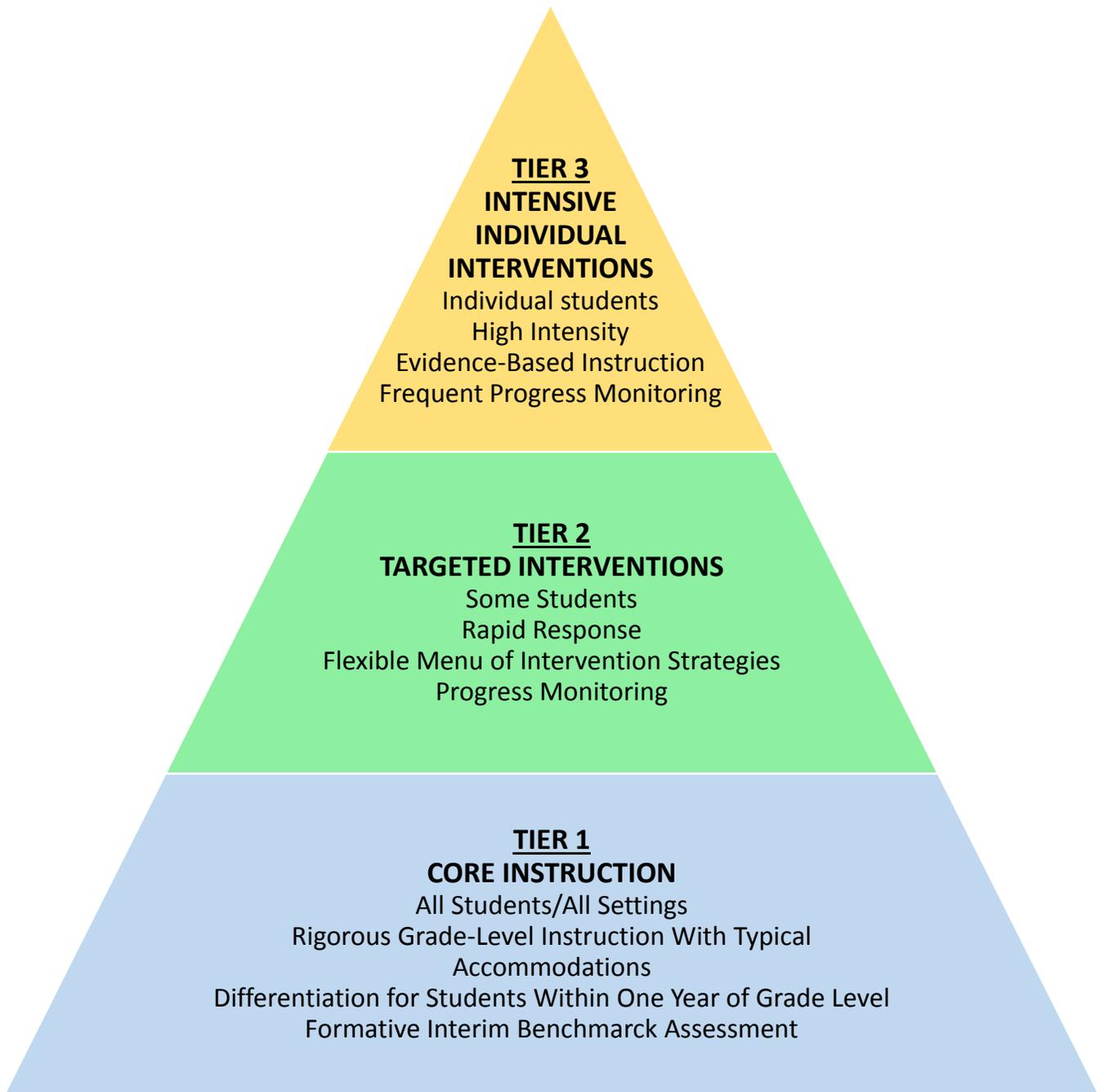


*Hoover City Schools*  
**Response to Intervention Framework**



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## Part 1: Purpose of the Response to Intervention Framework

Response to Instruction (RTI) refers to an instructional framework that promotes a well-integrated system of services which supports high quality, standards-based instruction and increasingly intensive intervention matched to the academic, social-emotional, and behavioral needs of individual learners. In Hoover City Schools (HCS), RTI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems. This document was written specifically to address the academic areas of reading and mathematics, and this version of the document represents a major revision that is intended to clarify and simplify previous written procedures. Behavior is addressed in a separate document and will be revised at a later date.

The ultimate purpose of the RTI process is to proactively assist struggling students to reach grade-level proficiency as efficiently and effectively as possible. 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 is built are as follows:

1. Students receive high-quality, rigorous instruction by qualified teachers in the normal classroom setting.
2. A system of measures that includes formative interim benchmark, progress monitoring, and summative assessments informs instruction by providing meaningful data to guide the decision-making process.
3. A multi-tiered model of increasingly intensive support facilitates differentiated instruction and early intervention for struggling learners.
4. The primary mission of RTI is to help struggling students reach grade-level proficiency as efficiently and effectively as possible.

In terms of the multi-tiered model for service delivery, HCS has embraced the 3-tier model where students progress through a continuum of services that focuses on providing quality core instruction in Tier 1, targeted and flexible interventions in Tier 2, and evidence-based intensive interventions in Tier 3. The expectation in this tiered approach is that all teachers at all grade levels will provide high quality, rigorous core instruction that follows best practices as described by the Alabama Quality Teaching Standards. When student performance indicates that the core instructional program is not effective in helping students reach desired levels of achievement, an increasingly intensive series of intervention strategies will be employed in an effort to help the student to be grade-level proficient in the area of concern.

A collaborative problem-solving approach will be used to assist the classroom teacher in designing and selecting strategies for improving student performance. The purpose of the problem-solving process is to identify and implement specific intervention strategies that have the highest probability of success for individual students.

Some students will require more individualized and intensive support than even Tier 3 can provide, and the district's special education program governs that next level.

## Part 2: Description of Tiered Intervention

### Description of Tier 1

Tier 1 is considered the high-quality, rigorous grade-level core instruction 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. Intervention is provided in the normal classroom setting with appropriate differentiation strategies to support students who are within one year of being grade-level proficient (i.e. 25<sup>th</sup> percentile and above).

### Description of Tier 2

Tier 2 interventions are designed for students who are not adequately progressing in Tier 1 instruction. Such students are typically more than one year behind based on normed assessments (i.e. below the 25<sup>th</sup> percentile) and receiving failing classroom grades that are based on non-attainment of required standards. These flexible interventions provide additional attention, focus, and support, most often in the general education classroom. After students are identified through screening or benchmark assessments, Tier 2 interventions should begin followed by regular progress monitoring. Tier 2 instruction is aligned with the Tier 1 core program and should include flexible options for additional instruction, examples, corrective feedback, and student practice. For example, more practice with the content (i.e. the double dose), extra time, skill-based software, help with executive functions / study strategies, tutorial sessions, OGAP Frameworks (K-6), Guided Reading Continuum (K-5), grade rescue (6-12), or credit recovery (9-12) could be used as a menu of services for Tier 2. Students in Tier 2 should also continue receiving grade-level instruction and support at the Tier 1 level.

Criteria for consideration:

- Scoring below the 25<sup>th</sup> percentile on a formative benchmark assessment
- Scoring at Level 1 on a year-end summative assessment
- Failing classroom grades that are based on non-attainment of required standards

Tier 2 interventions are best administered in the regular education classroom by the student's content area teacher in a small group setting. For example, guided reading activities for small groups would be an appropriate type of Tier 2 reading intervention.

### Description of Tier 3

Tier 3 interventions are designed for students who are benchmarking initially below the 10<sup>th</sup> percentile or benchmarking below the 25<sup>th</sup> percentile and not making sufficient progress with Tier 1 and Tier 2 instruction. These interventions are intended for students with significant skill deficits, not just gaps in content knowledge. Tier 3 interventions are provided by a specialized teacher, paraprofessional, or general education teacher who is highly trained in the instructional program being used. Materials and strategies include district-approved evidence-based intervention programs that are implemented with fidelity. Students in Tier 3 should also continue receiving grade-level instruction and support at the Tier 1 level with the addition of extra time and attention in the Tier 3 evidence-based programs.

Criteria for consideration:

- Scoring below the 10<sup>th</sup> percentile on a formative benchmark assessment or below the 25<sup>th</sup> percentile and not making sufficient progress with Tier 1 and Tier 2 instruction.
- Scoring at Level 1 on a year-end summative assessment
- Failing classroom grades that are based on non-attainment of required standards

## Part 3: Tiered Support Components

### Formative Interim Benchmark Assessments

Formative interim benchmark assessments are administered to all students at specific times during the school year to evaluate whether students are on track to perform well at the end of the school year. These assessments are normed to provide clear evidence of how student performance compares to expectations based on grade-level standards. These assessments generate objective information on student performance levels to support data-based decisions regarding the need for tiered intervention and support. A multiple criterion approach that considers students' performance data from courses taken, state assessment information, and other curriculum-based measures can also be employed in the decision-making process as appropriate for individual students.

### Problem-Solving Team (PST) Meetings

The Problem-Solving Team (PST) is the primary decision-making unit at the school level. This team will meet on regularly scheduled intervals to consider student referrals and review progress of identified Tier 2 and Tier 3 students. Recommendations for student inclusion into Tier 2 and Tier 3 will be based on an analysis of the student's profile by this team. The members of each PST are determined by the school principal but will include, at a minimum, a member of the administrative team and academic teachers who are responsible for core instruction (more than one and representing the domains of both reading and mathematics). A guidance counselor is not absolutely required to be a member of the team, as they have many demands on their time and attention, but is highly recommended. A school may have one or multiple PSTs depending on the size of the school and the judgment of the principal.

The Problem-Solving Teams consider many factors when they are reviewing the data on a particular student. The following list is not intended to be a checklist, rather it is offered as suggestions that could be important in understanding the needs of students who struggle for different reasons:

1. State assessment results from the previous year or years
2. Formative interim benchmark assessments
3. Classroom grades
4. Academic transcript
5. Discipline referrals
6. Parent concerns
7. Attendance
8. Health concerns
9. Safety concerns
10. Teacher reports (professional judgment of the teacher, comparing student to peers)

The PST will review the progress of students placed in Tier 2 or Tier 3 on a regular basis. The PST can select any of the following actions after reviewing and discussing particular students:

1. Continue at the current Tier and with the same intervention strategy/strategies
2. Continue at the current Tier, but change the intervention strategy/strategies
3. Move the student to a higher Tier for more intensive intervention
4. Move the student to a lower Tier for less intensive intervention
5. Refer the student for special education consideration based on data demonstrating lack of success in multiple Tiers and intervention strategies

## Reporting to Parents or Guardians

An important component of the RTI framework is the manner in which the school reports to and communicates with parents or guardians about the progress of their student. All schools in the district will provide written notification to parents or guardians when a student has been identified as needing Tier 2 or Tier 3 interventions by the PST. 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. If a parent or guardian disagrees with the PST decision, the principal should provide an appropriate forum to listen to their appeal, but the final decision regarding placement in tiered interventions is in the hands of the principal. For referrals to Special Education, the procedural requirements of IDEA and the Alabama Administrative Code will guide the work of school personnel in terms of parental notification and rights.

## Progress Monitoring

Progress monitoring is a process used for students in Tier 2 and Tier 3 to check in more frequently with students using shorter assessments to measure academic progress. The PST will review progress to determine the degree to which identified students have moved toward adequate achievement of grade-level standards.

Data is essential to the decision-making process to determine the success of interventions. Progress monitoring for students in Tier 2 should be conducted at least once every four (4) weeks. Progress monitoring for students in Tier 3 should be conducted at least once every two (2) weeks. Best practice may indicate a need to progress monitor weekly for students receiving intensive intervention, at the discretion of the PST team. A baseline data point should be established as soon as a student begins Tier 2 intervention.

Students in Tier 2 will be progress monitored using a district-approved common assessment tool. Tier 2 instruction includes many flexible options, so the common assessment for progress monitoring will provide the PST with objective data to determine if the strategies selected for individual students are having the intended effect. Most evidence-based intervention programs that are used at the Tier 3 level will include their own internal progress monitoring instrument, but if a particular program does not, then the progress monitoring instrument being used for Tier 2 will suffice.

## Students Needing Multiple Tier 3 Services

Struggling students sometimes need intensive Tier 3 intervention in both reading and mathematics. In such situations, it is recommended that the student should alternate between reading and math intervention as they complete major units in each program rather than alternate on a daily or weekly basis. If additional time can be found to provide more intervention contact with the student, that is good, but quality of time should be given equal consideration to quantity. Overall, it is better for the student to stay in one of the intervention programs until they have completed a major level or unit of achievement before switching over to another academic area and another program with different requirements.

Struggling students may also be identified as in need of assistance by other general education supplemental resources such as the Title 1 or English Language Learner (ELL) programs. This can be a

particular challenge at the elementary level where such students might be pulled out of the self-contained classes multiple times a day. In these situations, the PST should consult with the Title 1 and ELL teachers to develop a plan that best meets the needs of individual children. For students who are still learning English as a new language, it can be difficult sometimes to know whether a student is struggling because of language or a skills deficit, so an appropriate amount of time needs to be invested in Tier 1 to ensure that the best approach is selected to help the student. It may be appropriate to delay the implementation of one program until another already in place has been given time to demonstrate success, but in other situations it may be best for students to be pulled out for multiple services on a concurrent basis. The principal will have the final word in situations where the PST and teachers in other programs cannot agree on the best course of action for an individual student.

### Duration of Intervention Support

The length of time a student spends engaged in Tier 2 and Tier 3 interventions will be dependent upon the degree of success 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 to 8 weeks. Typically, this initial implementation will be at the Tier 2 level, but the PST may place a student directly into Tier 3 if benchmark data indicates that the student is performing below the 10<sup>th</sup> percentile level. This time may be modified by the PST Team based on student progress data. This time is necessary for students to establish familiarity with expectations and settle into the routines associated with particular intervention strategies or programs.
- If, after a minimum period of 8 to 12 weeks and the employment of multiple intervention strategies, the student is not making expected gains as determined by the PST, the student may be moved from Tier 2 to Tier 3. If an intervention strategy or program shows no sign of impacting student performance in a positive way in 4 weeks, that intervention may be abandoned, intensified, or the student may be transitioned to a different intervention strategy or program. In either case, an appropriate and significant collection of data must be present to support the decision being made by the PST.
- If, after a minimum period of 8-12 weeks, the student shows significant gains as determined by the PST, the student may be moved 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.
- A student who remains in Tier 2 or Tier 3 at the end of a school year should strongly be considered for continued intervention at the start of the next school year. During transition years, schools will communicate information about Tier 2 and Tier 3 to the school students will attend the following year.
- While many students will respond quickly once the right intervention strategy has been identified and applied, there will be some students who demonstrate little or no progress despite repeated use of the most intensive evidence-based instruction available. Overall, students who are progressing at a rate which indicates that they should reach grade-level proficiency within a two to three year period of time should be allowed to continue in tiered intervention (this is a guideline, not an absolute rule). If the rate of progress is not sufficient to reach grade-level proficiency, then the student might need to be referred for special education consideration so that modification of instructional standards can be an option.

- If students are referred for evaluation under IDEA and found ineligible, then tiered instruction will continue as determined by the PST.
- If a student with an IEP is no longer eligible for special education services, the IEP team, in collaboration with the PST, will determine if the student should transition to Tier 2 or Tier 3 interventions before moving directly back to the general education setting (i.e. Tier 1).

### Tiered Instruction Best Practice Recommendations

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

- Tier 2 interventions will typically be provided in 3-5 sessions per week in time intervals of 15 to 30 minutes per session. Tier 2 interventions are typically delivered inside the regular classroom, although extra time may be needed for certain intervention strategies.
- Tier 3 interventions will typically be provided in 4-5 sessions per week in time intervals of 30 to 40 minutes per session at the elementary level and 45 to 60 minutes at the secondary level. Tier 3 interventions are typically delivered in small group settings, outside of the regular classroom setting, by a staff member who has received specialized training.

## Part 4: Responsibilities of the Problem-Solving Team

To meet the needs of all students, the HCS structure for implementing the RTI framework and providing accountability for the process are building-level Problem-Solving Teams (PST). The PST's focus should be on three main elements: Data, support, and intervention. Data is an essential component to determine what each student needs to meet his or her learning goals. No two students have the exact same needs, and data helps us provide the student with programming and teaching support that best matches the areas where it is most needed. Support reflects the collaborative aspect of the process and provides a systematic approach to providing whatever the student needs to make progress, whether it is academic, behavioral or social/emotional in nature. Intervention refers to the approaches or strategies the team will prescribe to address each student's deficits in the area or areas of concern. High quality, research-based interventions will be delivered to students in a comprehensive manner to address the specific skill gap or gaps that have been identified.

### Interventions vs. Accommodations

It is important that the PST Teams recognize the difference in interventions and accommodations and focus their work on the development of intervention plans, not accommodations. Accommodations should be a strategy employed at the Tier 1 level before a student is referred for Tier 2 consideration. When accommodations are used at Tier 1, teachers should be encouraged to focus on accommodating the actual learning experience rather than just making assessments easier. Any instructional accommodation that would have traditionally been accessible to teachers and students in the pre-RTI era is now available to anyone at the Tier 1 level of instruction. Assessment accommodations can only be provided on state tests for students who are ELL, special education, or 504 and has the accommodation indicated on the student plan. Modification, which involves the actual changing of instructional standards, can only be done through an Individualized Education Plan administered by the special education program.

- 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.).
- Accommodations are designed to “level the playing field” of access to learning and are not designed to improve student skills; therefore, **they are not a substitute for intervention strategies**. 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 PST 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.

### Problem-Solving Team’s Responsibilities

1. The PST ensures that academic 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 1 instruction.
2. The PST ensures that tiers of scientific, research-based instruction and intervention are provided with consistency.
3. The PST ensures that decisions to move students through the tiers are made with consistency based on the school system's established criteria.

4. The PST ensures that screening data and additional assessment data are used in selecting specific interventions to meet individual student intervention needs.
5. The PST ensures that an intervention plan which includes appropriate and measurable intervention goals is established for each student based on the intervention strategy used.
6. The PST will ensure that appropriate progress monitoring tools are selected to measure the student's response to the intervention.
7. The PST ensures that student progress monitoring is conducted on a schedule specified by the school or school system.
8. The PST ensures that parents of students receiving intervention are provided with regular data-based intervention progress reports.

### Problem-Solving Team Data Collection

One of the primary responsibilities of the PST 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 (may be paper-based or digital) for each student.

This folder should include, at a minimum, the documents listed below for all students in Tiers 2 and 3:

- 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)
- HCS Referral and Transition Form (to be completed at initial referral and at the end of each school year)

## Part 5: Suggested Timeline for Problem-Solving Teams

<b>August-</b>	<i>Review status of carryover students and Scantron Level 1 scores (Need Intervention)</i>
<b>September-</b>	<i>Review results of Fall benchmark assessments, identify new strugglers</i>
<b>October-</b>	<i>Review progress monitoring reports and 1<sup>st</sup> nine-week grades</i>
<b>November-</b>	<i>Review progress monitoring reports</i>
<b>December-</b>	<i>Review progress monitoring reports</i>
<b>January-</b>	<i>Review progress monitoring reports and 2<sup>nd</sup> nine-week grades</i>
<b>February-</b>	<i>Review progress monitoring reports and Winter benchmark assessments</i>
<b>March-</b>	<i>Review progress monitoring reports and 3<sup>rd</sup> nine-week grades</i>
<b>April-</b>	<i>Review progress monitoring reports</i>
<b>May-</b>	<i>Review progress monitoring, review Spring benchmark assessments (where applicable), and recommend placements for next year</i>

# RTI for Behavior 2018-2019

## Grades K-5

<u>Tier 1</u> Classroom Teachers All Students	<u>Tier 2</u> Classroom Teachers Some Students	<u>Tier 3</u> Classroom Teacher/ Staff Individual Students	<u>Tier 4</u>
Universal Preventative & Proactive	Targeted Behavior Interventions	Evidence-Based Intensive Behavior Interventions	
<b><u>Possible Interventions:</u></b>			
Define PBIS schoolwide and classroom expectations	Formal Behavior Contract with parent, administration and teacher conference	Formal Behavior Plan developed by School Counselor and/or District Interventionist	BIP
Consistently implement and emphasize PBIS schoolwide and classroom expectations, including social expectations	Behavior contract (function based- ABC form)	District Interventionist	
Teach and emphasize schoolwide and classroom procedures	Daily behavior contract home/school- PST Team will help develop and refine	Adjust student schedule (change PE/specials, math with a different teacher...)	Conduct Functional Behavior Assessment (FBA)
Emphasize positive reinforcement for all. Implement consistent consequences for problem behaviors	Self-monitoring checklist	Individualized student Counseling	
Provide effective procedures & supervision in non-classroom areas	Peer-base support	Weekly meeting with administration	
Provide effective and engaging instruction and classroom management	Pre-correction (teaching replacement behavior)		
Make basic classroom alterations (i.e., preferential seating, proximity to adults, providing movement opportunities)	Target social skills instruction		
Parent/ guardian conference	Check in/out with assigned adult		
Review of student schedule to assess where behaviors occur	Social stories		

Provide peer-based support	Opportunity to earn positive reinforcers		
Student monitoring checklist	Visual supports (Picture schedule, first then..)		
Behavior contract with clearly defined problem behavior and action steps	Small group with guidance counselor		
Consistently keep parent informed	Work with School Based Behavior Interventionist		
<b>Criteria for Identifying Students-</b> Office referral log will be run and reviewed at each behavior PST meeting to determine if students need to be referred and/or progress of students in the tiers.			
All Students	Office Referrals Students with two (2) Class 2 offenses are placed in Tier 2.	PST Data/Documentation of little to no progress	PST Data/Documentation of little to no progress
	Behavior contracts and or checklists including documentation of parent/guardian acknowledgement	Additional office referrals	Additional office referrals
	Documentation of parent/guardian conference	Review student progress every 4-6 weeks	
	Classroom documentation of behaviors		
	Review student progress every 4-6 weeks		
<b>Possible Additional Documentation to collect</b>			
	Lagging Checklist	Need Parent permission to test: - BASC - SSI - Connors Short	
	Student observation		
	ERASE Data form		
	Classroom Data		
	Student Interest Survey		
	TAB		

# RTI for Behavior 2018-2019

## Grades 6-12

<b>Tier 1</b> Classroom Teacher All Students	<b>Tier 2</b> Classroom Teacher Some Students	<b>Tier 3</b> Teacher/Staff Individual Students	<b>Tier 4</b>
UNIVERSAL PREVENTATIVE & PROACTIVE	TARGETED BEHAVIOR INTERVENTIONS	EVIDENCE-BASED INTENSIVE BEHAVIOR INTERVENTIONS	
School-wide behavior expectations and procedures	Use pre-correction strategies (i.e. teaching a replacement behavior)	Participate in regular individual counseling	Conduct Functional Behavior Assessment (FBA)
Clear rules and routines	Check in/out with teacher/staff daily	Involve the district/school intervention counselor	
Monitoring student behavior (classroom, hallway, etc)	Behavior contract	Provide intensive social skills training	
Consistent expectations from all adults	Alter teaching strategies (i.e. increase individual attention, provide longer/shorter transition times, use fewer words, etc)	Implement a behavior support plan (BSP)	
Provide age-appropriate, non-embarrassing feedback	Provide small group instruction and/or individualized instruction for identified behaviors	Academic Success Class	
Emphasize positive reinforcement	Schedule change	Parent/Student conference	
Calm, consistent, immediate, respectful correction of misbehavior	Counselor support groups	Outside resources	
Implement consistent consequences for problem behaviors	Contact previous team/teacher for intervention ideas		
Provide effective procedures & supervision in non-classroom areas	Student conferences		
Provide effective and engaging instruction and classroom management	Parent Contact		
	Make basic classroom alterations (preferential seating, proximity to adults, movement opportunities)		

	<b>Individual counseling session</b>		
	<b>Inform parents to keep them engaged in the process</b>		
	<b>Increase academic intervention</b>		
	<b>Criteria:</b> <b>Teacher/Counselor Referral</b> <b>Parent Referral</b> <b>2 Class II Offenses</b> <b>1 Class III Offense (when returning from 2C)</b>  <b>PST Team will determine whether or not to accept a referral</b>  <b>Timeline: 4-9 Week</b>	<b>Criteria: Little to no progress; additional office referrals</b>  <b>Timeline: 4-9 weeks</b>	<b>Criteria: Little to no progress; additional office referrals</b>

**References:**

**RTI Strategies - Mentoring Minds**

**PBISWorld.com**

**Pre-Referral Intervention Manual-Fourth Edition**

Kathy Cummins Wunderlich, Samm N. House, Stephen B. McCarney; Paperback

## Appendix of Forms

- **Referral and Transition Form**

This form should be completed when a student is initially referred to the PST 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.

- **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.

- **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.

## Hoover City Schools RTI Referral and Transition Form

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

**Purpose of this Form:**       Referral to PST 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"/> Other _____            |

Provide a brief summary of the reasons checked above:

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

Attendance	Tardies	Absences
Current Year		
Previous Year		

Name of assessment	Date of assessment	NPR or Scale Score

Has this student ever been referred for an evaluation under IDEA?      Yes      No

Academic year(s) in which previous RTI intervention was provided: \_\_\_\_\_

Areas in which intervention has been provided:					
Tier 2			Tier 3		
Reading ___	Math ___	Behavior ___	Reading ___	Math ___	Behavior ___

**SAMPLE INITIAL COMMUNICATION  
TO PARENTS/GUARDIANS**

Dear Parent/Guardian,

Hoover 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 (PST) 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 PST 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**

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

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

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

**Hoover 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: Reading Math Behavior

Level of Intervention: \_\_\_\_\_ Tier 2 \_\_\_\_\_ Tier 3 Intervention Provided By: \_\_\_\_\_

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

WK	Date	M	T	W	R	F	Progress Monitoring Data	Status +, -, ~	Team Recommendations	Progress Report to Parent
1										
2										
3										
4										
5										
6										
7										
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**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