

**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES  
DIVISION OF YOUTH SERVICES  
JUVENILE INSTITUTIONS**

Subject: <b>Teacher Support Team</b>	Policy Number: <b>2</b>
Number of Pages: <b>23</b>	Section: <b>XVI</b>
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**I. Policy**

It is the Mississippi Department of Human Services, Division of Youth Services (MDHS/DYS) policy to comply with existing state and federal law regarding the implementation of the Response to Intervention/ Teacher Support Team (RtI/TST) process for general education students. All general education students will participate upon admittance to MDHS/DYS facilities in the Three Tier Model created by Mississippi Department of Education. The Three Tier Model is design to facilitate success with all students including those students deemed as struggling or at risk of failing.

**II. Definitions**

The following terms in this policy apply to:

- A. Response to Intervention (RtI)** - Is a comprehensive, problem-solving strategy design for the early identification and intervention for **ALL** students who may be at academic or behavioral risk of failing. RtI provides intense student focused interventions. This process includes both Tier I/Tier II and is guided by well integrated instructional /behavioral systems that enhances positive student outcomes. It determines how students respond to the curriculum and instructional delivery of that curriculum. The systematic determination of whether students grasped the curricular concepts are based on four elements: **(a)** demonstrated applied research in producing improved outcomes for all students, **(b)** viewed educational initiatives which encompasses general education, remedial education and special education, **(c)** viewed school-wide processes that provide core curriculum, universal screening (i.e. WRAT 4, TABE) of all students, effective instruction in core curriculum supported by scientific based learning and the provision of immediate (remedial) intervention based on student needs and **(d)** universal screening of behavior. These components are essential to the success of students.

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- B. Interventions-** An intervention is a current action that differs from activity norms that occur in the general education program.
- C. Teacher Support Team (TST) -** Is when students having received quality classroom instructions and supplemental instruction continue to have significant difficulty in acquiring necessary skills from the curriculum through instructional delivery of that curriculum or through social/emotional disconnects. This process includes Tier III. These students require an intervention that is more concise, more intense and explicitly designed to meet the needs of that student. Tier III is designed for students' academic area and behavioral/social/emotional deficits that have not been remediated in Tiers I and II. There are four steps to the PSM (problem solving model), the model we will be using at Mississippi Department of Human Services, Division of Youth Services (MDHS/DYS): **(a)** When a student is referred the TST committee should evaluate the referral to determine if the concern is meaningful, measurable and monitorable. When defining problems in the Tier III, all problems should use operational definitions (state what the student is doing in clear and concise terms; **example:** student is talking without permissible during cooperative learning activities **not** the student is acting out). **(b)** After the problem has been established as meaningful, measurable and monitorable, examine the data to see if it is an area for potential intervention; design an intervention, devise a monitoring system to track for the note of improvement and maintenance of skill, implement the intervention/monitor progress and incorporate the strategy into a daily routine. **(c)** Implement the plan so that the teacher has needed appropriate supports, data is collected on a regular/frequent basis, intervention is implemented as planned, data is graphed and submitted to committee. **(d)** Evaluate effects, team will view graph in relation to goal. This is to determine if the intervention is working or it needs to be discontinued or checked for integrity. Team should reconvene to evaluate student progress at the expected rate or to modify intervention.

### III. Procedure

**Parent(s)/ legal guardians and the student shall be invited to participate in the RtI/TST meetings and provide input.**

- A. Tier I-** Tier I instruction is designed to address the needs of the majority of the school's students. All students are placed in Tier I. Classroom teachers are responsible for monitoring student progress on Tier I with no special documentation needed. At any time anyone (i.e. student, parent, educational or facility staff) can refer a struggling student to RtI for review of student data and intervention using the **Child Find Referral Form**. Tier I allows classroom teachers to meet instructional goals by using flexible grouping, on-going assessment and targeting specific skills. Tier I quality classroom instruction is based on MS Curriculum Frameworks (with differentiated instruction). Tier I instruction incorporates **four** basic elements: **(a)** high-quality program of instruction based upon the MS Curriculum Frameworks, **(b)** use of quality research-based instructional strategies, **(c)** on-going assessment of students to determine instructional strengths and needs and **(d)** on-going professional development to provide teachers with necessary tools to ensure every student receives quality instruction.
- B. Tier II- Focused Supplemental Instruction-** The emanate purpose of Tier II is to support individual students in the general education classroom who have not met benchmarks through the whole class-model of Tier I. The targeted population consists of students with significantly lower levels of performance than their peers, students who exhibit significant deviation from their grade level peers in academic or behavioral issues and students who are learning at a much slower rate than their grade level peers and falling farther behind their classmates. There are **four marked** responsibilities of teachers: **(a)** monitor student progress to determine if students are making adequate strides, identify students as soon as they begin to fail to thrive and modify instruction on the onset to ensure each and every student gain essential skills, **(b)** monitor student progress in the Tier II process using same-ability small groups of no more than three to five students **(c)** providing additional instruction using research-based strategies (i.e. small group instruction, note taking, cue/questions, etc.) to support reinforced skills taught by the classroom teacher and **(d)** maintain documentation of interventions for Tier I/II with shared copies with the RtI/TST committee so that appropriate decision are made for the best interest of the student.

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- C. Tier III- Intensive Interventions-**A small percentage of students who have received Tier I or Tier II supplemental instruction (five to ten percent) continue to have marked difficulty in acquiring necessary skills. These students require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier III is designed for students with low content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Tutoring at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of struggling students. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer. At this venture the TST Coordinator is responsible for monitoring student progress, contacting parent/legal guardians (i.e. via telephone or mail) to encourage attendance, input and sharing information regarding progress of the student. Parental contact must be documented with Notice of Meeting being placed in the student's file. There are at least **four** criteria for eligibility for Tier III: **(a)** failed grade(s) ( first-third one grade, fourth- twelfth two grades or more) **(b)** suspended or expelled for more than twenty (20) days in the current year **(c)** low scores ( WRAT 4, TABE, MCT2, SATP, pre-test, 9-weeks, etc.) and **(d)** inadequate instruction.
- D. RtI/TST Team –** The RtI/TST is a team that is typically composed of the referred student(s), parent/legal guardian(s), school administrators, regular/special education teacher and guidance counselors. This team also includes staff from medical, counseling and security. The RtI/TST provides a Three-Tier process that supports the identification of students who may be at risk of failing due to academic and/or behavioral with developing strategies addressing individual needs in those areas of deficits. This process may run concurrent with evaluation for additional educational services. **Three expectation** of the RtI/TST team: **(a)** The RtI/TST will meet bi-monthly, or sooner if necessary to review the student's response to intervention. **(b)** If, after four weeks of intervention for Tier II students, the RtI/ TST determine that the student is not making adequate strides, the RtI/TST can refer the student to Tier III for additional remediation. If after nine weeks of intervention, the RtI/TST determines that the student is not making any adequate progress, the RtI/TST must refer the student for evaluation for special services. The decision to refer a student for additional evaluation can be made earlier or it can run concurrent with the referral for additional services if it is determine it is in the best interest of the student. **(c)** Once the RtI/TST has made the decision to refer a student, the parent /legal guardian must be notified and invited to participate in the meeting. **Four expectations** of the TST Coordinator and the Special Education Coordinator: **(a)** The TST Coordinator will be responsible for ensuring that parents/legal guardian(s) are notified whether it is by telephone or mail about student outcomes while they are in the tier process. **(b)** The TST Coordinator/ Chair is responsible for the preservation of RtI/TST documents. **(c)** The TST Coordinator/ Chair is responsible for forwarding Request for Testing Forms to the Special Education Coordinator who will then make contact with the MET (Multi-evaluation Team) to review request. If the student has not met the criteria for evaluation additional information may be requested within a 30- day period, then the MET will reconvene to review the additional information. If the student has met the criteria for evaluation then the Special Education Coordinator will contact parents, present Procedural Safeguards and explain the Special education process. Parental consent of testing with an original signature must be received prior to testing. Any communication between the parties will be documented and stored as well as the Parental Notification Form. **(d)** The Special Education Coordinator will provide the TST Coordinator/ Chair with copies of communication and parental contact.

## Student Data Sheet

MSIS Number:            Social Security Number:            Student Name:  
 Birthday:                    School: Williams                    Teacher: Grade:  
 Parent:                                    Phone:                                    Address:

**Reason for referral (Describe educational difficulties in detail)**

Academic Areas                                     Behavior (Complete Social/Emotional Issue Worksheet)

Mathematics

Reading

Content Area

**A. Cumulative Record Review –Each area must be addressed or indicated as not (NA)**

Attendance	Testing Information	Screening
1. Last Year: Days Present _ Days Absent: _	1. MCT: <input type="checkbox"/> Reading	1. Hearing (Date) :
2. Total days missed since students began school _	Language , Math	Results: Recheck needed :
3. List all Schools attended:		2. Vision (Date):
	SATP:	Results: _ Recheck needed:
		Special Needs:
4. Retentions: Yrs. _ , GR(S)		
5. Previous enrollment in Special Education Programs/Section 504:		
 <b>Discipline Record</b>	 <b>Most recent Academic Grades</b>	
Number of discipline reports: _	<b>Letter Grade</b>	<b>Instructional Level</b>
Number of suspensions: _	1. Language Arts: _____	
In-school:	2. English: _____	
Out-school:	3. Math: _____	
	4. Spelling: _____	
	5. Science: _____	
	6. Social Studies: _____	
	7. Health/PE: _____	

**Curriculum and Instruction-Teacher Support Team/ Student Data Sheet (Page 2)**

Student:    Birth date:    School: Williams    Teacher:    Grade:

**A. Teacher observations:** For each area, rate the student in comparison to classmates using scale from 0 to 5. (If NA-use 0; in lowest 10% use 1; below average use 2; average use 3; above use 3; above average use 4; in highest 10% use 5).

<b>Physical/ Communication</b>	<b>Participation</b>	<b>Social</b>
General appears healthy	Attends school regularly	Age appropriate self-help skills
normal energy level	Arrives on time for class	Displays feelings appropriate to situation
Gross motor coordination	Completes assignment	Sensitive to social culture
Fine motor coordination	Concentrates and able to attend	Related well to adults
Speech (articulation)	Participates in class	Related well to peers
Spoken language	Functions independently	
Written language	Follows directions	
<b>Related Concerns</b>		
Aberrant behavior for age or school setting		
Substances abuse		
Inappropriate peer contacts		
Personal hygiene		
Dress appropriate to climate		

**B. Environmental, cultural or economic factors** – Check all factors that apply to student. Use available records, interviews with parents, and other resources to obtain data.

<b>Environmental</b>	<b>Cultural Disadvantage</b>	<b>Economic Disadvantage</b>
Limited experiential background	Limited experiences in majority bases	Residence in a depressed
Irregular attendance (absent at least	culture (child does not participate in	Low family income at
23% of the time in a grading period	scouts, clubs, other organizations	Family unable to afford
for reasons other than verified personal	and activities with members of	enrichment materials and/or
illness).	dominant culture).	experiences.
Transiency in elementary school years	Child has limited involvement in	
(at least two moves in a single year)	organizations and activities of any culture	
School readiness as compared to peer	Secondary standards in conflict with	
group	majority based culture standards	
	Geographical isolation	

**Curriculum and Instruction-Teacher Support Team/ Student Data Sheet (Page 3)**

Student:      Birth date:      School: Williams      Teacher: \_      Grade:

Are the above-checked items compelling enough to indicate this student's educational performance is primarily due to environmental, cultural or economic disadvantage?

**English Language Learner**

How long has the student spoken English?

Is there a language other than English spoken by the student?

Is there a language other than English spoken in this student's home?

*(If the above information indicated the student has not always had English as their primary language, please address the following questions.)*

What ELL services or assistance has been provided?

Do the results of evaluation by the ELL teacher indicated lack of expected progress in the English language for the student's chronological age level? If not, explain.

What is the student's current proficiency level in English?

*Keep in mind that conversational language skills are not the same as the ability to think and reason in a language. While the student may be able to speak with peers or adults and to understand basic instructions or rules, the effects of ELL may still affect the student's ability to think and reason academically.*

**Motor impairment**

Does the student experience any motor limitations, which impact educational performance? If yes, explain further with summary of parent and medical reports.

**Motivation**

*Student should not be classified as having a learning disability if failure to progress academically is due to an absence of motivation. To help clarify if motivational issues are the primary cause of the student's academic deficits, please address the following questions:*

Does the student want to succeed in school? Give example to support your answer.

Does the student seek assistance from teachers, peers, others?

Does the parent report efforts made at home to complete homework or study assignments?

Is the student making an effort to learn? Explain.

Are student's achievement scores consistent with the student's grades?

**Curriculum and Instruction-Teacher Support Team/ Student Data Sheet (Page 4)**

Student:      Birth date:      School: Williams      Teacher:      Grade:

**Situational Trauma**

*Situational stressors can cause daydreaming, poor memory, lack of attention, etc. which affect educational performance. Temporary, sudden, or recent change in the student's life must be ruled out as a primary cause of academic deficits.*

Has the student experienced a recent trauma? (i.e. parents divorced illness of student or family member, death of family member or serious accident or injury, financial crisis, crime victim, etc).

Is there any other situation that could create stress or emotional upsets?

Has there been a significant change in the student's classroom performance within a short period of time (6-12 months)?

**Young Children**

*There is a wide variability in the rate and pattern of maturation, development and learning in early childhood. Developmental differences often resolve with maturation and should not be mistakenly identified as a learning disability. In addition, standardized assessment instruments are not reliable at younger ages (before 8), and the stability of measurement can vary greatly. For students referred for a learning disability before age 8, please address the following:*

What preschool education has the student received?

Has the student experienced adequate stimulation?

Is child eligible for free/reduced lunch?

How much formal education has the student received?

What progress has been made based on measurable date?

\_\_\_\_\_  
Signature of Classroom teacher

Date

\_\_\_\_\_  
School-based Instructional Personnel

Date

**Division of Youth Services RtI/TST Activity Results Report**

**Teacher** \_\_\_\_\_ **Class** \_\_\_\_\_ **Observation date(s)** \_\_\_\_\_

**Student** \_\_\_\_\_

Activity	Correct/Total	Grade	Time of completion	Date of Activity

**Number of activities Observed** \_\_\_\_\_

**Teacher comments:**

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## Tier I Academic Integrity Check Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

MSIS No.: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Administrator: \_\_\_\_\_

<b>Tier I Documentation</b>								
Subject	Observations Conducted		Appropriate Instruction/ Classroom Management		Differentiated Instruction		Universal Screener	Student's Percentile Score
Mathematics	Y	N	Y	N	Y	N	Measure: Date(s):	
Reading							Measure: Date(s):	
Language Arts							Measure: Date(s):	
Science							Measure: Date(s):	
Social Studies							Measure: Date(s):	
Behavior							Measure: Date(s):	

**Note:** The classroom teacher and the administrator should complete this form. Teacher completes student information. Administrator completes section on teacher observation for appropriate instruction/classroom management and differentiated instruction.

## Tier I Academic Integrity Check Form

**Academic Area(s):** \_\_\_\_\_

**Tier I Plan:**

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**Specific Strategies Used:**

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**Length of time strategy was used (duration):** \_\_\_\_\_

**Frequency of implementation:** \_\_\_\_\_

Student's parent notified of plan. (circle) Y/N      Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Tier I Behavior Integrity Check Form

**Observer:** \_\_\_\_\_ **Date of Observation:** \_\_\_\_\_ **Student:** \_\_\_\_\_

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

<b>Teacher Procedures:</b>	<b>Results (circle as they apply)</b>		
1. Sufficient evidence to indicate that staff approaches student in a calm and respectful manner	Yes	No	N/A
2. Sufficient evidence to indicate the student receives frequent verbal feedback regarding positive behavior at a ratio of 3:1 or greater (positive to negative).	Yes	No	N/A
3. Sufficient evidence to indicate the student received behavior rating daily along with teacher feedback at designed intervals.	Yes	No	N/A
4. Sufficient evidence to indicate that staff uses precision requests to redirect the student's inappropriate behavior.	Yes	No	N/A
5. Sufficient evidence to indicate that staff gives student a choice of taking care of his/her misbehavior and or receiving a negative consequence.	Yes	No	N/A
6. Sufficient evidence to indicate that staff presents student with predetermined positive incentives when earned.	Yes	No	N/A
7. Sufficient evidence to indicate that staff consistently provides predetermine negative consequences to the student in response to continued behavioral misconduct.	Yes	No	N/A
8. Sufficient evidence that staff provides student with predetermine daily instructional and or curriculum accommodations or modifications.	Yes	No	N/A
9. Sufficient evidence to indicate that the student meets with designated staff each morning and afternoon to review behavioral progress.	Yes	No	N/A
10. Evidence that the parent / counselor have met with school officials to review student's behavioral progress.	Yes	No	N/A
11. Sufficient evidence to indicate that the student receives social skills/ counseling services as prescribed.	Yes	No	N/A
12. Sufficient evidence that staff employs a pre-correction strategy prior to and during instruction.	Yes	No	N/A

**Total percentage of compliance and integrity** \_\_\_\_\_

\_\_\_\_\_  
Observer signature

\_\_\_\_\_  
Date

## Tier I Behavior Integrity Check Form

Observer: \_\_\_\_\_ Date of Observation: \_\_\_\_\_ Student: \_\_\_\_\_

Teacher: \_\_\_\_\_ Settings: \_\_\_\_\_

Behavioral Target	Results (circle as they apply)		
13. The student focuses his or her attention on teacher instructions, classroom lessons and on assignments.	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always
14. The student gets along with others while showing socially appropriate behaviors.	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always
15. The student is motivated to work on class assignments or projects.	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always
16. The student is prepared for class with all necessary school materials (i.e. books, pencils, paper).	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always
17. The student arrived on time to school or class.	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always
18. The student accepted corrective feedback from staff without emotionally withdrawals or negative comments	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always
19. The student spoke respectfully and complied with adult requests without argument or complaint.	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always
20. The student used his or her quiet voice as to not distract other students during work or study periods.	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always
21. The student controlled his or her emotions and did not become upset or angry when faced with challenging or difficult situations.	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always
22. The student waited to be called upon or given permission to speak by the teacher.	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always
23. The student kept his or her hands to themselves.	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always
24. The student remained in his or her seat.	1 2 3 Never/seldom	4 5 6 Sometimes	7 8 9 10 Usually/Always

**Total percentage of compliance and integrity \_\_\_\_\_**

\_\_\_\_\_  
Observer signature

\_\_\_\_\_  
Date

## Tier II Documentation Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
MSIS No. : \_\_\_\_\_ Grade \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
School: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Administrator: \_\_\_\_\_  
Interventionist name and Qualifications/Training: \_\_\_\_\_

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Target Area (s) academic and/or behavior: \_\_\_\_\_  
Skill(s): \_\_\_\_\_  
Goal(s): \_\_\_\_\_  
Intervention: \_\_\_\_\_

Components of Intervention: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proposed Schedule (i.e. number of sessions per/week, length of each session, where intervention will take place): \_\_\_\_\_  
\_\_\_\_\_

Integrity of intervention will be observed by \_\_\_\_\_ during \_\_\_\_\_  
number of sessions.

Student's parent(s) notified of Tier II intervention (circle): Y/N

A Committee will review Tier II intervention data on \_\_\_\_\_.

Committee Members:

\_\_\_\_\_  
Teacher Signature Date

\_\_\_\_\_  
Administrator Signature Date

\_\_\_\_\_  
Other Agency Representative / Parent Date

### Tier II/III Quality Classroom Instruction

Student:                      School: Williams Teacher:                      Grade:                      Subject Area:

*Quality Classroom instruction (Documentation of Instructional Strategies Alternative instructional strategies for improvement of the student's skills have been implemented, and the student has not made adequate progress.) Documentation of student performance and work samples must be attached to this form.*

MS Curriculum Framework Objective	Instructional Strategies	Implementation Results	Dates (from –to)

- Research-Based Instructional Strategies:**
- Identifying Similarities and Differences
  - Summarizing and Note taking
  - Reinforcing Effort and providing Recognition
  - Homework and Practice
  - Nonlinguistic Representation
  - Cooperative learning
  - Setting objectives and Providing Feedback
  - Generating and Testing Hypotheses
  - Cues, Questions, and Advance Organizers

**Tier II/III Behavioral Documentation Form**

Student: School: Williams Teacher: \_Grade: Subject Area:

*Alternative behavioral strategies at grade level (behavior strategies must be implemented daily/ weekly for a maximum of ten weeks).  
Documentation of student behavioral performance must be attached to this form).*

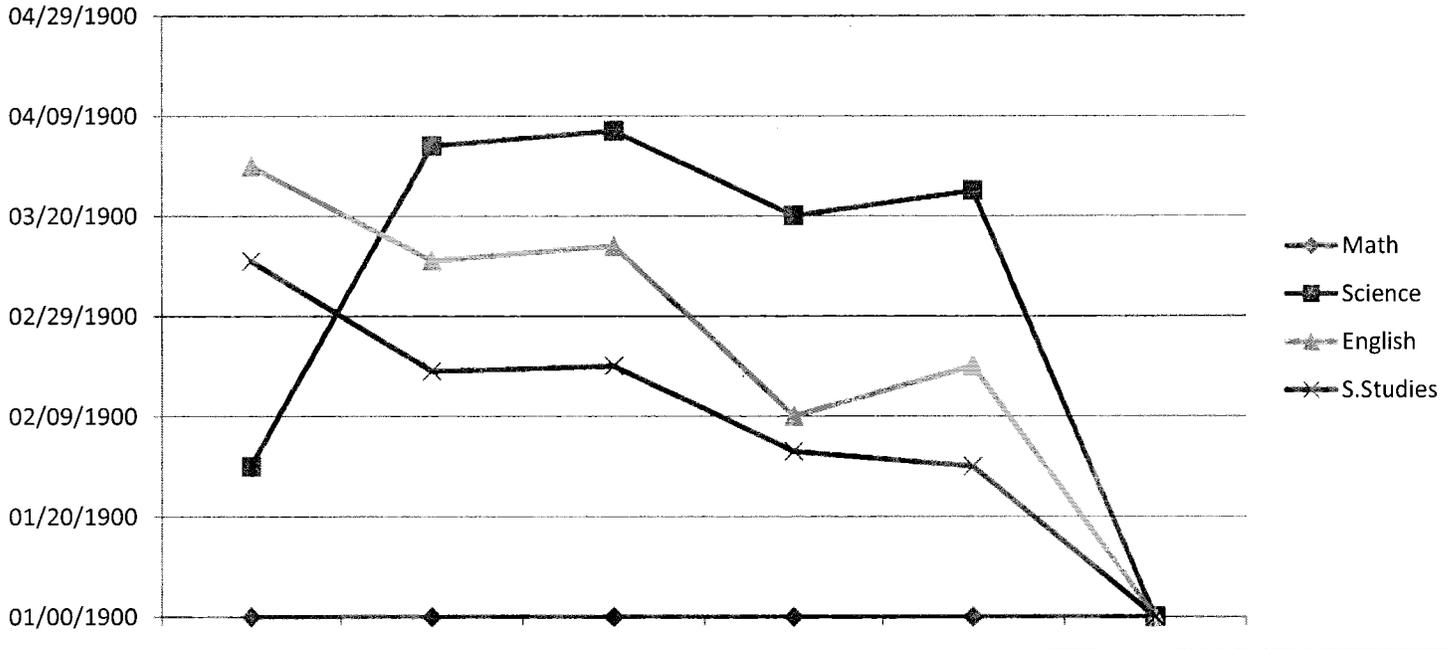
Strategies/Interventions	Results	Dates (from-to)

***Intervention for Tier II may include:***

- *Explicit and systematic small group instruction outside the regular classroom*
- *Supplemental instruction using a different teaching strategy*
- *Student has been provided with additional practice activities*
- *Instruction has been provided targeting specific areas of weakness*

## Tier II/III Data Chart

**Joe Doe - 2011-2012**



Month	Math	Science	English	S.Studies	Reading
August	30	90	71	70	46
September	94	71	49	83	85
October	97	74	50	52	42
November	80	40	33	56	66
December	85	50	30	30	50



## Social/Emotional Issues Worksheet

Student:    Grade:    Date:

*(Please Complete the form to the best of your ability. Please give factual rather than opinion based responses. Place an X for the appropriate response.)*

### Student Is Disruptive In Class:

Fidgets  
Is overly active  
Will not remain in seat  
Talks out of turn  
Disturbs others when they are working  
Constantly seeks attention  
Overly aggressive with others (i.e. physical fights)  
Belligerent toward teachers and others in authority  
Defiant or stubborn  
Impulsive  
  Can't wait his/her turn  
  Acts without thinking of consequences

### Student Is Withdrawn:

Shy, timid  
Has Difficulty making friends  
  \_Sits alone in Cafeteria  
  \_Does not join in classroom group activities  
Overly conforms to rules  
Appears to daydream or be out of touch with the class  
Has difficulty expressing feelings

### Student Is Anxious:

Appears depressed  
Rarely smiles  
Appears to be tense  
Appears frightened or worried  
Cries easily  
Does not trust others  
Reports fears or phobias (such as fear of coming to school)

### Other Social/emotional Behaviors:

Lacks self-confidence  
Say "can't do" even before attempting  
Reacts poorly to disappointment  
Is overly sensitive to disappointment  
Depends on others  
Clingy with adults  
Pretends to be ill  
Has poor grooming

## Social/Emotional Issues Worksheet

Student:    Grade:    Date:

*(Please Complete the form to the best of your ability. Please give factual rather than opinion based responses. Place an X for the appropriate response.)*

### Student Has:

Been on runaway status  
Been caught for stealing at school  
Left class without permission  
Cursed school personnel  
Threatened to harm school personnel or wished school personnel harm  
Been suspended for fighting  
Attempted suicide  
Had tobacco violation at school  
Had drug/alcohol violations at school

### Classroom interest:

High                      Mild                      Bored                      Other *(Please specify)*

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### Classroom Participation:

Almost always

Frequently

Occasionally

Seldom

### Classroom Preparedness:

Always brings necessary supplies

Usually brings supplies

Seldom comes to class with supplies

Never comes to class with supplies

### Motivation:

Tends to give up easily

Usually completes about half of the assignment

Does complete homework

Has difficulty getting started on assignments

### To The Best Of Your Knowledge:

This student is involved with the court system.

This student is in counseling.

This student is on medication.

09/05/12

Teacher Support Team

Policy XVI.2.J

Date	Objective:	Conducted By:	Type of Instructions:	Detailed Description of Instruction:	Results:
		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Peer Tutor <input type="checkbox"/> Other <hr/> <b>Time: (Minutes)</b> <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/> 15 <input checked="" type="checkbox"/> 20 <input type="checkbox"/> 30	<input type="checkbox"/> Small Group  <input checked="" type="checkbox"/> Individual  <input type="checkbox"/> Computer based within classroom  <input type="checkbox"/> Computer based outside classroom	<input checked="" type="checkbox"/> One on one  <input checked="" type="checkbox"/> Orally re-explained Objectives  <input type="checkbox"/> Re-taught objectives using guided Practice  <input checked="" type="checkbox"/> Student was re-tested  <input type="checkbox"/> Student allowed to refer to Notes or handout  <input type="checkbox"/> Student was assisted with correcting missed Objective  <input type="checkbox"/> Student completed an additional assignment  <input checked="" type="checkbox"/> Extra time was given to complete assignment	
		<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Peer Tutor <input type="checkbox"/> Other <hr/> <b>Time: (Minutes)</b> <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/> 15 <input checked="" type="checkbox"/> 20 <input type="checkbox"/> 30	<input type="checkbox"/> Small Group  <input checked="" type="checkbox"/> Individual  <input type="checkbox"/> Computer based within classroom  <input type="checkbox"/> Computer based outside classroom	<input checked="" type="checkbox"/> One on one  <input checked="" type="checkbox"/> Orally re-explained Objectives  <input checked="" type="checkbox"/> Re-taught objectives using guided Practice  <input checked="" type="checkbox"/> Student was re-tested  <input type="checkbox"/> Student allowed to refer to Notes or handout  <input type="checkbox"/> Student was assisted with correcting missed Objective  <input type="checkbox"/> Student completed an additional assignment  <input checked="" type="checkbox"/> Extra time was given to complete assignment	



MDHS Facilities  
Oakley Youth Development Center  
RTI/TST Committee Meeting Minutes

Date \_\_\_\_\_ Beginning time \_\_\_\_\_ Ending time \_\_\_\_\_

Student Name \_\_\_\_\_

Points of Discussion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Concerns: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Committee Members Signature and Position:

Signature _____	Position _____

If meeting was a teleconference, indicate phone number called below  
\_\_\_\_\_

**Division OF Youth Services**

**RtI/TST Initial Meeting Notice**

**Parent/ Guardian Notice of Meeting**

**Student:**                      **Grade:**   **MSIS#:**

**Teacher:**                      **School Williams**

**Date:**

Dear Parent/ Guardian:

Your child's records will be reviewed at the meeting of the Responds to Intervention (RtI) Team. The purpose of this meeting is to determine if your child needs and would benefit from additional instruction designed to improve his/her academic progress. This meeting will take place as indicated below:

**Date:**

**Time:**

**Location:**

You are invited to participate in this review and /or provide any additional information you wish to have considered by RtI Team. If you are unable to attend this meeting in person you may call Deborah Fox Young at (601) 857-2509 to participate by telephone in this conference. Please sign in the area below that you know about your child's participation in the RtI/ TST process.

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Parent Signature

**RtI Chair:** Deborah Fox Young   **Phone:** (601) 857-2509