

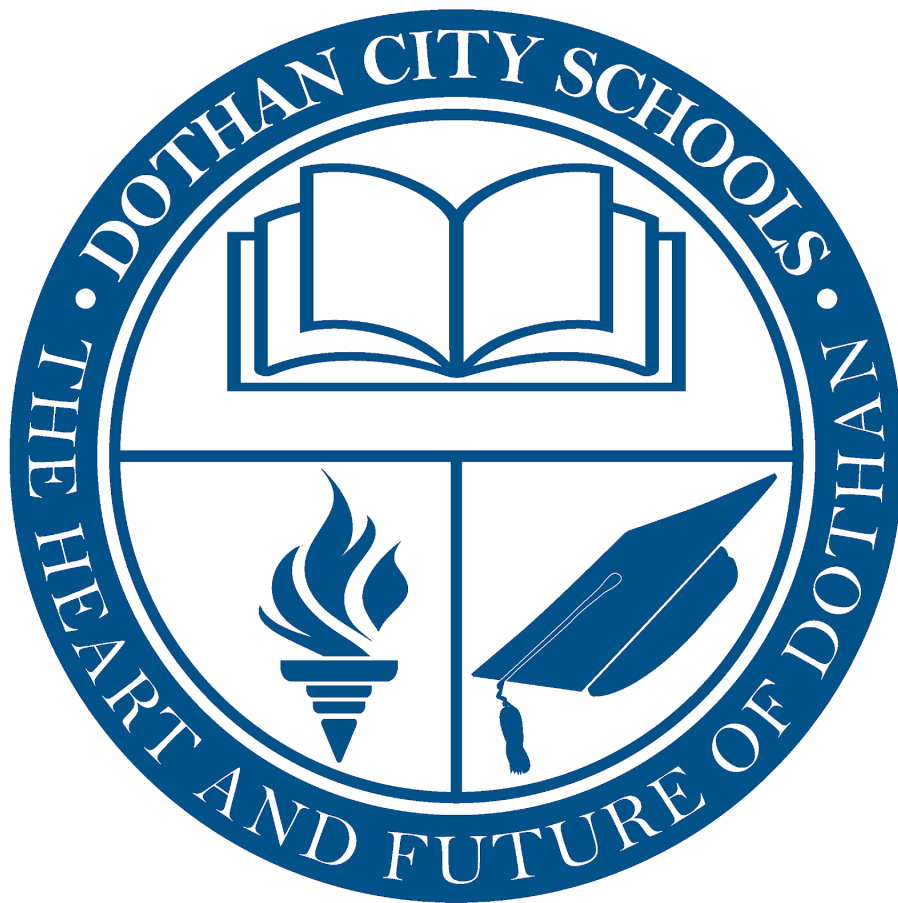
# **Multi-Tiered Systems of Support Framework**

2020-2021

# Table of Contents

<b>MTSS (RtI) in Dothan City Schools</b>	4
<b>What is MTSS (RtI)?</b>	4
Minimum Requirements of MTSS (RtI)	4
What does it look like?	5
<b>PST Process for Schools</b>	6
Problem Solving Teams	7
PST Responsibility to MTSS (RtI) in DCS Virtual Intervention Program	10
<b>Recognition &amp; Response: MTSS (RtI) for Preschool</b>	13
<b>Step-By-Step Processes</b>	17
Parent Referrals	18
PST Referrals	19
<b>The MTSS (RtI) Process</b>	20
Tier 1	21
Tier 2	21
Tier 3	21
<b>PST Documentation Forms</b>	23

## **What is MTSS (RTI)?**



## **MTSS (RtI) in Dothan City Schools**

MTSS (RtI), Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. It grew out of the integration of two other intervention-based frameworks: [Response to Intervention](#) (RtI) and [Positive Behavioral Intervention and Support](#) (PBIS). Response to Instruction, will continue to be implemented at Dothan City Schools and will operate interchangeably using both names MTSS and RtI as directed by the State Department of Education. Each Local Education Agency was directed to develop its own MTSS (RtI) Plan based on the framework provided in the Response to Instruction: *Alabama's Core Support for All Students* and *PBIS Rewards*. Dothan City Schools will focus first and foremost on instruction – solid, strategic core instruction, and systematic, focused interventions. As we work through this implementation, a district MTSS (RtI) Team will refine screening tools, progress monitoring tools, goal setting forms, and data management systems that complete the MTSS (RtI) process for DCS. MTSS (RtI) tiers help schools to organize levels of support based on intensity so that students receive necessary instruction, support, and interventions based on need.

The necessary forms for documentation included in this packet are the most currently revised forms. These forms, in turn, can then be provided as PST documentation toward a Special Education referral should MTSS prove unsuccessful for any student.

## **What is MTSS (RtI)?**

The practice of providing high-quality research-based instruction/intervention matched to student needs and using learning rate over time and level of performance to inform educational decisions. MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels.

## **MTSS (RtI) and Legal Mandates**

- NCLB (*No Child Left Behind*) and IDEA (*Individuals with Disabilities Education Act*) established MTSS (RtI) parameters which center on scientific, research-based **instruction** and intervention AND student outcomes.
- IDEA eligibility requirements dictate that schools are able to document use of research-based instruction and interventions along with progress monitoring prior to a referral to special education in most cases.
- Included in *Alabama Administrative Code* as interventions to be tried in the general education process

## **Minimum Requirements of MTSS (RtI)**

Each of our schools now has one or more problem solving teams designed to address the unique and individual needs of our students. In addition to addressing the typical challenges faced by many students, these teams are also designed to address instruction for such issues as generalized or specific learning problems, characteristics of dyslexia, characteristics of ADHD, and generalized or specific behavior problems, etc. These teams meet at least once, every five weeks to review progress of ALL students in the school. General procedures to address the needs of the students are as follows:

## Screening Tools –

**DIBELS, ACT, SCANTRON Data, ACAP data, Curriculum-based Measures, Benchmark Tests**

Also see [Alabama Dyslexia Resource Guide](#) .

To effectively employ MTSS (RtI) schools should seek successful educational and behavioral outcomes for all students, regardless of challenges. This may involve significant interventions for a segment of the student population, with the goal of moving these individuals into reduced interventions as they progress. The flexibility of this framework allows students to move from tier to tier as needed, without prescribed timelines. The elements of MTSS include:

- Multiple tiers of instruction, intervention, and support
  - Includes learning standards and behavioral expectations
  - Increasing levels of intensity
- Problem-solving process
  - Collaborative and team-based decision making to determine which students need interventions
- Data evaluation
  - Interpretation of data to determine student progress and action steps
- Communication and collaboration
  - Teamwork focused on building relationships and using data to improve those relationships
- Capacity building infrastructure
  - Professional development and coaching along with written plans
- Leadership
  - Active involvement and administration of practices

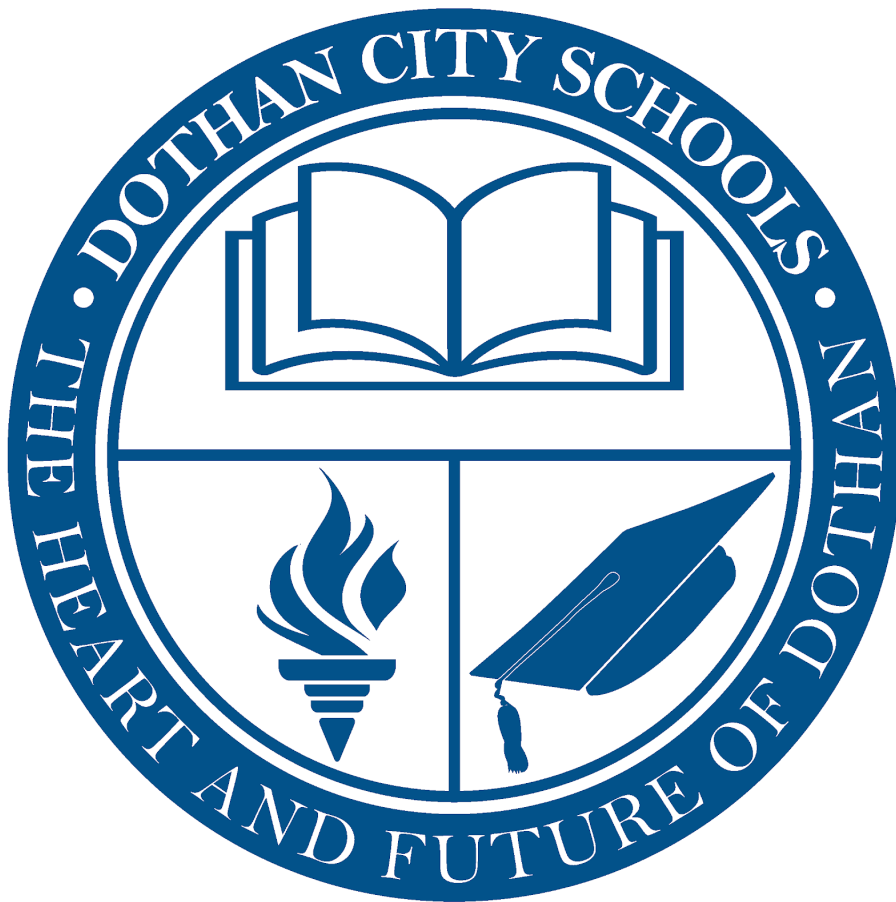
## What does it look like?

### Screening and Overall View of MTSS (RtI)

Within the first 3 weeks of school, teachers participate in a data meeting to review data for their students. Teachers compile a list of students who performed below proficiency as measured by that particular assessment/screener. The teacher may begin TIER 2 folders and tracking sheets for each student at that point.

- TIER 1- Teacher teaches a strategic lesson for the first time to the whole class/group.
- TIER 2 - Teacher assesses students to check for understanding. (teacher observation, exit-slip, short objective quiz, etc.) The teacher notes which students did not understand the instruction in the first lesson. The teacher pulls those students into a small group and teaches the lesson/concept again in a new way or elaborates on the previous lesson one-on-one.
- TIER 3 - Teacher notes that with approximately 40 days (consecutive or nonconsecutive) of TIER 2 instruction (This could be fewer, depending on if this is a student who has transferred in or if the student simply is not progressing in about 4 weeks of consistent TIER 2 instruction), student still does not understand concepts and is performing poorly in class as reflected by low/failing grades.
- PST reviews the referral and schedules an appointment with the teacher to discuss the student at the next PST meeting.

# **PST Process for Schools**



## **Problem Solving Teams**

**Multi-Tiered System of Supports (MTSS (RtI)—2009)** refers to Alabama’s instructional framework created to promote a well-integrated system in which general, gifted, supplemental, and special education services collaborate to provide high quality, standards-based instruction and intervention that is matched to students’ academic, social-emotional, and behavioral needs. MTSS (RtI) combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems. This process is designed to gather a variety of professionals involved with the student. The ultimate purpose of the MTSS (RtI) process is to enhance the success of students with a variety of academic and/or behavior needs. Multi-Tiered System of Supports (MTSS (RtI) are available for students who have been identified as academically “at-risk”. A student who is identified as “at-risk” has tested significantly below grade level expectations on his/her assessments, has demonstrated that he/she is struggling with the current curriculum he/she is enrolled in, or he/she has been identified with some type of need on universal screenings.

The **Problem Solving Team** works in conjunction with the MTSS (RtI) in that it pulls these professionals together to use a problem-solving approach to identify student needs and implement targeted interventions. The team analyzes data to determine appropriate intervention, measure progress of instruction, and monitor the effectiveness and integrity of the process. Students, who are referred to the PST, are already part of a tiered system. The tiered referral process is a critical component of our model and helps us to meet our goal of helping each student be successful through any type of education presentation. Students will remain in the process until satisfactory progress is made, the situation is resolved otherwise, and/or their case is closed.

The **PST-Problem Solving Team** is required through MTSS (RtI) adoption to manage and instruct the MTSS (RtI) process. The primary goal of the PST is to support teachers and parents by generating effective research-based academic and behavioral strategies for individual targeted students. In addition, PSTs can use school-wide and class-wide data to monitor the success and difficulties of groups of students and can offer academic and behavioral interventions to be applied to class or school-wide issues.

This team can be made up of administrative personnel, academic teachers, a counselor, and representatives from special areas. Problem solving is a research-based strategy that seeks to ensure that individual, class-wide, and school-wide problems are addressed systematically and that important educational decisions are based on data that is collected frequently over time. The foundation of problem solving is to develop positive solutions for every child, not just for those students being considered for Special Education. Within this context, Problem Solving Teams (PST) examines all factors within Instruction, Curriculum, Environment, and the Learner that may be impacting academic success for students.

### **Four-step Problem Solving/Response to Intervention Model (PAIR)**

- Problem Identification: What is the problem?
- Analyzing the problem/hypothesis statement: Why is it occurring?
- Intervention Design and Implementation: What do we do about it?
- Response to Intervention/monitoring of progress Is the plan working?

## **Regarding Student Attendance**

Students who are exhibiting a pattern of non-attendance must be referred to the Problem Solving Team (PST) for assistance with the remediation of the problem. Nonattendance typically negatively impacts academic performance.

Teachers should take every opportunity to notify parents of developing patterns of non-attendance and determine the cause. Parent contact must be made or attempted prior to referral to the Problem Solving Team. If the teacher or the designated school staff member has exhausted all attempts to contact the parent (i.e., phone calls, phone messages, letters, notes, etc.), an S4 (SpectraCare) referral requesting assistance may be generated and faxed to SpectraCare. This information should be recorded in tracking or RAILS. If interventions to improve attendance, including parent/teacher conferences, are unsuccessful and further support is needed, the teacher or designated person (i.e., teacher, school parent involvement specialist) may refer the student to the Problem Solving Team.

If academic or behavioral concerns also exist, data is to be reviewed in order to hypothesize if the poor academic performance is the result of lack of exposure to instruction (i.e., from lack of attendance) or from other factors that would be appropriately addressed with other relevant professionals.

If the parent is not in attendance at the PST meeting, the PST Chair will provide the parent with a copy of the PST forms, indicating recommended strategies.

After the initial PST meeting, the student's attendance should be monitored by the school designee. If attendance continues to be a concern despite the interventions, a referral to the Juvenile Services may be in order. The parent involvement specialist needs to be alerted to begin/continue the process. Parent Involvement Specialists and SpectraCare (if a referral was sent and parent agreed to services) will follow-up to assist parents in complying with the recommended interventions and offer additional services, if needed (i.e., individual case management, parent/student education, group work, referrals to appropriate agencies). If further PST involvement is needed, the problem solving process should continue, including implementation and progress monitoring of additional interventions that best address the problem.

## **Problem Solving Team and Homeless Students**

The McKinney-Vento Homeless Act ensures educational rights and protections for children and youth experiencing homelessness. Upon identification of a student who appears to meet the definition of a homeless student, school personnel should refer the situation to the designated homeless education school contact and to the appropriate members of the School Staff (guidance counselor, administrator, teachers). PST is an appropriate tool to use for determining areas of concern and need, and should be used for this purpose. For students who are having academic and/or behavioral concerns, targeted interventions should be implemented.

## **Assisting Parents with the Problem Solving Team Process**

When the legislature mandated that the PST take the lead in resolving attendance, behavior, social, and academic issues, it became a certainty that more and more parents



would become involved in this process. With the expanded number of parents interacting with the PST committee, it is very likely that school staff will have to take a more active role in helping parents to understand the process. Staff can be instrumental in helping parents to have a positive experience with this process by: helping them be informed about the MTSS (RtI) process, their child's education, their child's developmental and educational needs and expand their knowledge base of MTSS (RtI) practices and strategies.

### ***Problem Solving Team Purpose***

The PST will ensure that: students receive interventions matched to their identified needs; appropriate progress monitoring tools are utilized to provide evidence of students' response to intervention; and progress monitoring data are used to make timely instructional decisions which maximize student outcomes. Important things PSTs need to ensure include: utilization of screening data; provision of research-based tiers of instruction and intervention; specific intervention selection and goal setting; consistent progress monitoring; consistent data review and change of strategies; and transitions out of interventions.

### ***Number of Problem Solving Teams***

The number of PSTs needed per school will be determined by the number of students receiving interventions. No PST should be expected to manage more students than can be responsibly and effectively reviewed and monitored. All teachers should be a part of the process

### ***Problem Solving Team Members***

*(At least four of the members below and the classroom teacher)*

- Classroom teachers.
- Intervention teachers (Title teachers, SPED, Paraprofessionals, etc).
- Instructional Coaches (Reading, Literacy, Math, Graduation, etc).
- Special Education teachers.
- School Counselor
- Administrator (principal or assistant principal).

### ***Problem Solving Team Member Roles***

- Chairperson- This person identifies which students will be discussed and in what order. He/she organizes meetings and notifies members.
- Secretary- This person notes decisions made and generates parent letters.
- Timekeeper- This person keeps discussions on track and timely.
- Data person- This person presents and explains graphs.

### ***Problem Solving Team Guidelines***

- Schools must provide an agenda for student discussions.
- Schools must provide a set of ground rules to be used in meetings.
- Have these pieces of information accessible upon observation by ESS.
- Provide dates of PST meetings scheduled for the upcoming school year.
- Depending on success of interventions, discussions should include a change of strategies, interventions, and/or accommodations for the student.
- If strategies have been unsuccessful, create new ones immediately at the meeting from all the minds on your team, resources given to you, or that you find on the Internet. Strategies/Interventions do not include stating the student's grades.

Grades are how the student is doing in the class. They may not particularly pertain to the specific skill with which the student needs assistance.

- Provide research-based intervention tools you will be using school-wide.

### Special Education Referrals

If a student has been in TIER 3 for 40 days and is not improving, the team may decide to call for evaluations by the school psychometrist/psychologist. If this is the case, gather the paperwork and observations as mentioned in the previous pages in this MTSS (RtI) manual (See *Psychometrist Checklist for Referral*). Then follow the steps as identified later in this handbook for a PST referral or a Parent referral. **All paperwork should be completed by PST and teachers who represent that student.** Once this is done, it becomes a special education process. The special education teacher can then take over regarding SETS input, meeting notice generation, and meeting coordination. If the referral is accepted and the student qualifies for services, he or she will no longer be reviewed by the team. If the student does not qualify, the team will continue to monitor, change instruction, and implement TIER 3 interventions as long as they are needed for student success.

### If a referral comes from the 504 committee:

- At this time, the 504 chair needs to be sure to **document a face-to-face conference with the parents** to discuss the lack of sufficient progress for their child and concerns that the school has in regard to a need for a special education referral.
- Obtain vision and hearing screening consent using the *Intervention Parent Letter and Request for Vision and Hearing* and explain that 504 accommodations will continue. The 504 chair needs to explain to the parent that the student will be placed on the next available eligibility date with the school psychometrist/psychologist for your school.
- The 504 Chair/team should complete a **referral** for special education evaluations, and give it to your special education representative, or designated person, on your team. Forward a copy of the 504 plan, all progress monitoring documents, and all MTSS (RtI) documentation along with a completed referral to the PST chair so he/she will be aware of the referral. All paperwork should be completed by the teachers who represent that student. Once this is done, it becomes a special education process. The special education teacher can then take over regarding SETS input, meeting notice generation, and meeting coordination. This person will let the school psychometrist/psychologist know about the referral. Everything should be in the hands of the psychometrist/psychologist no less than one week before the referral date. A referral **MUST HAVE** these pieces to be considered for evaluations.
- If the referral is accepted and the student qualifies for services, he or she will no longer be reviewed by the team. If the student does not qualify, the student will be referred to the PST and 504 teams will continue to monitor, change instruction, and implement TIER III interventions as long as they are needed for student success.
- The special education representative (or other appointed person) will complete the referral in SETS). This requires the 504 chair to know who the designated special education person is in your school so he/she can give this person the proper information to enter the referral into SETS in a timely manner to give to DESS.

## **PST's Responsibility to MTSS (RtI) in Dothan City Schools Virtual Intervention Program (DCS-VIP):**

Know which students enrolled at your school are also enrolled in DCS-VIP. Have procedures in place for acknowledgement of these students. For example, when these students are enrolled at the zone-based school, the person who is in charge of enrollment must be responsible to alert the PST chairperson so that the student can begin to be monitored as described below.

The students' virtual school teacher(s) are actively involved in the referral and engagement process. Students who are deemed non-compliant, do not respond to teacher support, or are in need of extra interventions will be referred to the PST for extra support.

Students can also be referred for the following reasons:

- Failure to communicate (emails, phone calls), or attend conferences
- Failure to log attendance/maintain required attendance, or submit accurate attendance
- Failure to make sufficient progress in courses
- Failure to complete required assessments or course assignments
- Failure to attend required State testing and/or screenings requested by the school
- Failure to attend required Zoom Interactive Meetings
- Failure to comply or respond successfully with the MTSS (RtI) Plan
- Failure to complete work samples, assignments, or use appropriate interventions

**There are three, clearly defined tiers in place for students in the PST process. A description of each tier is provided below:**

- **Tier 1:** All students enter DCS-VIP here. Students in Tier I do not need the services of the PST. School-wide prevention and programming, along with teacher support; provide the first level of service to all students and families. Teacher(s) follow appropriate communication and support protocols and may identify students who need a PST referral.
- **Tier 2:** DCS-VIP teacher(s) and/or parents will share any concerns with the PST Chair at the base school. At this point, a need has been identified, and a PST referral has been made due to unresponsiveness to standard school and teacher interventions/support. The PST Chair will set up an initial meeting with DCS-VIP staff and the regular education teacher to review the needs of the student. The PST begins supporting the student/family toward a plan of action and Intervention Plan for the student. The PST Chair at the base school will facilitate the process, monitor the plan, and provide regular, formal follow-up and review. After 30 school days (or sooner), the PST will decide if sufficient progress has been made.
- In review of the plan, the following actions may occur:
  - **Excellent Progress** (meets MOST of the directives of the PST)-the student is monitored for 30 school days (or sooner). If progress continues, the student is **moved back to Tier 1.**
  - **Moderate Progress-** (Meets some of the directives of the PST)-the student continues to receive Tier 2 support for **up to 30 more days** while being monitored.
  - **No/Little progress** (Meets very few of the directives of the PST)-the student is moved to Tier 3. At this point, the PST Chair should contact the parent to conference with them regarding MTSS (RtI) and possible next steps.
  - **No contact**-if the PST member is unsuccessful in contacting the student **after 48 hours, students are automatically moved to Tier 3.**
- **Tier 3:** Students who continue to be non-compliant or are unsuccessful with implemented interventions are moved to Tier 3. At this point, a student's educational needs are not being

met and further actions are implemented unless students/families comply with the expectations of the PST member(s) set forth in the plan. After 30 days in Tier 3 (or sooner), the PST will review the case after the student has had ample time to work through the intervention plan to determine whether the student will need ongoing interventions or a referral for special education testing.

- The process for MTSS (RtI) requires the student to move through three tiers of intervention (for a minimum of 30 days in each tier).
- **Referral/Return to School Building:** All available resources and interventions have been exhausted at this point. The student/family is non-compliant, disengaged, or the student has been unsuccessful after implementing interventions. The student's name is given to the DCS Curriculum Director and the Coordinator for DCS-VIP with recommendations from the PST. At this point, a meeting with school administration and the base school PST will be held to determine the appropriate course of action. School administration determines the course of action in compliance with school board, state, and local laws, based on the recommendation from the PST. **IF** the PST has determined a referral for evaluations is needed, the school psychometrist for that school will be contacted and provided a referral packet.
- In the event a student is already identified as a student with a disability receiving specialized instruction, an IEP team meeting may be called at any time during the student's DCS VIP enrollment to modify the IEP as determined by the consensus of the team.

## Academic Noncompliance

### Success Academy

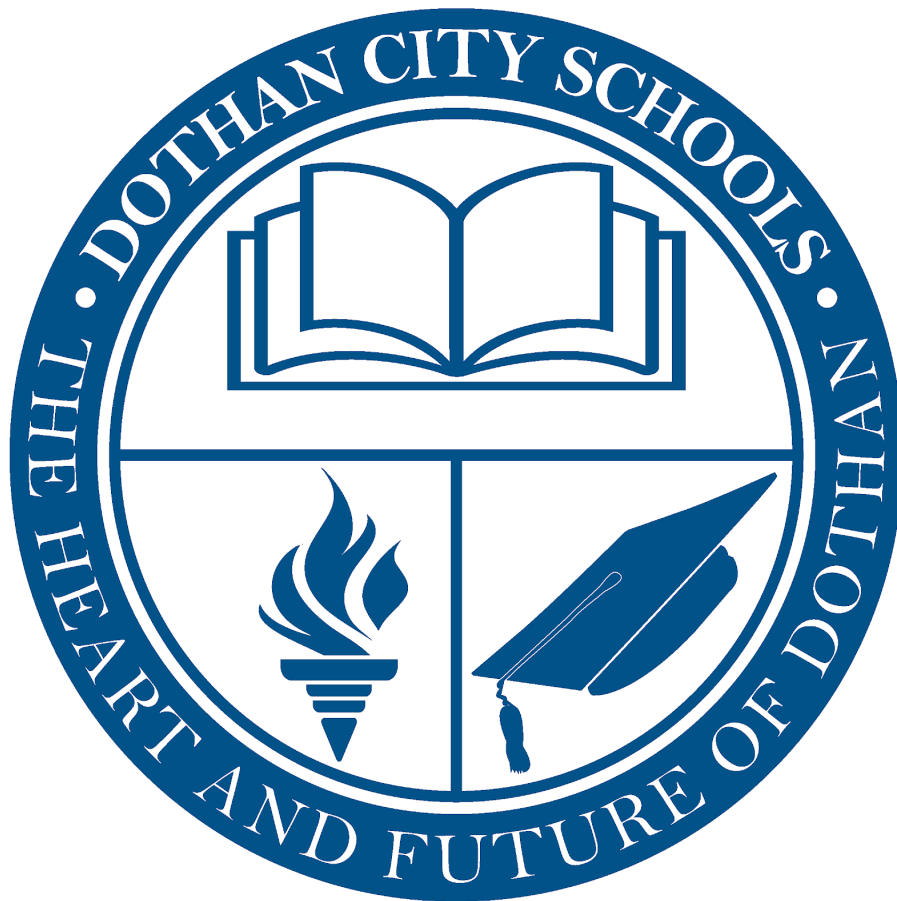
#### Dothan City Schools Virtual Program Pacing Intervention Guide

Students who are failing to maintain adequate progress in DCS-VIP, may be required to attend on-site classes 201 East Wilson Street, Dothan, Al until the student has made satisfactory progress for independent study. Parents will be responsible for transporting the student to the location. The DCS-VIP facilitators will be responsible for assisting the student with academic progress and/or make recommendations for participation in MTSS (RtI) (Response to Instruction) beginning with the PST (Problem Solving Team).

Percentage Off Pace	Intervention
Five (5%) Percent	If the student is 5% behind in the course (evident by lack of attendance via logging into the system and working the suggested daily hours), the teacher will communicate directly with the student and parent(s)/guardian to develop a plan for getting the student back on track.
Ten (10%) Percent	If the student is 10% behind in the course (evident by lack of attendance via logging into the system and working the suggested daily hours) the DCS-VIP Facilitator (in collaboration with the DCS District Virtual Instructional Plan Coordinator and the Director of Safety, Security, and Attendance) will send a written notice to the student and parent(s)/guardian(s) concerning the students lack of progress in coursework and/or attendance requirements. Enrollment in the DCS Success Academy will be discussed and offered (based on space availability).

Fifteen (15%) Percent	If the student is 15% behind in coursework (evident by lack of attendance via logging into the system and working the suggested daily hours), the staff in collaboration with the District Coordinator of DCS-VIP will send (upon recommendation of the DCS-VIP facilitators) an official notification to parent(s)/guardian(s) notifying all parties that the student is truant and in violation of Alabama's Compulsory School Attendance Law. Additionally, the Director of Safety, Security, and Attendance will be notified and will follow DCS policies and procedures for attendance. Enrollment in the DCS-VIP Success Academy will be offered (based on space availability).
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## **Recognition & Response: MTSS (RTI) for Preschool**



## **Overview**

Preschool MTSS (RtI) focuses on prevention rather than intervention. This is an opportunity for Dothan City Schools to support adults who are learning what each child needs to learn and providing these necessary experiences in a manner that maximizes success to prevent delays from becoming learning disabilities. Preschool MTSS (RtI) is effective for identifying these children at risk and providing specialized interventions.

## **Recognition and Response**

Recognition and Response is a project designed to develop a multi-tiered approach for use with children ages 3 to 5 years of age in preschool settings. It is designed to help early childhood teachers and parents recognize children who show signs of learning difficulty and respond in ways that help them experience early school success. It consists of four components:

1. Recognition: screening, assessment, and progress monitoring
2. Response: research-based curriculum and instruction for all children and validated interventions for individual children who need additional supports
3. Tiered Interventions
4. Collaborative Problem Solving Process that involves teachers, specialists, and parents

Recognition and Response is an emerging practice in early childhood and Dothan City Early Education Center (DCEEC) is at the forefront of implementation. DCEEC stresses the importance that new practices being established for the early childhood field are anchored in existing practices of RtI while developing an early intervention system that is tailored to the unique needs of very young children.

<http://www.rtinetwork.org/learn/what/pre-kmodelforrti>

## **Pre-K MTSS (RtI)**

**Tier 1.** Tier 1 provides a foundation of high quality early childhood programming for all children. Elements include a comprehensive, evidence based curriculum and intentional teaching. Universal screening, assessment, and progress monitoring are used to obtain baseline information about each child and to determine whether a child would benefit from additional support.

**Tier 2.** Tier 2 consists of more intensive learning opportunities that are provided to large or small groups of children who have been found to need additional support. Progress monitoring is conducted more frequently and is used in conjunction with the collaborative problem-solving process to guide and refine interventions. Parents and family members are included as part of the collaborative problem-solving team.

**Tier 3.** Tier 3 focuses on the children who do not make expected progress through the support of Tier 2 interventions. In Tier 3, interventions are more intensive and individualized and may be conducted one-on-one with the child. Progress monitoring and the collaborative problem-solving processes are used to guide decisions about the child's program.

<b>Core early childhood beliefs that shape the application of RTI in pre-k settings include:</b>	<b>The early childhood practices that provide starting points for Pre-K RTI include:</b>
<ul style="list-style-type: none"> <li>● the holistic view of child development (i.e., cognitive, communicative, social–emotional, motor, and language);</li> <li>● the importance of early intervention to enhance the child’s success;</li> <li>● the importance of providing supports and services in naturalistic settings;</li> <li>● the critical contributions of parents and families to the success of the child; and</li> <li>● the need for multi-dimensional authentic assessments that can identify the child’s strengths and needs over time.</li> </ul>	<ul style="list-style-type: none"> <li>● a focus on quality child care settings;</li> <li>● the use of tiered service delivery models;</li> <li>● learning standards that guide instruction;</li> <li>● the use of intentional teaching methods that include embedded and explicit instruction; and</li> <li>● the emerging use of progress monitoring measures and data driven decision making models.</li> </ul>

<http://www.rtinetwork.org/images/roadmaptoprekrti.pdf>

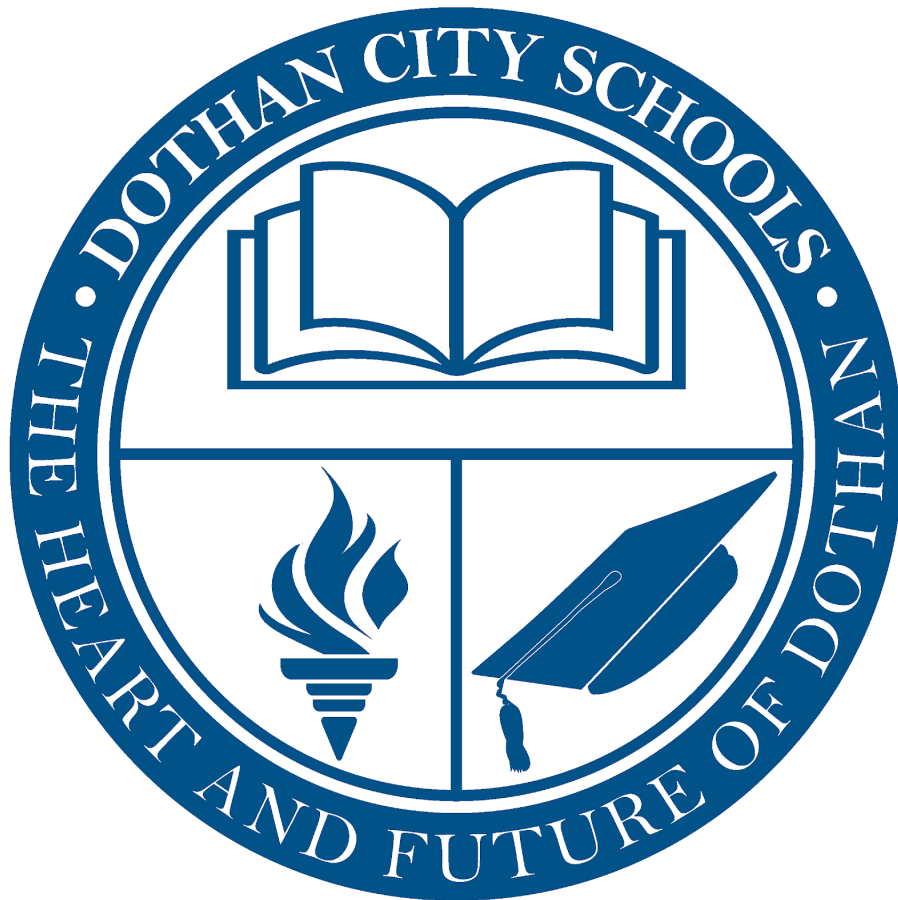
## Steps to Implementing a Program-wide Model of RTI in Early Childhood Settings\*

- 1 Ensure Administrative Support and Commitment** — Every program will need a "champion" to make this work. It is important to recognize that across different types of pre-k settings, administrators will have differing levels of training and experience related to the educational and social/emotional needs of young children.
- 2 Establish an RTI Team** — The team should include classroom teachers, administrators, family members, related service providers, and behavior support specialists. This team will be responsible for guiding the adoption and implementation of the program-wide model. Many pre-k programs will not have behavior support staff available. As part of this process, the programs will need to identify a consultant or staff member who can serve in this role. This person may need significant training prior to beginning implementation.
- 3 Develop a Plan for Getting Commitment from Program Stakeholders** — Support of all individuals involved in the initiative should be garnered, including administrators, general and special education teachers, related services professionals (e.g., speech-language pathologists), paraprofessionals, and others related to the program.
- 4 Develop Opportunities for Family Involvement in All Aspects of the Initiative** — Ensure that families are involved in the plan for adopting the model, identifying strategies for sharing the information with families, and evaluating the success of the model. When working with families of young children, it is important to recognize that this may be the family's first experience with the educational system and therefore may need more information on the team's role.
- 5 Identify Program-wide Learning and Behavior Expectations for Children** — Identify a small set of realistic expectations that can be implemented across settings within the school. Ensure that they are appropriate for the developmental levels of the children in the program. These expectations should be understandable for teachers, staff, parents, and children.
- 6 Develops Instructional Strategies for Achieving Learning Expectations** — Select strategies that are developmentally appropriate and that can be used throughout the program. Strategies should be embedded into ongoing classroom activities such as circle time and centers.
- 7 Develop a Process for Addressing the Needs of Children** — Develop a problem-solving process that is efficient, effective, and accessible to teachers and others actively involved in the children's learning. Consider who will facilitate this process and the training needed to develop the expertise of this individual(s).
- 8 Design a Plan for Professional Development and Supporting Faculty/Staff/Families** — This effort should include strategic start-up and ongoing professional development and technical assistance in the classroom that is based on an understanding of participants' prior training and expertise. Sustained and continued professional development is essential for successful Pre-K RTI implementation and collaboration.
- 9 Collect and Use Data for Decision Making** — The RTI team should identify how and when data will be collected to guide implementation efforts, make decisions about child and program needs, effectiveness, and outcomes (i.e., what has happened based on expectations) associated with the model. This process may be complex given the extent to which data are generally collected in early childhood settings. Further, most pre-k settings do not have a common measure that can be used as a gauge of overall program success.

\*Adapted with permission from Hemmeter, Ostrosky, & Fox (2006). Social and emotional foundations for early learning: A conceptual model for intervention. *School Psychology Review*, 35(4), 583-601.



# **Step-by-Step Process for Referrals for Special Education Evaluations**



## **STEP by STEP**

### **Parent Referral**

If a parent contacts you to ask for IEP, special education evaluations, or a referral:

1. Ask the parent to sit with you and speak to them about MTSS (RtI) and things you would like for teachers to try before going to referral if they agree. Use the **PARENT CONFERENCE FORM** to document your meeting. Have parent sign. If they insist on a referral at this point, then go to next step. Start a file for the student for all the necessary paperwork for this MTSS (RtI) packet.
2. Ask parent to complete the **DCS PARENT REQUEST**. Fax this to your psychometrist at DESS. (792-7213)
3. Ask parent to sign **VISION/HEARING CONSENT TO SCREEN**. Get those results and put in your MTSS (RtI) packet for referral for that student.
4. Ask parent if we need information regarding medical diagnoses. Have them sign an **INFORMATION RELEASE** and ask for doctor information to whom we need to send release.
5. Ask SLP or Nurse to do **VISION SCREENING** and **HEARING SCREENING**. Get those results and put in your MTSS (RtI) packet for referral for that student.
6. You or a guidance counselor needs to complete a **BASC SOS OBSERVATION**.
7. PST needs to complete the **ECEC** checklist. This is easily answered with your team sitting there.
8. PST needs to complete **DOCUMENTATION OF APPROPRIATE INSTRUCTION**. This is easily answered with your team sitting there.
9. PST or teacher(s) needs/need to complete the **DOCUMENTATION OF ADVERSE EFFECT** form.
10. One of the teachers needs to complete **DOCUMENTATION OF ACCOMMODATIONS/INTERVENTIONS**. (You may like for all of the student's teachers to contribute to this form.)
11. Ask student's teachers to collect work samples. One or all need to complete the **WORK SAMPLE ANALYSIS** and provide you with **WORK SAMPLES**.
12. The teachers need to work together to complete one **CLASSROOM TEACHER INPUT FORM**.
13. If you have MTSS (RtI) Rails, **PRINT OFF THE TIER 2 and/or TIER 3 INTERVENTIONS AND TRACKING** you have so far and any that needs to be documented up through one week **PRIOR TO THE ELIGIBILITY SCHEDULED DATE**. If you do not have MTSS (RtI) Rails, then collect **TIER II and/or TIER III INTERVENTIONS AND TRACKING** you have so far and any that needs to be documented up through one week **PRIOR TO THE ELIGIBILITY SCHEDULED DATE**.
14. You most likely will not need the **DYSLEXIC PROFILE** unless this is a student with a decoding/phonics problem or reading comprehension problem.
15. Provide documentation that you have **informed the parent** of participation in MTSS (RtI), a **PROGRESS REPORT OF MTSS (RtI) (if you have had time to implement)** every few weeks, and an **INTERVENTION PLAN**---(This may be in MTSS (RtI) Rails or even uploaded into Rails). If student is being referred due to behavior, then documentation must be provided to determine if this is an issue that has needed interventions to support a referral. If the student was in **Tier 3 when parent requested, you should have a BEHAVIOR INTERVENTION PLAN** that has been implemented and tracked.
16. PST needs to complete a **DATA SUMMARY SHEET** using cumulative folder information, State testing information, screening and monitoring, etc.
17. Print out **attendance, grades, and discipline** from INOW.
18. The PST needs to handwrite the information for the **REFERRAL** form that your special education teacher will input into SETS. She/He will also invite the parent to the meeting.
19. Deliver this entire MTSS (RtI) packet to your psychometrist at a minimum of one week prior to the scheduled date.

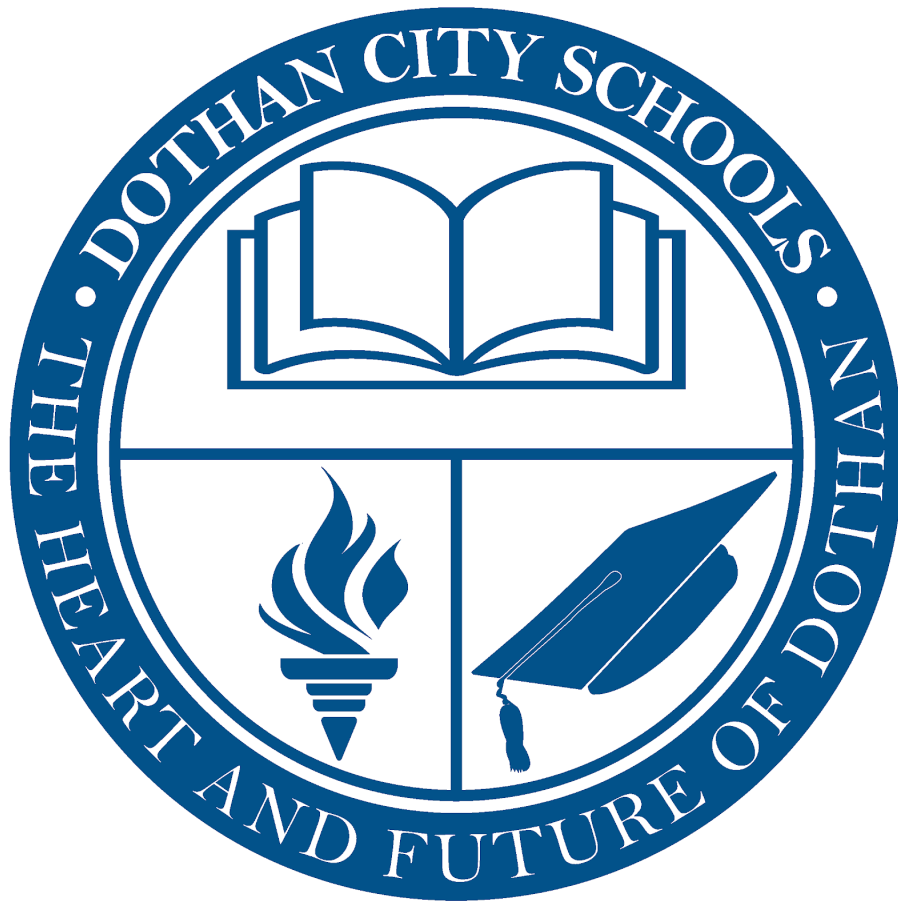
## STEP by STEP

### PST Referral

If your PST determines that a referral to special education is needed:

1. You need to be able to show where you have asked the parent to sit with you and speak to them about MTSS (RtI) and things you would like for teachers to try before going to referral. (Probably need to do this after student is referred to Tier III). Use the **PARENT CONFERENCE FORM** to document your meeting. Have parent sign. Proceed to next steps. Start a file for the student for all the necessary paperwork for this MTSS (RtI) packet.
2. A **DCS PARENT REQUEST is not needed**. Email your psychometrist and tell her about the students you wish to refer.
3. Ask parent to sign **VISION/HEARING CONSENT TO SCREEN**. Get those results and put in your MTSS (RtI) packet for referral for that student.
4. Ask parent if we need information regarding medical diagnoses. Have them sign an **INFORMATION RELEASE** and ask for doctor information to whom we need to send release.
5. Ask SLP or Nurse to do **VISION SCREENING** and **HEARING SCREENING**. Get those results and put in your MTSS (RtI) packet for referral for that student.
6. You or a guidance counselor needs to complete a **BASC SOS OBSERVATION**. It is preferable that a guidance counselor do this.
7. PST needs to complete the **ECEC** checklist. This is easily answered with your team sitting there.
8. PST needs to complete **DOCUMENTATION OF APPROPRIATE INSTRUCTION**. This is easily answered with your team sitting there.
9. PST or teacher(s) needs/need to complete the **DOCUMENTATION OF ADVERSE EFFECT** form.
10. One of the teachers needs to complete **DOCUMENTATION OF ACCOMMODATIONS/INTERVENTIONS**. (You may like for all of the student's teachers to contribute to this form.)
11. Ask student's teachers to collect work samples. One or all need to complete the **WORK SAMPLE ANALYSIS** and provide you with **WORK SAMPLES**.
12. The teachers need to work together to complete one **CLASSROOM TEACHER INPUT FORM**.
13. If you have MTSS (RtI) Rails, **PRINT OFF THE TIER 2 and TIER 3 INTERVENTIONS AND TRACKING** you have so far and any that needs to be documented up through one week PRIOR TO THE ELIGIBILITY SCHEDULED DATE. If you do not have MTSS (RtI) Rails, then collect **TIER 2 and TIER 3 INTERVENTIONS AND TRACKING (p. 20 form)** you have so far and any that needs to be documented up through one week PRIOR TO THE ELIGIBILITY SCHEDULED DATE.
14. You most likely will not need the **DYSLEXIC PROFILE** unless this is a student with a decoding/phonics problem or reading comprehension problem.
15. Provide documentation that you have **informed the parent** of participation in MTSS (RtI), a **PROGRESS REPORT OF MTSS (RtI)** every few weeks, and an **INTERVENTION PLAN**---(This may be in MTSS (RtI) Rails or even uploaded into Rails). If student is being referred due to behavior, then a **BEHAVIOR PLAN must be implemented in Tier 3**.
16. PST needs to complete a **DATA SUMMARY SHEET** using cumulative folder information, State testing information, screening and monitoring, etc.
17. Print out **attendance, grades, and discipline** from INOW.
18. The PST needs to handwrite the information for the **REFERRAL** form that your special education teacher will input into SETS. She/He will also invite the parent to the meeting.
19. Deliver this entire MTSS (RtI) packet to your psychometrist at a minimum of one week prior to the scheduled date.

# MTSS (RTI) Process



**TIER 1 - UNIVERSAL INSTRUCTION**- As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier II. Instruction includes such strategies as modeling, re teaching, general remediation, corrective feedback, multiple opportunities for student practice, flexible grouping of students, student engagement, use of pacing guides, differentiated instruction, accommodations to level the playing field for all students, and participation in a screener assessment to identify student needs that will be addressed through the MTSS (RtI) process.

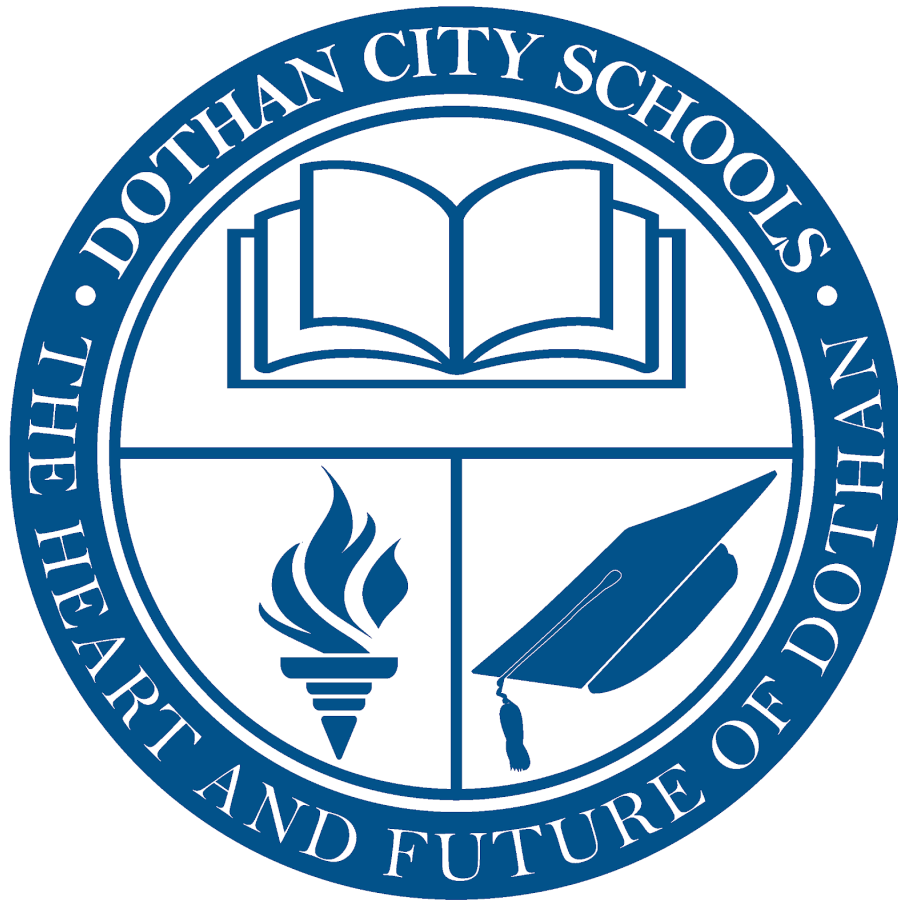
**TIER 2 - SECONDARY INTERVENTION** - Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. [Check-In/Check-Out](#) (CICO) interventions are often a part of Tier 2 as well. This targeted support allows students to work toward catching up with their peers and continues to build relationships. This is usually done through an additional 15-30 minutes of individual or small group instruction every day targeted to specific needs of your child using research-based strategies. The classroom teacher determines which students need TIER 2 interventions and will carry them out. Teachers should keep parents abreast of what is happening in the classroom and that their child is currently receiving TIER 2 interventions. Students in TIER 2 will participate in a "progress monitoring" assessment to determine success of these interventions a minimum of once every two to three weeks. Parents will be notified of that success, or lack thereof, with a graph of their child's progress attached to the progress report/report card. During TIER 2 intervention, teachers should communicate with parents and share research-based strategies that they can use at home to help their child with reviews, homework, etc. TIER 2 interventions may be short term and stop once the student has obtained adequate progress toward the targeted skill. Tier 2 continues if the student is moved to Tier 3.

**TIER 3- TERTIARY INTERVENTION** - A small subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. (in addition to TIER 2) Additional 30-45 minutes of individual or small group instruction every day targeted to specific needs of students using research-based strategies and programs; these programs are taught by highly qualified and/or trained teachers/tutors. The problem solving team determines which students need additional TIER 3 interventions and will notify parents of that decision. These students are typically 2 to 3 grade levels behind, depending on the age of the student. Students in TIER 3 will participate in weekly/bi-weekly "progress monitoring" assessments to determine the success of these interventions. Four data points are needed to provide a line of progress. Parents will be notified of that success, or lack thereof, with a graph of their child's progress attached to the progress report/report card. A vision and hearing screening is conducted, as well as the possibility of other assessments and observations, during TIER 3 intervention to help identify any additional problems that may be hindering the success of current interventions. TIER 3

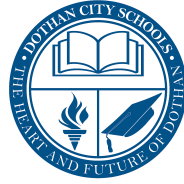
interventions are intensive and long term. However, TIER 3 interventions may stop once the student has obtained adequate progress toward the targeted skills. Lack of progress over time using universal instruction, TIER 2, and TIER 3 interventions may result in a referral for an evaluation for special education eligibility. Many of the goals for these interventions can be found in the curriculum guides for each subject at

<https://www.alsde.edu/sec/ses/pages/curriculumguides-all.aspx> . These guides provide the scaffolding needed for skills that align in each grade level.

# **PST Documentation Forms**



# PARENT LETTER EXPLAINING INTERVENTION INITIATION



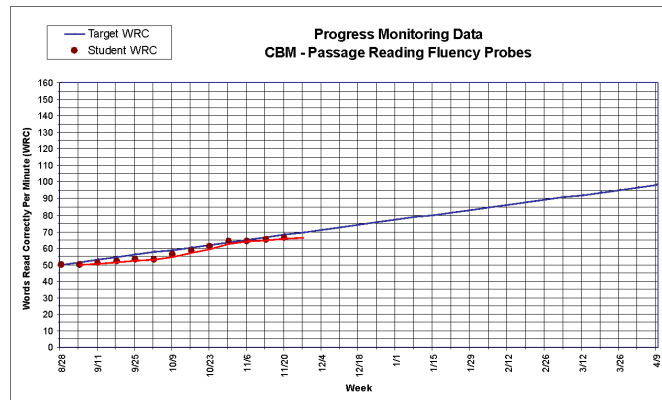
Date \_\_\_\_\_

Dear Parent/Guardian,

All students in Alabama schools are provided with standards-based, research-validated core academic instruction accompanied by classroom behavioral supports. A tiered system of academic and/or behavioral assistance or intervention is provided based upon identified student needs. Interventions typically include specialized, research-based teaching strategies provided within the classroom or in small-group settings. As required by the Alabama Department of Education, a problem solving team consisting of teachers, administrators, and other support personnel reviews student data regarding need for assistance; recommends the type of assistance to be provided; reviews data reflecting progress being made by students; and informs parents of this progress and of any recommendations regarding needed changes in interventions.

**Dothan City Schools** is using DIBELS, ACT, ACAP, and/or CURRICULUM-BASED MEASURES to check student performance in reading and math so we can provide help to students as needed. Based on the first assessment, we have decided that your child would benefit from assistance or intervention. We will be providing this assistance daily and will be checking your child's progress weekly and quarterly. We will be sharing this information with you by sending you a progress chart with the report card and with the mid-grading period progress report.

The chart below is similar to the one which you will receive. The straight line represents the goal for the student and the dotted line represents how the student is performing. In this example the student is doing very well.



As a school staff, 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 your child's classroom teacher.

If, at any time, you wish to request a referral for evaluations for special education or Section 504 services, you may do so by contacting your child's school.



# PROGRESS REPORT



Date \_\_\_\_\_

Dear \_\_\_\_\_,

We are providing \_\_\_\_\_ with extra assistance daily by using intervention strategies which target:

- reading comprehension skills
- word-level reading skills
- math computation skills
- math reasoning and problem-solving skills
- behavior skills
- other \_\_\_\_\_

We measure the progress being made weekly/quarterly, and the results of these progress measurements are graphed in the chart which is attached. Based on our progress measurements, we believe that, at this time, your child is:

- making good progress and we plan to continue the intervention at this time.
- making some progress and we plan to continue the intervention at this time.
- making limited progress and we plan to consider changes in the intervention we are providing.
- making insufficient progress and we are changing the intervention in an effort to assist your child achieve academic success.

As a school staff, 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 your child's classroom teacher.

If, at any time, you wish to request an evaluation for special education or Section 504 services, you may do so by contacting our school.

Thank you!

*(Attach this letter to the graph of the progress monitoring data which was most recently reviewed by the PST. A convenient schedule for notifying parents would be to send this letter and graph with the report card and with the mid-grading period progress report. Maintain copies of these letters and attached graphs in the Student Intervention Folder.)*

# PROBLEM SOLVING TEAM (PST) STUDENT INTERVENTION PLAN



## SECTION I. FACTORS CONSIDERED IN DETERMINING NEED FOR INTERVENTION

Student's Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Race: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Birth date: \_\_\_\_\_

Specific Concern(s):

Specific Screening Data:

Teacher(s) Responsible for Intervention Implementation:

Identified Concern(s) to be Addressed:

Types of Interventions:

Tier 2	Tier 3
<p><b>Date Began:</b></p> <p><input type="checkbox"/> reading: word-level intervention</p> <p><input type="checkbox"/> reading: dyslexic specific intervention</p> <p><input type="checkbox"/> reading: comprehension intervention</p> <p><input type="checkbox"/> math: computation intervention</p> <p><input type="checkbox"/> math: reasoning/problem solving intervention</p> <p><input type="checkbox"/> behavior intervention</p> <p><input type="checkbox"/> other intervention</p>	<p><b>Date Began:</b></p> <p><input type="checkbox"/> reading: word-level intervention</p> <p><input type="checkbox"/> reading: dyslexic specific intervention</p> <p><input type="checkbox"/> reading: comprehension intervention</p> <p><input type="checkbox"/> math: computation intervention</p> <p><input type="checkbox"/> math: reasoning/problem solving intervention</p> <p><input type="checkbox"/> behavior intervention</p> <p><input type="checkbox"/> other intervention</p>
<b>Duration:</b>	<b>Duration:</b>

Intervention goal: In \_\_\_ weeks, the student will:

Weekly Progress Monitoring Rate of Improvement Goal:

Progress Monitoring Tool:

Intervention Strategies:

**(Attach additional goal sheets if multiple intervention goals are established by the PST)**

**SECTION III INTERVENTION PLAN REVIEW (plan to be reviewed at least monthly)**

**Signatures of PST:**

**PST Chair:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Member:** \_\_\_\_\_

**Member:** \_\_\_\_\_

Date of Initial Meeting: \_\_\_\_\_

Date and Decision at Review Meeting:

Date and Decision at Review Meeting:

Date and Decision at Review Meeting:

\*Student Tracking Information demonstrating all strategies implemented should be maintained in RTI RAILS or PowerSchool.

# Parent Request for Testing



\_\_\_\_\_  
Date of Request

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Date of Birth

\_\_\_\_\_  
State ID #

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
Grade

Repeated a grade? \_\_\_\_ Yes \_\_\_\_ No

If so, which grade \_\_\_\_\_

Has student ever been referred for testing before? \_\_\_\_ Yes \_\_\_\_ No

If so, when? \_\_\_\_\_

\_\_\_\_\_  
Name of Parent that is requesting

\_\_\_\_\_  
Contact # for Parent

Please indicate how parent contacted you:

\_\_\_\_ in person (\_\_\_\_\_) \_\_\_\_\_

Date Time

\_\_\_\_ by phone (\_\_\_\_\_) \_\_\_\_\_

Date Time

\_\_\_\_ by email (please forward the email to PST and DESS and keep a copy for your records)

\_\_\_\_ by letter (please send the letter to PST and DESS and keep a copy for your records)

Reason for request: (Please be specific.)

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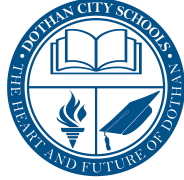
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**\*\*Please send this completed form to PST and DESS as soon as you get the request. Be sure to keep a copy for your records.**

## Intervention Parent Letter and Request for Vision and Hearing



Date:

Dear Parent,

Your child has been referred to our school's Problem Solving Team for academic and/or behavioral concerns. This team will work collaboratively with your child's teacher to address the specific needs of your child. The purpose of the Problem Solving Team is to identify effective, research-based strategies and interventions to help your child experience academic success. Your child will be monitored by the PST, and decisions will be made whether to continue interventions, dismiss from PST, or recommend further evaluation by Special Education Services; depending on your child's progress. In the event that data is gathered to support a referral for evaluations, you will be invited to serve on the Team for this process.

This referral has been made due to deficiencies in one or more of the following areas:

\_\_\_\_\_ Reading          \_\_\_\_\_ Math          \_\_\_\_\_ Behavior

We are required to rule out hearing and/or vision deficiencies as a contributing factor to school related concerns. We would like your consent to conduct a vision/hearing screening. Please complete the section below and return it to your child's teacher tomorrow.

Child's name \_\_\_\_\_

Teacher \_\_\_\_\_

\_\_\_\_\_ I GIVE permission for my child to be given a vision/hearing screening at school.

\_\_\_\_\_ I DO NOT give permission for my child to be given a vision/hearing screening at school.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you have any questions concerning this process; please feel free to contact your child's teacher, principal, or Program Specialist/Assistant Principal.

Sincerely,

PST chair

# VISION SCREENING FORM

STUDENT'S NAME \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_  
 INITIAL EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

**KEY: P = PASS F = FAIL**

SCREENING DATE:			RECHECK DATE:	
	FAR	NEAR	FAR	NEAR
<b>BOTH EYES</b>				
<b>RIGHT EYE</b>				
<b>LEFT EYE</b>				

Examiner:

Examiner:

Instrument used:

Instrument used:

REMARKS:

REMARKS:

- Within Normal Limits
- Needs Recheck
- With Glasses
- Needs Referral

- Within Normal Limits
- Needs Recheck
- With Glasses
- Needs Referral

Resolution of Problem:

If the child cannot be conditioned to traditional vision screening, a functional vision screener may be used.

Date:

- Pass                       Fail

Examiner:

**Optional Form for Required Procedure/Evaluation.  
HEARING SCREENING FORM**

STUDENT'S NAME \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

**HEARING CRITERIA:** Puretone Audiometry-Tympanometry. A student fails the screening test if he/she does not respond to any one tone (frequency) at 20db hearing level in either ear.

**KEY: P = PASS F = FAIL**

Screening Date:					Recheck Date:				
EAR	HL	FREQUENCY HZ			EAR	HL	FREQUENCY HZ		
		1000	2000	4000			1000	2000	4000
RE	20				RE	20			
LE	20				LE	20			

Examiner:  
Audiometer:  
Last Calibration Date:

Examiner:  
Audiometer:  
Last Calibration Date:

Tympanometry: RE  
LE

Tympanometry: RE  
LE

REMARKS:  
Within Normal Limits  
Needs Rescreen (within two weeks)

REMARKS:  
Within Normal Limits  
Needs Rescreen (within two weeks)

Resolution of Problem:

If the child cannot be conditioned to pure-tone audiometry, an auditory response screener may be used.

Date:  
Pass: Fail:  
Examiner:

## WORK SAMPLE ANALYSIS

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

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

**You must provide TWO READING SAMPLES, TWO MATH SAMPLES, and ONE WRITING SAMPLE.**

Completeness of work:

- Work is always complete       Work is less than 50% complete       Other \_\_\_\_\_  
 Work is 50% complete       Work is never complete

Effort displayed:

- Student tries very hard       Student tries on work he/she likes       Other \_\_\_\_\_  
 Little or no effort       Student tries but gives up easily

**For each work sample provided, provide analysis using the guide below:**

### READING:

1st Sample: This sample demonstrates (check the following that apply)

- \_\_\_\_\_ lack of understanding of phonics    \_\_\_\_\_ lack of reading comprehension  
\_\_\_\_\_ lack of skills pertaining to any of the following:  
\_\_\_\_\_ context clues    \_\_\_\_\_ use of prior knowledge or \_\_\_\_\_ inference  
\_\_\_\_\_ lack of vocabulary knowledge    \_\_\_\_\_ lack of fluency and automaticity  
\_\_\_\_\_ lack of attention and focus

2nd Sample: This sample demonstrates (check the following that apply)

- \_\_\_\_\_ lack of understanding of phonics    \_\_\_\_\_ lack of reading comprehension  
\_\_\_\_\_ lack of skills pertaining to any of the following:  
\_\_\_\_\_ context clues    \_\_\_\_\_ use of prior knowledge or \_\_\_\_\_ inference  
\_\_\_\_\_ lack of vocabulary knowledge    \_\_\_\_\_ lack of fluency and automaticity  
\_\_\_\_\_ lack of attention and focus

### MATH:

1st Sample: This sample demonstrates (check the following that apply)

- \_\_\_\_\_ lack of understanding of concepts as evidenced by \_\_\_\_\_ choice of incorrect processes  
\_\_\_\_\_ lack of skills pertaining to any of the following:  
\_\_\_\_\_ reading comprehension (of word problems)    \_\_\_\_\_ calculation or \_\_\_\_\_ math fluency  
\_\_\_\_\_ lack of math vocabulary knowledge  
\_\_\_\_\_ lack of attention and focus

2nd Sample: This sample demonstrates (check the following that apply)

- \_\_\_\_\_ lack of understanding of concepts as evidenced by \_\_\_\_\_ choice of incorrect processes  
\_\_\_\_\_ lack of skills pertaining to any of the following:  
\_\_\_\_\_ reading comprehension (of word problems)    \_\_\_\_\_ calculation or \_\_\_\_\_ math fluency  
\_\_\_\_\_ lack of math vocabulary knowledge  
\_\_\_\_\_ lack of attention and focus

### WRITING:

Sample: This sample demonstrates (check the following that apply)

- \_\_\_\_\_ lack of skills pertaining to any of the following:  
\_\_\_\_\_ grammar    \_\_\_\_\_ mechanics or \_\_\_\_\_ syntax    \_\_\_\_\_ reading skills  
\_\_\_\_\_ lack of math vocabulary knowledge  
\_\_\_\_\_ lack of attention and focus

**\*PLEASE ATTACH REPRESENTATIVE WORK SAMPLES**



## ENVIRONMENTAL, CULTURAL, AND/OR ECONOMIC CONCERNS

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Name of Person Completing Form \_\_\_\_\_

Position of Person Completing Form \_\_\_\_\_

Use this checklist:

- (1) To determine factors impacting a student's learning and therefore excluding him/her from being identified as a student with a disability.
- (2) To determine whether or not a student needs to be administered a non-traditional intelligence test if there is environmental, language, cultural, and/or economic concerns checked.
- (3) To consider if there has been a lack of appropriate instruction in reading and/or math

**Check each that applies to students.**

- Limited experiential background
- Irregular attendance (for reasons other than verified personal illness)
- Transiency in school years
- Home responsibilities interfering with learning activities
- Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student's grade level or age in language and ability).
- Nonstandard English constituting a barrier to learning (only a foreign language or nonstandard English spoken at home, the language of the home exhibits strong dialectal differences)
- Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).
  
- Limited cultural experiences (student does not participate in community activities).
- The student receives other services such as Title I, Migrant, 504, ESL, etc.
- Limited participation in supplemental organized learning opportunities, e.g., preschool, Head Start, after school programs

**NONE OF THE ABOVE APPLY.**

**DOCUMENTATION OF APPROPRIATE INSTRUCTION - PRESCHOOL**

**STUDENT'S NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**CHECK ALL ITEMS THAT APPLY TO THE STUDENT.**

\_\_\_\_\_ The student is currently attending a preschool program for nondisabled \_\_\_\_\_ year old children.

How long has the student attended this preschool program? \_\_\_\_\_ months/years

\_\_\_\_\_ The student is currently attending a preschool program and has access to a research based curriculum by a highly qualified teacher.

How long has the student attended this preschool program? \_\_\_\_\_ months/years

\_\_\_\_\_ The student attends a certified daycare program.

How long has the student attended this certified daycare program? \_\_\_\_\_ months/years

\_\_\_\_\_ The student attends a home daycare program.

How long has the student attended this home daycare program? \_\_\_\_\_ months/years

\_\_\_\_\_ Parent reports the student has had access to age appropriate activities for a preschooler such as: play dates with peers, Sunday school class, story time at the public library.

\_\_\_\_\_ The student has received instruction and/or therapy through Early Intervention.

\_\_\_\_\_ The student has received private speech therapy services.

\_\_\_\_\_ The student has the opportunity to participate in age-appropriate activities through interactions with peers and siblings.

\_\_\_\_\_ The parent reports that he/she reads to the student daily.

\_\_\_\_\_ The parent reports that the child has progressed according to research based developmental normative charts.

\_\_\_\_\_ Other \_\_\_\_\_

**Name of person completing this form:** \_\_\_\_\_

## DOCUMENTATION OF APPROPRIATE INSTRUCTION:

### Primary Grades (K-6)

**STUDENT'S NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

#### **CHECK ALL ITEMS THAT APPLY TO THE STUDENT**

- \_\_\_\_\_ The student has participated in a reading intervention program.
- \_\_\_\_\_ The student has participated in a math intervention program.
- \_\_\_\_\_ The student has participated in a drop-out intervention program.
- \_\_\_\_\_ The student has received standards based instruction by a highly qualified teacher.
- \_\_\_\_\_ The student's data has been reviewed and appropriate instructional strategies have been implemented in the classroom based on the student's needs.
- \_\_\_\_\_ Other

Prong I: Data is available to support the documentation that the child was provided appropriate instruction in regular education settings and that instruction was delivered by qualified personnel.

#### **For students K-6**

**DELIVERY OF INSTRUCTION:** The following instructional strategies and programs have been provided in the general education setting to ensure that appropriate instruction was provided prior to the student being evaluated. The student was provided appropriate instruction in regular class settings delivered by qualified personnel. The student has participated in scientifically research based resources such as: reading (Scott Foresman Reading Series, Reading Horizons, Engage NY-Reading, and/or My Sidewalks) and math (Houghton Mifflin GO MATH! Series, Engage NY-Math, or Voyager Math) programs which may also include small group and tutorial instruction. Student data was reviewed and appropriate instructional strategies have been implemented in the classroom based on student needs.

Prong II: Data supports that data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction were given and results were provided to the parents.

#### **For students K-6**

**RESPONSE TO INSTRUCTION/INTERVENTION AND PARENTAL NOTIFICATION OF THAT PROGRESS:** The following baseline data and benchmark evaluations are provided in the general education curriculum to ensure that the Appropriate Instruction is provided in the general curriculum prior to the student being evaluated for special education. Data based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction was provided to parents. This data was provided through periodic progress reports, graded work samples, standards checklists, and benchmark assessments such as (K-2) DIBELS Next; (K-6) Reading Horizons or Scott Foresman Reading Street; (6<sup>th</sup>) HRW Elements of Literature; (K-6) Go Math; (3-6) SCANTRON Performance Series.

#### **Data Summary:**

SCANTRON: Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_ Score: \_\_\_\_\_

DIBELS: Last Date given: \_\_\_\_\_ ISF: \_\_\_\_\_ LNF: \_\_\_\_\_ PSF: \_\_\_\_\_ NWF: \_\_\_\_\_ WPM: \_\_\_\_\_

ACAP Date given: \_\_\_\_\_ Score: \_\_\_\_\_

Classroom Assessments Math : Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_ Score: \_\_\_\_\_

Classroom Assessments Reading : Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_ Score: \_\_\_\_\_

**AT REEVALUATION:** Data supports the documentation that instruction was delivered by qualified personnel.

**Name of person completing this form:** \_\_\_\_\_ **Completed by the IEP Team.** \_\_\_\_\_

**DOCUMENTATION OF APPROPRIATE INSTRUCTION:  
SECONDARY GRADES (7-9)**

**STUDENT'S NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**CHECK ALL ITEMS THAT APPLY TO THE STUDENT**

- \_\_\_\_\_ The student has participated in a reading intervention program.
- \_\_\_\_\_ The student has participated in a math intervention program.
- \_\_\_\_\_ The student has participated in a drop-out intervention program.
- \_\_\_\_\_ The student has received standards based instruction by a highly qualified teacher.
- \_\_\_\_\_ The student's data has been reviewed and appropriate instructional strategies have been implemented in the classroom based on the student's needs.
- \_\_\_\_\_ Other

**Prong I:** Data is available to support the documentation that the child was provided appropriate instruction in regular education settings and that instruction was delivered by qualified personnel.

**For students 7-9**

**DELIVERY OF INSTRUCTION:** The following instructional strategies and programs have been provided in the general education setting to ensure that appropriate instruction was provided prior to the student being evaluated. The student was provided appropriate instruction in regular class settings delivered by qualified personnel. Based on Robert Marzano's Elements of Effective Instruction, the student has participated in scientifically research based A+ College Ready strategies using resources such as: reading (Holt Elements of Literature, Reading Horizons) and math (Glencoe Math Series Common Core Edition) programs which may also include small group and tutorial instruction. Student data was reviewed and appropriate instructional strategies have been implemented in the classroom based on student needs.

**Prong II:** Data supports that data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction were given and results were provided to the parents.

---

**PRONG 2**

**For students 7-9**

**RESPONSE TO INSTRUCTION/INTERVENTION AND PARENTAL NOTIFICATION OF THAT PROGRESS:** The following baseline data and benchmark evaluations are provided in the general education curriculum to ensure that the Appropriate Instruction is provided in the general curriculum prior to the student being evaluated for special education. Data based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction was provided to parents. This data was provided through periodic progress reports, graded work samples, standards checklists, and benchmark assessments **such as:** SCANTRON Performance and Achievement Series; Scott Foresman Reading Series, and the Glencoe Math Series.

**Data Summary:**

SCANTRON: Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_  
Score: \_\_\_\_\_

ACAP Date given: \_\_\_\_\_ Score: \_\_\_\_\_

Classroom Assessments Math : Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_ Score: \_\_\_\_\_

Classroom Assessments Reading : Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_ Score: \_\_\_\_\_

**AT REEVALUATION:** Data supports the documentation that instruction was delivered by qualified personnel.

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Name of person completing this form: \_\_\_\_\_ Completed by the IEP Team. \_\_\_\_\_

**DOCUMENTATION OF APPROPRIATE INSTRUCTION:  
SECONDARY GRADES (10-12)**

**STUDENT'S NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**CHECK ALL ITEMS THAT APPLY TO THE STUDENT**

\_\_\_\_\_ The student has participated in a reading intervention program.

\_\_\_\_\_ The student has participated in a math intervention program.

\_\_\_\_\_ The student has participated in a drop-out intervention program.

\_\_\_\_\_ The student has received standards based instruction by a highly qualified teacher.

\_\_\_\_\_ The student's data has been reviewed and appropriate instructional strategies have been implemented in the classroom based on the student's needs.

\_\_\_\_\_ Other

Prong I: Data is available to support the documentation that the child was provided appropriate instruction in regular education settings and that instruction was delivered by qualified personnel.

**For students 10-12**

**DELIVERY OF INSTRUCTION:** The following instructional strategies and programs have been provided in the general education setting to ensure that appropriate instruction was provided prior to the student being evaluated. The student was provided appropriate instruction in regular class settings delivered by qualified personnel. Based on Robert Marzano's Elements of Effective Instruction, the student has participated in scientifically research based A+ College Ready strategies using resources such as: reading (McDougal Littell Literature and Reading Horizons) and math programs (Voyager Math, Pearson Common Core Algebra 1, 2, and Geometry, Cengage Learning for Algebra with Finance) which may also include small group and tutorial instruction. Student data was reviewed and appropriate instructional strategies have been implemented in the classroom based on student needs.

Prong II: Data supports that data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction were given and results were provided to the parents.

**PRONG 2**

**For students 10-12**

**RESPONSE TO INSTRUCTION/INTERVENTION AND PARENTAL NOTIFICATION OF THAT PROGRESS:** The following baseline data and benchmark evaluations are provided in the general education curriculum to ensure that the Appropriate Instruction is provided in the general curriculum prior to the student being evaluated for special education. Data based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction was provided to parent. This data was provided through periodic progress reports, graded work samples, ACT assessments, and curriculum based assessments such as: SCANTRON Performance and Achievement Series, Unit and Benchmark (Nine Weeks) Tests, Skills Assessments, and Exams

**Data Summary:**

SCANTRON: Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_ Score: \_\_\_\_\_

PRE-ACT Date given: \_\_\_\_\_ Score: \_\_\_\_\_ ACT: Date given: \_\_\_\_\_ Score: \_\_\_\_\_

Classroom Assessments Math : Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_ Score: \_\_\_\_\_

Classroom Assessments Reading : Date given: \_\_\_\_\_ Score: \_\_\_\_\_ Date given: \_\_\_\_\_ Score: \_\_\_\_\_

**AT REEVALUATION:** Data supports the documentation that instruction was delivered by qualified personnel.

Name of person completing this form: \_\_\_ Completed by the IEP Team. \_\_\_\_\_

## Documentation of Accommodations/Interventions Implemented

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

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

1. \_\_\_\_\_ Tier II instruction provided in smaller group
2. \_\_\_\_\_ Tier III instruction provided in smaller group
3. \_\_\_\_\_ Instruction provided one-to-one
4. \_\_\_\_\_ Additional opportunities for practice and review
5. \_\_\_\_\_ Additional opportunities for correction and feedback
6. \_\_\_\_\_ Additional opportunities for time on task, engaged in instruction and practice
7. \_\_\_\_\_ Additional opportunities for drill repetition and/or practice review
8. \_\_\_\_\_ Opportunities for completing tasks in smaller steps
9. \_\_\_\_\_ Additional curriculum strategies that focus on accelerating learning
10. \_\_\_\_\_ Individually tailored instruction to meet the student's learning needs
11. \_\_\_\_\_ Behavior plan/modifications
12. \_\_\_\_\_ Reinforcement for target behaviors (i.e. verbal/visual cues, praise, proximity)
13. \_\_\_\_\_ Small group behavioral session with counselor (or other qualified personnel)
14. \_\_\_\_\_ Additional interventions: \_\_\_\_\_

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**Dothan City Schools – Department of Exceptional Student Services**

**CLASSROOM TEACHER INPUT**

**Student** \_\_\_\_\_ **Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**School** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Subject** \_\_\_\_\_

*Please complete the following teacher input information and return this form within five (5) days to assist the IEP team in evaluating your student.*

**Teacher Observations – Based on your knowledge and observation, please rate this student’s performance in the following areas:**

<b>OBSERVATIONS</b>	<b>UNSATISFACTORY &lt;-----&gt;</b>				
	<b>EXCELLENT</b>				
Classroom Work	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
Homework	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
Tests	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
Reading Performance	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
Math Performance	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
Written Performance	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
Listening Comprehension	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
Oral Expression	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
Following Directions	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
Attendance/Timeliness to Class	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
Attention Span	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
Organizational Skills	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>

<b>ACTIONS TAKEN</b> (Check only those that apply)	<b>RESULTS</b>
<input type="checkbox"/> Sent reports home	
<input type="checkbox"/> Talked with counselor	
<input type="checkbox"/> Rearranged Seating	
<input type="checkbox"/> Preferential/Isolated Seating	
<input type="checkbox"/> Ignored Behavior	
<input type="checkbox"/> Referred to Administrator	
<input type="checkbox"/> Contracts	
<input type="checkbox"/> Assignment Notebook	
<input type="checkbox"/> Alternative Assignment	
<input type="checkbox"/> Reduced work w/o eliminating core content	
<input type="checkbox"/> Additional Time for assignments	
<input type="checkbox"/> Small group instruction	
<input type="checkbox"/> Cooperative learning	
<input type="checkbox"/> Parent Conferences	
<input type="checkbox"/> Other:	



**Behavior Assessment System for Children, Second or Third Edition-Student  
Observation System (BASC-SOS)**

Observation must be completed in area(s) of weakness. This is done during MTSS (RtI) as a determination of why the problem is happening and if interventions are working.

Ordering information: Pearson Company, 5601 Green Valley Drive, Bloomington, MN 55437, 800-627-7271, Product Number 30060.

**Parent Conference Form**  
**Documentation of MTSS (RTI)/PST Conference with Parent**



**Date of Conference:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Requested by:** \_\_\_\_\_

**Parent/Guardian's Name:** \_\_\_\_\_

**Reason for Conference:**  
\_\_\_\_\_  
\_\_\_\_\_

**Discussed Response to Instruction with Parent and PST process**  
\_\_\_\_\_

**Outcome/Notes:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

# Dothan City Schools

## DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date of Screening: \_\_\_\_\_

Participants in Team Meeting: \_\_\_\_\_

Date of Team Meeting: \_\_\_\_\_ Date Results Shared with Parents: \_\_\_\_\_

### Kindergarten (mid-year and end of year) with student data

TOOL	Early Literacy Skill	Well-Below Benchmark	Below Benchmark	At or Above Benchmark
DIBELS 6 <sup>th</sup> ed	Letter Naming Fluency			
DIBELS 6 <sup>th</sup> ed	Letter Sound Fluency			
DIBELS 6 <sup>th</sup> ed	Phoneme Segmentation Fluency			
DIBELS 6 <sup>th</sup> ed	Nonsense Word Fluency			

*If the student's scores are below benchmark or well-below benchmark (gray boxes) in three of these screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate.*

### Grades 1-12

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile $\leq 10$ or $\geq 1$ grade levels below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or $< 1$ grade level below or Strategic)	Low Risk (SS $\geq 90$ or Percentile $\geq 25$ or On grade level or Benchmark)
	Sight Word Efficiency			
	Phonemic Decoding Efficiency			
	Written Spelling			
	Skill Assessed	Frustration Reading Level $< 92\%$	Instructional Reading Level (92-98%)	Independent Reading Level 99-100%
Grade Level Passage	Reading Accuracy			

*If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate.*

Evidence-Based Dyslexia-Specific intervention	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention				

Accommodations: \_\_\_\_\_

Assistive Technology: (Name/describe app or software needed)

Text to Speech: \_\_\_\_\_ Speech to Text: \_\_\_\_\_ Note Taking: \_\_\_\_\_ Organization: \_\_\_\_\_

## Dothan City Schools Behavior Management Plan

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

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

### 1. Description of target behavior(s)

A. Behaviors that interfere with learning	B. Replacement behaviors to be taught and practiced:
1.	1.
2.	2.
3.	3.

### 2. Details of Plan

A. Preventative Interventions:	B. Directive teaching strategies:
1.	1.
2.	2.
3.	3.
4.	4.
<b>Schedule Modifications:</b>	
C. Reinforcers for appropriate behavior:	D. Consequences for inappropriate behavior:
1.	1.
2.	2.
3.	3.
4.	4.

### 3. Documentation of Behavioral Progress:

_ Behavior Chart	_ Behavior Log	_ Contract	_ Point Sheet	_ Monitoring Schedule
_ Weekly Report	_ Daily Report	_ Anecdotal Record	_ Work Samples	

### 4. Personnel Responsible for implementation and monitoring progress:

\_ Resource Teacher    \_ General Education teacher    \_ Other: \_\_\_\_\_

Understands and actively participated in the development of the behavior management plan as a part of the IEP.  
Participants:

_____	_____	_____
Teacher	PST Chair	Principal
_____	_____	
Parents	Parents	

**AUTHORIZATION FOR RELEASE OF INFORMATION**

Student's Full Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Street Address: \_\_\_\_\_ City, State, Zip \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

1. THIS AUTHORIZATION APPLIES TO THE FOLLOWING INFORMATION  
 ALL information, **including diagnosis**, treatment, hospitalization, discharge treatment needs, and/or outpatient care for the child's condition; including psychological or psychiatric impairment, drug and/or alcohol abuse, or Acquired Immunodeficiency Syndrome (AIDS), or tests for or infection with Human Immunodeficiency Virus (HIV): intellectual test results; cumulative record information; and due process forms (all Special Education records).  
 Please include the following records or types of information: **Special Education Records, Most current IEP, \*Eligibility Report, Signed Placement, Psychological Evaluation, Other Diagnostic Testing**  
 \*Please ensure that most current IQ/Achievement/Behavior Scale test results are included in this eligibility information

2. THE INFORMATION MAY BE RELEASED BY (enter school, clinic, hospital, or other person or agency to whom this is to be submitted; indicate address, city and/or state if needed for clarity):  
 PREVIOUS SCHOOL/DOCTOR: \_\_\_\_\_

3. THE INFORMATION MAY BE RELEASED TO (check all that apply):  
 Director of Exceptional Student Services  I.E.P. Committee Members  School Principal of Designee  
 Special Education teacher(s) of this student  Other teachers of this student  Central Office Personnel  
 Other: \_\_\_\_\_

4. PURPOSE OF THE RELEASE OF INFORMATION:  
 The information regarding this student will be released for the following purpose (example: at request of parent/legal guardian):  
**To provide information to assist in planning for special education services.**  
 The information released will be limited to information necessary to fulfill the need or purpose for the disclosure. As a result of my signing this authorization, I understand that an individual or organization that receives this information may not be covered, and therefore the information is no longer protected under the Health Insurance Portability and Accountability ACT (HIPAA), a federal privacy law.

This authorization is valid for 90 days from the date of signature, unless otherwise noted. This authorization only applies to treatment and occurrences occurring before the date of signature.

I may be charged reasonable copy fees as indicated under state law for this request.

I may decline to sign this authorization. I understand that I may revoke this authorization at any time in writing by notifying the Dothan City Schools and the agencies named in item 2. If I revoke this authorization, the Dothan City Schools and other named agencies will not take any action on it, except to the extent that action has already been taken.

I understand that if Dothan City Schools or other named agencies are authorized to release this information for marketing activities, I will be informed if any of the agencies receive direct or indirect payment for releasing this information.

I understand that the services provided by the named agencies and any payments that may be due such agencies will not be affected if I do not sign this form. I understand that I may see and copy the information described on this form if I ask for it, and I may receive a copy of this form after I sign it.

I hereby have the authority to and voluntarily grant permission for the information to be released as described above.

\_\_\_\_\_  
 Parent/Legal Guardian/Patient **Printed Name**      Parent/Legal Guardian **Signature**      Date  
 \_\_\_\_\_  
 Patient Signature (if 14 or older)      Date      Witness Signature

## PSYCHOMETRIST CHECKLIST FOR REFERRAL

Documentation needed from PST for a Referral for Special Education

\*These items should have been gathered during the General Education PST process and should only need to be delivered to the Special Education Teacher to enter into SETS.

\*\*The Psychometrist should receive all of the items below no later than one week prior to the referral date.

Initials	ITEMS REQUESTED
	<b>Vision/Hearing consent to screen</b>
	<b>Vision Screening/ Record</b>
	<b>Hearing Screening/ Record</b>
	<b>BASC SOS Observation in area of weakness</b>
	<b>ECEC Checklist</b>
	<b>Documentation of Appropriate Instruction</b>
	<b>Work Sample Analysis and Work Samples</b>
	<b>Statement of Adverse Effect of suspected disability</b>
	<b>Documentation of Accommodations/Interventions</b>
	<b>Classroom Teacher Input Form</b>
	<b>Documentation of at least one conference with parent(s) prior to this referral, explaining MTSS (RtI)/PST process or documentation of attempts to contact parent(s)</b>
	<b>Completion of MTSS (RtI) and PST forms: Parent Letter Explaining Implementation Initiation; MTSS Progress Report; Intervention Plan</b>
	<b>All MTSS (RtI) tracking data for TIERS 2 AND 3 RAILS</b>
	<b>Dyslexic profile if applicable to this student</b>
	<ul style="list-style-type: none"> <li>● <b>Cumulative Folder with all Educational History</b></li> <li>● <b>Last 3 years test scores of state testing, ACT</b></li> <li>● <b>Last 3 Screeners/Monitoring for Curriculum-Based Measures</b></li> <li>● <b>All Progress Monitoring Data for TIER 2 and TIER 3</b></li> <li>● <b>All behavior tracking data and behavior intervention plans</b></li> </ul>
	<b>Any relevant medical information or history, attendance problems, or discipline problems; signed information release</b>
	<b>Parent letter, DCS Parent Request, if a parent referral</b>
	<b>Attendance -Parent Notification Form(s), Parent Involvement Contacts, if necessary</b>
	<b>REFERRAL given to Special Education Teacher to input into SETS</b>

**REFERRAL FOR EVALUATION**

Date Received: \_\_\_\_\_

**STUDENT INFORMATION**

Student's Complete Legal Name: \_\_\_\_\_

Sex \_\_\_\_\_

SSID#: \_\_\_\_\_ Grade: \_\_\_\_\_ Race: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School/Service Provider: \_\_\_\_\_

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

Address: \_\_\_\_\_ Primary Phone: \_\_\_\_\_

Phone Contact Name: \_\_\_\_\_

Other Phone (Opt.): \_\_\_\_\_

Primary Language in Home: \_\_\_\_\_ Phone Contact Name: \_\_\_\_\_

Type of Referral: (Select one that represents the type of referral for the student.)

From Early Intervention |  Parent |  School Based

Person Referring: \_\_\_\_\_ Position: \_\_\_\_\_

**Reason for Referral (List specific concerns):**

--	--

**The referral is based on concerns checked below and/or continuing concerns following interventions:**

**INSTRUCTIONAL CONCERNS**

**BEHAVIORAL CONCERNS**

- |  |   |
|--|---|
| <p><input type="checkbox"/> Poor progress acquiring pre-literacy skills</p> <p><input type="checkbox"/> Poor progress acquiring basic reading skills</p> <p><input type="checkbox"/> Poor progress acquiring pre-numeracy skills</p> <p><input type="checkbox"/> Poor progress acquiring basic math skills</p> <p><input type="checkbox"/> Difficulty producing written work</p> <p><input type="checkbox"/> Few appropriate cognitive learning strategies</p> <p><input type="checkbox"/> Poor progress acquiring communication skills</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> None</p> | <p><input type="checkbox"/> Poor attention and concentration</p> <p><input type="checkbox"/> Noncompliance with teacher directives</p> <p><input type="checkbox"/> Excessively high/low activity level</p> <p><input type="checkbox"/> Difficulty following directions</p> <p><input type="checkbox"/> Easily frustrated</p> <p><input type="checkbox"/> Extreme mood swings</p> <p><input type="checkbox"/> Difficulty working with peers</p> <p><input type="checkbox"/> Difficulty staying on task</p> <p><input type="checkbox"/> Limited adaptive behavioral skills</p> <p><input type="checkbox"/> Inappropriate social interaction skills</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> None</p> |
|--|---|

**MEDICAL INFORMATION**

1. Does the student exhibit any signs of health, orthopedic, or medical problems? If yes, what?  Yes  No
  
2. Does this student exhibit any behaviors in the classroom which might indicate vision or hearing problems? If yes, what?  Yes  No
  
3. Does student currently wear glasses?  Yes  No
4. Does student currently wear a hearing aid?  Yes  No
5. Is the student receiving any medication at school and/or at home? If yes, what?  Yes  No

6. Does this student currently use an assistive technology device? If yes, what?

Yes  No

**HISTORICAL INFORMATION**

Have the following been considered?

- 1. Latest report card.  Yes  No  NA
- 2. Cumulative records containing grades and attendance.  Yes  No  NA
- 3. Current work samples.  Yes  No  NA
- 4. Current interventions and support documentation.  Yes  No  NA
- 5. Other relevant information (from parent/school/other agencies).  Yes  No  NA

6. Relevant evaluations including state assessment results.  Yes  No  NA

- 7. Student's grades have:
  - Improved each year
  - Stayed about the same each year
  - Declined each year
  - Dropped suddenly
  - Data not available
- 8. Student's grades in the indicated area(s) of concern are:
  - Above Average
  - Average
  - Below Average
  - Data not available

9. Compared to last year, this student has been absent:  More  Less  About the same  NA

10. Out of \_\_\_\_\_ school days for year to date, the student has been:

- Absent \_\_\_\_\_ days
- Tardy \_\_\_\_\_ times
- Checked out \_\_\_\_\_ times
- Failing to attend class(es) \_\_\_\_\_ times

11. Has this student ever repeated a grade? If yes, which one(s)/how many times?  Yes  No  NA

12. Has this student been suspended or expelled for disciplinary reasons during the current school year? If yes, explain.  Yes  No  NA

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

13. Has this student been previously referred for special education services? If yes, note previous referral date. \_\_\_\_\_  Yes  No  NA

14. Did this student qualify for special education services?  Yes  No  NA

15. Has the student received other services such as, Title I, Migrant, 504, ESL, etc.? If yes, which ones?  Yes  No  NA



**ENVIRONMENTAL, CULTURAL, AND/OR ECONOMIC CONCERNS**

Use this checklist:

- (4) To determine factors impacting a student’s learning and therefore excluding him/her from being identified as a student with a disability.
- (5) To determine whether or not a student needs to be administered a non-traditional intelligence test if there is environmental, language, cultural, and/or economic concerns checked.
- (6) To consider if there has been a lack of appropriate instruction in reading and/or math

**Check each that applies to students.**

- Limited experiential background
- Irregular attendance (for reasons other than verified personal illness)
- Transience in school years
- Home responsibilities interfere with learning activities.
- Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student’s grade level or age in language and ability).
- Nonstandard English constituting a barrier to learning (only a foreign language or nonstandard English spoken at home, the language of the home exhibits strong dialectal differences)
- Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).
- Limited cultural experiences (student does not participate in community activities).
- The student receives other services such as Title I, Migrant, 504, EL, etc.
- Limited participation in supplemental organized learning opportunities, e.g., preschool, Head Start, after school programs

**NONE OF THE ABOVE APPLY**

**FOR IEP TEAM USE ONLY**

1. Does data-based documentation support that the child was provided appropriate instruction in regular education settings and the reason for referral has a direct impact on the child's educational performance (severity of the reason for referral), or for a preschool child, participation in age-appropriate activities? Does the child make sufficient progress to meet age or State-approved grade-level standards in areas of suspected disability?  
(Prong 1 - include details of documentation on Eligibility Report)      Yes  No
2. Does data-based documentation support that the child was delivered appropriate instruction in the regular setting that was delivered by qualified personnel?  
(Prong 1 - include details of the documentation on Eligibility Report)      Yes  No
3. Does data-based documentation that supports valid implementation of interventions of repeated assessments of achievement at reasonable intervals from multiple sources reflecting formal assessment of student progress during instruction (progress monitoring) for the referral concern(s)?  
(Prong 2 - include details of the documentation on Eligibility Report)      Yes  No  NA
4. Does data-based documentation support that progress monitoring reflect(s) ineffectiveness of the intervention(s) for the referral concern(s) that was provided to the child's parents? Include dates.  
(Prong 2 - include details of the documentation on Eligibility Report)      Yes  No  NA
5. Does the documented data overall support referral concerns?      Yes  No

**IEP TEAM RECOMMENDATIONS**

- ACCEPTED FOR EVALUATION.** Education agency must obtain a signed *Notice and Consent for Initial Evaluation* prior to conducting the evaluation.
- NOT ACCEPTED FOR EVALUATION.** Education agency must provide the parent with *Notice of Proposal or Refusal to Take Action*.

IEP TEAM MEMBER'S		
POSITION	DATE	IEP TEAM MEMBER'S SIGNATURE
Parent	_____	_____
Parent	_____	_____
General Education Teacher	_____	_____
Special Education Teacher	_____	_____
LEA Representative	_____	_____
Someone Who Can Interpret The Instructional Implications Of The Evaluation Results	_____	_____
Student	_____	_____

