



INSPIRE. EMPOWER. ACHIEVE.

LaRue County Schools

Response to Intervention Plan

Revised 10/2023

Note to Readers

This guide has been developed to help LaRue County Schools teachers and staff understand, develop, and implement RTI. To that end, we have organized this guide to provide information about RTI as well as serve as an example of how to fill out an RTI plan. The beginning of this guide contains documents which offer information about RTI, examples of interventions at each of the Tiers, definitions of related terms, etc. After these documents, we have included our plan and the accompanying forms that are to be used.

District RTI Committee Members are:

Building Principals, Elementary Curriculum Specialists, Instructional Supervisor, Director of Special Education, School Psychologist, Interventionist from each school, Primary Classroom Teacher, Intermediate Classroom Teacher, Middle School Teacher, High School Teacher, Special Education Teacher, School Counselors.

2023-24 RTI District Committee

Patrick Reed	Tara Wooden	Carlene Gibson	Chelsie Walsh	Chelsie Walsh
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Response to Intervention (RTI) Overview

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

The features of RTI focus on "accountability for results." The features of such a plan include:

- High-quality, culturally-responsive classroom instruction
- Scientifically-based research
- Universal screening
- Continuous progress monitoring
- Early implementation of research-based interventions
- Progress monitoring during intervention
- Fidelity of implementation
- Tiered service delivery
- Data-based decision making
- Parent involvement

Building Framework The Tiered Model

Elements	Tier 1 <i>Core Curriculum and Instruction</i>	Tier 2 <i>Supplemental Instruction</i>	Tier 3 <i>Increased Levels of Supplemental Instruction</i>
What	<ul style="list-style-type: none"> ● Tier 1 is for every student in a <i>general education</i> setting. ● Tier 1 is the *Core Instructional Program provided to all students by the general education teacher in the general education classroom. ● Tier 1 should meet the needs of 80% - 90% of students. This means that instruction is differentiated including flexible grouping to meet diverse needs of students in each classroom. 	<ul style="list-style-type: none"> ● Tier 2 offers support <i>in addition to</i> the Core Instructional Program. ● Tier 2 should have no more than 5 – 15% of students who were not meeting the Tier 1 benchmark. ● Tier 2 instruction will occur in small group settings at the student’s instructional level. 	<ul style="list-style-type: none"> ● Tier 3 offers a high level of instructional intensity. ● Tier 3 can be provided by the certified interventionist and/or the classroom teacher. ● Tier 3 is typically reserved for approximately 1 – 5% of students in a class who will receive more intensive instruction in addition to their core instruction.
Who (Student)	<ul style="list-style-type: none"> ● Whole class grouping ● Small-group ● Individual 	<ul style="list-style-type: none"> ● Small group instruction 	<ul style="list-style-type: none"> ● Individualized or small group instruction
Who (Teacher)	<ul style="list-style-type: none"> ● Classroom teachers ● Co-teachers (where appropriate) 	<ul style="list-style-type: none"> ● Classroom Teacher (Reading K-3 must be certified) ● Certified Intervention Teacher (Reading K-3 must be certified) ● Classified Intervention Staff (Reading 4-5 and all math) 	<ul style="list-style-type: none"> ● Classroom Teacher ● Certified Intervention Teacher
When	<ul style="list-style-type: none"> ● Regular classroom instructional minutes. 	<ul style="list-style-type: none"> ● Targeted support that extends the efforts of the regular classroom instruction. Occurs outside of the regular classroom instructional minutes. 	<ul style="list-style-type: none"> ● In addition to Tier 1. Rich resources should be in place that will accommodate highly intensive experiences in very small or individual settings.
Where	<ul style="list-style-type: none"> ● General education setting 	<ul style="list-style-type: none"> ● General education setting or an alternative location 	<ul style="list-style-type: none"> ● Location outside of the general education setting (pull-out)
How	<ul style="list-style-type: none"> ● Flexible grouping options are offered in the general education setting that will include whole group activities as well as small group and one-to-one learning experiences. All settings must be included. 	<ul style="list-style-type: none"> ● Tier 2 occurs in small group homogenous settings. This supplemental instructional intervention is provided in addition to, and not in place of, Tier 1. Students should receive core instruction plus 20-30 minutes of supplemental interventions 3-5 days per week. 	<ul style="list-style-type: none"> ● This tier provides greater individualized instruction in a small group setting anywhere from 25 to 60 minutes at a minimum of three days per week.

Elements	Tier 1 <i>Core Curriculum and Instruction</i>	Tier 2 <i>Supplemental Instruction</i>	Tier 3 <i>Increased Levels of Supplemental Instruction</i>
Frequency of Progress Monitoring	<ul style="list-style-type: none"> • Universal Screening three times per year (fall, winter, spring) • Progress monitoring of students initially identified as at-risk by classroom teacher • Based on data review 	<ul style="list-style-type: none"> • Varies, but no less than once every two weeks • Based on data review 	<ul style="list-style-type: none"> • Varies, but more continuous and no less than once a week • Based on data review • Keep anecdotal records
Frequency of Intervention Provided	<ul style="list-style-type: none"> • Daily in classroom instruction 	<ul style="list-style-type: none"> • Varies, but no less than three times per week for a minimum of 20-30 minutes per session 	<ul style="list-style-type: none"> • Varies, but more frequently than Tier 2 for a minimum of 25 to 60 minutes per session no less than three times per week
Duration of Intervention	<ul style="list-style-type: none"> • General education interventions and progress-monitoring by classroom teacher should last five to six weeks. 	<ul style="list-style-type: none"> • A minimum of 8 weeks, depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to the initiation of the intervention. If adequate progress is not made after 4 weeks, changes need to be made to the intervention. 	<ul style="list-style-type: none"> • A minimum of 8 weeks. If adequate progress is not shown in the initial 4 weeks in Tier 3, changes need to be made to the intervention for an additional 4 weeks before referral.

NOTE: ALL INTERVENTIONS MUST BE DONE WITH FIDELITY IN ORDER TO PROPERLY ASSESS WHETHER OR NOT THE INTERVENTION IS WORKING

RTI Building Level Committee

Membership: Principal, Curriculum Specialists, Interventionists, Counselor, Director of Special Education, and School Psychologist

Role of Committee: The Rtl School Level Committee will meet monthly to review data collected about the student, review appropriate research-based interventions, and work collaboratively with the referring teacher to decide what specific interventions will assist the students who are not meeting benchmarks. The Rtl School Level Committee will serve as a resource to the referring teacher. They are considered the gatekeepers to ensuring all paperwork has been completed correctly before moving a student through the special education testing/placement process. If needed, the committee will reach out to classroom teachers if more information is needed to assist in the decision making process for placement/testing. If a student completes all three tiers of intervention and is not making progress, the building level RTI committee will review the student's data using the Specific Learning Disability Eligibility Rubric to determine if a special education referral is merited.

RTI IS	RTI IS NOT
One size fits few	One size fits all
School focused	Teacher focused
General education initiative	Special education initiative
Multi-tiered	Single support options
Problem-solving approach	Directive approach
Understanding learners' needs	Labeling learners
Emphasis on solutions	Emphasis on problems
Early intervention perspective	Wait-to-fail perspective
Ongoing assessment	One-shot assessment
High-quality instruction	Hit-and-miss instruction
Program coordination	Program isolation
Broad instructional alternatives	Narrow instructional alternatives
Acceleration	Remediation
Data informed	Data driven
Proactive	Reactive
Framework	Program

There are many ideas about what constitutes an effective RTI. Here we have provided a table which lists the key characteristics of a successful RTI and contrasts these with what RTI is not. Source: Howard, 2011.

School-Wide Systems for Student Success:

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

1-5%

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

5-15%

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

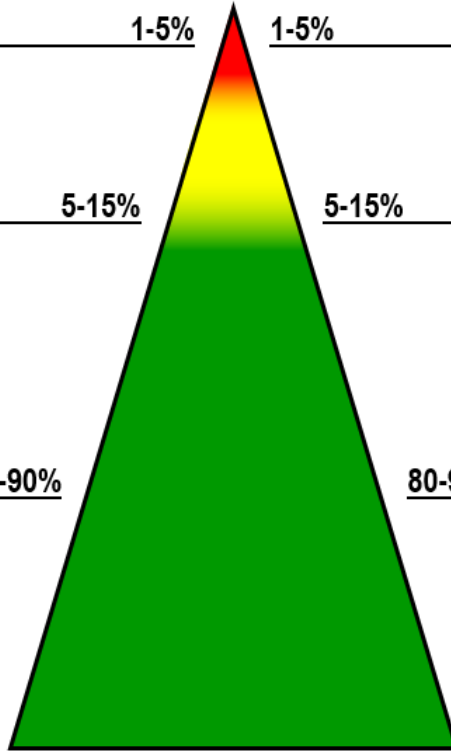
Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

80-90%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



*Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>*

Interventions by School

Hodgenville Elementary and Abraham Lincoln Elementary	
K-5 Screener Behavior	Universal Behavior Screener Mental Health and Well-Being Survey
Interventions/ Progress Monitoring	<ul style="list-style-type: none"> -PBIS Schoolwide Supports -Check In Check Out (CICO Explained) -CICO tracking sheet Choice 1 -CICO Tracking Sheet Choice 2 -Early Childhood Point Sheet -Elementary Point Sheet 1 -Elementary Point Sheet 2 -Structured Breaks -Social Stories -Visual Schedule -First-Then Chart -Behavior Contract -The Nothing Note or Antiseptic Bounce -2 x 10 Strategy -Personalized behavior strategies (using AI) -Use a Reinforcement Survey to determine reinforcers and promote desired behaviors directly linked to school expectations and the student's behavior goal.
K-5 Diagnostic Written Expression	<ul style="list-style-type: none"> Writing Skills Continuum CBM Writing Primary Spelling Inventory Handwriting without Tears Screener of Handwriting Proficiency
Interventions/ Progress Monitoring	<ul style="list-style-type: none"> -OT Approved Handwriting Interventions -CBM Writing Probes -Cover-Copy-Compare Spelling -Dialogue Journals -Four Square Writing -Instruction using models of proficient writing -Mentor Sentences -Instruction using sentence starters <ul style="list-style-type: none"> -Elementary -Middle/High -Monthly Writing Prompt Calendars -Sentence Go Round -Class Word Wall -Personal Word Wall -Words Their Way
K-2 Screener Reading	I-Ready- Given to all students three times per year.
Diagnostic Assessment	Targeted students will take the iReady Literacy Tasks.
Interventions/Progress Monitoring	<ul style="list-style-type: none"> -UFLI Foundations -Florida Center for Reading Research -iReady Online Instruction -iReady Teacher Toolkit -Reading Mastery

	<ul style="list-style-type: none"> -Leveled Literacy Interventions -Reading Recovery -Reading A to Z/RAZ Kids (contact Curriculum Specialists for login information) -Great Leaps -Barton Reading and Spelling (Training materials and kits available at both elementary schools) -Moby Max -Secret Stories
K-2 Screener Math	I-Ready- Given to all students three times per year.
Diagnostic Assessment	SNAP will be used as a diagnostic as needed
Interventions/Progress Monitoring	<ul style="list-style-type: none"> -SNAP resources -Envision Reteach for Math -iReady Online Instruction -KCM Resources -AVMR -iReady Teacher Toolkit -Moby Max -Reflex Math
3-5 Screener Reading	iReady - Given to all students three times per year.
Diagnostic Assessment	Targeted students will take HMH Growth Measure Assessment as a diagnostic
Interventions/Progress Monitoring	<ul style="list-style-type: none"> -Reading A to Z or RAZ Kids -Leveled Literacy Interventions -UFLI Foundations -Florida Center for Reading Research -Great Leaps -Barton -iReady Teacher Toolkit -iReady Online Instruction -HMH Into Reading Interventions -Moby Max
3-5 Screener Math	iReady given to all students three times per year
Diagnostic Assessment	Target students can take USNS (Universal Screener for Number Sense)
Interventions/Progress Monitoring	<ul style="list-style-type: none"> -Moby Max -Khan Academy -KCM Resources -Envision Reteach for Math -iReady Online Instruction -iReady Teacher Toolkit -Reflex Math

LaRue County Middle School

6-8 screener Reading	iReady given 3 times per year.
Interventions	<ul style="list-style-type: none"> -SRA kits -Barton Reading and Spelling -Moby Max -iReady resources -HMH Leveled Resources -Reading Power (Copies available upon request) -Non-Fiction Reading Power -Comprehension Connections -Scholastic Scope -Morpheme Matrices
6-8 screener Math	iReady given 3 times per year
Interventions/Progress Monitoring	<ul style="list-style-type: none"> - Moby Max - Common Core Ready Reteaching Resource - iReady resources - Envision Resources
6-8 Diagnostic Written Expression	Writing Skills Continuum CBM Writing
Interventions/Progress Monitoring	<ul style="list-style-type: none"> -CBM Writing Probes -Dialogue Journals -Four Square Writing -Instruction using models of proficient writing -Mentor Sentences -Instruction using sentence starters <ul style="list-style-type: none"> -Elementary -Middle/High -PEEL Tools -Word Walls/Word Lists
6-8 Screener Behavior	Mental Health and Well-Being Survey Universal Behavior Screener
Interventions/Progress Monitoring	<ul style="list-style-type: none"> -PBIS Schoolwide Supports -Check In Check Out (CICO Explained) -CICO tracking sheet Choice 1 -CICO Tracking Sheet Choice 2 -Structured Breaks -Behavior Contract -The Nothing Note or Antiseptic Bounce -2 x 10 Strategy -Meainingful Work/School Jobs -Use a Reinforcement Survey to determine reinforcers and promote desired behaviors directly linked to school expectations and the student's behavior goal.

LaRue County High School

9-12 Screener Reading	CERT will be given twice per year, common assessments, common lit pre-assessment
Interventions/Progress Monitoring	<ul style="list-style-type: none"> -Common Lit Target Skill Lessons -CERT Interventions -Scholastic Scope and Action -iReady instruction -Comprehension Connections -Morpheme Matrices
9-12 Screener Math	CERT grade level screener given twice per year.
Interventions/Progress Monitoring	<ul style="list-style-type: none"> -KYOTE released exams -Khan Academy -ACT bootcamp -CERT Interventions -iReady instruction
9-12 Diagnostic Written Expression	<ul style="list-style-type: none"> Writing Skills Continuum CBM Writing
Interventions/Progress Monitoring	<ul style="list-style-type: none"> -CBM Writing Probes -Dialogue Journals -Four Square Writing -Instruction using models of proficient writing -Mentor Sentences -Instruction using sentence starters-Middle/High -PEEL Tools -Word Walls/Word Lists
9-12 Screener Behavior	<ul style="list-style-type: none"> Well-being Survey Universal Behavior Screener
Interventions/Progress Monitoring	<ul style="list-style-type: none"> -PBIS Schoolwide Supports -Check In Check Out (CICO Explained) -CICO tracking sheet Choice 1 -CICO Tracking Sheet Choice 2 -Structured Breaks -Behavior Contract -The Nothing Note or Antiseptic Bounce -2 x 10 Strategy -Meaningful Work/School Jobs -Use a Reinforcement Survey to determine reinforcers and promote desired behaviors directly linked to school expectations and the student's behavior goal.

LaRue County Public Schools Procedures for RTI

STEP #	Action
1	Classroom teacher administers a Universal Screening to all students 3x/year. Screenings are conducted for the purposes of initially identifying student learning needs (at-risk students, students who meet Kentucky Academic Standards, students who exceed Kentucky Academic Standards). The screening data will assist in monitoring student progress and/or administering further assessment based on findings, trends, and patterns.
2	If a student is initially identified as at-risk based on results from an initial screening in the fall (and other formative test data if applicable) then he/she continues to be progress monitored in the general education setting by the classroom teacher using classroom assessments during a six week period to confirm or disprove initial risk status. This data will be documented using a Tier 1 Watch List form (page 14). Instruction should be differentiated (small-group or individual) for these initially identified at-risk students during core instruction while additional progress-monitoring data are obtained through observation and classroom assessments.
3	Referring teachers will meet with the grade level or content team once they identify students who are not responding to the general education classroom interventions administered by the classroom teacher. The purpose of these meetings will be to identify which students are not responding to the interventions provided by the classroom teacher. Classroom teachers will be asked to bring the Tier 1 Watch List as evidence that “shows” what they have tried within the classroom setting.
4	<p>Following the initial RtI meeting, recommendations from the Team will be made to keep the student in Tier 1 (Core Instructional Program) with interventions and differentiated instruction to continue to be provided by the classroom teacher with progress monitoring. In this scenario, the RtI committee will follow-up with the referring teacher 2-4 weeks after the initial meeting and thereafter for as long as the student continues to receive his/her interventions in the general education setting for up to nine weeks. During the meeting, a form to record the minutes will be used to ensure everyone present has a common understanding of student outcomes</p> <p>OR</p> <p>If it is determined that the student has failed to respond to the interventions provided in the general education setting, then the student is referred for Tier 2. In addition to Tier 1, struggling students who don't meet grade level criteria will receive small group supplemental instruction for 20-30 minutes 3-5 days per week. When referred to Tier 2, counselors should be notified to set up vision and hearing screenings. Parents should be notified of placement in Tier 2 using the parent letter. Data will be collected through observation, classroom assessments, and progress monitoring probes weekly for 8 weeks using the Intervention Progress Monitoring Form (page 16).</p>
5	<p>After the next administration of the universal screener, the grade level or content team will evaluate the progress of students in Tier 2 using the Intervention Progress Monitoring Form to determine whether the achievement gap is shortening or widening. At this point, a recommendation will be made for students to remain in Tier 2, move back to Tier 1, or move to Tier 3.</p> <p>Tier 3: (1-5%) When entering tier 3, goals with matching interventions should be written. Tier 3 is designed for those students who demonstrate insufficient progress (defined by the parameters of the intervention being used) in Tier 2. The reading or math interventionist or classroom teacher will provide the interventions. Data will be collected by the interventionist. Teachers must use grade level probes from EasyCBM to gather data for Tier 3 because it is</p>

	norm-referenced. For basic reading, teachers may use iReady Progress Monitoring Literacy Tasks.
6	<p>After 4 weeks in Tier 3, the committee will review student data to determine if:</p> <ol style="list-style-type: none"> The student is making progress with the current intervention and should continue in Tier 3 with the current intervention. The student is not making progress with the current intervention and the intervention should be changed. <p>After 4 additional weeks, the committee will review student data to determine if:</p> <ol style="list-style-type: none"> The student is making progress and should continue receiving Tier 3 interventions with the current intensity and frequency. The student's progress is inconsistent and more data is needed, so the student should remain in Tier 3. The student is not making adequate progress and a referral for special education services should be considered. <p>Monthly, the Elementary RTI school committees will evaluate the progress of students in Tier 3 and reference the LaRue County Disability Eligibility Rubric to determine whether they need to move to Tier 2, remain in Tier 3, or be referred for special education.</p> <p>Quarterly, the Middle and High School RTI school committees will evaluate the progress of students in Tier 3 and reference the LaRue County Disability Eligibility Rubric to determine whether they need to move to Tier 2, remain in Tier 3, or be referred for special education.</p>
7	The student either qualifies for special education services or remains in the multi-tiered approach.

Tiers are flexible and so based on data review, students can and should be fluidly moving between the tiers.

NOTE: In addition to the RTI School Committee, the building administration will regularly schedule data meetings with all teachers to review the progress students are making via results compiled from our Universal Screening Tool.

What can I do if students don't respond to an intervention?

- Sometimes, you don't necessarily need to change the intervention material or curriculum, you can change the instructional approach. Use the resources below to find new instructional approaches.
 - [Math Instructional Approaches](#)
 - [Literacy Instructional Approaches](#)

Academic RTI/Referral Process

Tier 1

- o Keep [attendance](#)
- o Provide classroom interventions

Tier 2

- o Send home parent letter
 - o Keep [attendance](#)
 - o Complete [Intervention Progress Monitoring Form](#) on each student – at least 1 data point every other week, more as needed per teacher and RTI committee discretion
 - o Complete [Vision/Hearing checklist](#)
 - o Keep [Parent Communication log](#)
- A student must have at least 8 data points from Tier 2 before moving to Tier 3 intervention
 - Tier 2 students must have an identified Goal statement on the Intervention Progress Monitoring Form – data points must show connection to goal

Tier 3

- o Send home [Parent letter](#) (Edit to add your school's details and put on letterhead)
 - o Keep [attendance](#)
 - o Complete [Intervention Progress Monitoring Form](#) on each student – 1 data point every week (must be norm-referenced and on grade level)
 - o Complete [Vision/Hearing checklist](#)
 - o Keep [Parent Communication log](#)
- A student must have at least 8 data points from Tier 3 before being considered for referral process.. (RTI Committee must recommend referral)
 - Tier 3 students must have an identified Goal statement on the Intervention Progress Monitoring Form– data points must show connection to goal
 - Progress Monitoring Probe: [Easy CBM](#) (Must be grade level) OR for Basic Reading you may use the iReady Progress Monitoring Literacy Tasks

Referral Process

- o RTI Committee will review tier 3 data after 4 weeks of instruction to determine progress. If progress is not being made, the intervention or instructional approach will be changed and the student's progress will be reviewed again in 4 weeks.
- o If lack of progress is being made, the teacher, with help from the school counselor, will complete the [Summary of Interventions document](#) at the end of 8 weeks of Tier 3 instruction.
- o All documentation given to the RTI committee to determine if referral is warranted.

If a disability is suspected, then an ARC meeting will be set to get permission to test. Once the permission to test is signed, the 60 days to complete testing will begin. If a student is not identified as FMD or MMD, then the ARC will use the Specific Learning Disability Eligibility Rubric to determine if a student will qualify for special education services with a specific learning disability (SLD).

When submitting documentation to the RTI committee, please make sure you have included the following items:

Before beginning Tier 3, YOU MUST check to see if the student passed their Vision and Hearing Screening. If a student failed either one, the parent must submit documentation to the school office that they took their child to see a vision or hearing specialist.

1. Student Intervention Plan – all items completed and must have at least 8 Easy CBM data points
2. Tier 2 and Tier 3 Intervention Progress Monitoring Forms
3. Easy CBM progress monitoring probes (for tier 3 only)
4. Work samples showing interventions used with student (You do not need to include all work but several work samples)
5. IReady Reports – Diagnostic, Growth, or Both
6. Signed Parent RTI notification letter
7. Summary of Intervention packet – Classroom teacher completes all parts of the paperwork except attendance

Behavior RTI by Tiers

	Tier 1	Tier 2	Tier 3
Which students receive interventions?	For ALL students	For students identified with marked difficulties who have not responded to Tier 1 Instruction	For students with significant behavioral challenges and a sustained lack of adequate progress with interventions.
Which staff provide interventions?	ALL Staff in ALL areas of the school	Primarily the Classroom Teacher	-Classroom Teacher -School Counselor -Building Admin
What interventions should we use?	<ul style="list-style-type: none"> -PBIS Schoolwide Supports -Tier 1 Ideas -Provide precorrections -Use behavior specific praise -Provide corrective feedback -District Code of Conduct 	<ul style="list-style-type: none"> -PBIS Schoolwide Supports -Check In Check Out (CICO Explained) -CICO tracking sheet Choice 1 -CICO Tracking Sheet Choice 2 -Early Childhood Point Sheet -Elementary Point Sheet 1 -Elementary Point Sheet 2 -Structured Breaks -Behavior Contract -The Nothing Note or Antiseptic Bounce -2 x 10 Strategy -Use a Reinforcement Survey to determine reinforcers and promote desired behaviors directly linked to school expectations and the student's behavior goal. 	<ul style="list-style-type: none"> -PBIS Schoolwide Supports -Tier 3 Supports from PBIS World -Behavior Intervention Plan -Antecedent Behavior Consequence Log -Function Based Behavior Interventions -Small Group Interventions with School Counselor (Second Steps, Zones of Regulation, or other evidence based interventions)
How should students be grouped?	Multiple and flexible grouping formats to meet student needs.	Multiple and flexible grouping formats to meet student needs.	Small group/individual instruction based upon behavioral needs
How often should	-Thoroughly teach expectations at the beginning of school	-Daily monitoring of check in/check out or behavior contract by principal designee.	-Daily monitoring of BIP by principal designee. -Social skills lessons

students receive interventions?	<ul style="list-style-type: none"> -Review expectations after each extended school break. -Daily provide precorrections -Daily reinforce positive behavior using behavior specific praise -Daily provide corrective feedback 	<ul style="list-style-type: none"> -Scheduled daily breaks -Time out breaks as needed 	<p>should occur at least twice weekly</p>
How? (Progress Monitoring)	<ul style="list-style-type: none"> -Class Dojo -Office Discipline Referrals 	<ul style="list-style-type: none"> -Results of Check in/Check Out -Results of Behavior Contract -Daily behavior point sheet -Class Dojo -Office Discipline Referrals 	<p>Review data from FBA/BIP. If goals are not being met, the committee will determine if a referral for special education should be started.</p>
What assessments and screeners will be used?	<ul style="list-style-type: none"> -Wellbeing Survey -Universal Behavior Screener -Persistence to Graduation Tool -Office Discipline Referrals 	<ul style="list-style-type: none"> -Wellbeing Survey -Universal Behavior Screener -Persistence to Graduation Tool -Office Discipline Referrals 	<ul style="list-style-type: none"> -Wellbeing Survey -Universal Behavior Screener -Persistence to Graduation Tool -Office Discipline Referrals

**Records of transfer students will be reviewed for placement in the correct tier.

Behavior RTI Process

Tier 1

- The Universal Behavior Screener and the and a Wellbeing Screener are administered in the fall.
- PBIS expectations are taught and reinforced schoolwide.
- Teacher and/or administrator identifies consistent, repetitive behavior issues with a student.

Questions to consider:

- Is the issue a recurrent problem or new?
 - Is the issue constant?
 - Is the issue appropriate for children of this age?
 - What are potential triggers for the behavior issue?
- Data is collected.

Tier 2

- **Teacher and/or administrator meets with parents/guardians to present behavior data that has been collected.** An intervention plan should be developed with the parents/guardians. Data should be collected from the parents/guardians about personal history or issues at home that may offer insight into the behavior issues. Here is the [RTI letter](#) to serve as evidence you have notified parents.
- The teacher keeps accurate [attendance](#).
- Tier 2 interventions are implemented over a consistent period with data collected. All actions, strategies and progress should be documented. Multiple interventions should be attempted. Academic performance should be monitored also. Use the [Intervention Progress Monitoring Sheet](#) to record data.
- Complete [Vision/Hearing checklist](#).
- Keep [Parent Communication log](#).
- The student will need 8 data points before moving on to Tier 3 interventions.

Tier 3

- If the student does not show success with tier 2 interventions, tier 3 interventions will be implemented. These interventions will include instruction from a school counselor. A Functional Behavior Assessment may be completed (this requires parent permission and will be completed by the school psychologist).
- A [Behavior Intervention Plan](#) should be developed.
- Continue to monitor [attendance](#).
- Continue to [monitor progress](#).
- Continue to [log parent communication](#).

Referral Process

- RTI Committee will review tier 3 data after 4 weeks to determine progress. If progress is not being made, the intervention or frequency will be changed and the student's progress will be reviewed again in 4 weeks.
- If lack of progress is being made, the teacher, with help from the school counselor, will complete the [Summary of Interventions document](#) at the end of 8 weeks of Tier 3 instruction.
- All documentation given to the RTI committee to determine if referral is warranted.

Supporting documentation for behavior referral:

- Universal behavior screener data and/or Wellbeing Screener
- Formal diagnosis of behavior disorder
- Therapy records (school based or outside provider)
- Psychological evaluation (Communicare, Astra, Bluegrass, etc.)
- Behavior data from Tier 1, 2, and 3 (Check In/Check Out, behavior plan, etc.)
- Evidence of multiple interventions used
- ABC Log/BIP
- Office referrals

Digital RTI Resources

[Tier 1 RTI Watchlist](#)

[RTI Parent Letter \(Academic\)](#)

[RTI Sample Parent Letter \(Behavior\)](#) (Copy and paste to your school's letterhead)

[Intervention Progress Monitoring Form](#)

[Specific Learning Disability Eligibility Rubric](#)

[Summary of Interventions Referral Form](#)

[Parent Communication Log](#)

[23-24 RTI Attendance](#)

[Vision and Hearing Checklist](#)

Preschool RTI

[Preschool RTI Documents](#)