | All students grades 7-8 | All students three times a year to measure progress towards benchmark indicators | * Multiple individual and group reporting |
|  |  |  | All students three times a year to measure progress towards benchmark indicators | * Multiple individual and group reporting. See website at http://dibels.uoregon.edu |
| **DIAGNOSTIC TOOLS** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| STAR Math | To determine students’ math level for comparison | All students as appropriate for program placement | As needed to gather additional diagnostic information | * Individual test results and group reporting |
| **PROGRESS MONITORING** |  |  |  |  |  |
| STAR Math | To determine student’s growth during Title intervention | Students not meeting benchmark targets | At least twice a month | * Multiple individual and group reporting |
| **SKILLS MASTERY** | Weekly Assessments | Measure mastery of directly taught skills | All students | As prescribed by program | * Individual teacher records |
| Common Assessments | Measure mastery of directly taught skills | All students | As prescribed | * Individual teacher records and class records |

**Grant Union Standard Reading/Math Overview**

**RTI Reading and Math Decision Rules- Kindergarten**

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| **Beginning of the Year – September**  Universal Screening to identify students for intervention groupings by October 15 based on fall DIBELS and STAR math data.   * Level 1 support (All Students): Receive 60-90 minutes of phonemic awareness instruction daily using approved research based intervention program. This is in addition to instruction in the core reading program, or replacement core program. 60 minutes of math core instruction. All students will also receive 30 minutes of Language for Learning and/or approved language based research based instructional program. * Level 2 support (Strategic): Add 30 minutes of approved research based intervention program. * Level 3 support (Intensive): Approved research based intervention program for 30 minutes daily.   **Mid-Year – January**  Regroup students after January DIBELS and STAR Math have been completed.   * Revise the intervention by increasing time, change of program, and/or adjusting group size or instructor.   **End of the Year – April/May**  For those students still not making adequate progress, RTI teams should complete the Individual Problem Solving Worksheet, Developmental History and do one of the following:   * Revise the intervention and continue with implementation and data collection * Refer for special education evaluation |

**RTI Decision Rules: Grades 7-8**

***Place students in interventions and begin bimonthly progress monitoring when:***

Academic skills fall below benchmark and place them in the lowest 20% compared to their peers on one or more of the following measures: reading curriculum based assessments, STAR Math (Weekly Assessment and End of the Unit Assessment data, Smarter Balance when appropriate, STAR Math, common assessments).

\*Enter progress monitoring data into data base

\*For students who are well below grade level, the team may choose to monitor progress at the student’s instructional level **as well as** their grade level.

\*Only grade level data should be looked at for making high-stakes decisions.

\*For students already in special education, the team may determine that it is appropriate to monitor less frequently in grade level material (i.e. monthly or 3 times per year).

***Look at students by intervention group: Change and intensify interventions when:***

Students from the bottom 20% have four (4) or more data points below their aim line for either reading or math.

• After a minimum of 20 intervention sessions adjust intervention and complete a fidelity check.

If data are highly variable, (points above and below the aimline), maintain the current intervention until 6 data points have been collected. Analyze aimline and trendline. Change intervention if the slope is flat or decreasing and the scores are below benchmark. Each time the intervention is changed, the aimline should be re-drawn using the median of the three data points prior to the intervention change as the starting point for the new aimline.

***Individualize interventions when:***

• After second 16 intervention sessions, notify parents and take an individualized look (select a case manager, complete Individual Problem Solving Worksheet and Developmental History). Adjust intervention to meet the individual student’s specific needs as appropriate.

***Refer for Special Education evaluation when:***

• After third 16 intervention sessions, consider referral for Special Education Evaluation. Consider referral: If after 2 small group interventions and 1 highly structured intensive individually designed intervention, progress continues below the aimline OR the team determines that the support is so significant that the student will need continued individualized and intensive instruction.

For ELL students, check the progress of the co-hort group after each 6-week period to determine whether an individual student’s progress is significantly different from the group.

Which students from the bottom 20% have had four (4) data points above their aim line and are prepared to exit the intervention?

• Continue to progress monitor every 10 days for 6 weeks to ensure success.

Which students who are not currently in intervention groups should be placed in one?

• Examine screening data, classroom assessments, parent and teacher input, and progress monitoring to determine placement group

## Student Intervention Profile – READING

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_

Initial Data Information: **Initial Grade Level: \_\_\_\_\_\_\_\_\_\_**

**Teacher/School**

K \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attach DIBELS Individual Student Profile and Progress Monitoring Report or IPAS Report.

Most Recent OAKS RIT Scores & %iles: (grade taken \_\_\_): R/L \_\_\_\_ M \_\_\_ Wr. \_\_\_ Sci. \_\_\_\_

ELL Language Level: \_\_\_\_\_\_\_\_\_\_ Math Star Screening Score: \_\_\_\_\_\_\_\_\_\_

Attendance Issues: \_\_\_\_\_\_\_\_\_\_\_\_\_YTD Absences \_\_\_\_ YTD Tardies \_\_\_\_

Behavioral Issues: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If behavioral concerns, attach Individual Student Report or data on behavior plan)

Number and times of Health Room Visits in past month: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intervention #1

**Start Date: \_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level: \_\_\_\_\_\_\_**

**Targeted Skill:** Phonological awareness \_\_ Phonics \_\_ Fluency \_\_ Compr. \_\_ Vocabulary \_\_

**Curriculum (From Reading Protocol):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Size:** 1-3: \_\_\_\_ 4-7: \_\_\_\_ 8 or more: \_\_\_\_

**Frequency: DAILY**

**Duration:** 10 min (K only): \_\_\_\_ 15 min.: \_\_\_\_ 30 min.: \_\_\_\_ 45 min.: \_\_\_\_Other: \_\_\_\_\_\_\_\_\_\_

**End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Attach Progress Monitoring Data**

**Number of intervention sessions attended during intervention period #1\_\_\_\_\_ Total sessions possible \_\_\_\_**

**Notes:**

Intervention #2

**Start Date: \_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level: \_\_\_\_\_\_\_**

**Targeted Skill:** Phonological awareness \_\_ Phonics \_\_ Fluency \_\_ Compr. \_\_ Vocabulary \_\_

**Curriculum (From Reading Protocol): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Size:** 1-3: \_\_\_\_ 4-7: \_\_\_\_ 8 or more: \_\_\_\_

**Frequency:**  **DAILY**

**Duration:** 10 min (K only): \_\_\_\_ 15 min.: \_\_\_\_ 30 min.: \_\_\_\_ 45 min.: \_\_\_\_ other: \_\_\_\_\_\_\_\_\_

**End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Attach Progress Monitoring Data**

**Number of intervention sessions attended during intervention period #2\_\_\_\_\_ Total sessions possible \_\_\_\_ Notes:**

Intervention #3

**Start Date: \_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level: \_\_\_\_\_\_\_**

**Targeted Skill:** Phonological awareness \_\_ Phonics \_\_ Fluency \_\_ Compr. \_\_ Vocabulary \_\_

**Curriculum (From Reading Protocol): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Size:** 1-3: \_\_\_\_ 4-7: \_\_\_\_ 8 or more: \_\_\_\_

**Frequency:** **DAILY**

**Duration**: 10 min (K only): \_\_\_\_ 15 min.: \_\_\_\_ 30 min.: \_\_\_\_ 45 min.: \_\_\_\_ other: \_\_\_\_\_\_\_\_\_

**End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Attach Progress Monitoring Data**

**Number of intervention sessions attended during intervention period #3\_\_\_\_\_ Total sessions possible \_\_\_\_**

**Notes:**

***Student Intervention Profile – MATH***

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID Number: \_\_\_\_\_\_\_\_\_\_\_

Initial Data Information: **Initial Grade Level: \_\_\_\_\_\_\_\_\_\_**

**Teacher/School**

K \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Most Recent OAKS/Smarter Balance RIT Scores & %iles: (grade taken \_\_\_): R/L \_\_\_\_ M \_\_\_ Wr. \_\_\_ Sci. \_\_\_\_

ELL Language Level: \_\_\_\_\_\_\_\_\_\_ Math Star Screening Score: \_\_\_\_\_\_\_\_\_\_

Attendance Issues: \_\_\_\_\_\_\_\_\_\_\_\_\_YTD Absences \_\_\_\_ YTD Tardies \_\_\_\_

Behavioral Issues: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If behavioral concerns, attach Individual Student Report or data on behavior plan)

Number and times of Health Room Visits in past month: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intervention #1

**Start Date: \_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level: \_\_\_\_\_\_\_**

**Targeted Skill**

**Curriculum (From Math Protocol):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Size:** 1-3: \_\_\_\_ 4-7: \_\_\_\_ 8 or more: \_\_\_\_

**Frequency: DAILY**

**Duration:** 15 min.: \_\_\_\_ 30 min.: \_\_\_\_ 52 min.: \_\_\_\_Other: \_\_\_\_

**End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Attach Progress Monitoring Data**

**Number of intervention sessions attended during intervention period #1\_\_\_\_\_ Total sessions possible \_\_\_\_**

**Notes:**

Intervention #2

**Start Date: \_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level: \_\_\_\_\_\_\_**

**Targeted Skill:**

**Curriculum (From Math Protocol): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Size:** 1-3: \_\_\_\_ 4-7: \_\_\_\_ 8 or more: \_\_\_\_

**Frequency:**  **DAILY**

**Duration:** 15 min.: \_\_\_\_ 30 min.: \_\_\_\_ 52 min.: \_\_\_\_ other: \_\_\_\_\_\_\_\_\_

**End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Attach Progress Monitoring Data**

**Number of intervention sessions attended during intervention period #2\_\_\_\_\_ Total sessions possible \_\_\_\_ Notes:**

Intervention #3

**Start Date: \_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level: \_\_\_\_\_\_\_**

**Targeted Skill:**

**Curriculum (From Math Protocol): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Size:** 1-3: \_\_\_\_ 4-7: \_\_\_\_ 8 or more: \_\_\_\_

**Frequency:** **DAILY**

**Duration**: 15 min.: \_\_\_\_ 30 min.: \_\_\_\_ 52 min.: \_\_\_\_ other: \_\_\_\_\_\_\_\_\_

**End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Attach Progress Monitoring Data**

**Number of intervention sessions attended during intervention period #3\_\_\_\_\_ Total sessions possible \_\_\_\_ Notes:**

# **Problem Solving/Data Meeting**

# **Guiding Questions**

* Review purpose for meeting

### Purpose of meeting: *To determine which students are in need of interventions, decide what intervention best fits each student’s needs, coordinate the students’ reading program, determine the effectiveness of current interventions, and make decisions about whether to continue, discontinue, or change an intervention.*

* Review team norms
  1. Stay engaged
  2. Listen to learn
  3. Focus on what we can do to make a change

|  |  |
| --- | --- |
| Data need for this meeting | Brought by |
| 1. Progress monitoring data 2. Attendance data 3. Core program assessment 4. Smarter Balance/Oaks (as appropriate) 5. Diagnostic Assessment | * 1. Intervention Specialist   2. Principal   3. Classroom teacher |

***If this is initial meeting for placement, skip questions 1-3.***

## Are intervention groups making adequate progress with support?

* 1. Examine student progress monitoring graphs for intervention groups.
     1. Are most students in an intervention group making adequate progress (based on data-decision rules)? If majority of group is not making adequate progress:
        1. Has fidelity of implementation been examined?
        2. If implementation fidelity is good, does the intervention need to be modified?
           1. Consider adding a group reinforcement system, or adjusting group size, amount of intervention time, frequency of intervention, or other alterable variables
     2. How has students had strong attendance in the intervention group?
     3. If most students are making adequate progress, sort students into 2 piles: 1) students who may need more (Go to #2) OR 2) students who may exit (Go to #3)

1. **Are there individual students in intervention groups not making adequate progress? If so, what changes may need to be made?**
   1. Examine existing data and determine if additional data are needed, including:
      1. Progress monitoring data, diagnostic data, daily lesson data, curriculum assessments, observational data during intervention and core instruction, teacher and parent input, etc.
   2. If a change is needed, consider the following options:
      * 1. Does the student need a different, more appropriately matched intervention?
        2. Does the student need a more intensive intervention with same instructional focus?
        3. Can you modify the current intervention to accommodate the student?
           1. Consider adjusting group size, amount of intervention time, frequency of intervention, or other alterable variables
2. **If a student is making better than adequate progress (based on data decision rules), can the intervention be de-intensified or discontinued?**
   1. If de-intensifying an intervention, determine which alterable variables to adjust
   2. If discontinuing an intervention, create a progress monitoring plan to determine ongoing need.
3. **Which students, not currently receiving an intervention, does the data suggest are in need of additional support?**
   1. If this is initial placement, examine the screening data, which students are in the lowest 20%? (See Group Intervention & Planning Form)
   2. If this is not the initial placement, which students are nearest the lowest 20% (according to screening data) who may be in need of additional support?
   3. Which of the big 5 of Reading does the team hypothesize is the student’s greatest need?
      1. Examine screening books/assessments
      2. Examine core program assessments
      3. Examine OAKS/Smarter Balance assessments (if applicable)
   4. Place the student in group which best fits the child’s need
      1. Notify student of placement
      2. Notify parent of placement
      3. Notify staff (teacher, IA, support staff) of placement
   5. Begin a *RTI Tracking Form* for each student new to intervention

**At the completion of the meeting, email notes to all team members**

RTI Example Notes 2010-2011

|  |  |  |  |
| --- | --- | --- | --- |
| Student | Teacher | Action/Notes | To Do: |
| XXXXX | XXXXX | 12/13/10-worried about behavior, XXXXX is going to document behaviors. |  |
| XXXXX | XXXXX | 12/13/10-missing school due to missing bus | **12/13/10-** XXXXX **please call home** |
| XXXXX | XXXXX | 10/05/10-Not responding to interventions. Currently added for math interventions.  11/10/10-Need to review math and reading, set up problem solving.  12/13/10-3T, concerns with reading testing and math skills | 11/10/10- Set-up problem solving meeting:  XXXXX  **12/13/10-** XXXXX **will set up problem solving** |
| XXXXX | XXXXX | 10/05/10-Overall very low.  11/10/10-joining reading mastery group  12/13/10-low in reading, have switched to reading mastery, 1:1 Triumphs and adding a language intervention | **11/10-**  XXXXX **-Need to add to 1:1 intervention (Done)**  **12/13/10-Set up language intervention-** XXXXX |
| XXXXX | XXXXX | 10/05/10-Under aim line, but seems to be mildly responsive.  12/13/10-making progress |  |
| XXXXX | XXXXX | 10/05/10-Easily distracted and attention issues  11/10/10-improving |  |
| XXXXX | XXXXX | 10/05/10-Move to approaching group. Currently in On Level T1 group  11/10/10-keep watching, writing is improving  12/13/10-writing stamina is improving, is still low but is making progress. |  |

Notes DATE:

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| --- | --- | --- | --- |
| Student | Teacher | Action/Notes | To Do: |
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Notes 2015-16

**Planning for English Language Learners**

**When an ELL student who is receiving a reading intervention has 6 or more data points below the aim line or a trend line that is flat or decreasing, decide if the problem is an individual or group problem.**

1. To what degree is the student struggling? Rate the student from 1 (minimal struggle) to 4 (serious struggle).

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | **Student** | **English Speakers** | **Cohort Group** |
| English Language Development General |  | NA |  |
| Social Language Development |  | NA |  |
| Academic Language Development |  | NA |  |
| Acculturation |  |  |  |
| Reading |  |  |  |
| Written Language |  |  |  |
| Math |  |  |  |
| Social and Classroom Behavior |  |  |  |

1. Intervene in the above areas either for the group or for the individual as appropriate. Do not wait for “language to develop” or for “acculturation to occur. “ See Intervention Approaches on the next page.
   * **For Group Interventions:**
     + If you decide to intervene with the group, set up a progress-monitoring program in each area of concern. The program should involve monthly progress monitoring.
   * **For students in Individual Interventions:**
     + Monitor the student’s progress in the areas of concern.
       - For students at language level 1-3, monitor for 8 to 10 weeks. If the student’s trendline does not improve so that progress is similar to the cohort \*, then the intervention should be changed.
       - For students at a language level of a “high” 3 and above, use the decision rules as for English only students.

If the student does not make progress after two interventions, move to the individualized stage.

1. For students who need an individualized intervention:
   * + Complete, with the ELL teachers and parents, the Developmental History and the Individual Problem Solving Worksheet.
     + Use the information from these two documents to design intervention(s) in the area of concern.
       - For students at language level 1-3, monitor for 8 to 10 weeks. If the student's trendline does not improve so that the progress is similar to the cohort, then the intervention should be changed.
       - For students at language level of a “high” 3 and above, use the decision rules as for English only students.

\* **Cohort Group**

A cohort group is defined as at least three students with similar language levels, educational experiences, and cultural backgrounds (such as length of time in country, language in the home, language of instruction, and length of time in ELL).

**Planning for English Language Learners**

**Intervention Approaches by Area**

**For English Language Development:**

1. Increase the amount of practice of target language.
   1. Have teacher “require” language output by student multiple times per day
2. Increase specificity of ELD instruction (e.g. use Language for Learning). If possible, add an additional language based intervention.

**For Acculturation:**

1. Consider how the student’s culture may cause instruction to be “out of step” with the student. For example, if the student comes from a culture where girls are expected to not speak to boys, consider this in creating groupings. If the culture emphasizes co-dependence and teamwork, de-emphasize individual grades or competitive games. Review curriculum materials for examples, pictures, and vocabulary that may cause confusion.
2. Work with the parents. Find out what the family’s expectation is for involvement in school, student independence in schoolwork, and understanding of the American school system. Increase home to school communication to help adapt the child’s educational experiences to those understandings.
3. Be more explicit with the students about “how school works”.

**For Academics:**

1. In general, follow the district protocols for Reading, Math, and Written Language.
2. To decide if a student should have a reading intervention:
   1. do your best to find out if the student has strong (Reading, Math, and Written Language) skills (check the records, talk to the parent, see if an adult native speaker can informally assess)
   2. if the student has good skills in native language, place in the core
   3. if the student does not have good skills, place in core AND start interventions.

**STANDARD BEHAVIOR PROTOCOL**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade Level(s)** | **Universal Screening Tools** | **Core Program** | **Strategic Intervention** | **Intensive Interventions** |
| 7-12 | * Office Discipline Referrals * Attendance Reports * Suspension | * School rules & behaviors expectation are explicitly taught to **ALL** students * All students regularly & consistently acknowledged for demonstrating behavior expectations * All students reliably corrected when behavior expectations are not demonstrated. Positive behavior expectation retaught & reinforced immediately. * All students are taught the PRIDE System. | * Re-teach expectations * Adult mentoring * Peer Mediation * Targeted social skills groups, such as curriculum follow up with | * Functional Behavioral Assessment & Behavior Intervention Plans * Individualized Behavioral Goals * Parent involvement/Meeting * Problem solving meeting |
| *Who does this work?* | RTI team and relevant staff | RTI Teams & ALL STAFF | Appropriate staff as determined by RTITeam | Appropriate staff as determined by RTI Team |

**Review the Core:**

* Office Discipline Referral Data reviewed monthly. If more than 1 referral per day per month for every 300 students, revisit the CORE and look for patterns in location, time, grade, type, and frequency of incidents.
* If more than 20% of all students received 2 or more referrals: revisit the CORE.
* If more than 30% of referrals occur in a specific area of the school: re-teach specific common areas behavior expectations, acknowledge/reward positive behavior, & correct inappropriate behavior immediately.
* If more than 40% of referrals occur in classrooms: re-teach classroom expectations, increase professional development in classroom management strategies, and/or revisit CORE instruction in specific classrooms.

**Grant Union Standard Behavioral- Decision Rules**

**Decision Rules:**

Place 7-8 students in Strategic Intervention if:

* Student has two or more Office Discipline Referrals in the current school year.
* If more than 5 absences in a 30 day period: RTI team reviews data to determine the appropriate interventions, which may include calls or letters to the family or a behavior plan.

7-8 Progress monitoring:

* Daily behavior data from Check in Check out programs.
* Progress on individual behavior goals or Behavior Intervention Plan.
* Monitor Office Discipline Referrals (ODRs) and absences.

Place students in Intensive Intervention AND refer to IPBIS team if:

* Progress is below the expected rate after 6 weeks of Strategic Interventions. Perform a Functional Behavior Assessment (FBA) and develop a Behavior Intervention Plan (BIP).
* Students receives 6 or more behavior referrals. Perform an appropriate Functional Behavior Assessment & develop a Behavior Intervention Plan **AND** consult with outside agencies if necessary.
* There is a significant concern regarding mental health issues or anti-social behavior
* Student’s behavior poses a potential risk to self or others.

**All students in Intensive Interventions should have a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) and be referred to the RTI team.**

* **However, in some instances students might be referred to the RTI team prior to initiating the FBA/BIP process, if complex mental health issues are suspected.**

**Student Intervention Profile- BEHAVIOR**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_

Initial Grade Level: \_\_\_\_\_\_\_\_\_\_\_

Most recent OAKS/Smarter Balance RIT scores and %iles: (grades taken \_\_\_): R/L \_\_\_\_M \_\_\_\_ Wr. \_\_\_ Sci. \_\_\_\_

ELL Language Level : \_\_\_\_\_\_\_\_\_\_\_

Attendance Issues: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ YTD Absences: \_\_\_\_\_\_\_\_\_\_ YTD Tardies: \_\_\_\_\_\_\_\_\_\_\_\_\_

Behavioral Issues: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Attach: DIBELS and STAR Math Graphs; data on behavior plan; Attendance Report for all previous grades)

|  |
| --- |
| **Intervention #1**  Start Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level:\_\_\_\_\_\_\_\_\_\_\_\_\_  Targeted Skills: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Program/ Curriculum (from Behavior Protocol): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Size: Individual: \_\_\_\_ 2-3:\_\_\_\_\_\_ 5-8: \_\_\_\_\_\_\_\_  Frequency: Once/WK:\_\_\_\_\_\_\_ Twice/ WK: \_\_\_\_\_\_\_\_ Daily: \_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_  Duration: 10 min: \_\_\_\_\_\_\_ 15 min: \_\_\_\_\_\_\_ 20 min: \_\_\_\_\_\_ 30 min: \_\_\_\_\_\_\_ other: \_\_\_\_\_\_\_\_  End Date: \_\_\_\_\_\_\_\_\_ **Attach Progress Monitoring Data**  Number of intervention sessions attended during intervention period: \_\_\_\_\_ Total sessions possible: \_\_\_\_  Note: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| --- |
| **Intervention #2**  Start Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level:\_\_\_\_\_\_\_\_\_\_\_\_\_  Targeted Skills: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Program/ Curriculum (from Behavior Protocol): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Size: Individual: \_\_\_\_ 2-3:\_\_\_\_\_\_ 5-8: \_\_\_\_\_\_\_\_  Frequency: Once/WK:\_\_\_\_\_\_\_ Twice/ WK: \_\_\_\_\_\_\_\_ Daily: \_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_  Duration: 10 min: \_\_\_\_\_\_\_ 15 min: \_\_\_\_\_\_\_ 20 min: \_\_\_\_\_\_ 30 min: \_\_\_\_\_\_\_ other: \_\_\_\_\_\_\_\_  End Date: \_\_\_\_\_\_\_\_\_ **Attach Progress Monitoring Data**  Number of intervention sessions attended during intervention period: \_\_\_\_\_ Total sessions possible: \_\_\_\_  Note: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |
| --- |
| **Intervention #3**  Start Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Current Grade Level:\_\_\_\_\_\_\_\_\_\_\_\_\_  Targeted Skills: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Program/ Curriculum (from Behavior Protocol): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Size: Individual: \_\_\_\_ 2-3:\_\_\_\_\_\_ 5-8: \_\_\_\_\_\_\_\_  Frequency: Once/WK:\_\_\_\_\_\_\_ Twice/ WK: \_\_\_\_\_\_\_\_ Daily: \_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_  Duration: 10 min: \_\_\_\_\_\_\_ 15 min: \_\_\_\_\_\_\_ 20 min: \_\_\_\_\_\_ 30 min: \_\_\_\_\_\_\_ other: \_\_\_\_\_\_\_\_  End Date: \_\_\_\_\_\_\_\_\_ **Attach Progress Monitoring Data**  Number of intervention sessions attended during intervention period: \_\_\_\_\_ Total sessions possible: \_\_\_\_  Note: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Options for Change in Intervention:

Each of these changes constitutes a new intervention, and are decided upon by the RTI team. These are the options available for academic and behavioral intervention changes.

|  |  |
| --- | --- |
| **Options for Students**   * Increase motivation   + Add incentives   + Change incentives   + Adjust behavior plan   + Increase success level   + Vary schedule of easy/hard tasks/skills * Increase engagement   + Number of responses per session   + Teach, review and post standards of behavior * Increase regular attendance * Ensure student skill level matches instruction   + Skill grouping   + Differentiated instruction * Increase types of cueing approaches   + Visual   + Auditory   + Tactile | **Options for Instruction (Practices)**   * Skill grouping – Differentiated instruction * Increase pace of instruction * Increase opportunities to respond * Employ standard cueing correction procedures * Pre-teach con concepts outside the group * Build/activate prior knowledge   **Options for Instruction (Logistics)**   * Reduce size of instructional group * Add additional instructional time   + Double dosing   + Different materials * Change instructor * Change seating within group * Provide instruction in small units throughout the day * Change physical environment   **Note:**  Under district decision rules, a substantial change is identified as one of the following:   * + Time (increased by at least 15 minutes/day)   + Group size (reduced by at least 3)   + Program change   + Frequency: number of times a day   For a student who is at high risk, one and/or all three of these options should be done in the movement toward SPED referral. |
| **Options for Curriculum/Program**   * Preteach components of the core program * Check fidelity of implementation of program   + Provide additional training   + Add a coaching component * Use extensions of the core program * Move to a more structured intervention program * Change the core program |

**Achievement Review-Math**

**STAR Math Tables**

**7th Grade**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Fall Score** | **%ile** | **Benchmark** | **Winter Score** | **%ile** | **Benchmark** | **Spring Score** | **%ile** | **Benchmark** |
| Math Benchmark |  |  | 729 |  |  |  |  |  |  |

**8th Grade**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Fall Score** | **%ile** | **Benchmark** | **Winter Score** | **%ile** | **Benchmark** | **Spring Score** | **%ile** | **Benchmark** |
| Math Benchmark |  |  | 758 |  |  |  |  |  |  |

**9th Grade**

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|  | **Fall Score** | **%ile** | **Benchmark** | **Winter Score** | **%ile** | **Benchmark** | **Spring Score** | **%ile** | **Benchmark** |
| Math Benchmark |  |  | 479 |  |  |  |  |  |  |

**10th Grade**

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|  | **Fall Score** | **%ile** | **Benchmark** | **Winter Score** | **%ile** | **Benchmark** | **Spring Score** | **%ile** | **Benchmark** |
| Math Benchmark |  |  | 563 |  |  |  |  |  |  |

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**Achievement Review-ELL Language**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade |  |  |  |  |  |  |  | 7 | 8 | 9 | 10 |
| ELPA benchmarks |  |  |  |  |  |  |  |  |  |  |  |
| Early Intermediate Level 2  Intermediate Level 3  Early Advanced Level 4  Advanced Level 5- EXIT |  |  |  |  |  |  |  | 497  507  517  524 | 499  508  518  526 | 491  501  515  526 | 493  501  516  527 |
| Total Student Score  Reading  Writing  Listening  Speaking  Comprehension |  |  |  |  |  |  |  | T:  R:  W:  L:  S:  C: | T:  R:  W:  L:  S:  C: | T:  R:  W:  L:  S:  C: | T:  R:  W:  L:  S:  C: |
| English Language Development: | | | | | | | | | | | |

**Additional review questions for ELL students**

|  |
| --- |
| \_\_\_\_\_\_\_\_\_ How long has the child been in an ELL program in the United States?  \_\_\_\_\_\_\_\_\_\_ Is the student’s language level and rate of progress similar to the language level of other students in their cohort group? (*This should give an initial indication of potential learning difficulty IF the child has had years of explicit English language instruction but not made progress.)*  \_\_\_\_\_\_\_\_ Is there an indication in the Developmental History that the child has a delayed or disrupted educational experience? (*This could explain why the child’s skills are low.)*  \_\_\_\_\_\_\_\_\_\_ Is there an indication in the Developmental History that the student’s language and/or academic development has been different from his or her peers? (*This might be an indication that the student may have a learning difference that is inherent.)*  *Comments:* |

**Achievement Review: Interventions and Grades**

**All Interventions (include reading, writing, math, ELD, behavior, etc.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Intervention Name** | **Dates** | **Group Size** | **Duration** | **Instructor** |
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**Review of report cards, progress reports, and teacher remarks by grade level significant for:**

|  |
| --- |
| Behavior (including attending skills): |
| Hearing/ Vision Screening Results: |
| Language skills: (Significant delays in organization, social skills, following directions, or difficulty across subject areas requiring comprehension that can not be explained by other factors.) |
| Other: |

***Problem Solving Meeting Form***

|  |
| --- |
| Grant Union Jr/Sr High |
| **Individual Problem Solving Form** |
| Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Problem Solving Team Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Area of concern: | Behavior | Attendance | Growth | Tasks completed | Other (describe)  \_\_\_\_\_\_\_\_\_\_\_\_ | | (circle primary area) |   ***Step 1: Problem Identification (What is the problem?)*** |
| |  | | --- | | **Student present level of performance:** | | **Expected student level of performance:** | | **Magnitude of discrepancy:** | | **Problem Definition:** | | **Replacement behavior or target skill:** | |
| ***Step 2: Problem Analysis (Why is it happening?)*** |
| |  |  | | --- | --- | | Domain | Relevant Known Information | | Instruction  ***(e.g. pacing, corrective feedback, explicitness, opportunities to practice, engagement, etc)*** |  | | Curriculum  ***(e.g. skills taught, instructional materials, scope & sequence, expected outcomes, previous interventions, etc)*** |  | | Environment  ***(e.g. room setup, peer influence, expectations and rules, behavior management system, etc)*** |  | | Learner  ***(e.g. academic skills, behavioral concerns, etc)*** |  |   Based on the above information (instruction, curriculum, environment, & learner) why do you think the current problem is occurring and what is the predicted result of an appropriately matched intervention? |
| **Problem Hypothesis:** The problem is occurring because |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Prediction:** The problem will be reduced if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

***Step 3: Plan Development (What are we going to do?)***

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

Target skill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Goal (This intervention will be successful if…):

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

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| --- | --- | --- | --- | --- | --- |
| **What will be done?**  (actions taken, target skills taught, curriculum/materials used) | **How will it be done?**  (instructional strategies, etc) | **Who is responsible?** | **Where will it occur?** | **How often? (**days per week & min per day? | **Group size?** |
|  |  |  |  |  |  |
| **Progress monitoring plan** | **What materials will be used?** | **Who is responsible?** | **How often?** | **Decision Rule?** | |
|  |  |  |  |  | |
| **Fidelity plan** | **What data will be collected?** | **Who is responsible?** | **How often will it be collected?** | **Minimum standard for fidelity?** | |
|  |  |  |  |  | |

Follow up date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Step 4: Plan Implementation & Evaluation (Did it work?)***

\*Attach graphed data

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance:** | # of intervention days attended: | | |  | Total # of intervention days: | | |  | % of intervention sessions attended | | |  |
| **Intervention fidelity data: Minimum standard met?** Yes No | | | | | | | | | | | | |
| **Student rate of progress:** | |  | | | | **Peer/Expected rate of progress:** | | | |  | | |
| **Less progress than expectation/peers More progress Same progress** | | | | | | | | | | | | |
| **Student level of performance:** | | |  | | | | **Expected student level of performance:** | | | |  | |
| **Magnitude of discrepancy:** | | |  | | | | | | | | | |
| **Less discrepant than expectation/peers More discrepant Same level of discrepancy** | | | | | | | | | | | | |
| **If less discrepant/good progress:** Continue current intervention? Yes No  Fade intervention support? Yes No | | | | | | | | | | | | |
| **If more discrepant/poor progress:** Was the intervention implemented as planned? Yes No  Do we need to Intensify supports? Yes No Refer for special education evaluation? Yes No | | | | | | | | | | | | |
| **If discrepancy the same/average progress:** Was the intervention implemented as planned? Yes No  Do we need to Intensify supports? Yes No Refer for special education evaluation? Yes No | | | | | | | | | | | | |
| **Comments/Actions/Next Steps:** | | | | | | | | | | | | |

**ATTENDANCE REVIEW**

As of \_\_\_\_,(date) \_\_\_\_\_\_ (student) has had access to a total of \_\_\_\_ days of school and has attended \_\_\_\_ days of school; s/he has missed \_\_\_ days of school since starting kindergarten. Based on the formula of total days of school attended divided by total of actual school days, \_\_\_\_\_ (student) has been in school \_\_\_\_% of the time s/he has had access.

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| **Year** | **School** | **Grade** | **Total Days of School** | **Absences** | **Tardies** |
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| **Total** |  |  |  |  |  |

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| **Parent Feedback Re: Attendance** |

***Developmental History***

(To be completed through an interview with the parent)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Birth History

1. How often did you see a doctor while you were pregnant? Regularly \_\_\_ A few times \_\_\_ Not at all \_\_\_
2. Were you sick or did you have any complications while you were pregnant? Yes \_\_\_\_ No \_\_\_\_

If yes, what were the problems?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Did you have the measles or any childhood disease while you were pregnant? Yes \_\_\_\_ No \_\_\_\_

If yes, what did you have?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Did you have trouble giving birth? Yes \_\_\_\_ No \_\_\_\_

If yes, what was the trouble?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Was your child born earlier than expected? Yes \_\_\_\_ No \_\_\_\_

If yes, how many weeks?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Was there anything unusual or wrong with the birth? Yes \_\_\_\_ No \_\_\_\_

If yes, what was wrong?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Was your child born in a hospital? Yes \_\_\_\_ No \_\_\_\_

What country?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. What age were the mother and father? Mother \_\_\_\_\_\_\_\_\_\_ Father \_\_\_\_\_\_\_\_\_\_

## Health History

9. Did your child have any illness or anything wrong during the first year? Yes \_\_\_\_ No \_\_\_\_

If yes, what was the illness or what was wrong? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Have any of the following happened to your child?

1. Had a temperature over 104 degrees for more than a few hours? Yes \_\_\_\_ No \_\_\_\_
2. Had to go to the hospital because of a temperature? Yes \_\_\_\_ No \_\_\_\_
3. Ever been knocked unconscious? Yes \_\_\_\_ No \_\_\_\_
4. Ever had a concussion? Yes \_\_\_\_ No \_\_\_\_
5. Ever been in a coma? Yes \_\_\_\_ No \_\_\_
6. Ever had any kind of an operation? Yes \_\_\_\_ No \_\_\_
7. Ever been to a hospital for any other sickness or trouble not mentioned above? Yes \_\_\_\_ No \_\_\_\_
8. Ever had problems with hearing or vision? Yes \_\_\_\_ No \_\_\_\_
9. Had frequent earaches? Yes \_\_\_\_ No \_\_\_\_

If yes to letter “I”, were tubes installed? \_\_\_\_\_\_\_ At what age? \_\_\_\_\_\_\_

If you answered yes to any of the questions above, please tell about it: \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

11. Does your child take any kind of medicine or pills regularly for some condition? Yes\_\_\_\_ No\_\_\_\_

If yes, please tell what the medicine is for and how long your child has been taking it.

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

12. Has the child been diagnosed with any health problems? If so tell about them:

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

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

## Developmental Milestones

13. At what age did your child experience the following:

|  |  |  |  |
| --- | --- | --- | --- |
| sit alone \_\_\_\_\_\_ | speak single words \_\_\_\_\_\_ | walk \_\_\_\_\_\_ | speak 2-3 word sentences ­­­­­­\_\_\_\_ |

14. When was your child completely toilet trained? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. At present time, does the child ever have toileting accidents? Yes\_\_\_\_ No\_\_\_\_

16. What is your child’s primary language? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

17. Do people outside the family understand what your child says? Yes\_\_\_\_ No\_\_\_\_

If no, please tell about it. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

18. What language is spoken at home? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

19. Do both parents live at home? Yes\_\_\_\_ No\_\_\_\_

20. How many siblings does your child have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

21. Is there any history of learning problems in the family? Yes \_\_\_\_ No\_\_\_\_

22. Any family history of physical or mental health problems? Yes\_\_\_\_ No\_\_\_\_

If so describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

23. How many different schools has your child attended? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

24. Would you describe the child’s attendance as poor, fair, or good? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

25. At present time, do you have any concerns about your child? Yes\_\_\_\_ No\_\_\_\_

If so, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Historial de Desarrollo** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **(Ser completada por medio de una entrevista)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Nombre:** |  | | | | | | | | | | **Fecha de Nacimiento:** | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | **Edad:** | | | | | | | |  | | | **Grado:** |  |
| **Nombre del padre:** | | |  | | | | | | | | | | | | | | | | | | | | | | | **Lengua que se habla en casa:** | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| **Historial de Nacimiento** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. ¿Que tan seguido visitó al doctor mientras estaba embarazada? | | | | | | | | | | | | | | | | | | | | | | | | Regular | | | |  | Algunas veces | | | | | | | | | | | | | | |  | | | Nunca | | | | |  | | |
| 2. ¿Estuvo enferma o tuvo alguna complicación durante su embarazo? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | |  | | | | No | | | | | |  | | |  | | | | |  | | |
| Si la respuesta fue “si,” explique: | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. ¿Tuvo sarampión o alguna otra enfermedad de la niñes mientras estaba embarazada? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | | | |  | | | No | | | | |  | | |
| Si la respuesta fue “si,” explique: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. ¿Tuvo dificultades durante el parto? | | | | | | | | | Si | | | |  | | | | No | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Si la respuesta fue “si,” ¿cual fue la dificultad? | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. ¿Nació su niño antes de lo que usted esperaba? | | | | | | | | | | | | | | | | | | | | Si | | | |  | | No | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| Si su respuesta fue “si,” ¿Cuantas semanas fueron de anticipación? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. ¿Hubo algo diferente o algún problema con el nacimiento? | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si |  | | | | | No | | |  | | | | | | |  | | | | | | | | | | |
| Si la respuesta fue “si,” ¿Cual fue el problema? | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. ¿Nació su niño en un hospital? | | | | | | | | | Si | | | | |  | | | No | | | | |  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. ¿En que país nació su niño? | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. ¿Que edad tenia la mamá y el papá cuando nació el bebé? | | | | | | | | | | | | | | | | | | | | | | | | | | | | Mamá | | | | | |  | | | Papa | | | | | | |  | | |  | | | | |  | | |
| **Historial de Salud** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. ¿Su niño tuvo alguna enfermedad o algún mal durante el primer año? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | | |  | | | | | No | | | | | | |  | | | |
| Si su respuesta fue “si,” ¿Cual fue la enfermedad o cual fue el mal? | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. ¿Le ha pasado algo de lo siguiente a su niño? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. ¿Ha tenido temperatura por encima de 104 grados por más de algunas horas? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | | |  | | | No | | | | |  | | | |
| b. ¿Tuvo que ir al hospital por temperatura? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | | |  | | | No | | | | |  | | | |
| c. ¿Alguna vez ha sido golpeado y dejado inconsciente? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | | |  | | | No | | | | |  | | | |
| d. ¿Alguna vez ha tenido alguna conmoción (concusión)? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | | |  | | | No | | | | |  | | | |
| e. ¿Ha estado en un coma? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | | |  | | | No | | | | |  | | | |
| f. ¿Ha tenido algún tipo de cirugía? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | | |  | | | No | | | | |  | | | |
| g. ¿Ha estado en el hospital por algún otro problema no mencionado aun? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | | |  | | | No | | | | |  | | | |
| h. ¿Ha tenido problemas de audición o visión? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | | |  | | | No | | | | |  | | | |
| i. ¿Ha tenido dolores de oído frecuentes? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | | | |  | | | No | | | | |  | | | |
| Si la respuesta fue “si,” le instalaron tubos? | | | | | | | | | | | | | | |  | | | | | | Ha que edad | | | | | |  | | | | |  | | | | | | | | | | | | | | | | | | | | | | |
| Si contestó “si” a alguna de estas preguntas, por favor díganos lo que es: | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. ¿Su niño toma algún tipo de medicamento o píldoras por alguna condición médica? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | |  | | | | | No | | | |  | | | | | |
| Si su respuesta fue “si,” por favor diga para que es la medicina y por cuanto tiempo la a estado tomando | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. ¿Ha sido el niño diagnosticado con algún problema de salud? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | |  | | | | | No | | | |  | | | | | |
| Si la respuesta fue “si,” díganos sobre el diagnostico: | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Desarrollo de Habilidades** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. ¿Ha que edad su niño?: | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| a. Se sentó por si solo | |  | | | | b. Caminó | | | | | | | | | |  | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Habló palabras sencillas | | | |  | | | | d. Habló frases de 2-3 palabras | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | |  | | | | | | | | | | | | | |
| 15. ¿Cuándo aprendió su niño a usar el baño completamente? | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| 16. ¿En tiempo presente, su niño tiene accidentes por necesidad de ir al baño? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | |  | | | | | | No | | | | | | |  | | | | | | |
| 17. Las personas fuera de la familia entienden lo que dice su niño? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | |  | | | | | | No | | | | | | |  | | | | | | |
| Si su respuesta fue “no,” por favor diganos por qué. | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18. ¿Qué lengua(s) se habla(n) en casa? | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| 19. ¿Viven los dos papás en casa? | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | |  | | | | | | No | | | | | | |  | | | | | | |
| 20. ¿Tiene el niño hermanos o hermanas? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | |  | | | | | | No | | | | | | |  | | | | | | |
| 21. ¿Existe algún historial de problemas para aprender en la familia? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | |  | | | | | | No | | | | | | |  | | | | | | |
| 22. ¿Algún historial familiar de problemas físicos o mentales? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | |  | | | | | | No | | | | | | |  | | | | | | |
| Si su respuesta fue “si,” describa los detalles | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 23. ¿Ha cuantas escuelas diferentes a asistido el niño? | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| 24. ¿Calificaría la asistencia de su niño en la escuela como baja, justa o buena? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | |  | | | | | | | | | | | |
| 25. En tiempo presente, tiene alguna preocupación sobre su niño? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Si | | | |  | | | | | | No | | | | | | |  | | | | | | |
| Si su respuesta fue “si,” por favor de describirlo: | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Grant Union JR/SR High

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parents/Guardians of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

**This is to inform you that your child will be receiving reading or math support during the next eight weeks.** This support is in addition to the regular 52 minutes of reading and 52 minutes of math he/she gets in the regular classroom. Students will receive small group instruction on a particular skill for the amount of time indicated below. Every two weeks reading and math students will be progress monitored to assess growth.

Title 1 is a federal program that provides additional support to students who are having difficulties with reading or math. Students are selected based on the assessments we give at Grant Union, including placement tests from our reading program, STAR math probes, state assessments, and teacher recommendation. Every 8 weeks a team of teachers, specialists and administrators meet to discuss each child individually and make decisions on what steps will take place to ensure each student’s success.

Attached are definitions of skills and ideas on how to help your student at home. Also included is contact information for the Title teacher Didgette McCracken (math).

Your child will be receiving \_\_\_\_\_\_\_\_ 15-20 minutes \_\_\_\_\_ 30 minutes \_\_\_\_45 minutes of additional reading or math support daily.

They will be receiving help with: (skill/name of program)

\_\_\_\_\_Phonics

\_\_\_\_\_Fluency

\_\_\_\_\_Comprehension

\_\_\_\_\_Phonics/Fluency/Comprehension

\_\_\_\_\_Phonemic Awareness/Phonics

\_\_\_\_\_ Math

If you have questions, please contact me.

Ryan Gerry, Principal

***Team Meeting Notice***

Dear: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

      Your child has been referred to the Response to Intervention (RTI) Team to develop an individual action plan based on your child’s needs. The RTI team’s purpose is prevention of academic and behavior problems, and to support group and individual programs for all students. The referral is based on the following concerns:

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

The team will meet at school to discuss your child’s needs and plan an RTI program on:

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

You are encouraged to attend this meeting.

Sincerely,

RTI Team

Enclosed is a description of our Instructional Program. If you have questions regarding the RTI program, please contact your school principal.

IMPORTANT NOTICE REGARDING SPECIAL EDUCATION: Sometimes students experience substantial on-going difficulties in school as the result of disabilities. If the school team or your child’s teacher(s) have this concern, they will contact you to discuss it. If you are concerned that your child may have a disability and is in need of special education services, please contact the director of special education or the school principal.

***Assessing & Planning RTI Team Process in Secondary Schools***

***Coaching Feedback Form***

|  |  |  |
| --- | --- | --- |
| School: | Grade Level: | Date: |
| Team Members: | | |
| Observer: | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Status** | | | | **Features** | **Comments** |
| In place | Partially In Place | Not in Place | Not Observed |
|  | | | | Observable Features |  |
|  |  |  |  | 1. Team is made up of the Principal, Grade level teachers, Instructional Coach/Title 1, and Specialists from SPED & ELL. |  |
|  |  |  |  | 2. Students in interventions are progress monitored weekly, bi-weekly, or monthly depending on the measure. Team reviews data in Reading and STAR Math for these students at RTI meetings. |  |
|  |  |  |  | 3. Students who meet the screening criteria for interventions on the Behavior Protocol (more than 2 ODRs since the last meeting or more than 5 for the year) are placed in behavior interventions and are progress-monitored daily. Their data is reviewed at EBIS meetings. |  |
|  |  |  |  | 4. Team identifies and determines interventions for students who have 5 or more absences or tardies since the previous meeting. Data is collected and reviewed at EBIS meetings. |  |
|  |  |  |  | 5. Teams use the protocols (reading, Behavior, and Math) to make decisions on interventions, data to be collected, and person responsible for collecting data. |  |
|  |  |  |  | 6. Grade level teams meet every 6-8 weeks to review progress-monitoring data on students in interventions. |  |
|  |  |  |  | 7. Minutes of the meeting are kept and distributed to team members in a timely manner. |  |
|  |  |  |  | 8. Decision rules are followed and changes to interventions are made based on aimline/trendline analysis. |  |
|  |  |  |  | 9. Only those changes to interventions listed on Intervention Changes and Modification Form are considered as changes. |  |

**Assessing & Planning RTI Team Process- Interview Form**

**Secondary Schools**

|  |  |
| --- | --- |
| School: | Date: |
| People Interviewed: | Interviewer: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Status** | | | **Features** | **Comments** |
| In Place | Partially in Place | Not in Place |
|  | | | Determined through Interview |  |
|  |  |  | 1. The *RTI Group Intervention & Planning Form* is completed for each grade level and lists students who are below the 20th% on STAR or who meet criteria for interventions in behavior and/or attendance. |  |
|  |  |  | 2. Student intervention profiles are started on the district STAR secure site for each student receiving an intervention and are updated when new interventions are implemented. |  |
|  |  |  | 3. Team identifies students and/or reviews progress monitoring data on students falling below the 20th% on STAR Math |  |
|  |  |  | 4. Students are progress monitored in math one time per month. |  |
|  |  |  | 5. Students in reading interventions are progress monitored every two weeks. |  |
|  |  |  | 6. Daily data is collected for students in behavioral or attendance interventions. |  |
|  |  |  | 7. Team follows the procedures outlined in the Planning for English Language Learners Document when determining needs of struggling ELL students. |  |
|  |  |  | 8. Parents are notified when their child is placed in intervention or when there has been a change in intervention. |  |
|  |  |  | 9. Team analyzes cohort data for ELL students in interventions. |  |
|  |  |  | 10. After two failed group interventions, the team collects additional data to design an individualized intervention. |  |
|  |  |  | a. The RTI Team Meeting Notice is sent to parents. |  |
|  |  |  | b. A case Manager is assigned to ensure that all required tasks are completed. |  |
|  |  |  | c. Parents are given the RTI Process Brochure. |  |
|  |  |  | d. A developmental History is obtained. |  |
|  |  |  | e. If the student has a second language, the ELL teacher at the school obtains information about language and language development and the team completes the Planning for English Language Learners form. |  |
|  |  |  | f. The RTI Individual Problem Solving Worksheet is completed through a review of the student’s cumulative file. |  |
|  |  |  | g. The EBIS team uses the information obtained from the developmental history and problem solving worksheet and the Reading Protocol or other appropriate protocol to determine the appropriate Tier III intervention for the student. |  |
|  |  |  | 11. If reading or math progress continues to be below the aimline after 3 or more highly structured individualized interventions, the team completes a referral for special education services. |  |
|  |  |  | 12. The DIBELS intervention profile, Developmental History Form, Progress Monitoring data and the Individual PS worksheet/Action Plan are attached to the Special Ed. Referral Form. |  |
|  |  |  | 13. DIBELS team reviews data on student performance at least 3 times each year (fall, winter, spring) to evaluate effectiveness of the core programs. |  |
|  |  |  | a. Data regarding the core program are disaggregated by race, special programs (such as ELL and SPED) grade level, and class. |  |
|  |  |  | 14. Results of the triennial review are shared with grade level teams and changes are made as needed based on the data. |  |

**Secondary RTI Team Planning Survey**

Please complete the following items on your own. After completing the entire document, place a check-mark next to the top three items that are not fully in place that you would prioritize for goal setting in your building. (This document is designed to be used by RTI Teams in the fall to determine goals for improvement.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***RTI Features*** | ***Rating*** | | | |
| **1. Team Membership and Process: Building Level** | **Not in Place** | **Partially In Place** | **Fully in Place** | **Notes for Goal Setting** |
| a. RTI teams include principal, special education representative, instructional coach, classroom teachers, and ELL teachers. |  |  |  |  |
| b. Principal, teachers, and representatives from special education and ELL attend every meeting. |  |  |  |  |
| c. Grade level teams meet regularly every six to eight weeks. |  |  |  |  |
| d. Building principal provides instructional leadership at RTI meeting (e.g., interprets data, guides intervention decision making, allocates resources, etc.). |  |  |  |  |
| e. Teams roles are clearly defined (e.g., facilitator, time keeper, recorder) |  |  |  |  |
| f. All meetings have clearly defined agendas |  |  |  |  |
| g. Meetings include review of progress monitoring data for all students in 20% group. Decision rules from the appropriate protocol (reading, behavior, math) are used to guide changes in interventions. |  |  |  |  |
| h. The buildings screening process quickly identifies new students who fall in the bottom 20% and places them in appropriate interventions. |  |  |  |  |
| I. RTI meetings are completed within the allocated time (30-60 minutes). |  |  |  |  |
| j. Specific data on student performance is used at the RTI meeting to make decisions about student placement. These decisions are not made based on teacher report alone. |  |  |  |  |
| k. At least 2 times per year, teams review the effectiveness of the core program. |  |  |  |  |
| l. If less than 80% of students are at benchmark, teams discuss and plan for changes to the implementation of the core program. Data is analyzed based on grade, program, and ethnicity. |  |  |  |  |
| m. The minutes from the EBIS meetings  are distributed within two days of the meeting. This document helps to clarify specific tasks that team members much complete before the next meeting. |  |  |  |  |
| 2. **Core Instruction Program** | **Not in Place** | **Partially In Place** | **Fully in Place** | **Notes for Goal Setting** |
| a. Reading and math programs are implemented consistently at your school. |  |  |  |  |
| b. The core curriculums are delivered from a minimum of 60-90 minutes a day (based on the Reading Protocol) across all grades at your school. |  |  |  |  |
| c. Students are flexibly grouped according to skill level. |  |  |  |  |
| d. New teachers receive initial training in the core curriculums, and returning teachers receive yearly refresher courses. |  |  |  |  |
| e. Teacher have ready access to high quality additional support (e.g., peer coaching, side by side coaching, etc.) as needed. |  |  |  |  |
| f. teachers have received sufficient support to adjust the implementation of the core programs based on students skill, while still maintaining fidelity to the programs. |  |  |  |  |
| g. Building principal conducts frequent fidelity checks and observations of classroom teachers. |  |  |  |  |
| h. Assessments from the core programs are administered and reviewed to guide decisions about student placement. |  |  |  |  |
| **3. Screening and Progress Monitoring Procedures** | **Not in Place** | **Partially In Place** | **Fully in Place** | **Notes for Goal Setting** |
| a. All assessors (both screening and progress monitoring) received thorough initial training as well as yearly refresher classes. |  |  |  |  |
| b. Progress is monitored bi-weekly or monthly according to protocol for all students receiving interventions. |  |  |  |  |
| c. Administration and scoring of measures is routinely checked for inter-rater reliability. |  |  |  |  |
| d. Building staff (non-assessors) is thoroughly trained and skilled in data analysis and interpretation. |  |  |  |  |
| e. Data from math screener is used to place appropriate students in math intervention. |  |  |  |  |
| f. Math progress monitoring data is reviewed at RTI team meetings. |  |  |  |  |
| **3. Decision Rules** | **Not in Place** | **Partially In Place** | **Fully in Place** | **Notes for Goal Setting** |
| a. All RTI team members understand reading, math, and behavior decision rules and have access to the protocol. |  |  |  |  |
| b. Progress is monitored and interventions changed based upon the decision rules if students fail to make adequate progress after 6-8 weeks of interventions. |  |  |  |  |
| c. Prior to placing a student in an individualized intervention the following are completed:  Problem Solving Worksheet/ Action Plan; Developmental hitory, and if the student is receiving ELL services, an evaluation of his/her language. |  |  |  |  |
| d. Decision rules are consistently followed for all students. |  |  |  |  |
| **5. Reading and Math Interventions** | **Not in Place** | **Partially In Place** | **Fully in Place** | **Notes for Goal Setting** |
| a. Research based interventions are available at each grade level for reading and math. |  |  |  |  |
| b. At least one member of the RTI team is highly skilled and knowledgeable regarding the range of intervention options. |  |  |  |  |
| c. Intensive students at grades 1-6 receive at least 30 minutes of intervention daily in addition to core instruction.Kindergarten10 minutes intervention. |  |  |  |  |
| d. Interventions are chosen to address specific areas of need of the student. Students participate in a reasonable number of programs so as to have an aligned, coherent program without conflicting information being presented. |  |  |  |  |
| e. Intervention profiles (on the DIBELS secure district site) are kept up to data for each student in an intervention, with accurate program information and start and end dates for interventions. |  |  |  |  |
| **6. Behavior and Attendance Concerns** | **Not in Place** | **Partially In Place** | **Fully in Place** | **Notes for Goal Setting** |
| a. RTI teams review attendance and behavior records at each meeting and place students who meet the decision rules into behavioral interventions. |  |  |  |  |
| b. Students in interventions due to problems with behavior or attendance have their progress monitored and the data reviewed at each 8 week meeting. If inadequate progress is made, interventions are intensified. |  |  |  |  |
| c. If a student continues to have behavioral difficulties after a secondary behavioral intervention, a Functional Behavioral Assessment (FBA) is completed and a behavior plan developed. |  |  |  |  |
| **7. LD Eligibility** | **Not in Place** | **Partially In Place** | **Fully in Place** | **Notes for Goal Setting** |
| a. Referrals are always accompanied by appropriate documentation (progress monitoring data, intervention information, student interventions profile, developmental history, problem solving worksheet/action plan) |  |  |  |  |
| b. Students are referred for a SPED eval by the RTI team after three or more failed interventions (unless extenuating circumstances are present). |  |  |  |  |
| **8. Parent Participation** | **Not in Place** | **Partially In Place** | **Fully in Place** | **Notes for Goal Setting** |
| a. A system is in place that ensures that parents regularly receive screening and progress monitoring data. |  |  |  |  |
| b. Parents are consistently notified when students begin or change interventions. |  |  |  |  |
| c. Parents receive the John Day School District RTI brochure when their child is about to begin the individualized intervention |  |  |  |  |
| d. Parents are invited to participate in RTI decision-making with targeted outreach to parents with diverse needs (e.g., poverty, primary language other than English). |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| RTI Team Goals Team Members: | | | |
|  | **RTI Feature** | **Indicate School-wide or Specific Grade/Group** | **Action to be Taken**  (Be specific enough so that it is possible to determine when the action has been implemented) |
| **1** |  |  |  |
| **2** |  |  |  |