Mountain Brook Schools

A Multi-Tiered Approach to Instruction
Response to Instruction (RtI) Plan

Introduction

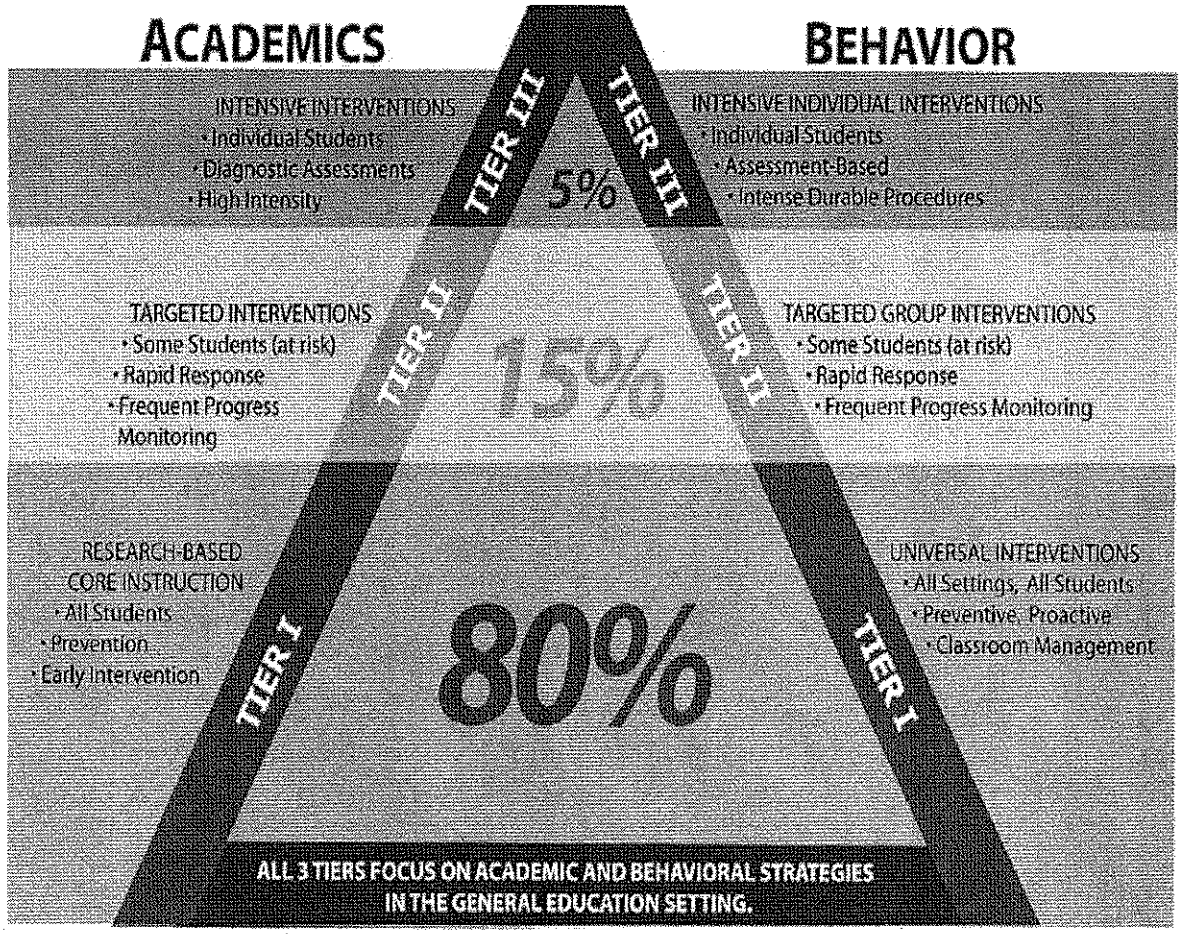
The purpose of the RtI framework is to combine core instruction, assessments and intervention within a multi-tiered system to increase student achievement and to reduce behavior problems.

Response to Instruction is defined as:

> "an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems." (*Response to Instruction: Alabama's Core Support for All Students*)

Providing differentiated, scientific, research-based core instruction and interventions are key elements of the RtI framework.

Mountain Brook's Multi-Tiered Instruction Model



Intervention vs. Accommodations

Interventions are designed to improve student skills.

- The student who struggles with reading may become more proficient in reading as the result of effective reading interventions (i.e. systematic, sequential multi-syllabic word phonics exercises which emphasize segmenting and blending syllables; systematic practice in chunking text to facilitate reading with proper inflection and rhythm; structured practice in summarizing text and identifying main ideas and details; utilizing Venn diagrams or other graphic organizers to compare and contrast aspects of vocabulary terms which are essential for text comprehension; etc.).

- The student who struggles with math may become more proficient in math as the result of effective math interventions (i.e. structured daily practice in building fluent retrieval of basic arithmetic facts; guided practice in working with visual representations of mathematical ideas; daily guided practice in identifying common underlying structures in word problems; verbalization of thought processes during problem solving exercises; etc.).
- The student with behavioral difficulties may decrease inappropriate behaviors as the result of effective behavior interventions (i.e. implementation of a behavior plan or behavior contract; practice in using refocusing and self-control skills; participation in an anti-bullying curriculum; etc).

Accommodations are designed to "level the playing field" and are not designed to improve student skills.

- A student may make a better grade on a reading assignment because accommodations were implemented by the teacher (i.e. text was shortened, text was read to the student, extra time was allowed for the student to complete the reading assignment, etc.)
- A student may make a better grade on a math test because accommodations were implemented by the teacher (i.e. fewer math problems were presented to the student; extra time was allowed for the student to complete the math assignment; etc.)

As accommodations do not represent scientific, research-based interventions, they are not to be included in the interventions considered by the SST. While accommodations do not improve student skills and are not considered to represent scientific, research-based interventions, **any teacher may elect to employ accommodations when accommodations seem to be appropriate for use with any student.**

Continuous Instruction and Intervention Services

When students begin the intervention process (Tier II or Tier III), they will continue in that process until they have attained grade-level standards and skills or until they are referred to the next level. Unlike the BBSST process, RtI interventions may be carried over from one school year to the next school year.

Student Support Team (SST) Purpose

The purpose of the Student Support Team (SST) is to help guide general education intervention services for all students who have academic or behavior difficulties. The SST supports the school's successful implementation of the Response to Instruction (RtI) framework.

The SST is responsible for the decisions which ensure that:

(1) students receive instruction and interventions matched to their identified needs,
(2) appropriate progress monitoring tools are utilized to provide evidence of students' response to instruction and intervention, and
(3) progress monitoring data are used to make timely instructional decisions which maximize student outcomes.

Structure of Student Support Teams

Schools will structure SST's that are comprised of specific school personnel.

Elementary teams consist of the following: counselor, general education teacher(s) - one primary and one upper elementary, the presenting teacher, academic interventionist, reading coach, special education teacher, and an administrator. Other pertinent personnel will be invited as needed.

Secondary teams consist of the following: counselors, an administrator, a special education teacher, and a general education teacher. Other pertinent personnel will be invited as needed.

There is a designated SST coordinator in each school.

The principal has the responsibility to ensure and document that procedures, instruction, and intervention are implemented with consistency.

Frequency

Frequency and duration of meetings are determined at the school level. Considering that each referred student's data should be reviewed by the SST monthly, it may work best to have the team meet weekly so that fewer students are reviewed at each meeting.

Student Support Team's Work and Responsibilities

The work of the SST will ensure the consistency and effectiveness of the school's implementation of the RtI framework. Much of the work of the SST is documented by the materials included in the Student Intervention Folder (Appendix B) which should include the SST Referral Form, SST Student Intervention Documentation Form, SST Student Intervention Plan, and copies of progress reports sent to parents. All forms are included in Appendix C.

The following responsibilities detail the work to be accomplished by the SST in assisting with the implementation of the RtI framework at the school level:

1. The SST ensures that academic and behavior screening data are gathered and utilized, as well as other important information to determine student needs for interventions and to verify the effectiveness of the school's Tier I instruction.

Research-based screening procedures should be used to determine student needs for intervention and to determine that the differentiated instruction in Tier I is meeting the needs of at least 80% of all students. Screening procedures should be time-efficient and have evidence of validity, reliability, and classification accuracy. Essential reading and math skills which should be screened at various grade levels are detailed in Appendix D.

Students in Grades K-3

Generally, all students in grades K-3 should be screened in the academic areas of math and reading as well as behavior at the beginning of each school year. Additionally, their progress should be monitored through benchmark assessments conducted at midyear and at year's end. This data should be reviewed to make sure that each student who needs intervention is provided that intervention in a timely manner.

Students in Grades 4-12

Generally, screening for students in grades 4 – 12 may consist of a variety of options.

- Schools may elect to begin the screening process through a records review by examining performance on high stakes tests such as the *Alabama Reading and Math Test*$^{+}$ (ARMT^{+}) combined with a review of attendance, grade or course failures, and other risk factors. If this initial records review screening process reveals that the student is at risk for academic or behavioral difficulties, the screening process should conclude with administration of a scientific, research-based screening procedure in the areas of suspected difficulty.

- Schools may elect to screen all students using a procedure similar to that used with younger students.

- Middle and high schools may screen new students as they enter a school.

2. The SST ensures that tiers of differentiated, scientific, research-based instruction and intervention are provided with consistency.

The consistent provision of differentiated, scientific, research-based instruction and tiers of intervention is a key element of the RtI framework. The SST's review of data from screening, benchmark assessments, and progress monitoring will provide initial information about the effectiveness of instruction and interventions. Administrators should also be collecting and maintaining information through observations and other data collection that may be used to evaluate the environment in the classroom and to document consistency of the school's implementation of differentiated, scientific, research-based instruction and interventions.

3. The SST ensures that decisions to move students through the tiers are made with consistency based on the school system's established criteria.

The school system should develop criteria or decision rules (Appendix E) which are used consistently in all schools throughout the system to determine the student's need for initial intervention, for movement into more or less intensive interventions, and for dismissal from interventions. Generally, decision rules are based on data derived from screening procedures, benchmark testing, and progress monitoring.

4. The SST ensures that screening data and additional assessment data as needed are used in selecting specific interventions to meet individual student intervention needs.

When screening results suggest a need for reading or math intervention, vision and hearing screening should be completed and those results should be considered by the SST.
When screening results suggest a need for reading intervention, the SST will need to analyze screening results to determine the type of reading intervention which will best meet the student's needs (i.e., word-level intervention or comprehension intervention). If the decision regarding type of reading intervention needed is not obvious based on screening results and other available data, the SST may collect or request additional assessment information (i.e., phonics screener, word reading efficiency measure, vocabulary assessment, phonological processing assessment, etc.).

When screening results suggest a need for math intervention, the SST will need to analyze results to determine the type of math intervention which will best meet the student's needs (i.e., basic operations interventions and math fluency or reasoning and concept application interventions). If the decision regarding type of math intervention which will best meet the student's needs is not obvious based on screening results and other data, the SST may collect or request additional assessment information.

5. The SST ensures that an intervention plan which includes appropriate and measurable intervention goals is established for each student who receives intervention.

The SST will develop an intervention plan for each student receiving intervention (See Appendix C). Intervention goals are set by determining the student's baseline level of performance on the task which will be used for progress monitoring and then by deciding the level of performance on the progress monitoring task which should be achieved by the student by the end of the year. Goals should be established to result in meaningful and measurable academic or behavioral gains. Goal setting procedures with examples using various progress monitoring tasks are described in Appendix F.

6. The SST will ensure that appropriate progress monitoring tools are selected to measure the student's response to the intervention.

With data-based decision making, it is vitally important that the data appropriately reflect the intervention outcomes. If inappropriate progress monitoring tools are utilized, effective interventions could be abandoned because the data do not reflect the actual gains made by the student as a result of the intervention. For example, if reading comprehension is the intervention focus, it would not be appropriate to monitor comprehension gains with a measure of reading rate. As we encourage the student to read, summarize, and reflect, it may be that a progress monitoring tool that primarily measures reading rate would not provide information about the degree to which the student's comprehension skills are changing. Suggestions for progress monitoring probes which reflect intervention outcomes with a high degree of validity and reliability are included in Appendix G.

7. The SST ensures that student progress monitoring is conducted at a minimum of 2 times per month, on a schedule specified by the school or school system.

When progress is monitored at a minimum of two times per month, the SST will have substantial data upon which to make recommendations regarding the student's response to intervention within a reasonable time period.

8. The SST reviews each student's accumulated progress monitoring data on a specified schedule (generally, each student should be reviewed monthly).

SST meetings should consist of systematic review of the progress monitoring data accumulated for each student receiving intervention as well as discussion of factors related to the student's response to the intervention. Progress monitoring data should be graphed and the goal Rate of Improvement (ROI) and cumulative achieved ROI should be available for discussion. Examples of progress monitoring data graphs are included in Appendix H. The SST will note specific recommendations for each student on the Student Intervention Documentation Form included in Appendix C.

9. The SST ensures that parents of students receiving intervention are provided with regular data-based intervention progress reports.

The AAC and Federal laws and regulations specify that parents of students receiving interventions must be notified periodically of specific progress made by the student. The progress monitoring data discussed at the monthly SST meeting along with progress graphs and SST recommendations should be shared with parents. A Parent Notification of Intervention Letter should be sent to parents by the SST within 1 week of initiation of intervention. An Intervention Progress Report will be sent to the parent with the report card and with the mid-grading period progress report.

10. The SST ensures that, as students transition out of interventions as a result of academic or behavior gains, their progress continues to be monitored for a reasonable period (generally 12 weeks) to ensure a smooth transition into tiers of reduced instructional or behavioral support.

When a student achieves Tier II intervention goals and grade-level standards are met, the SST may determine that the student should transition to Tier I Instruction without intervention support. When students transition to Tier I without intervention support, progress monitoring should be continued for a reasonable period of time to ensure a successful transition and to monitor maintenance of gains achieved.
When students achieve Tier III intervention goals and grade-level standards, the SST may determine that the student should transition to either Tier II interventions or to Tier I Instruction with ongoing progress monitoring for a reasonable period of time.
See Special Education Completion Considerations for information about the SST's role with students who no longer require special education services.

Special Education Completion Considerations

When the IEP team finds that a student is no longer in need of special education services, the IEP team may determine that the student should transition to either Tier II or Tier III interventions. In coordination with the IEP team, the SST will ensure that appropriate intervention support and progress monitoring are provided to the student who is no longer in need of special education services.

Student Solving Team's Administration and Supervision

The SST process (formerly BBSST), as a part of the *Alabama Administrative Code,* must be fully implemented in all schools as of August 15, 2011.

The principal has the responsibility to ensure and document that all SST procedures are implemented with consistency.

The principal has the responsibility to ensure that all tiers of instruction and intervention are provided with consistency. Maintaining all records of observations and other data collection is one of the methods which should be utilized by the principal in documenting the consistency of instruction and intervention implementation.

Consistent with the Alabama Standards for Instructional Leaders, the principal has the responsibility to ensure that the *Alabama Administrative Code* (AAC) is observed. Some of the specific AAC requirements which impact the SST process include:

The Special Rule is a requirement for any child who is referred for an evaluation.
(2) Special Rule. The public agency shall ensure that:
o AAC §290-8-9.02 (a), page 497

> ***"Prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel and"***
> o AAC §290-8-9.02 (b), page 497
>
> ***"Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction was provided to the child's parents."***
> o AAC §290-8-9.01(4), page 498
>
> ***"Before a child is referred for a special education evaluation or concurrently during the evaluation process, intervention strategies must be implemented in the general education program and monitored by the SST for an appropriate period of time (a minimum of eight weeks), and be deemed unsuccessful. This rule may be waived for a child who has severe problems that require immediate attention, for three- and four-year olds, for five-year olds who have not been in kindergarten, for children with articulation, voice, or fluency problems only, for children with a medical diagnosis of traumatic brain injury, and for a child who has been referred by his or her parents."***

The information below is required if using a response to instruction process for determining eligibility for a Specific Learning Disability.
This is the criteria if using a response to instruction process for determining a child as a child with a Specific Learning Disability.
o AAC §290-8-9.03(10) (b)1, page 514–
"When determining whether a child has a specific learning disability, a public agency will not be required to take into consideration whether a child has a severe discrepancy between intellectual ability and achievement. A public agency may use a process based on the child's response to scientific, research-based intervention."
o AAC §290-8-9.03(10) (c) (ii), page 515-
"The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in paragraph 2(i) of this section when using a process based on the child's response to scientific research-based intervention."
This is the evaluative component of the criteria listed above.
o AAC §290-8-9.03(10) (d) (I-III), page 516-
(ii) "Documentation that the child has participated in a process that assesses the child's response to scientific, research-based intervention including:
(I) The instructional strategies used and the student-centered data collected; and
(II) The documentation that the child's parents were notified about:
I. The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided,
II. Strategies for increasing the child's rate of learning; and
III. The parents' right to request an evaluation.

System-Level and State-Level Coordination and Reporting

The Mountain Brook Schools Department of Instruction will collect the following data annually from each school (see Appendix K):
1. Total number and percentage of students participating in Tier II and Tier III interventions at each school,
2. Total number and percentage of students successfully completing interventions at each school,
3. Total number of students who have received interventions, total number and percentage of those students who subsequently are determined eligible for special education services.
4. Race/ethnicity data regarding students participating in interventions.

Each school system must appoint an SST Coordinator who will:
1. Work with principals at each school to ensure the consistency of the SST process.
2. Establish a mechanism to ensure consistent documentation of the work of SSTs.
3. Collect needed information from each school regarding number and percentage of students participating in and successfully completing interventions at Tier II and Tier III levels.
4. Collect needed information from each school regarding the number of students receiving interventions who subsequently receive special education services.
5. Collect needed information regarding race/ethnicity of students participating in Tier II and Tier III interventions.

Appendix

Appendix A
ALSDE RTI Memorandum

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

Joseph B. Morton
State Superintendent
of Education

April 28, 2009

MEMORANDUM

TO: City and County Superintendents

FROM: Thomas R. Bice TRB
Deputy State Superintendent of Education

RE: Response to Instruction (RtI)

For the past ten years, the State Department of Education (SDE) has partnered with local school systems to support at-risk students through the Building-Based Student Support Team (BBSST) Model. This process has proven beneficial for those students with the most significant learning challenges and has provided a process through which specialized services can be accessed.

While this model has served a specific purpose, we must expand this opportunity to include ALL students and at an earlier point in their learning process. To accomplish this goal, the state of Alabama is looking to again partner with local school systems in the implementation of what we in Alabama will refer to as Response to Instruction (RtI). The goal of this framework is to combine core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems. A guidance document entitled *Response to Instruction: Core Support for ALL Students* is designed to provide information regarding the essential components of RtI and Alabama's tiered instructional model and is available online at www.alsde.edu.

In order for your school system to communicate and work collaboratively with the SDE RtI staff, I am asking that you designate a staff member to serve as your RtI contact to the SDE. The logical choice would be your current BBSST coordinator since BBSST will become a component of this multi-tiered plan at Tier III. Your RtI contact will serve as your liaison to the SDE as we strive to provide customized professional development within your school system.

Please review the guidance document with your school and system leadership team and forward any questions or concerns to Mrs. Christine Spear, RtI Coordinator, via e-mail at cspear@alsde.edu or by telephone at 334-242-9743. We will use your input to develop a yearlong strand of professional development opportunities with a goal of full implementation during the 2010-2011 school year.

TRB:LAK

FY09-2007

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APPENDIX B
STUDENT INTERVENTION FOLDER CONTENT

Each student who receives Tier II or Tier III intervention should have a BLUE folder which minimally includes the following information:

1. STUDENT SUPPORT TEAM (SST) REFERRAL
2. ALL STUDENT SUPPORT TEAM (SST) STUDENT INTERVENTION PLAN FORMS (Appendix C)
3. ALL COMPLETED STUDENT INTERVENTION DOCUMENTATION FORMS (Appendix C)
4. COPIES OF ALL PROGRESS MONITORING GRAPHS AND PARENT PROGRESS REPORTS (Appendix G)

APPENDIX C
ESSENTIAL SKILLS TO BE SCREENED

C-1 **Student Support Team Referral Form**
C-2 **Student Support Team Short Plan (Non-SBR Referrals)**
C-3 **Student Support Team SBR Plan**
C-4 **Student Intervention Documentation Form**
C-5 **Student Support Team Follow-Up Form**

Student Support Team Referral Form

Appendix C-1
Revised 1/11

Student Name:_____ **Gender:** _____ **DOB:** _____ **Age:** _____ **Grade:** _____

Referring Teacher: _____ **Date:** _____

Parent Contacted by_____**on**_____**by**_____

Academic Concerns

_____ Basic Reading Skills
_____ Reading Comprehension
_____ Vocabulary
_____ Basic Math Skills
_____ Math Reasoning Skills
_____ Written Language

_____ Other_____
_____ Other_____
_____ Other_____
_____ Other_____

Behavioral Concerns

_____ Attendance
_____ Attention/Concentration
_____ Off-task behaviors
_____ Non-compliance
_____ Excessively high/low activity level
_____ Difficulty following directions
_____ Easily frustrated
_____ Extreme mood swings
_____ Peer interactions
_____ Adaptive behaviors
_____ Aggression
_____ Social Skills

_____ Other_____
_____ Other_____

Additional Concerns/Comments:_____

Accommodations/Interventions attempted	**Duration** (circle one)				**Successful** (check one)
1.	2 wks	4 wks	9 wks	One semester	Y N
2.	2 wks	4 wks	9 wks	One semester	Y N
3.	2 wks	4 wks	9 wks	One semester	Y N
4.	2 wks	4 wks	9 wks	One semester	Y N

Please write a brief description of each of the following and attach documentation:

Work Samples:_____

Grades:_____

Discipline:_____

Attendance Reports:_____

Standardized Test Data:_____

Informal Test Data:_____

Student Support Team Short Plan

(For Non-SBR Referrals)

Student Name: _____ **Date:** _____

Reason for referral: _____

Interventions/Accommodations:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Date of follow-up meeting: _____

Team Signatures:	**Staff Responsible:**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Student Support Team SBR Plan

Student Name: _____ **Date:** _____

Hearing/Screening Date: _____ Pass _____ Fail _____

Vision (near) Screening Date: _____ Pass _____ Fail _____

Vision (far) Screening Date: _____ Pass _____ Fail _____

Recommendation: Tier II _____ Tier III _____

Type of Intervention: **Program:**

____Reading: word-level _____

____Reading: comprehension _____

____Math: computation _____

____Math: reasoning/problem solving _____

____Behavior _____

____Other _____

Baseline data from selected program:_____

Progress Monitoring Tool: _____

_____

Intervention Goal: In ____ weeks, the student will _____

_____

_____

Rate of Improvement Goal: Each week/two weeks/month, the student will _____

_____

_____

Recommended Accommodations:

1. _____

2. _____

3. _____

4. _____

Additional Information/Comments: _____

_____

_____

Follow up meeting date: _____

Reporting to parents dates: _____ _____
(Must be done each
nine weeks.) _____ _____

Team Signatures:

_____

_____

_____

_____

_____

_____

Staff Responsible:

_____

_____

_____

_____

_____

_____

Student Intervention Documentation Form

School Year:_____

School:_____

Student:_____ Grade:_____

Intervention:_____Goal:_____ ROI:____

Intervention Provided by:_____ Tier: _____

Attendance Key:
P=Student Present
A= Student Absent
TA= Teacher Absent
NS=No school

WK	Date	M	T	W	Th	F	PM Data	ROI	Team Recommendations (continue/intensify/dismiss)	Progress Report to Parent
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
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32										

Student Support Team Follow-Up Form

Student Name: _____ **Date:** _____

Initial Referral Date: _____

Results of Recommended Interventions/Accommodations:

_____ Improvement Shown

_____ Problems Worsened

_____ No change

Comments: _____

_____

_____

_____

Recommendations:

_____ Continue original plan with follow-up date of _____

_____ Add these interventions with follow-up date of _____

1. _____

2. _____

3. _____

_____ Move to SBR Plan

_____ Refer to Special Education—Prior to referral, the following must be completed:

_____ Student must have been provided appropriate instruction in the regular education setting by qualified personnel

_____ Student must have had an SST/SBR Plan for 40-50 days

_____ Student must have documented SBR interventions for 90 days for math or reading

_____ Progress monitoring of goal(s) must indicate insignificant or no progress made

_____ General education teachers must complete a functional assessment

of classroom behavior (BASC SOS)

_____ General education and special education personnel shall complete the referral papers for special ed

_____ Close Plan

_____ Other _____

Parent follow-up:

Person Responsible: _____

Date (s): _____

Team Signatures: **Staff Responsible:**

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Appendix D
Essential Skills to be Screened

ESSENTIAL SKILLS TO BE SCREENED - READING

All of these skills are included in commercially available screening tools. See the resources section of this document for a list of some of the commercially available screening tools.

If pre-school skills are to be screened, the following skills may be considered as predictive of later success in reading:

- **Picture naming**
- **Alliteration**
- **Rhyming**

The following early literacy skills are typically considered to predict reading success and are included in screening in kindergarten:

- **Letter naming fluency**
- **Letter sound fluency or initial sound fluency**
- **Phonemic segmentation fluency**
- **Nonsense word fluency**

The following skills are typically considered to predict reading success and are included in screening in first grade:

- **Phonemic segmentation fluency**
- **Nonsense word fluency**
- **Reading-curriculum based measure (R-CBM) which is sometimes referred to as oral reading fluency (ORF).**
  - **Both the rate score which is reported in words read correctly per minute (WRC) and the accuracy percentage should be considered. An accuracy score of 90-95% is needed if word-level reading skills support reading comprehension.**
- **Reading comprehension**
  - **Some screening tools utilize a form of computer adapted testing (CAT) based upon Item Response Theory (IRT) and scores are reported in scaled scores.**
  - **Some screening tools utilize a maze procedure and results are reported in number of correct mazes. (See maze procedure description below).**
  - **Some screening tools utilize a retelling procedure and results are reported in number of words used in retelling the passage.**

The following skills are typically considered to predict reading success and are utilized in screening in grades 2-5.

- **Reading-curriculum based measure (R-CBM) which is sometimes referred to as oral reading fluency (ORF).**
  - **Both rate score, which is reported in words correct per minute (WRC), and accuracy percentage should be used as screening indicators.**
- **Reading comprehension**
  - **Some screening tools utilize a form of computer adapted testing (CAT) based upon Item Response Theory (IRT) and scores are reported in scaled scores.**
  - **Some screening tools utilize a maze procedure and results are reported in number of correct mazes.**
  - **Some screening tools utilize a retelling procedure and results are reported in number of words used in retelling the passage.**

The following skills are typically considered to predict reading success and are utilized in screening in grades 6-12.

- **Reading-curriculum based measure (R-CBM) which is sometimes referred to as oral reading fluency (ORF).**
  - **Both rate score which is reported in words correct per minute (WRC) and accuracy percentage should be considered.**
  - **NOTE: R-CBM MAY BE USEFUL IN PREDICTING WHICH SECONDARY STUDENTS NEED READING INTERVENTION BUT SHOULD NOT BE USED TO MONITOR PROGRESS UNLESS WRC IS VERY LOW** (i.e. below 100 WRC).
- **Reading comprehension**
  - **Some screening tools utilize a form of computer adapted testing (CAT) based upon Item Response Theory (IRT) and scores are reported in scaled scores.**
  - **Some screening tools utilize a maze procedure and results are reported in number of correct mazes.**

Computer Adapted Testing Description

- The most useful computer adapted testing (CAT) is based upon Item Response Theory (IRT) and scores are reported in scaled scores.
- Item Response Theory (IRT) is a statistical framework in which examinees can be described by a set of one or more ability scores that are predictive, through mathematical models, linking actual performance on test items, item statistics, and examinee abilities.
- Typically through CAT students read a passage and take a comprehension test.
- The student's responses to initial questions determine the difficulty of subsequent questions which are presented to the student. Differences in scaled scores reflect the depth of the student's comprehension skills.

Maze Procedure Description.

- Use a grade level passage with every 7th word omitted and replaced with three words from which to choose.
- Student has 3 minutes to read the passage silently while circling correct answers as the passage is read.
- Score is the number of correct words circled within the 3 minutes.
- Can be group administered if desired.

ESSENTIAL SKILLS TO BE SCREENED - MATH

All of these skills are included in commercially available screening tools. See resources section of this document for a list of some of the commercially available screening tools.

The following early numeracy skills are typically considered to predict math success and are included in screening in preschool and kindergarten:

- **Missing Number**
- **Quantity Discrimination**
- **Number Identification**
- **Oral Counting**

The following skills are typically considered to predict math success and are included in screening in first grade:

- **Missing Number**
- **Quantity Discrimination**
- **Number Identification**
- **Oral Counting**
- **Computation**

The following skills are typically considered to predict math success and are included in commercially available screening tools for use in grades 2-12:

- **Computation**
- **Concepts and Applications**

APPENDIX E
Criteria and Decision Rules

Reading Screeners

Revised October 2013

Kindergarten

DIBELS Next First Sound Fluency (FSF) – *phonological awareness, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	10+	30+	
Below Benchmark	5 - 9	20 - 29	
Well Below Benchmark	0 - 4	0 - 19	

DIBELS Next Letter Naming Fluency (LNF) – *letter identification, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	10+	30+	
Below Benchmark	5 - 9	20 - 29	
Well Below Benchmark	0 - 4	0 - 19	

DIBELS Next Phoneme Segmentation Fluency (PSF) – *phonemic awareness, accuracy*

	Fall	Winter	Spring
At or Above Benchmark		20+	40+
Below Benchmark		10 – 19	25 - 39
Well Below Benchmark		0 - 9	0 - 24

DIBELS Next Nonsense Word Fluency (NWF) – *alphabetic principal, accuracy*

	Fall	Winter	Spring
At or Above Benchmark		17+	28+
Below Benchmark		8 – 16	15 - 27
Well Below Benchmark		0 - 7	0 - 14

First Grade

DIBELS Next Phoneme Segmentation Fluency (PSF) – *phonemic awareness, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	40+		
Below Benchmark	25 - 39		
Well Below Benchmark	0 - 24		

DIBELS Next Nonsense Word Fluency (NWF) – *alphabetic principal, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	27+	43+	58+
Below Benchmark	18 - 26	33 - 42	47 – 57
Well Below Benchmark	0 - 17	0 - 32	0 - 48

DIBELS Next Oral Reading Fluency (DORF) – *wpm, curriculum based measurement for reading, accuracy*

	Fall	Winter	Spring
At or Above Benchmark		23+	47+
Below Benchmark		16 – 22	32 - 46
Well Below Benchmark		0 - 15	0 - 31

Second Grade

DIBELS Next Nonsense Word Fluency (NWF) – *alphabetic principal, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	54+		
Below Benchmark	35 - 53		
Well Below Benchmark	0 34		

DIBELS Next Oral Reading Fluency (DORF) – *wpm, curriculum based measurement for reading, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	52+	72+	87+
Below Benchmark	37 - 51	55 - 71	65 - 86
Well Below Benchmark	0 - 36	0 - 54	0 - 64

Third Grade

DIBELS Next Oral Reading Fluency (DORF) – *wpm, curriculum based measurement for reading, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	70+	86+	100 +
Below Benchmark	55 – 69	68 – 85	80 - 99
Well Below Benchmark	0 - 54	0 - 67	0 - 79

**DORF will be administered to all students in the fall. Students who score below 100 will continue the screening process.

Global Scholar Performance Series – *Reading Assessment*

**Performance Series Reading Assessment will be administered three times a year.

Fourth – Eighth Grades

DIBELS Next Oral Reading Fluency (DORF) – *wpm, curriculum based measurement for reading, accuracy*

**DORF will only be administered to students who do not meet Performance Series Reading Assessment benchmarks.

At or Above Benchmark Scores

	Fall	Winter	Spring
Fourth Grade			
Fifth Grade			
Sixth Grade			
Seventh Grade			
Eighth Grade			

Global Scholar Performance Series – *Reading Assessment*

**Performance Series Reading Assessment will be administered in the fall and winter to all students in grades 4 – 6. The assessment may be administered as a screener for a student with a referral to the SST in grades 7 – 8.

AIMSweb Progress Monitoring Cut Scores

AIMSweb Reading – Curriculum Based Measure(R-CBM) – *wpm, curriculum based measurement for reading, accuracy*

At or Above Benchmark Scores

	Fall	Winter	Spring
First Grade		30	53
Second Grade	55	80	92
Third Grade	77	105	119
Fourth Grade	105	120	136
Fifth Grade	114	129	143
Sixth Grade	136	149	161
Seventh Grade	136	150	171
Eighth Grade	138	151	161

AIMSweb MAZE – Comprehension (MAZE) – *curriculum based measurement for reading comprehension*

At or Above Benchmark Scores

	Fall	Winter	Spring
First Grade	1	3	7
Second Grade	4	9	14
Third Grade	11	14	15
Fourth Grade	12	19	19
Fifth Grade	16	21	25
Sixth Grade	21	27	27
Seventh Grade	22	25	29
Eighth Grade	23	21	27

Math Screeners

Revised August 2014

Kindergarten

Assessing Math Concepts

First Grade

Assessing math Concepts

Second – Eighth Grades

Global Scholar Performance Series - Mathematics Assessments

**Performance Series Mathematics Assessment will be administered three times a year to students in grades 2 – 3 and in the fall and winter to all students in grades 4 - 6. The assessment may be administered as a screener for a student with a referral to the SST in grades 7 – 8.

AIMSweb Progress Monitoring Cut Scores

AIMSweb Math Computation (M-Comp) – *curriculum based measure for math computation*

At or Above Benchmark Scores

	Fall	Winter	Spring
First Grade	7	26	37
Second Grade	15	30	38
Third Grade	20	40	53
Fourth Grade	23	42	55
Fifth Grade	12	20	30
Sixth Grade	16	24	31
Seventh Grade	17	25	29
Eighth Grade	17	21	26

AIMSweb Mathematics Concepts and Applications (M-Cap) – *curriculum based measure for math concepts and applications*

At or Above Benchmark Scores

	Fall	Winter	Spring
Second Grade	5	13	18
Third Grade	5	10	14
Fourth Grade	13	15	18
Fifth Grade	8	10	13
Sixth Grade	11	15	17
Seventh Grade	10	13	17
Eighth Grade	8	11	14

Behavior Screeners

The following criteria will be screened by grade level teams.

Kindergarten and First Grade

PERSONAL AND SOCIAL DEVELOPMENT
Adjusts easily to new situations
Follows class and school rules
Exercises self control
Displays age-appropriate behavior
Respects rights, property, and feelings of others
Practices good manners

WORK HABITS
Follows oral directions
Completes assignments on time
Works well independently
Works well in groups
Puts forth best effort
Uses materials correctly
Cleans up after activities

Second – Sixth Grades

Attitudes and Behavior
Follows class and school rules
Exercises self-control
Respects the rights, property, and feelings of others
Comes to class prepared
Follows written and oral directions
Completes assignments on time
Keeps materials in order
Works well independently
Exhibits good listening skills
Produces quality work
Works well in groups

Secondary Records Review Process

The following indicators for academic success will be reviewed at least quarterly to determine if a referral to Student Support Team (SST) is needed.

Indicator	At Risk Status
Grades	• D or F
Absences	• 5 unexcused absences in a semester or 7 total absences in a semester (daily and by period)
Tardies	• 5 unexcused tardies or 7 total tardies in a semester
Behavior	• Alternative school placement • Suspension • Class III Offenses • Multiple Class II Offenses
Test Scores	• Bottom 10% on PSAT • ARMT Levels 1 or 2 • 50th percentile or below on Stanford 10 • Bottom 10% on Explore • Failure of any part of AHSGE
Course Placement	• Collaborative Courses • Algebra 1B

APPENDIX F
INTERVENTION GOAL SETTING

In setting the student's intervention goal, the SST will determine the desired year-end level of performance on the progress monitoring task (i.e., needed scaled score, # of words read correctly per minute, # of correct mazes, # of correct digits, etc). For RtI purposes, the weekly rate of improvement (ROI) will be calculated. The ROI will be used by the SST to review the student's learning rate over time and to determine if the student is on track to accomplish the goal. The steps in determining the needed ROI are:

1. Obtain baseline score
2. Decide upon the year-end goal
3. Subtract baseline score from goal to determine the growth needed to achieve the goal
4. Determine the number of weeks available for intervention
5. Divide the growth by the number of weeks available for intervention to determine the weekly rate of improvement (ROI) needed to reach the goal

Example 1:

1. Baseline: 10 correct digits (cd)
2. Goal: 25 cd
3. Growth: 25 cd -10 cd = 15 cd
4. Number of weeks available for intervention: 30
5. ROI: 15 cd / 30 weeks = .5 cd per week (increase in cd needed per week to achieve the goal set by the SST).

Example 2:

1. Baseline: scaled score of 110
2. Goal: scaled score of 275
3. Growth: 165 scaled score points (275-110=165)
4. Number of weeks available for intervention: 30
5. ROI: 165 scaled score points / 30 weeks = 5.5 scaled score points per week (increase in scaled score points needed per week to achieve the goal set by the SST).

ROI which reflects the weekly progress which must be achieved if the annual goal is to be reached is calculated by the following formula:

$$\frac{\textit{Goal} - \textit{Baseline}}{\textit{Number of weeks of intervention}} = \textit{ROI}$$

Some commercially available screening and progress monitoring tools (i.e. Aimsweb, STAR, etc.) provide the school with percentile scores (i.e., 90th, 75th, 50th, 25th, and 10th) which reflect student performance at the beginning, middle, and end of the year. Levels of performance can be based on national, district, or school data. Other commercially available screening and progress monitoring tools (i.e. STAR Reading and STAR Math) provide scores needed to achieve success on the ARMT.

The SST should set goals which will result in meaningful gain for students. A desired outcome of general education interventions is to enable those students performing below the district's intervention criterion (i.e., below the score needed to predict an ARMT score of III or below the 25th or 10th percentile) to experience enough growth to move them above the intervention criterion. The tables in the section below are abstracted from the AIMSweb Aggregate Growth report or the STAR Alabama Pathway to Proficiency Report.

Reading Comprehension Intervention Goal-Setting Example (Mazes). The following goal setting example is based upon the data included in Table 1a as abstracted from the Aimsweb Annual Growth Aggregates. Mary is in the 4th grade and achieved a baseline maze score of 4 at the beginning of the school year which is a score that is below the 10th percentile for her grade. The school system uses the 10th percentile and below as the intervention criterion. There are 30 weeks available for intervention during the school year. The SST decided to set her reading comprehension intervention goal at 15 mazes which is a score that is above the 25th percentile and which would be within the average range for her grade. To improve from a baseline level of 4 mazes to a goal level of 15 mazes requires a gain of 11 mazes. The gain of 11 mazes over the 30 weeks of intervention results in a needed Rate of Improvement (ROI) of 11/30 = .37 mazes per week which is ambitious but believed by the SST to be attainable for Mary.

Here is the reading comprehension goal which the SST developed for Mary: *Following 30 weeks of reading intervention, Mary will achieve a maze score of 15 while silently reading standard 4th grade maze progress monitoring passages. The goal ROI is .37 mazes per week.*

Table 1a
4th Grade Mazes – Aimsweb Annual Growth Table

Percentile	Fall	Winter	Spring	Growth	ROI
90	21	31	33	12	0.4
75	17	25	26	9	0.3
50	13	19	19	6	0.2
25	9	14	14	5	0.1
10	5	9	10	5	0.1

Reading Comprehension Intervention Goal-Setting Example (Computer Adapted Testing with ARMT success criterion). The following goal setting example is based upon the data included in Table 1a. Jane is in the 8th grade and achieved a baseline reading comprehension scaled score of 350 at the beginning of the school year which is a score that is below the score which predicts success for 8th grade students on the ARMT in the area of reading. The school system uses the score needed to predict level III scores on the ARMT as the intervention criterion (providing intervention to all students whose scores are below the score needed to predict ARMT success). There are 30 weeks available for intervention during the school year. The SST decided to set her reading comprehension intervention goal at a scaled score of 581 which is the score

that 8th grade students must achieve to predict ARMT scores of III. To improve from a baseline level of 350 to a goal level of 581 requires a gain of 231 scaled score points. The gain of 231 scaled score points over the 30 weeks of intervention results in a needed Rate of Improvement (ROI) of 231/30 = 7.7 scaled score points per week which is ambitious but believed by the SST to be attainable for Jane.

Here is the reading comprehension goal which the SST developed for Jane: *Following 30 weeks of reading intervention, Jane will achieve a scaled score of 581 as determined by computer adapted testing. The goal ROI is 7.7 scaled score points per week.*

Table 1b
8th Grade – Estimated STAR Reading concurrent cut-scores for ARMT Reading Performance (STAR AL Pathway to Proficiency, 2010)

Grade	Level I	Level II		Level III		Level IV	
8	cut score	cut score	percentile	cut score	percentile	cut score	percentile
	<200	200	1	581	24	898	62

Reading Fluency (rate and accuracy) Intervention Goal-Setting Example. The following example is based upon data included in Table 2. John is in the 3rd grade and achieved a baseline R-CBM score of 40 words read correctly (WRC) per minute which is a score that is below the 25th percentile. It was also noted that he made 8 errors which resulted in an accuracy percentage of 83%. This school system has set the 25th percentile as the score below which students will be considered for intervention and they target 95% accuracy for all students. There are 30 weeks available for intervention. The SST decides to set his reading fluency intervention goal at 100 WRC which will be a score that is midway between the 25th and 50th percentiles and within the average range for his grade. The goal score of 100 WRC represents a gain of 60 WRC. The ROI is 60/30 = 2 WRC per week which is double the ROI of 3rd grade students who are not receiving intervention. The members of the SST believe this is an ambitious but achievable goal for John.

Here is the goal which the SST wrote for John: *After 30 weeks of intervention, John will achieve 100 WRC with no more than 5 errors while reading standard 3rd grade R-CBM progress monitoring passages. The goal ROI is 2 WRC per week.*

Table 2
3rd Grade R-CBM - Annual Growth Table

Percentile	Fall	Winter	Spring	Growth	ROI
90	138	157	174	36	1.0
75	111	134	147	37	1.0
50	83	105	120	37	1.0
25	54	78	91	37	1.0
10	34	49	62	28	0.8

Behavior Intervention Goal Setting Example. Jane is in the 10th grade and earned 10 office discipline referrals (ODR) during the most recent 6 week grading period. The school has set 6 odrs per grading period (1 per week for 6 weeks) as the screening criterion for consideration for Tier II behavior intervention. A behavior report card will be

used for progress monitoring. The behavior report card allows Jane to earn a maximum of 72 behavior points per day. Jane's baseline behavior report card score is 16 behavior points. The team sets Jane's goal as 90% of the 72 possible points or 64 points. Jane's behavior point growth needed to reach this goal is 48 points. To reach this goal within 12 weeks (which is the time selected by the team as appropriate), Jane's behavior report card score must improve by 4 points each week.

Here is the behavior goal which the SST wrote for Jane: *After 12 weeks of intervention, Jane will earn 64 behavior points on her behavior report card which will be utilized in all classes. The goal ROI is 4 points per week.*

Math Computation Intervention Goal-Setting Example (based on percentile scores). The following example is based upon data included in Table 3a. Mark is in the 7th grade and achieved a baseline math computation score of 5 correct digits (cd) which is a score that is below the 10th percentile. This school system has set the 25th percentile as the score below which students will be considered for math intervention. There are 30 weeks available for intervention. The SST decides to set his math computation intervention goal at 25 cd which will be a score that is between the 25th and 50th percentiles and within the average range for his grade. The goal score of 25 cd represents a gain of 20 cd. The ROI is 20/30 = .7 cd per week which is more than twice the ROI of 7th grade students who are not receiving intervention. The members of the SST believe this is an ambitious but achievable goal for Mark in view of the intensity of the math intervention which will be provided.

Here is the goal which the SST wrote for Mark: *After 30 weeks of intervention, Mark will produce 25 correct digits on standard 7th grade progress monitoring computation probes. The goal ROI is .7 cd per week.*

Table 3a
7th Grade M-CBM – Aimsweb Annual Growth Table

Percentile	Fall	Winter	Spring	Growth	ROI
90	47	54	57	10	0.3
75	35	41	43	8	0.2
50	23	28	32	9	0.3
25	13	18	21	8	0.2
10	6	10	12	6	0.2

Math Intervention Goal-Setting Example (based on scaled scores predicting ARMT success). The following example is based upon data included in Table 3b and abstracted from the STAR Alabama Pathway to Proficiency report. Matthew is in the 8th grade and achieved a baseline math scaled score of 530 which is a score that is below the score needed to predict success on the ARMT. The school system uses the score needed to predict level III scores on the ARMT as the intervention criterion (providing intervention to all students whose scores are below the score needed to predict ARMT success). There are 30 weeks available for intervention during the school year. The SST decided to set his math intervention goal at a scaled score of 722 which is the

score that 8th grade students must achieve to predict ARMT scores of III. To improve from a baseline level of 530 to a goal level of 722 requires a gain of 192 scaled score points. The gain of 192 scaled score points over the 30 weeks of intervention results in a needed Rate of Improvement (ROI) of 192/30 = 6.4 scaled score points per week which is ambitious but believed by the SST to be attainable for Matthew.

Here is the reading comprehension goal which the SST developed for Matthew: *Following 30 weeks of math intervention, Matthew will achieve a scaled score of 722 as determined by computer adapted testing. The goal ROI is 6.4 scaled score points per week.*

Table 3b

8th Grade – Estimated STAR Math concurrent cut-scores for ARMT Math Performance (STAR AL Pathway to Proficiency, 2010)

Grade	Level I	Level II		Level III		Level IV	
8	cut score	cut score	percentile	cut score	percentile	cut score	percentile
	<455	455	1	722	34	853	82

A word about appropriate grade-level for progress monitoring probes. If a student is performing several grade-levels below their expected grade-level, the SST may consider the need to collect progress monitoring data with progress monitoring probes that are below the student's actual grade level. For example, if a 6th grade student is reading at a 1st grade level, the SST may use various procedures to determine the most appropriate grade-level at which to monitor the student's progress in intervention. In cases in which the student is achieving significantly below their grade-level, use of on-grade-level progress monitoring tools may not reflect progress which is being made in intervention. The SST should follow recommendations which may be available from the publisher of the screening and progress monitoring tools in establishing appropriate grade-level for progress monitoring. Benchmark or screening procedures, however, should always be completed at the student's assigned grade-level.

Note that Computer Adapted Testing (CAT) based on Item Response Theory (IRT) adjusts to appropriate difficulty level for progress monitoring based on the student's responses to screening and progress monitoring probes.

Rule of 4. When 4 consecutive progress monitoring data points reflect either a positive or a negative response to intervention, the data can be considered stable and to be reliably reflecting the results of the intervention. If 4 consecutive data points reflect no improvement, the SST may decide to begin to consider the need for altering the intervention. Progress monitoring data which vary from week to week giving an "up and down" pattern, may not be reflecting the student's progress in a reliable manner. The SST may need to consider variables which could be affecting the student's progress monitoring performance.

APPENDIX G
PROGRESS MONITORING PROBES

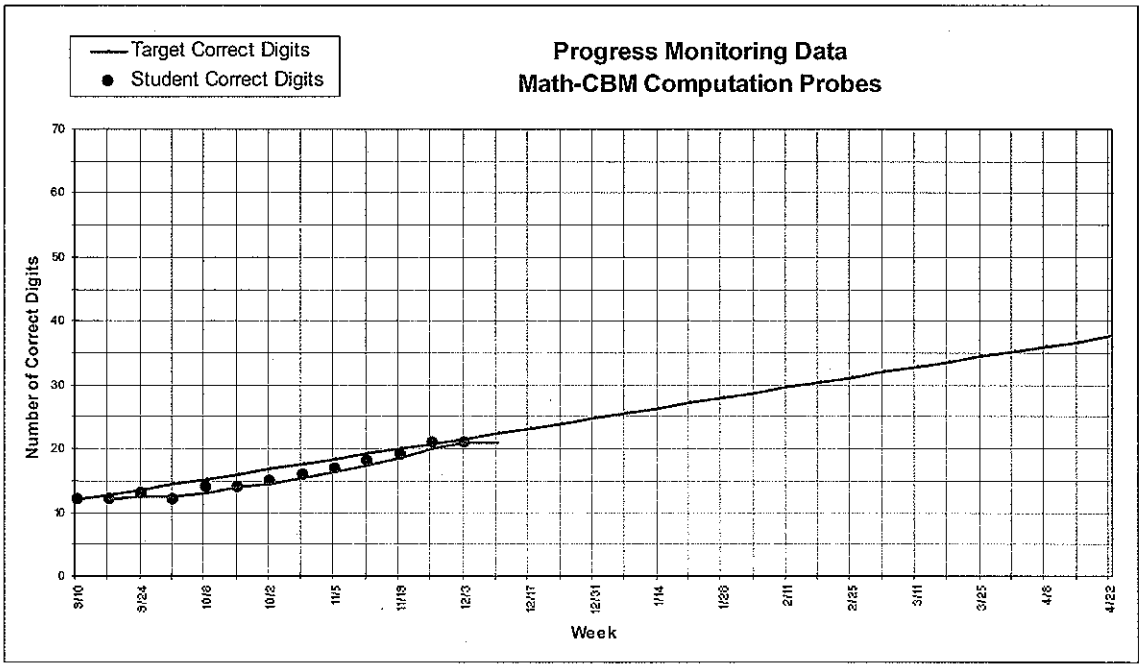
Selection of appropriate progress monitoring tools and probes is most important if the SST is to have valid data to determine the effectiveness of the intervention. The following list provides examples of various progress monitoring probes which may provide valid data regarding the effectiveness of academic interventions.

- **If the intervention focus is improved oral reading fluency, then consider progress monitoring with R-CBM passages.**
- **If the intervention focus is improved reading comprehension, then consider progress monitoring with mazes or with Computer Adapted Testing.**
- **If the intervention focus is improved word-level decoding skills, then consider progress monitoring with phonics word probes.**
- **If the intervention focus is improved phonological processing skills, then considering progress monitoring with nonsense word fluency or phonemic segmentation probes (kindergarten and first grade) or with Computer Adapted testing of early literacy skills (kindergarten through third grade).**
- **If the intervention focus is improved math computation skills, then consider progress monitoring with computation probes or with Computer Adapted Testing.**
- **If the intervention focus is improved math concepts and applications, then consider progress monitoring with math concepts and applications probes or with Computer Adapted Testing.**
- **If the intervention focus is improved classroom behavior, then consider progress monitoring with behavior report card points earned.**

APPENDIX H
PROGRESS MONITORING GRAPHS

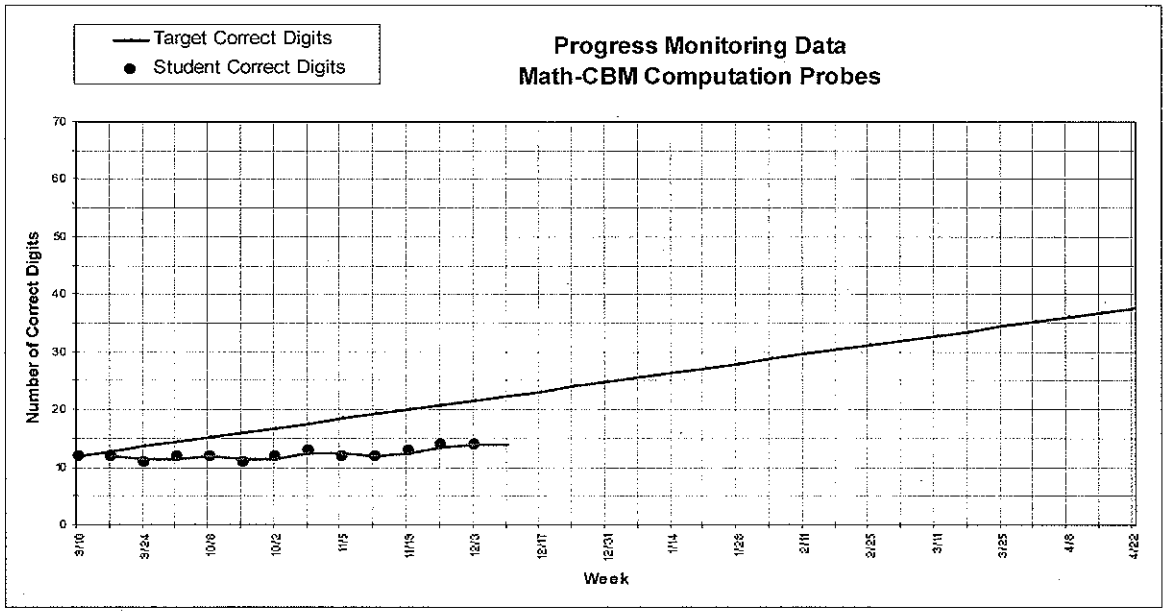
Appendix H-1
Graphs Depicting Response to Math Calculation Intervention

Positive Response to Math Intervention – Continue Intervention



Goal ROI was set by the SST as an increase of .8 CD (correct digits) per week and student's ROI is .82 after 12 weeks of intervention.

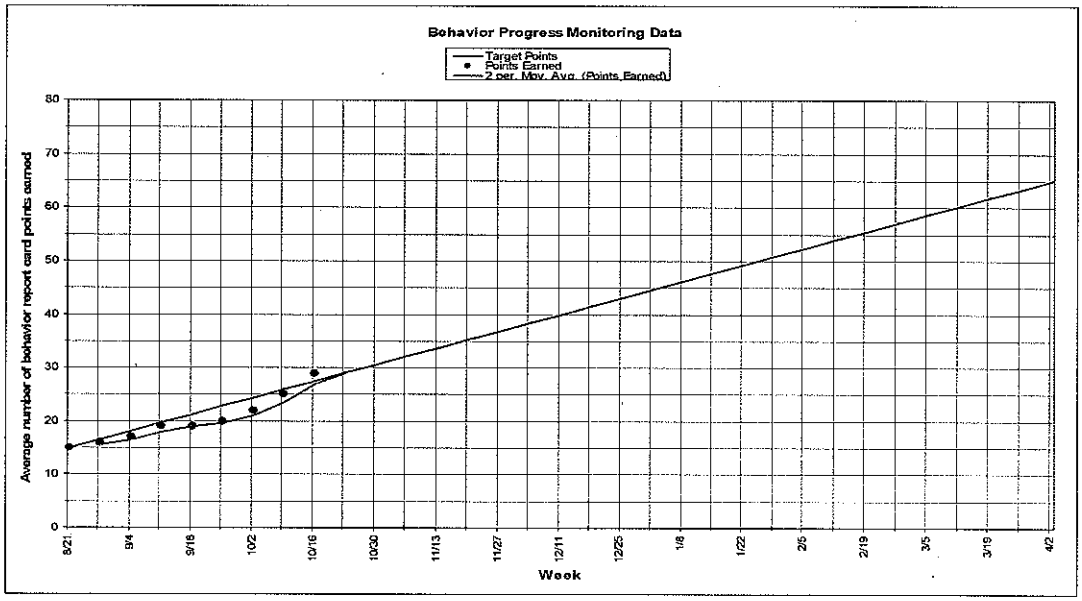
Negative Response to Math Intervention – Change Intervention



Goal ROI was set by the SST as an increase of .8 CD (correct digits) per week and student's ROI is .18 after 12 weeks of intervention.

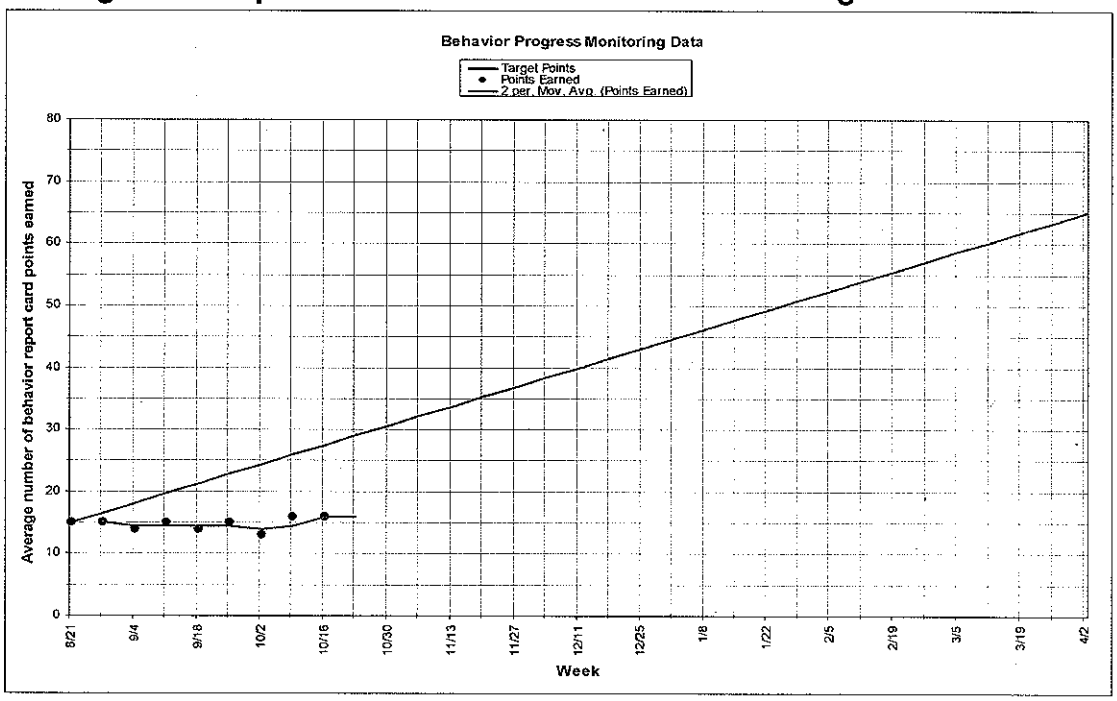
Appendix H-2
Graphs Depicting Response to Behavior Intervention

Positive Response to Behavior Intervention – Continue Intervention



Goal ROI was set by the SST as an increase of 1.56 behavior report card points per week and student's ROI is 1.57 after 12 weeks of intervention.

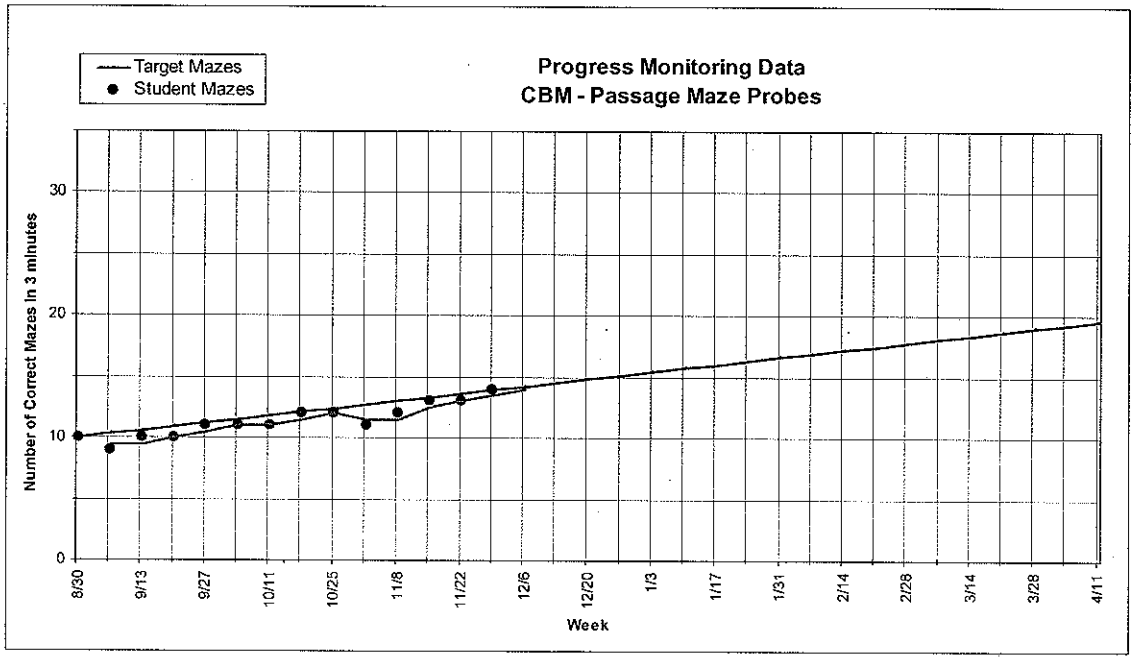
Negative Response to Behavior Intervention – Change Intervention



Goal ROI was set by the SST as an increase of 1.56 behavior report card points per week and student's ROI is .08 after 12 weeks of intervention.

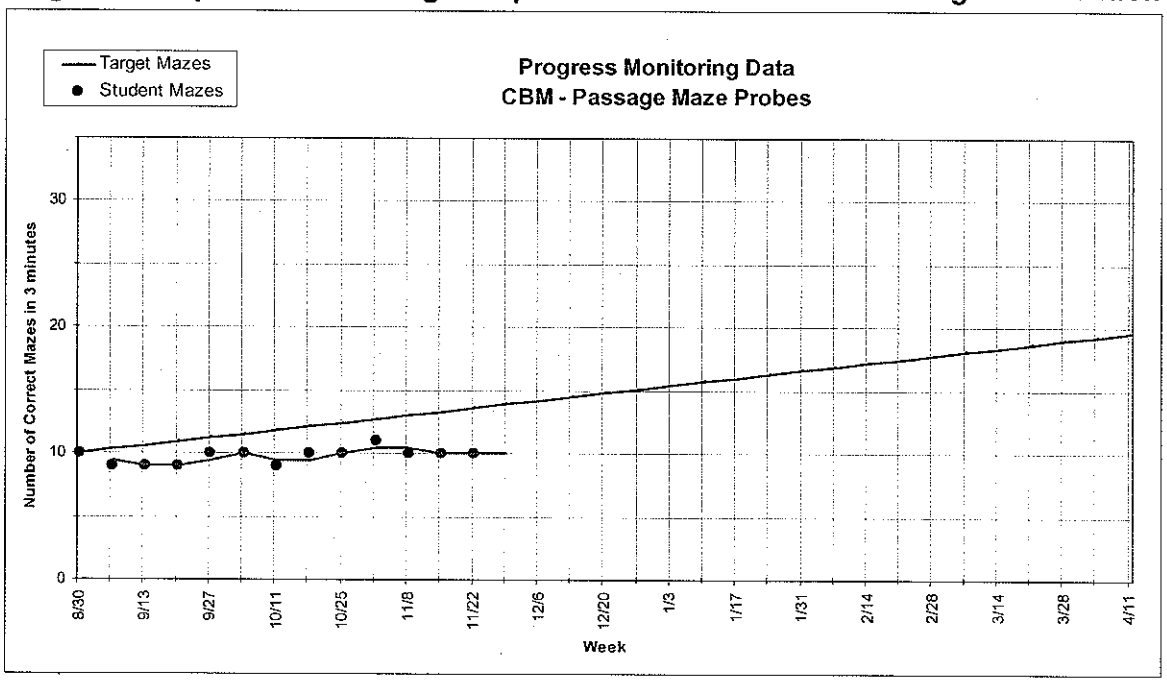
Appendix H-3
Graphs Depicting Response to Reading Comprehension Intervention

Positive Response to Reading Comprehension Intervention – Continue Intervention



Goal ROI was set by the SST at an increase of .3 mazes per week and student's ROI is .31 after 12 weeks of intervention.

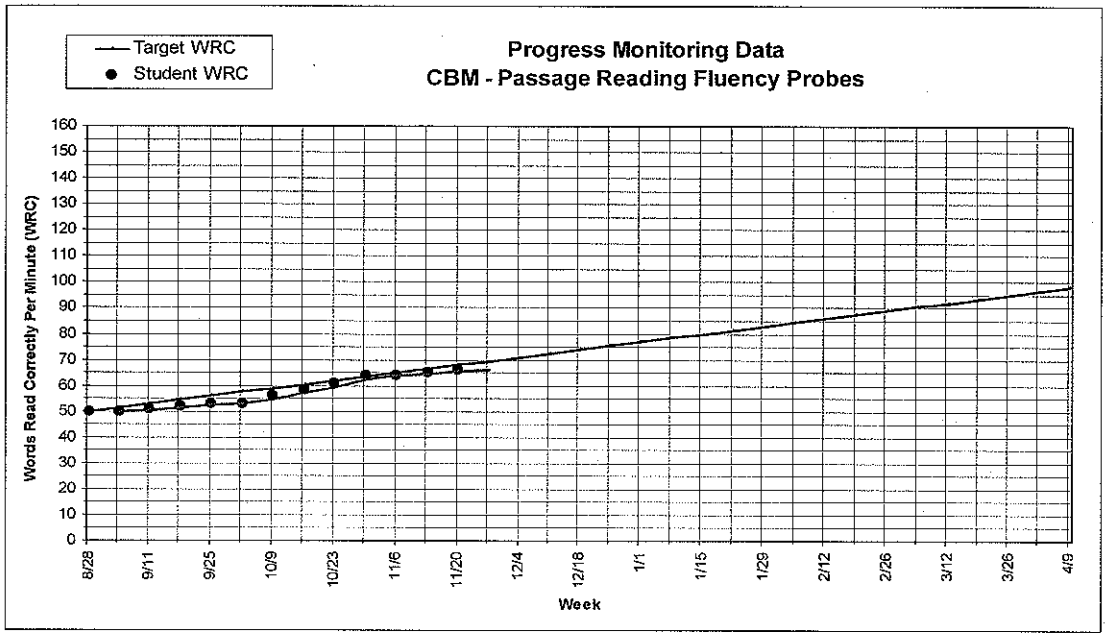
Negative Response to Reading Comprehension Intervention – Change Intervention



Goal ROI was set by the SST at an increase of .3 mazes per week and student's ROI is .08 after 12 weeks of intervention.

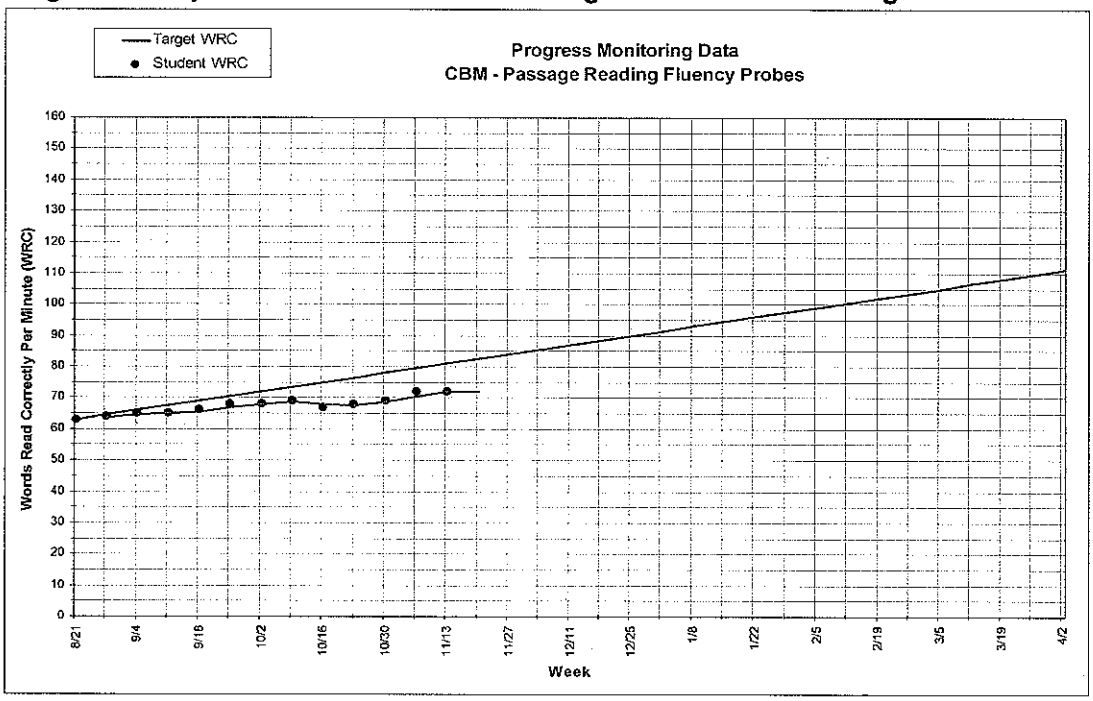
Appendix H-4
Graphs Depicting Response to Word-Level Reading Intervention

Positive Response to Word-Level Reading Intervention – Continue Intervention



Goal ROI was set by the SST at an increase of 1.5 WRC per week and student's ROI is1.54 after 12 weeks of intervention.

Negative Response to Word Level Reading Intervention – Change Intervention



Goal ROI was set by the SST at an increase of 1.5 WRC per week but student's ROI is only .67 after 12 weeks of intervention.

Mountain Brook Schools
Eligibility Checklist

AREA I – MUST BE COMPLETED FOR ALL INITIAL REFERRALS

Prior to referral, the following must be completed:

_____ **Student must have been provided appropriate instruction in the regular education setting by qualified personnel (Appendix C-3)**

_____ **Student must have had an SBR Plan and/or 504 plan for 40-50 days (Appendix C-3, C-4)**

_____ **Student must have documented SBR interventions for 90 days for reading and math (Appendix C-3, C-4)**

_____ **Progress monitoring of goal(s) must indicate insignificant or no progress made (Appendix C-4, graphs)**

_____ **Per AAC Code (p 497)- Documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction of which was provided to the student's parents (Appendix J-1, J-2, graphs)**

_____ **For students being referred for attention issues, distractibility, off task behaviors, etc. goals must address those issues. If warranted, a behavior contract and/or BIP implemented (Appendix C-3, C-4)**

_____ **State assessments, informal assessments, attendance, discipline, formative/summative assessments**

_____ **Copy of medical diagnosis, if applicable**

_____ **General education teacher must complete a functional assessment of classroom behavior (BASC SOS)**

_____ **SST coordinator and special education teacher shall complete the referral papers for special ed.**

_____ **Vision/Hearing screening results from SST**

*****The SST process should be in place concurrently with the special education evaluation process.*

***** Refer back to SST those students, who were evaluated but did not qualify for special education services.*