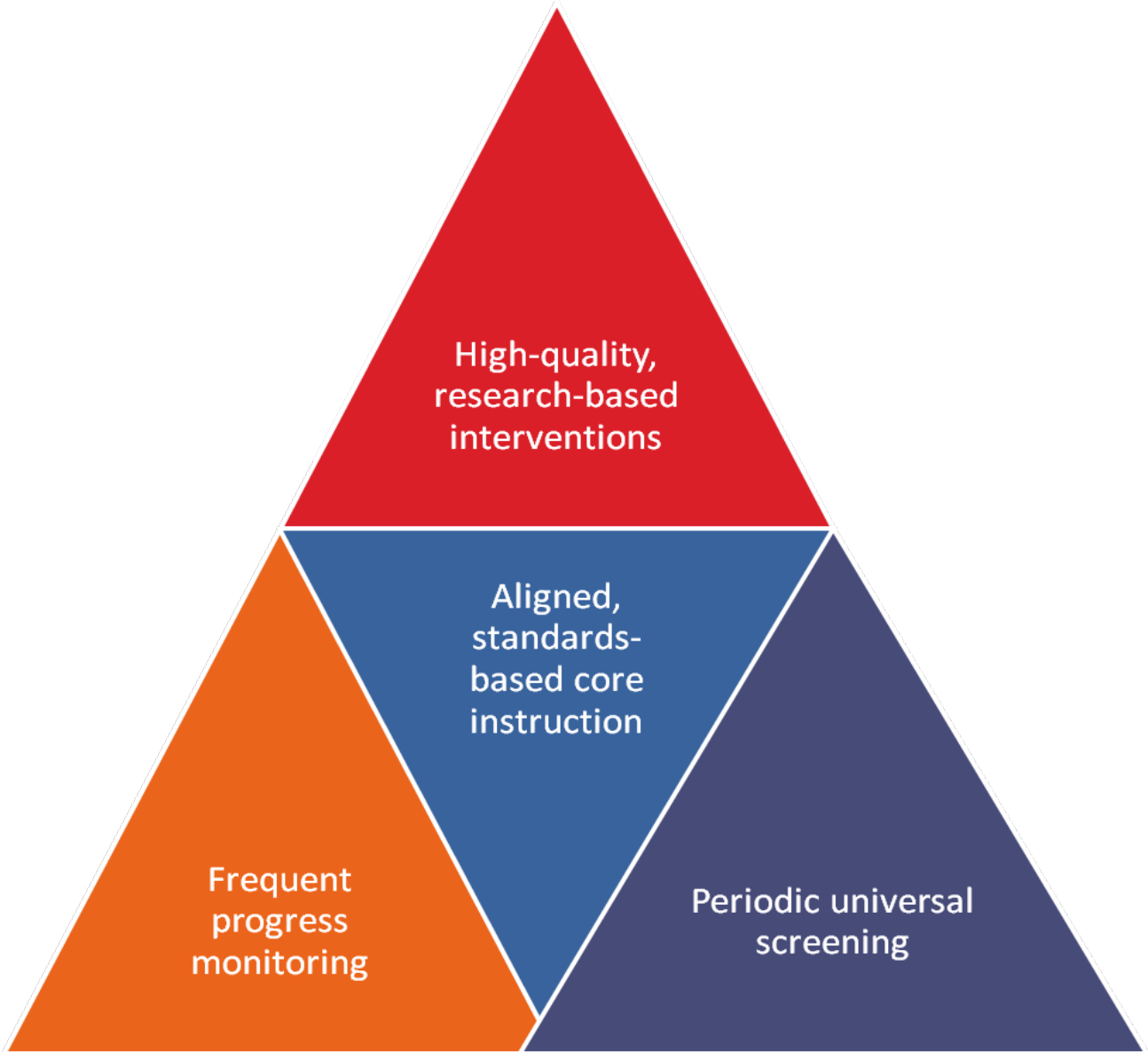


# Auburn City Schools Response to Instruction Framework



Revised: 1/10/2016

## **Part I: Purpose**

Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services by providing high quality, standards-based instruction and intervention that are matched to students' academic, social-emotional, and behavioral needs. In Auburn City Schools (ACS), RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

The ultimate purpose of the RtI process is to proactively enhance the success of students with a variety of academic and/or behavior needs, rather than solely determine whether a student qualifies for special education services. The effectiveness of RtI is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Student progress that results from instruction is measured by reviewing data. The core principles upon which the RtI process for ACS is built are as follows:

- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for instructional decisions.

In terms of the multi-tiered model for service delivery, ACS has embraced the 4-tier model where students progress through a continuum of services that focuses on providing quality core instruction in Tier I, targeted interventions in Tier II, intensive interventions in Tier III, and specially designed instruction in Tier IV. Each of these tiers will include both academic and behavioral programs and interventions. The expectation in this tiered approach is that all teachers in grades Pre-K through twelve will provide high quality, research-based core instruction that follows the best practices included in the Alabama Quality Teaching Standards. When student performance data indicate that the core instructional program is not effective in supporting students in reaching desired levels of success, early intervention strategies will be implemented in an effort to prevent the need for longer term, more intensive interventions. A problem-solving process will be used to assist the classroom teacher in designing and selecting strategies for improving student academic and/or behavioral performance. The purpose of the problem-solving process is to identify and implement academic and behavior intervention strategies that have a high probability of success.

## **Description of Tiered Instruction**

### **Description of Tier I**

Tier I is considered the core instructional program all students receive. These core instructional and behavioral support programs are research based and implemented with all students. Sound methodologies, including the use of formative assessment practices and differentiated instruction, offer the best opportunity for all students to succeed in the core academic program.

### **Description of Tier II**

Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support, most often in the general education classroom. After students are identified through screening or benchmark assessments, Tier II interventions

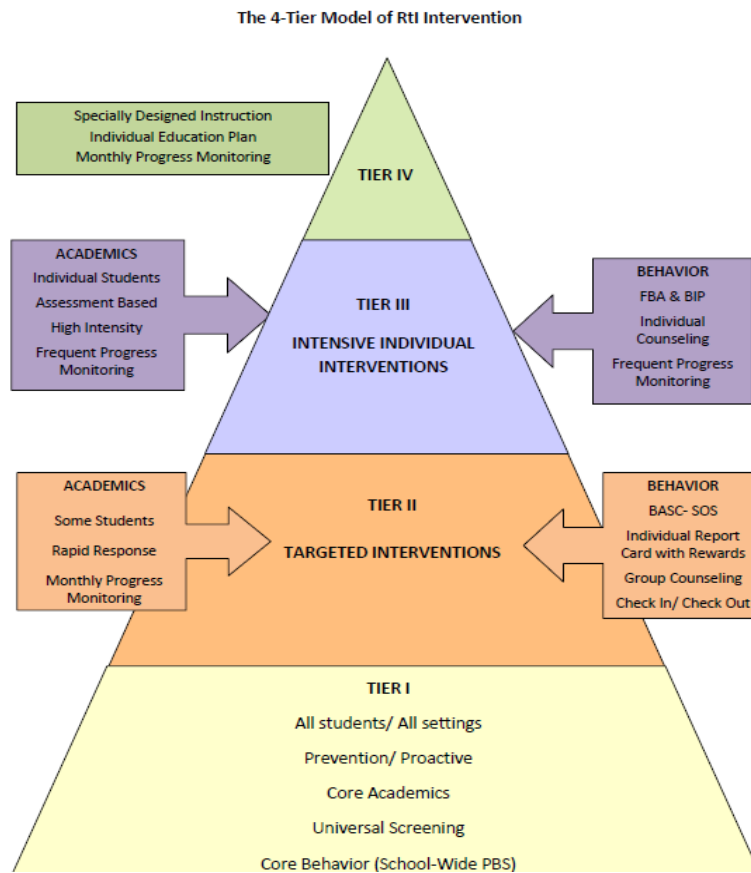
should begin followed by regular monitoring. Materials and strategies include specialized, evidence-based interventions determined by the needs of the students and implemented with fidelity. Tier II instruction is aligned with the Tier I core program and includes more opportunities for modeling, examples, corrective feedback, and student practice.

**Description of Tier III**

Tier III interventions are designed for students who are not responding to Tier I or II instruction and interventions. These interventions are intended for students with significant deficits or underachievement. Tier III interventions are provided by a specialized teacher, paraprofessional, or general education teacher who is highly trained in the program/strategy used. Materials and strategies include specialized, evidence-based interventions determined by the needs of the students and implemented with fidelity. Instruction includes more opportunities for modeling, examples, corrective feedback, and student feedback.

**Description of Tier IV**

Tier IV instructional plans are designed for students who have not responded to previous interventions and who meet established criteria for eligibility under the Individual with Disabilities Education Act (IDEA). Tier IV interventions are provided by a specialized teacher, paraprofessional, or general education teacher who is highly trained in the program/strategy used. These interventions are specified as part of an Individualized Education Plan (IEP). Students identified in this tier require specially designed instruction.



## **Tiered Support Components**

### **Universal Screening**

Universal screening is a process to identify students with deficits who may benefit from academic or behavioral interventions. The universal screening process generates objective information on student performance levels to support data-based decision making regarding the need for tiered intervention and support. Universal screening is accomplished through the use of specific assessment tools designed to screen the entire school population or through a multiple criterion approach that considers students' performance data from courses taken, state assessment information, and other curriculum-based measures as appropriate for the student.

### **Team Meetings**

The Data, Support and Intervention Team (DSI Team) will be the primary decision-making unit at the school level. This team will meet on regularly scheduled intervals and will review student data. Recommendations for student inclusion into Tier II and Tier III interventions will be based on an analysis of the student's profile by this team. The members of each DSI Team are determined by the school but include, at a minimum, a member of the administrative team, an academic teacher of the grade level/interdisciplinary team of each student, an intervention teacher (if applicable), and a student support staff member (counselor, e.g.).

Referrals for instructional intervention and support in either Tier II or Tier III may be made immediately if universal screeners yield a performance level below a pre-determined threshold. Other circumstances that may result in referral for tiered instructional support could include:

- 1. Universal Screener Results**
- 2. Grades**
- 3. Benchmark/Unit Tests**
- 4. Discipline Referral Data**
- 5. Parent Referral**
- 6. Absenteeism/Tardy**
- 7. State Assessments**
- 8. Retentions**
- 9. Transiency**
- 10. Rubric (developed from Research/Best Practices)**

### **Reporting**

An important part of the Tiered Instruction framework is the manner in which the school communicates with and reports to parents/guardians about the progress of their student. All schools in the district will provide notification to parents/guardians when a student has been found to be in need of tiered interventions by the DSI team. For referrals to Tier IV, the procedural requirements of IDEA and the Alabama Administrative Code will guide the work of school personnel in terms of parental notification and rights. In addition to parental notification, schools will use, at a minimum, forms designed to document student progress during the intervention process. The forms and accompanying instructions will follow in a later section of this document.

## **Progress Monitoring**

Progress monitoring is a process used for students in Tiers II, III, and IV providing quick, easy to use data upon which team decisions about student progress can be made. The DSI Team will monitor progress to determine the degree to which the student has moved toward adequate achievement of grade-level standards, behavioral/social expectations, or individualized goals.

Data is essential to the decision-making process to determine the success of interventions. Progress monitoring for students in Tier II should be conducted at least monthly. Progress monitoring for students in Tier III should be conducted at least bi-weekly. Progress monitoring for students in Tier IV should be conducted at least monthly. Best practice may indicate a need to progress monitor weekly for students receiving intensive intervention, at the discretion of the DSI team.

## **Duration of Instructional Support**

The length of time a student spends engaged in Tier II and Tier III interventions will be dependent upon the success being demonstrated by the student in that particular intervention. Considerations will be as follows:

- The initial implementation of tiered intervention shall be for a term of 4-8 weeks. This time may be modified by the DSI Team based on student progress data.
- If, after a minimum period of 8-12 weeks, the student is not making expected gains as determined by the DSI Team, the student may be referred to the next tier. In some circumstances, if an intervention shows no sign of impacting student performance in a positive way in 4 weeks, that intervention may be abandoned or intensified or the student may be transitioned to a different tier. In either case, an appropriate and significant collection of data must be present to support the decision to move to the next tier.
- If, after a minimum period of 8-12 weeks, the student shows significant gains as determined by the DSI Team, the student may be referred to a lower tier. In some circumstances, a shorter time frame may be used to transition to a lower tier based on an appropriate and significant collection of data to support the decision to move to the lower tier.
- If students are referred for evaluation under IDEA and found ineligible, then tiered instruction will continue as determined by the DSI team.
- If a student with an IEP is no longer eligible for special education services, the IEP team, in collaboration with the DSI team, will determine if the student transitions to Tier II or Tier III interventions.
- A student who is in Tier III at the end of a school year should strongly be considered for intervention at the start of the next school year. During transition years, schools will communicate information about Tier II, III, and IV students to the school students will attend the following year.

## **Tiered Instruction Best Practice Recommendations**

The following recommendations are not requirements for DSI Teams. However, they can provide support in defining instructional decision making for individual schools.

- Tier II interventions will typically be provided in 3-5 sessions per week in time intervals of 30 minutes per session.
- Tier III interventions will typically be provided in 4-5 sessions per week in time intervals of 30-60 minutes per session.

- Tier II interventions are typically delivered inside the regular classroom concurrently with Tier I instruction.
- Tier III interventions are typically delivered in individual or small group sessions, outside of the regular classroom setting, by a staff member who has received specialized training.

## **Part II. Data, Support and Intervention Teams**

To meet the needs of all students, the ACS structure for conducting problem-solving work will be a Data, Support and Intervention (DSI) Team. This name reflects the very nature of the work that these teams will do in developing ways to help struggling learners achieve success. Data is an essential component of being able to provide what each student needs in his/her learning process. No two students have the exact same needs, and data helps us provide the student with programming and teaching support in exactly the areas where it is most needed. Support reflects the teamwork aspect of the process and provides a systematic way of providing whatever it is the student needs to make progress, whether it is academic, behavioral or social/emotional. Intervention refers to the approaches the team will prescribe to address each student's deficits in the area of concern. Quality, research-based interventions will be delivered to students in a comprehensive fashion in order to address the specific gap that has been identified.

### **Interventions and Accommodations**

It is important that the DSI Teams recognize the difference in interventions and accommodations and focus their work on the development of intervention plans and not accommodations.

- Interventions are designed to improve student skills.
  - The student who struggles with reading may become more proficient in reading as the result of effective reading interventions (i.e. systematic, sequential multisyllabic word phonics exercises which emphasize segmenting and blending syllables; systematic practice in chunking text to facilitate reading with proper inflection and rhythm; structured practice in summarizing text and identifying main ideas and details; utilizing Venn diagrams or other graphic organizers to compare and contrast aspects of vocabulary terms which are essential for text comprehension; etc.).
  - The student who struggles with math may become more proficient in math as the result of effective math interventions (i.e. structured daily practice in building fluent retrieval of basic arithmetic facts; guided practice in working with visual representations of mathematical ideas; daily guided practice in identifying common underlying structures in word problems; verbalization of thought processes during problem solving exercises; etc).
  - The student with behavioral difficulties may decrease inappropriate behaviors as the result of effective behavior interventions (i.e. implementation of a behavior plan or behavior contract; practice in using refocusing and self-control skills; participation in an anti-bullying curriculum; etc).
- Accommodations will not meet the scientific, research-based intervention requirements included in current laws and regulations. Accommodations are designed to “level the playing field” and are not designed to improve student skills. For example, giving a

student a lesser number of options on a multiple choice test is a viable accommodation, but it does nothing to help improve that student's skill.

- A student may make a better grade on a reading assignment because accommodations were implemented by the teacher (i.e. text was shortened, text was read to the student, extra time was allowed for the student to complete the reading assignment, etc.)
- A student may make a better grade on a math test because accommodations were implemented by the teacher (i.e. fewer math problems were presented to the student; extra time was allowed for the student to complete the math assignment; etc.)
- As accommodations do not represent scientific, research-based interventions, they are not to be included in the interventions considered by the DSI Team. While accommodations do not improve student skills and are not considered to represent scientific, research-based interventions, any teacher may elect to employ accommodations when accommodations seem to be appropriate for use with any student.

### **Data, Support and Intervention Team's Responsibilities**

- The DSI Team ensures that academic and behavior screening data are gathered and utilized, as well as other important information to determine student needs for interventions and to verify the effectiveness of the school's Tier I instruction.
- The DSI Team ensures that tiers of scientific, research-based instruction and intervention are provided with consistency.
- The DSI Team ensures that decisions to move students through the tiers are made with consistency based on the school system's established criteria.
- The DSI Team ensures that screening data and additional assessment data are used in selecting specific interventions to meet individual student intervention needs.
- The DSI Team ensures that an intervention plan which includes appropriate and measurable intervention goals is established for each student based on the intervention strategy used.
- The DSI Team will ensure that appropriate progress monitoring tools are selected to measure the student's response to the intervention.
- The DSI Team ensures that student progress monitoring is conducted on a schedule specified by the school or school system.
- The DSI Team ensures that parents of students receiving intervention are provided with regular data-based intervention progress reports.

- The DSI Team ensures that, as students transition out of interventions as a result of academic or behavior gains, their progress continues to be monitored for a reasonable period to ensure a smooth transition into tiers of reduced instructional or behavioral support.

### **DSI Team Data Collection**

One of the primary responsibilities of the DSI Team is the collection of appropriate forms and documentation of student data. The work of the team should be documented by materials included in an Intervention Folder for each student.

This folder should include, at a minimum, the documents listed below for all students in Tiers II and III.

- Copy of the initial letter of parent/guardian notification
- Copy of progress monitoring communication to parents/guardians (at least every 4 ½ weeks to correspond to grade reporting intervals)
- Student Intervention Plan and Documentation Form (SIPAD)
- ACS RtI Intervention Documentation Form
- ACS Referral and Transition Form (to be completed at initial referral and at the end of each school year)

### **Interventions for Behavior**

Behavior can have a significant impact on the ability of students to make adequate progress in the academic curriculum. The RtI framework includes the delivery of interventions for student behavior as an essential component. ACS does not recommend any specific behavior program but recommends processes that are tailored to meet the specific needs of each student who demonstrates a need for intervention in this area.

The RtI pyramid (page 3) reflects some processes that can be used at each Tier. For example, a check-in, check-out system or group counseling may be appropriate interventions at Tier II while individual counseling and/or the development of a formal Behavior Intervention Plan (BIP), developed from data collected during a Functional Behavioral Assessment (FBA), may be needed for a student who has progressed to Tier III. But these processes are student specific and may or may not be appropriate for any individual student. Additionally, more than one intervention may be tried in order to find an approach that decreases inappropriate behaviors and/or increases appropriate behaviors. Teams may also choose to increase the frequency or intensity of the same intervention if data indicates the need. It is essential that the DSI team select an intervention for any student whose behavior is impeding his/her progress or the ability of those around him/her to learn. As with any other aspect of RtI, data collection is an essential part of the intervention.

There are several hyperlinks provided below that have an extensive array of resources for working with student's who have behavior issues that are impeding their learning. DSI teams are encouraged to use these links as they assess the needs of each student in need of intervention for behavior.

<http://www.interventioncentral.org/behavioral-intervention-modification>

<http://www.escambia.k12.fl.us/pbis/rtib/>

<http://polkdhsd7.sharpschool.com/cms/One.aspx?portalId=3751798&pageId=4687449>



## Dyslexia-Specific Screening

### Definition

Dyslexia is a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (Alabama Administrative Code 290-3-1-20).

The DSI Teams will analyze screening and progress-monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students with academic and/or behavioral difficulties, including those students who exhibit the characteristics of dyslexia (Alabama Administrative Code 290-3-1-19-c).

### Screening Criteria

The results of reading screenings (e.g. DIBELS or STAR) will be used to determine students' need for dyslexia-specific screenings. Students who score in the below-average range (below the 25th percentile) on a reading screening beginning in 2<sup>nd</sup> grade will participate in dyslexia-specific screening to determine need for dyslexia-specific intervention and dyslexia services. These interventions, services, and communication to parents will be planned and monitored through the DSI Team process. Additionally, students will be provided with dyslexia-specific screenings upon teacher or parent request.

The four screening skill indicators for grades 2 and up are Phonemic Decoding Efficiency Skills, Sight Word Reading Efficiency Skills, Spelling Skills, and Accuracy of Word Reading in On-Grade Level Passages.

Dyslexia-specific screening for Kindergarten and First Grade students is at the discretion of the school DSI team on a student case-by-case basis. Screeners, forms, and dyslexia-specific interventions for Kindergarten and First grade students can be found in the *Alabama Dyslexia Resource Guide*.

### Response to Screening

If the student achieves standard scores below the 25th percentile or performs below benchmark expectations on three of four screening skill indicators, the student will be determined to have failed the dyslexia-specific screening. Failure of the dyslexia-specific screening is **not** a diagnosis of dyslexia and should not be communicated to parents as a diagnosis of dyslexia.

The DSI Team will review all available data including dyslexia-specific screening data and determine student intervention needs. The *Alabama Dyslexia Resource Guide* should be used as a resource for determining intervention needs, including classroom strategies and accommodations.

### Screeners

Dyslexia-specific screening will allow the student to demonstrate essential word-level or basic reading skills as outlined below. The Appendix of the RTI Manual includes a form for recording this screening information.

Skill Indicators	Screener
Phonemic Decoding Efficiency Skills	Test of Word Reading Efficiency-2 (TOWRE-2) Phonemic Decoding Efficiency (PDE) Subtest
	OR, for 2 <sup>nd</sup> Grade, Nonsense Word Fluency and Oral Reading Fluency (DIBELS)
Sight Word Reading Efficiency Skills	Test of Word Reading Efficiency-2 (TOWRE-2) Sight Word Efficiency (SWE) Subtest
Spelling Skills	Test of Written Spelling-5 (TWS-5)
Accuracy of Word Reading in On-Grade Level Text (Measured as $\geq 90\%$ accuracy)	Grade level passages within DIBELS
	OR, passages can be created at Intervention Central <a href="http://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator">http://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator</a>

# Appendix of Forms

- **Student Intervention Plan and Documentation (SIPAD) Form**  
This form is used to document on-going delivery of interventions and student progress by the teacher delivering the intervention.
- **Intervention Documentation Form**  
This form is completed by the DSI team when a decision is made about which intervention(s) a student will receive.
- **Referral and Transition Form**  
This form should be completed when a student is initially referred to the DSI team and/or at the end of each school year as a summary of cumulative progress.
- **Sample Initial Communication to Parents**  
This required letter provides a sample of minimum requirements for communication to parents at the initiation of tiered intervention. Schools may adapt as needed.
- **Sample Progress Monitoring Communication to Parents**  
This required letter provides a sample of minimum requirements for communication to parents of progress made during tiered intervention. Schools may adapt as needed.
- **Dyslexia Screening Recording Form**  
This recording form may be used to record the results of dyslexia-specific screeners administered to students after performing below the 25<sup>th</sup> percentile on a universal reading screener in grades 2 and up. Schools may adapt as needed.

## Auburn City Schools Student Intervention Plan and Documentation Form

Attendance Key:  
P=Student Present  
A= Student Absent  
TA= Teacher Absent  
NS=No school  
SP=Special  
Program/Assembly

School: \_\_\_\_\_ School Year: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Sex: \_\_\_\_ Race: \_\_\_\_ DOB: \_\_\_\_ Grade: \_\_\_\_

Concerns/Data to Support Concern \_\_\_\_\_  
\_\_\_\_\_

Hearing Screening Date: \_\_\_\_\_ Pass \_\_\_\_ Fail \_\_\_\_ Vision Screening Date: \_\_\_\_\_ Pass \_\_\_\_ Fail \_\_\_\_

Progress Monitoring Tool: \_\_\_\_\_ Baseline: \_\_\_\_\_ Goal: \_\_\_\_\_

Area of Intervention: R M B

Level of Intervention: \_\_\_\_\_ Tier II \_\_\_\_ Tier III Intervention Provided By: \_\_\_\_\_

Intervention: \_\_\_\_\_ Strategies targeting: \_\_\_\_\_

WK	Date	M	T	W	R	F	PM Data	Status +, -, ~	Team Recommendations (continue/intensify/dismiss)	Progress Report to Parent
1										
2										
3										
4										
5										
6										
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## Auburn City Schools RtI Intervention Documentation Form

<b>I. Reading Interventions</b>	<b>Duration/Date Started</b>
<input type="checkbox"/> WonderWorks	
<input type="checkbox"/> Ticket to Read	
<input type="checkbox"/> S.P.I.R.E	
<input type="checkbox"/> Voyager Passport	
<input type="checkbox"/> Voyager Journeys	
<input type="checkbox"/> Read Naturally	
<input type="checkbox"/> Other (specify)	

<b>II. Mathematics Interventions</b>	<b>Duration/Date Started</b>
<input type="checkbox"/> Otter Creek Math Facts	
<input type="checkbox"/> V-Math Live	
<input type="checkbox"/> V-Math	
<input type="checkbox"/> Go Math Intervention	
<input type="checkbox"/> Digits Intervention	
<input type="checkbox"/> Reflex Math	
<input type="checkbox"/> Inside Algebra	
<input type="checkbox"/> Other (specify)	

<b>III. Marzano's High Yield Strategies</b>	<b>Duration/Date Started</b>
<input type="checkbox"/> Identifying Similarities and Differences	
<input type="checkbox"/> Summarizing and Note Taking	
<input type="checkbox"/> Reinforcing effort and providing recognition	
<input type="checkbox"/> Homework and Practice	
<input type="checkbox"/> Nonlinguistic Representations	
<input type="checkbox"/> Cooperative Learning	
<input type="checkbox"/> Setting Objectives and Providing Feedback	
<input type="checkbox"/> Generating and Testing Hypotheses	
<input type="checkbox"/> Questions, Cues and Advance Organizers	

<b>IV. Behavioral Interventions</b>	<b>Duration/Date Started</b>
<input type="checkbox"/> Individual Report Card with Rewards	
<input type="checkbox"/> Group Counseling	
<input type="checkbox"/> Check In/ Check Out	
<input type="checkbox"/> Individual Counseling	
<input type="checkbox"/> FBA/ BIP	
<input type="checkbox"/> GAIN Screener	
<input type="checkbox"/> Other (specify)	
<input type="checkbox"/> Other (specify)	

## Auburn City Schools RtI Referral and Transition Form

Student's Name: \_\_\_\_\_ DOB \_\_\_\_\_ Current School: \_\_\_\_\_  
 Person Completing Form: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Date of Referral: \_\_\_\_\_

**Purpose of this Form:**       Referral to DSI Team       Transition Report to Next School

**Reason for Referral/Previous RtI Involvement:**

- |   |  |
|---|--|
| <input type="checkbox"/> Grades         | <input type="checkbox"/> Attendance  |
| <input type="checkbox"/> Behavior       | <input type="checkbox"/> Assessment Results                                    |
| <input type="checkbox"/> Screening Data | <input type="checkbox"/> Retained (Grade _____)                                |
| <input type="checkbox"/> Parent Request | <input type="checkbox"/> Social/Emotional <input type="checkbox"/> Other _____ |

Provide a brief summary of the reasons checked above:

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Academic Grades	Math (Each 9 Wks)	Reading (Each 9 Wks)	Language Arts (Each 9 Wks)	Social Studies (Each 9 Wks)	Science (Each 9 Wks)
Current Year					
Previous Year					

Attendance	Tardies	Absences
Current Year		
Previous Year		

Assessment and STAR Data	Date of Assessment	STAR Math SS/ PR	STAR Reading SS/ PR	STI Math % Correct	STI Reading % Correct	Aspire Reading SS/ PR	Aspire Math SS/ PR
1 <sup>st</sup> Assessment							
2 <sup>nd</sup> Assessment							
3 <sup>rd</sup> Assessment							

Behavior	# of Discipline/Counseling Referrals	Number of Days ISS	Number of Days OSS
Current Year			
Previous Year			

Has this student ever been referred for an evaluation under IDEA?  Yes     No  
 Has this student ever been in Special Education?  Yes – What Program? \_\_\_\_\_  No  
 Academic year(s) in which previous RtI intervention was provided: \_\_\_\_\_

Areas in which intervention has been provided:					
Tier II			Tier III		
Reading _____	Math _____	Behavior _____	Reading _____	Math _____	Behavior _____

**SAMPLE INITIAL COMMUNICATION  
TO PARENTS/GUARDIANS**

Dear Parent/Guardian,

Auburn City Schools is using an assessment program called \_\_\_\_\_ to check student performance in reading and math so we can provide help to students as needed. Based on a review of a variety of sources of data, including assessment data, our school Data, Support, and Intervention (DSI) team has decided that your child would benefit from assistance or intervention. We will provide assistance during instructional time and will check your child’s progress at regular intervals. We will share this information with you when you receive report cards and mid-grading period progress reports.

The DSI team has determined your child would benefit from placement in:

**READING**

\_\_\_\_\_ Tier 2: Core Curriculum + additional instruction

\_\_\_\_\_ Tier 3: Core Curriculum + additional, more intensive support

**MATH**

\_\_\_\_\_ Tier 2: Core Curriculum + additional instruction

\_\_\_\_\_ Tier 3: Core Curriculum + additional, more intensive support

**BEHAVIOR INTERVENTION**

\_\_\_\_\_ Tier 2: Class/ Schoolwide PBS System + additional behavior strategies

\_\_\_\_\_ Tier 3: Class/ Schoolwide PBS System + additional, more intensive support for behavior

We look forward to working with your child and are pleased to be able to provide this additional help. If you have any questions, please feel free to contact \_\_\_\_\_.

\_\_\_\_\_  
Signature of School Representative

\_\_\_\_\_  
Date

**SAMPLE PROGRESS MONITORING COMMUNICATION  
TO PARENTS  
(AT LEAST EVERY 4 ½ WEEKS)**

*Attach this letter to the graph of the progress monitoring data which was most recently reviewed by the Data, Support and Intervention Team. This report should be sent every 4.5 weeks at the same time as progress reports and report cards.*

Dear     **Parent's Name**    ,

We are providing     **Student's Name**     extra assistance in     **reading / math / behavior**    . We measure the progress being made periodically and the results of these progress measurements are graphed in the chart which is attached. Based on our progress measurements, we believe that your child is:

Making great progress and we plan to change intervention at this time

Making good progress and we plan to continue intervention at this time

Making some progress and we plan to continue intervention at this time

Making limited progress and we are monitoring the effectiveness of the intervention we are providing

Making insufficient progress and we are changing the intervention in an effort to assist your child achieve academic success

Description of Change (if applicable): \_\_\_\_\_

\_\_\_\_\_

We are pleased to have this opportunity to provide your child with this needed help. If you have any questions, please feel free to contact \_\_\_\_\_.

\_\_\_\_\_  
Signature of School Representative

\_\_\_\_\_  
Date



# Data Support and Intervention Team Referral Form RtI for Behavior

Student's Name: \_\_\_\_\_ Current School: \_\_\_\_\_  
Person Completing Form: \_\_\_\_\_ Current Grade: \_\_\_\_\_  
Today's Date: \_\_\_\_\_ Student's Date of Birth: \_\_\_\_\_

## Background Information:

- When did the behaviors begin? \_\_\_\_\_
- Are the behaviors impacting academic performance? Yes  No
- Are the behaviors impacting the performance of others? Yes  No
- Have the parents been contacted and/or involved? Yes  No

## Behavioral Concerns:

1. Describe the behaviors that are a concern:

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2. How do the behaviors impact the student's performance and/or the performance of others?

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3. What strategies have you used in the classroom to intervene (Tier I)? List interventions used, not consequences applied. (Be specific).

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4. What impact have the interventions made and have you tried something new if the initial efforts were unsuccessful?

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5. Are the behaviors consistent or sporadic? Are there any identifiable antecedents/trends/triggers?

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## **SAMPLE INITIAL COMMUNICATION TO PARENTS/GUARDIANS-BEHAVIOR**

Dear Parent/Guardian,

Auburn City Schools (ACS) is using early intervention strategies as part of our Response to Instruction (RtI) process to help students whose behaviors are impacting their performance in school. These strategies are designed to provide help to students as needed. Based on a review of a variety of sources of data, including behavior records, student performance information, assessment data, and other pertinent information, our school Data, Support, and Intervention (DSI) team has decided that your child would benefit from assistance or intervention. We will provide assistance during instructional time and will check your child's progress at regular intervals. We will share this information with you when you receive report cards and mid-grading period progress reports.

Behavior can have a significant impact on the ability of students to make adequate progress in the academic curriculum. For this reason, the ACS RtI framework includes the delivery of interventions for student behavior as an essential component. ACS does not recommend any specific behavior program but recommends processes that are tailored to meet the specific needs of each student who demonstrates a need for intervention in this area.

The DSI team has determined your child would benefit from placement in:

### BEHAVIOR INTERVENTION

\_\_\_\_\_ Tier 2: Class/ Schoolwide PBS System + additional behavior strategies

\_\_\_\_\_ Tier 3: Class/ Schoolwide PBS System + additional, more intensive support for behavior

We look forward to working with your child and are pleased to be able to provide this additional help. If you have any questions, please feel free to contact \_\_\_\_\_.

\_\_\_\_\_  
Signature of School Representative

\_\_\_\_\_  
Date

**Auburn City Schools**  
**Dyslexia Screening Recording Form**  
**Grades 2 and Up**

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

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

SCREENER	DATE ADMINISTERED	SKILL INDICATOR	HIGH RISK SS < 80 PERCENTILE ≤ 10	MODERATE RISK SS 80-89 P'TILE 11-24	LOW RISK SS ≥ 90 PERCENTILE ≥ 25
		Phonemic Decoding			
		Sight Word			
		Spelling			

GRADE LEVEL PASSAGE	DATE ADMINISTERED	SKILL INDICATOR	FRUSTRATION LEVEL <92% ACCURACY	INSTRUCTIONAL LEVEL 92%-98% ACCURACY	INDEPENDENT LEVEL ≥99% ACCURACY
		Reading Accuracy			

If a student's scores are in or below the Moderate Risk or Frustration Reading Level column for three of the four screening indicators, the student should be referred to the DSI team for determination of needed intervention services including dyslexia-specific intervention, accommodations, and assistive technology as appropriate. Reference the *Alabama Dyslexia Guide* for suggestions of interventions and accommodations.

Based on the screening data above, the student **PASSED** **FAILED**  
dyslexia-specific screening.

(Circle One)