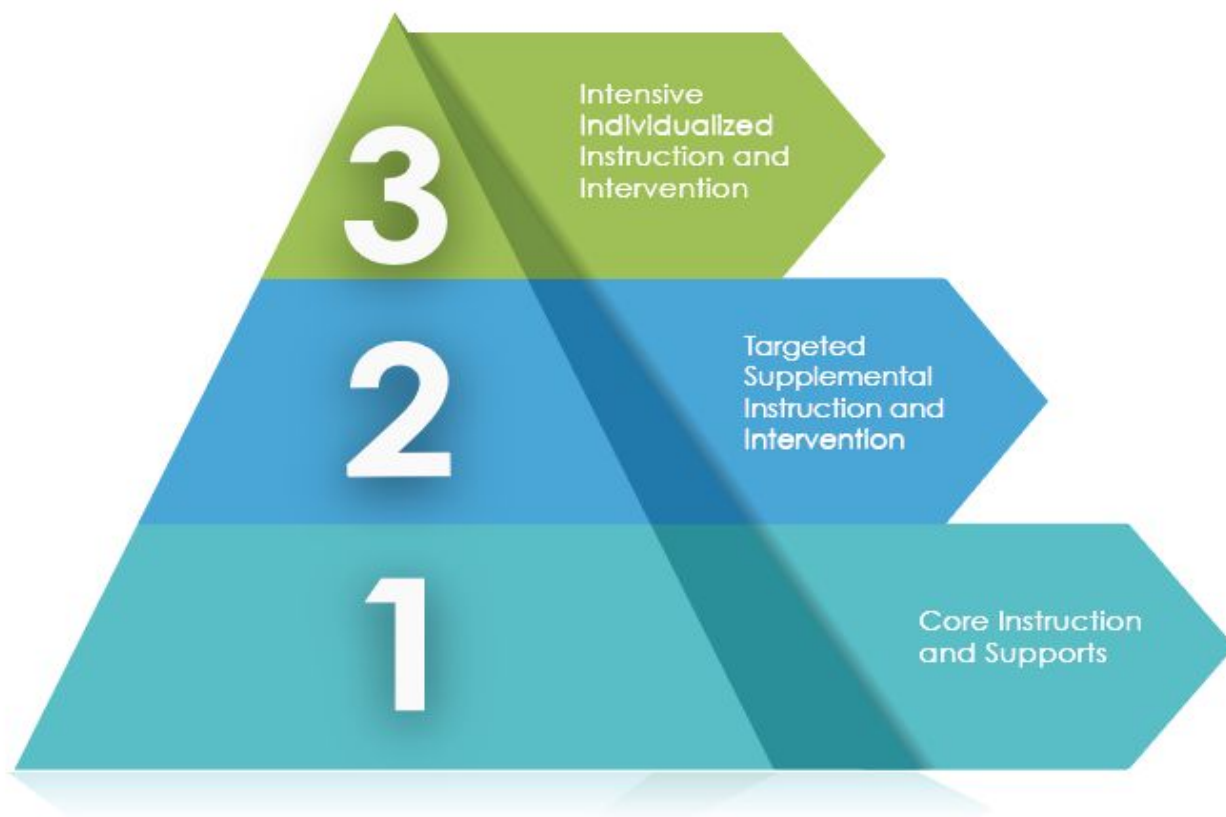# Elmore County Public Schools
Department of Elementary Education

Richard Dennis, *Superintendent*
Mr. Steve McKenzie, *Director of Elementary School Education*
Mrs. Amy Harrison, *Director of Professional Learning & Assessment*

Problem-Solving Team Vision: Provide students and teachers with intervention strategies to increase student achievement.

Problem-Solving Team Mission: Provide instructional support for all students in the general education classroom.

Every Student Empowered · Every Student Succeeds

Multi-Tiered Systems of Support Framework
2020-2021

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Elementary School PST Chairpersons

AIRPORT RD INTERMEDIATE	Kacy Russell, Crystal Rogers & Sharon Earl
COOSADA ELEMENTARY	Dan Taylor & Lisa Granger
ECLECTIC ELEMENTARY	Jenifer Andrews & Kittie Roberts
HOLTVILLE ELEMENTARY	Tanya Boone & Heather Cope
REDLAND ELEMENTARY	Malarie Futral & Kate Bell
WETUMPKA ELEMENTARY	Kim Henderson & Paige Davis

SECTION 1

What is MTSS (RTI)?

MTSS (RTI), Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for ALL 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 Elmore County Public 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.

Elmore County Public 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 ECPS.

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.

Alabama's Multi-Tiered System of Supports and RTI:

In 2019, the state leadership began a comprehensive overhaul of the traditional RTI model to transform the role of the state and district support to a comprehensive Alabama Multi-Tiered System of Supports (AL-MTSS) model that is all inclusive to serve the "whole" child (see above diagram).

AL-MTSS will encompass the current RTI framework and expand academic and behavioral supports into a more comprehensive system of supports, as well as provide a repository of state programs and initiatives that can be used, measures of impact or effectiveness, and the alignment of other national evidence-based practices (please refer to Section IV of the Alabama Literacy Act Implementation Guide). The AL-MTSS is a comprehensive framework that encompasses the academic, behavioral, physical, mental health and wellness, and social-emotional needs to support the whole child. The AL-MTSS uses a proactive, team-driven approach that involves stakeholders: state, regional, district, school, higher education, community, family, and student to ensure equitable access to opportunities that will improve outcomes for every student.

The mission of an RTI framework within an MTSS model is to ensure all students' academic needs are met. While the Alabama Literacy Act provides an important opportunity to address core reading instruction and intervention needs of ALL students with reading deficiencies, some students with reading deficiencies may ultimately be found ot meet the eligibility requirements for special education and have a disability and a need for special education services pursuant to the Alabama Administrative Code (AAC).

Alabama Literacy Act

In 2019, the Alabama Legislature passed the Alabama Literacy Act, which became effective September 1, 2019. The first group of students who fall under this Act is 1st graders during the 2019-20 school year. Currently, this would be our second grade students in the Fall of 2020. The Alabama Literacy Act was established to implement steps to improve the reading proficiency of public school kindergarten to third grade students and ensure that those students are able to read at or above grade level by the end of third grade. The law states that all 3rd grade students (with a few "good cause" exemptions) shall demonstrate sufficient reading skills for promotion to 4th grade, beginning with the 2021-22 school year.

The ***Alabama Literacy Act Implementation Guide***, Section IV, references the AL-MTSS (multi- tiered System of Supports), which encompasses the RTI framework and expands academic and behavioral supports which supports the whole child. PST members should continuously reference Section IV when analyzing data and evidence-based instructional strategies for all Tier 1, 2, and 3 students.

Minimum Requirements of MTSS (RTI)

Each of our schools 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 –

BAS, ACT, STAR 360 Math & Reading, SCANTRON Data, ACAP data, Curriculum-based Measures, Benchmark Tests
Also see the 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.

Section II

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.), a referral requesting assistance may be generated and appropriate documentation in these multiple attempts to contact parent/guardians should be relayed to leadership at the school.   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 county attendance officer may be in order.

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 8 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.

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.

■ 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. 9 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 make a Special Education referral. If this is the case, gather the paperwork and observations in this MTSS (RTI) manual required 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 Student Services Facilitator will 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. PST interventions will continue during the eligibility process until a decision of Special Education eligibility is determined. 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 results 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 ECPS

504 Plans and AL-MTSS:

Some students may also require a 504 plan as part of the AL-MTSS and/or RTI supports for learning. Information concerning 504 planning and documentation can be found by following the link provided:
https://www.alsde.edu/sec/pss/504%20Compliance/A%20Section%20504%20Guide%20to%20Support%20the%20Alabama%20Literacy%20Act.pdf#search=504

Section IV

PST's Responsibility to Elmore County Public School's Virtual Platform

Know which students enrolled at your school are also enrolled in virtual schools. 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 Zoom sessions
- 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 complete required screenings requested by the school
- Failure to attend required Zoom Interactive Meetings
- Failure to comply or respond successfully with the 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**: 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**: Virtual 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 virtual teacher 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 (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 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.

DYSLEXIA SCREENER PROCEDURES

- Instructional team will identify 1st-4th grade students whose STAR360 Universal Screener is at or below the 10th percentile rank (PR).
- https://dyslexiaida.org/ladder-of-readinIg-infographic-structured-literacy-helps-all-studen
- [Alabama Dyslexia Resource Guide:](#)
- For additional information on Dyslexia, visit alsde.edu

STUDENTS NOT CURRENTLY IN PST OR SPED:
- The teacher will send home a consent form to receive permission for screening.
- If the parent consents, the dyslexia screener will be given.
- If consent form is not returned, document and resend. A total of 3 attempts to notify parents will be given.
- If consent is denied, document and screening does not take place.
- Parents will be notified of the results of the screener using [Dyslexia Screening and Needs Assessment Profile form.](#)

STUDENTS CURRENTLY IN PST:
- Dyslexia screener will be administered.
- Parents will be notified of the results of the screener using [Dyslexia Screening and Needs Assessment Profile form.](#)

IMPORTANT NOTE: The PST chair should continually reference the [Comprehensive Alabama Literacy Report form](#) throughout the academic year, as it specifies Reading Deficiency Identification procedures, as well as assessments used, for Kindergarten through Third grade (see Section II). Sections III & IV of this report also requires identification of the number of students screened for dyslexia characteristics, as well as eligible students for Summer Programs and numbers of students who are retained based on reading deficiencies. It is important that the PST chair keeps accurate records and data of these students so that interventions are continually modified and instruction adjusted within teachers' classrooms.

SEE TIER PROCESSES ON NEXT PAGE:

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Tier I: Step 1
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Approximately 4-8 weeks

Teachers will provide _ALL_ students with research-based core instruction in whole and small group settings, Best Practice methods, aligned with CCRS Standards. Teacher will administer universal screening to _ALL_ students during the designated time period. For struggling students, the PST process should begin as soon as a need is realized.   (See PBS Manual for behavior intervention strategies.)

Special Notes: (1.) <u>If a student receives Special Education services, including Speech services, please take concerns to that student's case manager instead of PST</u>. (2.) <u>If a parent requests a student referral for special education services, verbally or in writing, PST will run concurrently. PST chairperson should be notified immediately. PST will then provide Student Service Facilitators with documentation.</u>

THE TEACHER SHOULD:
- · **Provide Core Curriculum instruction aligned to the CCRS Standards.**
- · **Use *Best Practice* methods for instruction.**
- · **Review data.**
- · **Contact parent with concerns about student.**
- · **Begin gathering/maintaining evidence of academic strugglers for PST Team.**
- · **Differentiated and small group instruction should be provided for all Tiered instruction for at least 30 minutes per day.**

If the student does not demonstrate success, go to Step 2.
The term success reflects that the student is performing at 70% or above YTD average.

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Tier II: Step 2
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Approximately 4 weeks
Teacher will identify struggling students within Grade Level PST.
(*See PBS Manual for behavior interventions*)

THE TEACHER SHOULD:
- Document in Grade Level PST, on **FORM A (SMART Goals) and FORM B (PST/RTI Documentation Form).**
- Attend Grade Level Team (GLT) meetings and discuss student(s) with team monthly.

- Provide GLT PST team with evidence and comprehensive progress report for each student referred.

THE GRADE LEVEL PST SHOULD: (Monthly)

1. Discuss students submitted by teachers. Determine major struggling factor (behavior, attendance, academic level, social/emotional) and document on FORM A.
2. Give teachers suggestions/feedback regarding instructional strategies and document on FORM A.
3. Categorize students by area of weakness and submit names to appropriate follow-up teams (if applicable):
   a. Behavior issues to PBS team (this includes any social/emotional or mental health issues):see PBST Manual)
   b. Attendance issues to designated attendance team
   c. Academic issues to PST team

If a student does not show progress in Tier II, then refer to School Level PST. Success meaning that the student is successful in making 70% or above YTD average.

Tier II/III: Step 3
School Level PST meetings

1. Teachers provide grade level chair with names of students to be discussed at School Level PST.
2. Grade level chair will submit names to the PST chairperson 2 days prior to the meeting.
3. Teachers will provide the PST chairperson with FORM B (PST Student Intervention Plan) with Section 1 completed at the beginning of the PST meeting.
4. Teacher will send home initial PST Letter (provided by PST chairperson).
5. Continue Tier II Instruction as indicated on FORM A.
6. Record attendance, strategies and progress monitoring data on FORM B-1(K) or B-2 (1st-4th). (PST/ RTI Documentation form)
7. Continue pulling for Tier II instruction (30 minutes daily).
8. Update data in Folder/Binder (current grades, promotion guidelines, graded work, progress monitoring assessments, Tier II documentation, FORM A).
9. Document student progress on FORM B-1(K) or B-2 (1st-4th) each month prior to PST meeting.

PROBLEM SOLVING TEAM WILL:

1. Review data with teacher(s).

2. Complete one PST/ RTI Documentation form (**FORM B**) for each student referred to the PST team for each course.

3. Document all progress monitoring and formative assessments.

4. Review evidence folder as provided by classroom teacher and meet with referring classroom teachers.

5. Identify student's area of difficulty.

6. Suggest intervention strategies to be implemented and share with classroom teachers. (examples provided on FORM C)

7. Send home PST progress reports.

Tier II/III: Step 4

Tier II/III Intervention strategies vary by school. They can include, but are not limited to:
    • **Small Group Intervention**
    • **Intervention/Remediation Programs**

THE TEACHER SHOULD:

1. Provide PST with updated data by bringing maintained evidence folder/binder to meeting.

2. Continue Tier II Intervention as indicated on SMART GOALS (Form A).

3. Document data on FORM B-1(K) or B-2(1st-4th) each month to bring to PST meeting.

4. Discuss progress or lack of progress of student.

5. Implement strategies as determined by School Level PST during Tier II time.

Interventionists will provide Tier III instruction as designated by PST.

If a student does not show progress in Tier III, then the School Level PST committee will: **refer for Special Education testing if Tiers II and III instruction have NOT been effective**.

2020-2021 HYPERLINKED FORMS AND GUIDES:

Forms:

FORM A **: SMART GOALS**

FORM B **:** **Student Intervention Plan: used by all grade levels/**

FORM B-1 KINDERGARTEN

FORM B-2 1st - 4th Grades

FORM C: LIST OF STRATEGIES

PST PLACEMENT FORM FOR ALL STUDENTS WHO ARE 'PLACED'
(instructional coaches received a copy of this in August)

PROMOTION/PLACEMENT/RETENTION PROCEDURES

PST Transition to Special Education Referral *(add to Form B-1 or B-2 if referred to testing)*

PST Parent Letter

PST Student's Progress Report

Vision Screening Form

Hearing Screening Form

PARENT DYSLEXIA LETTER *(permission to screen)*

DYSLEXIA SCREENING & NEEDS ASSESSMENT PROFILE FORM

PST Folder/Binder Checklist

Optional Form for Grade Level PST

Guides to help PST's navigate through the RTI process:

Alabama Literacy Act Implementation Guide

Alabama Dyslexia Resource Guide

Dyslexia Infographic Ladder of Reading

Comprehensive Alabama Literacy Report form *(this is the draft form that data has to be collected and completed by September 11th--this data is tied directly to the Alabama Literacy Act)*

*504 Planning and Documentatio*n **(ALSDE)**