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.
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 maintance of skill, implement the intervention/monitor progress and incorperate 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 if 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 responsibilies 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 students 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.
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)

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Testing Information</th>
<th>Screening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Last Year: Days Present _ Days Absent _</td>
<td>1. MCT: () Reading</td>
<td>1. Hearing (Date):</td>
</tr>
<tr>
<td>2. Total days missed since students began school _</td>
<td>Language, Math</td>
<td>Results: Recheck needed:</td>
</tr>
<tr>
<td>3. List all Schools attended:</td>
<td>SATP:</td>
<td>2. Vision (Date):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Results: Recheck needed:</td>
</tr>
</tbody>
</table>

Discipline Record

Number of discipline reports: _

Number of suspensions: _

In-school: 1. Language Arts: ____________

Out-school: 2. English:   

4. Spelling: ____________

5. Science:  

6. Social Studies: 

7. Health/PE ____________

Most recent Academic Grades

Letter Grade Instructional Level

09/05/2012 Teacher Support Team Policy XVI.2.A.
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 average use 4; in highest 10% use 5).

<table>
<thead>
<tr>
<th>Physical/ Communication</th>
<th>Participation</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>General appears healthy</td>
<td>Attends school regularly</td>
<td>Age appropriate self-help skills</td>
</tr>
<tr>
<td>normal energy level</td>
<td>Arrives on time for class</td>
<td>Displays feelings appropriate to situation</td>
</tr>
<tr>
<td>Gross motor coordination</td>
<td>Completes assignment</td>
<td>Sensitive to social culture</td>
</tr>
<tr>
<td>Fine motor coordination</td>
<td>Concentrates and able to attend</td>
<td>Related well to adults</td>
</tr>
<tr>
<td>Speech (articulation)</td>
<td>participates in class</td>
<td>Related well to peers</td>
</tr>
<tr>
<td>Spoken language</td>
<td>Functions independently</td>
<td></td>
</tr>
<tr>
<td>Written language</td>
<td>Follows directions</td>
<td></td>
</tr>
</tbody>
</table>

**Related Concerns**
- 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.

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

09/05/2012

*Teacher Support Team*

*Policy XVI.2.A*
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 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?

09/05/2012  Teacher Support Team  Policy XVI.2.A
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

School-based Instructional Personnel

09/05/2012

Teacher Support Team

Policy XVI.2.A
Division of Youth Services RtI/TST Activity Results Report

Teacher ___________________________________________  Class ________________  Observation date(s) _________________________

Student ___________________________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Correct/Total</th>
<th>Grade</th>
<th>Time of completion</th>
<th>Date of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Number of activities Observed __________

Teacher comments:
_____________________________________________________________________
_____________________________________________________________________

09/05/2012   Teacher Support Team   Policy XVI.2.B
## Tier I Academic Integrity Check Form

Student: ___________________________ Date: ________________

MSIS No.: __________________________ Grade: ______ Date of Birth: ________________

School: __________________________________

Teacher: ___________________________ Administrator: ___________________________

### Tier I Documentation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Observations Conducted</th>
<th>Appropriate Instruction/Classroom Management</th>
<th>Differentiated Instruction</th>
<th>Universal Screener</th>
<th>Student's Percentile Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Measure: Date(s):</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Measure: Date(s):</td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Measure: Date(s):</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Measure: Date(s):</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Measure: Date(s):</td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Measure: Date(s):</td>
</tr>
</tbody>
</table>

**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.

09/05/12 Teacher Support Team Policy XVI.2.C
Tier I Academic Integrity Check Form

Academic Area(s):

Tier I Plan:

Specific Strategies Used:

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:

09/05/12  Teacher Support Team  Policy XVI.2.C
Tier I Behavior Integrity Check Form

Observer: __________________________ Date of Observation: ___________ Student: __________________________

Teacher: __________________________ Settings: __________________________

<table>
<thead>
<tr>
<th>Teacher Procedures</th>
<th>Results (circle as they apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sufficient evidence to indicate that staff approaches student in a calm and respectful manner</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Sufficient evidence to indicate the student received behavior rating daily along with teacher feedback at designed intervals.</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Sufficient evidence to indicate that staff uses precision requests to redirect the student’s inappropriate behavior.</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Sufficient evidence to indicate that staff gives student a choice of taking care of his/her misbehavior and or receiving a negative consequence.</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Sufficient evidence to indicate that staff presents student with predetermined positive incentives when earned.</td>
<td>Yes</td>
</tr>
<tr>
<td>7. Sufficient evidence to indicate that staff consistently provides predetermined negative consequences to the student in response to continued behavioral misconduct.</td>
<td>Yes</td>
</tr>
<tr>
<td>8. Sufficient evidence that staff provides student with predetermined daily instructional and or curriculum accommodations or modifications.</td>
<td>Yes</td>
</tr>
<tr>
<td>9. Sufficient evidence to indicate that the student meets with designated staff each morning and afternoon to review behavioral progress.</td>
<td>Yes</td>
</tr>
<tr>
<td>10. Evidence that the parent / counselor have met with school officials to review student’s behavioral progress.</td>
<td>Yes</td>
</tr>
<tr>
<td>11. Sufficient evidence to indicate that the student receives social skills/ counseling services as prescribed.</td>
<td>Yes</td>
</tr>
<tr>
<td>12. Sufficient evidence that staff employs a pre-correction strategy prior to and during instruction.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Total percentage of compliance and integrity __________

Observer signature __________________________ Date __________________________

09/05/12 Teacher Support Team Policy XVI.2.D
**Tier I Behavior Integrity Check Form**

**Observer:** ______________________  **Date of Observation:** ______________  **Student:** ______________________

**Teacher:** ______________________  **Settings:** ______________________

<table>
<thead>
<tr>
<th>Behavioral Target</th>
<th>Results (circle as they apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. The student focuses his or her attention on teacher instructions, classroom lessons and on assignments.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>14. The student gets along with others while showing socially appropriate behaviors.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>15. The student is motivated to work on class assignments or projects.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>16. The student is prepared for class with all necessary school materials (i.e. books, pencils, paper).</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>17. The student arrived on time to school or class.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>18. The student accepted corrective feedback from staff without emotionally withdrawals or negative comments</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>19. The student spoke respectfully and complied with adult requests without argument or complaint.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>20. The student used his or her quiet voice as to not distract other students during work or study periods.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>21. The student controlled his or her emotions and did not become upset or angry when faced with challenging or difficult situations.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>22. The student waited to be called upon or given permission to speak by the teacher.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>23. The student kept his or her hands to themselves.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>24. The student remained in his or her seat.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

**Total percentage of compliance and integrity** __________

---

**Observer signature** ______________________  **Date** ______________

---

09/05/12  **Teacher Support Team**  **Policy XVI.2.D**
Tier II Documentation Form

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

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

09/05/12 Teacher Support Team Policy XVI.2.E
Tier II/III Quality Classroom Instruction

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.

<table>
<thead>
<tr>
<th>MS Curriculum Framework Objective</th>
<th>Instructional Strategies</th>
<th>Implementation Results</th>
<th>Dates (from –to)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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

09/05/12  Teacher Support Team  Policy XVI.2.F
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.

<table>
<thead>
<tr>
<th>Strategies/Interventions</th>
<th>Results</th>
<th>Dates (from-to)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

09/05/12  Teacher Support Team  Policy XVI.2.G
# Tier II/III Data Chart

**Joe Doe - 2011-2012**

<table>
<thead>
<tr>
<th>Month</th>
<th>Math</th>
<th>Science</th>
<th>English</th>
<th>S.Studies</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>30</td>
<td>90</td>
<td>71</td>
<td>70</td>
<td>46</td>
</tr>
<tr>
<td>September</td>
<td>94</td>
<td>71</td>
<td>49</td>
<td>83</td>
<td>85</td>
</tr>
<tr>
<td>October</td>
<td>97</td>
<td>74</td>
<td>50</td>
<td>52</td>
<td>42</td>
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</table>
Request to The School Teacher Support Team

MSIS Number: Social Security Number: Student Name:

Grade: Teacher: School: Williams School

Person Requesting Referral: D.F. Young

To: Teacher Support Team Chair

I request that the above named student be reviewed by the RtI/TST to assist in providing interventions in an effort to improve student’s overall academic performance.

I have observed problems that interfere with student’s educational progress in the following area(s).

__ Academic performance, low or failing grades
__ Behavior and or discipline
__ Speech, articulation
__ Language
__ Medical
__ Other, specify ____________________________________________

OR

Referral of student is made based upon Mississippi State Board Policy IEI. These referrals must be made within the first twenty (20) days of a school year if the child failed the preceding year. Please indicate below:

__ Grade 1-3: Student has failed one grade.
__ Grades 4-12: Student has failed two grades.
__ Student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year.

TST Chair to initial and date receipt of referral
Referring teacher to initial receipt of the Student Data Form _____
Date for student to be brought to the RtI/TST

09/05/12 Teacher Support Team Policy XVI.2.1
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
- Says "can't do" even before attempting
- Reacts poorly to disappointment
- Is overly sensitive to disappointment
- Depends on others
- Clings 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)

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
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<tr>
<th>Date</th>
<th>Objective</th>
<th>Conducted By:</th>
<th>Type of Instructions:</th>
<th>Detailed Description of Instruction:</th>
<th>Results:</th>
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<td>X One on one</td>
<td>X Orally re-explained Objectives</td>
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<td></td>
<td>___ Peer Tutor</td>
<td>___ Small Group</td>
<td>X Re-taugh objectives using guided Practice</td>
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<td>___ Other</td>
<td>___ Individual</td>
<td>X Student was re-tested</td>
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<td>___ Computer based</td>
<td>___ Student allowed to refer to Notes or handout</td>
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<td>___ within classroom</td>
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<td>___ Student completed an additional assignment</td>
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<td>___ outside classroom</td>
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## Tier II/III Behavior Log

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<td>Teacher Support Team</td>
<td>Policy XVI.2.L</td>
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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.

________________________________________
Parent Signature

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

09/05/12 Teacher Support Team Policy XVI.2.N