

Multi-Tiered System of Supports Manual



Wilcox County Schools

"We Believe in You!"



Wilcox County School System
2023-2024

Index

Wilcox County MTSS Committees 2023-2024.....	3-4
Wilcox County MTSS Process.....	5-6
Multi-Tiered System’s Data-based Individualization (DBI) Flowchart.....	7
Pre-K MTSS Process.....	8
Tier 1 processes.....	8
Tier 2 processes.....	9
Tier 3 processes.....	10
MTSS Tier 3 Referral Procedure.....	10-11
Direct Parent Referral.....	11
Procedures for Evaluations/Initial Referral.....	11-12
MTSS Initial Referral Packet for SpEd.....	12-17
Determination of Eligibility.....	18
Appendix	
Behavior Interventions.....	19-20
Gaps Analysis Worksheet.....	21
Wilcox County MTSS Checklist Tier 3	22
Parent Letter to Enter MTSS Tier 1.....	23
Parent Letter - Exit MTSS.....	24
Parent Letter – Notice of MTSS Meeting.....	25
Parent Letter – MTSS Promotion Tier 2 to Tier 3.....	26
Progress Monitoring Log.....	27
Rate of Improvement (ROI) Worksheet.....	28
Student Data Record.....	29-30
Tier Entrance and Exit Checklist Form.....	31
Response to Intervention Tier 2 Documentation Form Reading or Math.....	32-34
Response to Intervention Tier 3 Documentation Form Reading or Math.....	35-36

Wilcox County MTSS Committees 2023-2024

Elementary School

- School Level MTSS Coordinator/Interventionist: Dawn Harris
- System MTSS Director: Wade Burnette
- Counselor: Kelley Hanner
- School Psychologist: Rhonda Black
- Special Education Director: Matthew Hall
- Speech Pathologist: Noel Tripp
- School Administrators: Gary Howell
- School Administrators: Pamela Worthy

Middle School

- School Level MTSS Coordinator: Tim Conner
- System MTSS Director: Wade Burnette
- Interventionist: Georgianna McGuinty, Amanda Hilliard
- Counselor: Cody Greene
- Grad Coach: Susan Stubbs
- Admin: Chad Davis, Tim Conner, Jay Dailey
- SPED Teachers

High School

- School Level MTSS Coordinator: Tim Conner
- Interventionist: Georgianna McGuinty, Amanda Hilliard
- System MTSS Director: Wade Burnette
- Counselor: Cody Greene
- Grad Coach: Susan Stubbs
- Admin: Chad Davis, Tim Conner, Jay Dailey,
- Special Education Teachers of WCHS- Team Leader: Niesi Ashe

District Team

- HS/MS Level MTSS Coordinator/Admin: Tim Conner
- Elementary School Level MTSS Coordinator/Interventionist: Pamela Worthy
- System MTSS Director: Wade Burnette
- Counselor: Cody Greene
- Counselor: Kelley Hanner
- Grad Coach: Aleph Fore
- Special Education Director: Matthew Hall

Parents/Guardians shall be invited to participate in all meetings of their child's SST and in the development of interventions for their child.

Wilcox County District MTSS Process

Tier 1: Core Instructional Interventions

Focus: ALL students: Face to Face and Virtual

Grouping: Multiple and flexible grouping formats to meet student needs

Time: 60 minutes or more per day of instruction in reading and math

Progress Monitor: Universal screening administered 3 times per school year (BOY, MOY, EOY)

Intervene and Monitor: Minimum of 4-6 weeks

Interventionist: Classroom teacher

Setting: Regular education classroom/ Google Classroom

Tier 2: Early Intervening Services

Focus: Targeted students: Face to Face and Virtual

Grouping: Small groups of students who perform at the same ability/instructional level (preferred ratio: no larger than 1:6)

Time: Minimum of 15 minutes per day, 2-4 days per week in addition to core instruction

Intervention Tool: Reading- RAZ Kids (K-3) System 44/Read 180 (4-12); Math- Numeracy Project (K) Freckle Math (1-8)

Progress Monitor: Bi-weekly on target skill using designated probe

K-5 Reading: DIBELS and Teacher-created based on GRASP probes

K-5 Math: Georgia Numeracy benchmark assessments, Freckles assessment, and STAR

6-12: Reading – EasyCBM

6-12 Math – STAR and EasyCBM

Intervene and Monitor Minimum of 6 weeks

Interventionist: Classroom teacher or Paraprofessional

Setting: Regular education classroom/ Google Meets

Tier 3: Intensive Interventions

Focus: Targeted students: Face to Face and Virtual

Grouping: Small groups of students who perform at the same ability/instructional level (preferred ratio: no larger than 1:4)

Time: Minimum of 30 minutes per day, 3-4 days per week

Intervention Tool:

K-5 Reading- Fountas and Pinnell Leveled Literacy Intervention

K-5 Math- GA Numeracy Project (K-1), Freckly Math (2-5)

6-12 Reading- READ180/System 44

6-12 Math- Freckle Math and Math Numeracy

Progress Monitor: Weekly on-target skill using designated probe

Intervene and Monitor: Minimum of 9 weeks

Interventionist: MTSS Interventionists

Setting: Outside of the regular education classroom/ Google Meets



Student does not achieve minimum cut score on universal screener or other problems are detected. Consider Tier II placement.

Teacher completes Step 1 on the Tier 2 Documentation Form. At scheduled monthly meeting, the MTSS Team will review all data collected to identify the problem and prescribe the intervention needed to address the problem.

MTSS Coordinator/Interventionist records recommendation for placement on Tier II Documentation Form, creates student's MTSS folder, and sends home Parent Notification Letter. Once signed letter is returned, teacher schedules and begins Tier 2 intervention within five days.

Tier II

Is the intervention successful?

YES

NO

Teacher continues the intervention and progress monitoring.

Teacher may revise or modify the intervention OR incorporate an alternative intervention.

If teacher has intervened and monitored for a minimum of 6-9 weeks, and student is not progressing toward meeting the intervention goal, consider moving student from Tier II to Tier III.

OR

If the student is successful and the data suggests the student should return to Tier I: Teacher will notify MTSS Coordinator and request a Rate of Improvement Worksheet to complete. At the next monthly meeting, the team will analyze the data and complete the Exit Rubric to make an informed decision on whether or not the student should return to Tier 1.

To move a student from Tier II to Tier III: Teacher notifies MTSS Coordinator. MTSS Coordinator provides the teacher with Rate of Improvement Worksheet and Tier 3 Entrance Rubric (top portion only) to complete. Once completed, teacher returns the forms to MTSS Coordinator. MTSS Coordinator then completes Gap Analysis Worksheet and the remaining Tier 3 Entrance Rubric. MTSS Team will review the data at the next monthly meeting. Using the criteria on the Tier 3 Entrance Rubric, the Team will determine whether or not the student meets the requirements to move to Tier 3.

Tier III

Is the intervention successful?

YES

NO

MTSS Interventionist continues the intervention and progress monitoring until student meets the intervention

MTSS Interventionist may revise intervention plan.

If MTSS Interventionist has intervened and monitored for a minimum of 9-12 weeks, and student is not progressing toward meeting the intervention goal, consider moving student from Tier III to Tier IV.

OR

If the student is successful and the data suggests the student should return to Tier II or Tier I: MTSS Coordinator will complete Rate of Improvement Worksheet and share results with MTSS Team and student's parents. Together, the team will analyze the student's data, complete Exit Rubric, and make an informed decision on whether or not the student should return to Tier 1 or Tier 2.

To move a student from Tier III to Tier IV: MTSS Coordinator will complete Rate of Improvement Worksheet and present findings to MTSS/SST Committee.

All documentation and paperwork in student's MTSS folder will be given to System MTSS Coordinator for review. MTSS/SST Committee (including System MTSS Coordinator) will analyze student's data and make recommendations at scheduled meeting.

A Tier 3 interventionist and/or a classroom teacher will complete the Referral for Psychological Services.

System Level MTSS Coordinator will place MTSS folder documentation in a red notebook and submit to the Special Education Director.

If needed, Special Education Director will schedule a meeting with parents to further discuss the process.

Pre-K

Wilcox Pre-K has developed and implemented a set of procedures that identifies at-risk students that is slightly different from the other school. The process begins in the regular classroom during large and small group instruction. The teacher begins monitoring language activities involving vocabulary development and other concepts such as colors, shapes, and letter recognition for a minimum of 4 weeks. A parent conference is held in order to discuss concerns and share the progress monitoring results. At that time, the parent signs a Parental Consent to Screen. Any student that is to be screened must have a passed vision and hearing evaluation. The Brigance Preschool Developmental Screening is administered. Parents are informed of the results. If the screening results indicated that the student need Tier 2 interventions, the parents are sent a Parent Notification of Interventions letter, and they are asked to complete a Preschool Developmental History form.

Tier 1

The district is using DIBELS and/or Reading Inventory for K-5 reading and STAR and/or GKIDS math screeners for K-5 math. The 6-12 math screener is STAR, and the reading screener is the Reading Inventory. Universal screeners will be given three times a year K-12 (BOY, MOY, EOY): The district will follow administration of the universal screeners as designed by the individual programs.

- At least 80% of students (including subgroups) should respond and make adequate progress in Tier 1
- Tier 1 interventions across grade level or within classroom may be necessary if the majority of the students show lack of progress in a particular area.
- The MTSS teams, leadership teams, and professional learning communities at each school will review screener data and current students in tier 1 to determine appropriate next steps for struggling students or high achievers.

Teachers use evidence-based instructional strategies, high leveraged practices, and differentiated instruction to ensure all students can access and benefit from core programming. Teachers use multiple data points to adjust and implement Tier 1 data-based individualized interventions at the classroom level. Students in Tier 1 who do not adequately respond to the differentiated instruction will be identified, and the necessary documentation will be collected and analyzed by the MTSS teams for future next steps. Once students are enrolled in the MTSS Tiers of interventions, they will utilize technology-based, instructional materials and materials that align with state standards to improve skills and meet identified goals.

Tier 2

Tier 2 provides pre-planned interventions for students who are not successful in Tier 1. The interventions often include small group and computer based instruction. School-based intervention teams will work to monitor interventions and student progress.

- Students may already be in Tier 2 from the last school year. Each school at the end of the school year holds meetings inviting team members that will work with student the next school year. After the student starts the new school year, the team can determine if changes are needed.
- The first tier 2 meeting is designed to review information gathered in Tier 1 and to discuss the student's area(s) of strengths and weaknesses. The referring teacher will bring current grades, benchmark assessment (if appropriate), and/or work samples. The teacher will complete the Tier 2 Referral form MTSS-Tier 2.
- The following people may be involved: MTSS coordinator, teacher working with student, MTSS interventionist, and classroom teacher.

The team will design a plan for the student during the initial meeting. The tier 2 interventions will be provided to the student by different interventionists/computer programs depending on school. Tier 2 interventions take place during activity, recess, before or after school, or other appropriate scheduled times. Interventions are not scheduled during classroom instruction in the area the student is struggling. Tier 2 interventions are typically administered three times per week for 30 minutes each with weekly data collection point to monitor student progress. Tier 2 interventions should continue for at least six to nine weeks.

Parents are provided with ongoing progress monitoring data as needed. The Rate of Improvement worksheet and progress monitoring log are used for documentation.

Copies of monitoring data are collected in the red folder and reviewed periodically to analyze progress monitoring records and determine if the student should return to Tier 1 or continue Tier 2 interventions, or be referred to Tier 3. The teacher uses targeted small group activities at least 3 times per week and uses progress monitoring probes and/or assessments.

Tier 3

Tier 3 interventions are used when students are not responding to the current level of interventions. The MTSS team will meet to determine more individualized and intensive interventions. The MTSS is an interdisciplinary group that uses a systematic process to address learning and/or behavior problems of students in Wilcox County School K-12 as well as Wilcox Pre-K. Each school is required to have a MTSS team. The MTSS coordinator and school administrators at each school appoint MTSS members.

MTSS Tier 3 Referral Procedure

When a student is referred to Tier 3, the MTSS coordinator is notified to set up a meeting. The MTSS team convenes and has a meeting concerning the child and reviews all relevant information.

- Parents/guardians are invited to participate in all MTSS meetings and in the development of interventions for their child. The MTSS coordinator fills out the Parent Notification Letter. Meetings are typically set a week from date letter is sent home by the student. The MTSS coordinator hand delivers or places in boxes the Parent Notification Letter (in envelope) with Notice of Meeting sheet attached into each pertinent teacher. Emails to teachers may be sent also. If a time is not conducive for a teacher, the MTSS coordinator is to be notified immediately before the student takes home the parent letter. The teacher sends the notification letter home by student. The teacher is requested to do so on same day delivered to teacher. The teacher gives signed returned notices to MTSS coordinator. If the letter is checked NO for "Will not Attend," and an alternate date is not requested, the meeting proceeds as planned. If another time/date is requested, the MTSS coordinator attempt to accommodate as specifically possible. If notices are not returned, the meeting proceeds as planned. Some teachers opt to call parents beforehand to better ensure attendance. At that time, the MTSS coordinator calls.
- If the student continues to struggle in Tier 3, the MTSS team can refer the student for a full psychoeducational evaluation to be done by the school psychologist. As needed, documentation will be provided in compliance with current guidelines and requirements set forth by CCEIS and federal manuals.

- In some cases SST bypass is necessary for students that are displaying significant academic and/or behavioral concerns. The Special Education Director and/or School Psychologist must attend a meeting on each student that the school feels needs immediate consideration for evaluation. An SST bypass form must be completed by the Special Education Director and/or School Psychologist during the meeting. Tier 3 interventions will be conducted during the period of evaluation. The school's SST team will determine appropriate interim strategies, interventions, and modifications will be attempted for the student.

Direct Parent Referral:

A parent may request that their child bypass the MTSS process and be referred directly to Special Education for eligibility. The tiered intervention process is a problem-solving model that organizes school intervention services for students who are not meeting academic or behavioral expectations. This process also helps to identify which students respond favorably to the interventions and which students may need referral to special education. It should not be suggested to parents that they by-pass this valuable process. A Direct Parent referral is used only when parents feel that their child is disabled and requires special education services. This process does not circumvent the requirement of documentation of interventions implemented in the classroom and progress monitoring as a component of eligibility for special education, but does require that the evaluation/eligibility process begin and be completed within 60 days. Implementation of interventions and progress monitoring should occur during the 60-day evaluation period.

Procedures for Evaluations

FOR INITIAL REFERRAL:

Four ways an initial evaluation is referred:

- After the student has been in tier 3 and not responding to intensive interventions plans, the MTSS (Tier 3) team can refer a student for an initial evaluation.
- Parent request the evaluation. The MTSS team will meet with parent to discuss MTSS process. If the parents want the evaluation prior to the MTSS process, the system will complete the evaluation per parent request. Refer to the Special Education Procedures for Parentally Requested Evaluations.
- The student is in immediate need of special education services in which a MTSS bypass form is completed. Special Education Director or School Psychologist **MUST APPROVE BYPASS.**
- If a private evaluation has been done and the team needs further information, the

school psychologist should be notified if a private evaluation has been completed. A meeting will be held with parents, teachers, and school psychologists to go over report and discuss further evaluation if necessary.

- In order for the referral process to begin, a meeting should take place through MTSS (Tier 3) team. The school psychologist should be notified to attend the meeting. Other related services ex. speech pathologist, lead special education teacher, etc. should be invited to that meeting. If the lead special education teacher is not able to attend the MTSS (Tier 3) coordinator will make contact with the lead special education teacher. An Initial referral packet from the school psychologist must be completed by teachers and sent to Special Education office from the MTSS coordinator.

MTSS Initial Referral Packet (SpEd):

Please refer to Wilcox County's Special Education Manual for more explicit policies and procedures. Anything within the Special Education Manual supersedes any of the following procedures.

Initial Referral Packet (PK-12):

- Hearing and vision screening reports (must be current - within one year).
- Initial Referral for Psychological Services OR Pre-Kindergarten Referral for evaluation to be completed by Referring Teacher
- Completed Social History form OR Preschool Developmental History Form to be completed by Parent (Teacher is responsible for making sure parents receive and complete)
- Current discipline report (PowerSchool, teacher behavior logs, etc.)
- Tier 2 Documentation of Interventions (with analyzed progress monitoring data)
- Tier 3 / MTSS documentation of strategies and results (with analyzed progress monitoring data)
- Permanent record grades and results of state-wide assessments (Milestones, EOCT, etc.)

**For children that are completing the Babies Can't Wait program or do not attend school the school psychologist will send packet to special needs preschool teacher. The packet includes a letter which addresses what the school needs to evaluate the student and Preschool Developmental History form. Once the packet has been received by the special education office, the school psychologist will be notified of the packet. The school psychologist will review the packet for completion. If the packet is complete, the school psychologist will send the consent to evaluate to the homeroom teacher. The consent will have attached copies of parent's rights and descriptions of types of tests. (These documents will be sent in the parent's native language). Consent MUST be sent to special education office as soon as the homeroom teacher receives the signed consent from parent. If the parent does not sign consent, the homeroom teacher will after a few days follow up with a phone call, not in agenda, email, or other methods of communication. If the consent has not been sent to school psychologist after 8 school days the school psychologist will email homeroom teacher. School psychologist may need to call parent to discuss consent after response from teacher.

- If the parent refuses consent from a student attending public school, the school may go through the consent override process with mediation and impartial due process hearing procedures.
- If the student is a ward of the State and is not residing with the child's parent, the school is not required to obtain information consent from the parent.
- After reasonable efforts the school cannot discover the whereabouts of the parent
- The rights of the parents have been terminated in accordance with State law
- The rights of the parents to make educational decisions have been subrogated by a judge.

Parental Consent is NOT required before :

- Review of existing data
- Administering a test or other evaluation that is administered to all students
- The screening of a student by a teacher or specialist to determine instructional strategies

Timeline for evaluation:

Once the Special Education Office receives the consent, the school psychologist has 60 days to complete the evaluation and an eligibility meeting held. When students are on holidays or

other circumstances when the students are not in school for 5 days, those days including weekend days before and after the holiday period do not count in the 60 day timeline. Summer vacation period is not included in the 60 day timeline unless the consent was received 30 days or more prior to the end of the school year.

Students referred by BCW, who turn three during the summer period or other holiday periods must have an eligibility meeting and IEP in play by the third birthday.

Timeline does not apply when:

- The parent of the student repeatedly fails or refuses to produce the student for evaluation
- A student enrolls in Wilcox county school into another school prior to determination.
- The exception to transfer students is if the current school the student attends is making sufficient progress to ensure prompt completion of the evaluation and the parent and current school have agreed to a specific time when the evaluation will be completed.
- If the students has extenuating circumstances such as illness, unusual evaluation needs, or revocation of parent's consent the LEA need to document exceptions.
- If the parent refuses consent from a student attending public school the school may go through the consent override process with mediation and impartial due process hearing procedures.
- If the student is a ward of the State and is not residing with the child's parent, the school is not required to obtain information consent from the parent.
- After reasonable efforts the school cannot discover the whereabouts of the parent
- The rights of the parents have been terminated in accordance with State law
- The rights of the parents to make educational decisions have been subrogated by a judge.

Parental Consent is NOT required before

- Review of existing data
- Administering a test or other evaluation that is administered to all students
- The screening of a student by a teacher or specialist to determine instructional strategies

After consent is returned, evaluation process is started.

The special education office notifies the school psychologist that consent has been received. The school psychologist notifies the other therapist if necessary to conduct evaluation in their area.

- A comprehensive evaluation will be conducted involving the school psychologist, speech language pathologist, occupational therapist physical therapist, and/or other trained specialists. Evaluation must address all areas related to suspected disability including (hearing and vision, if appropriate, health, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- A variety of evaluation tools and strategies will be used to gather relevant academic, functional, and developmental information about the student including information from parent. The evaluators will not use any single procedures as the only criterion for determining whether a student is a student with a disability or for determining an appropriate educational program
- Technically sound instruments will be selected that assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- Evaluation materials are selected and administered so as not to be discriminatory on a racial or cultural basis.
- Evaluation materials are provided in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows. The evaluation material are valid and reliable as administered by trained and knowledge personnel as well as administered in accordance with the instructions of the assessments.
- The student will be assessed in all areas related to the suspected disability.
- Evaluation materials are used to provide relevant information that directly assesses persons in determining educational needs of the student. Evaluation materials include those tailored to assess specific areas of educational need and not merely those which

are designed to provide single general intelligence quotient.

- Evaluation material when administered to a student with impaired sensory, manual or speckling skills will accurately reflect the student's aptitude or achievement level.
- If the evaluation is not conducted under standard condition, a description of the conditions will be included in the evaluation report.
- The student will have a sufficient comprehensive evaluation.
- Students that transfer from one system to another in the same school year will coordinate the student's prior information to ensure prompt completion of full evaluations.
- If the student is being evaluated because of learning and/or behavior problems, the responsibility is on the multidisciplinary evaluation team. A qualified psychological examiner is required to complete a psychological or clinical evaluation.
- The person conducting the initial evaluation results used for consideration of eligibility for special education if not provided by a school psychologist with a valid S-5 or higher can be:
 - a psychologist licensed by the Georgia Board of Examiners of Psychologists
 - A full-time graduate student in an approved, properly supervised school psychology or child clinical psychology training program internship/practicum, who has a minimum of one year of approved appropriate graduate training.
 - A Georgia Merit System employee who has a classification rating of psychologist, senior psychologist, or psychology program specialist.

During the evaluation process if appropriate must be reviewed by parent and other qualified professional including.

- Evaluations and information provided by the parents of the student
- Current classroom-based, local, or State assessments and classroom-based observations
- Observations by teachers and related services providers

On the basis of that review and input from the student's parent identify what additional data is needed to determine:

- Whether the student continues to have a disability and educational needs in the case of a re- evaluation or the students has a disability.
- The present levels of academic achievement and related developmental needs of the student.
- Whether the student needs special education and related services, or for a student with a revelation continues to need special education and related services
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general curriculum.
- The parent and other qualified professional may conduct its review without a meeting.
- The LEA must administer such assessments and other reevaluation measures as may be needed to produce the data identified.

Requirements if additional data are not needed:

- If the IEP team and other qualified professional, as appropriate, determine that no additional data are needed to determine whether the students continues to be a student with a disability and to determine the student's needs.
- The student's parent must be notified of that determination and the reason for it. The parents must be notified of the right to request an evaluation to determine whether the student continues to be a student with a disability.
- Is not required to conduct such an evaluation to determine whether the student continues to be a student with a disability unless requested by the students' parent.
- Evaluation before change in eligibility. The LEA must evaluate a student with a disability before determining that the student is no longer a student with a disability.
- The evaluation is not required before termination of a student's disability due to graduation from high school with a regular education diploma, or due to exceeding the age eligibility for FAPE.
- However, the LEA must provide the student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's post-secondary goals.

Determination of Eligibility

Once evaluation is completed, an eligibility meeting is held to determine if the student meets eligibility for special education services, referral for a 504 plan, or continue in Tier 3. The Eligibility team will consist of qualified professionals and parents of the students. They will determine whether the student is a student with a disability and also consider the educational needs of the students. The school psychologist will provide a copy of the evaluation report and documentation of the determination of eligibility at no cost to the parents. In making a determination of eligibility, a student must not be determined to be a student with a disability if the determinant factor for that eligibility is lack of appropriate instruction in reading, math, writing, or limited English proficiency, and if the student does not otherwise meet the program area eligibility criteria for the a student with a disability,.

Procedures for determining eligibility and educational need:

When interpreting evaluation data for the purpose of determining is a student is a student with a disability and the education needs of the student, each LEA must:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior.
- Ensure that information obtained from all these sources is documented and carefully considered.

The Wilcox County special education department provides services and supports for students with disabilities to provide a challenging educational program designed to meet their unique learning needs. Services are developed in an individual education plan (IEP) designed to increase the academic performance and enable students for post-secondary education, employment, and independent living. Services are provided along a continuum ranging from least restrictive to most restrictive aligned to the needs of the students. While a continuum of services is available, the goal is always to educate students with their general education peers as much as possible. Approximately half of Wilcox County students with disabilities are taught in a general education setting with monitoring or inclusion support for at least 80% of the day. Targeted areas for services and supports include academic and social growth, accessible instructional materials, assistive technology, curriculum access and alignment, dropout prevention, least restrictive environment, specifically designed instructional strategies, positive behavior supports, and transition. Students' educational plans are reviewed annually to determine progress and develop continued plans for growth. Each student with an IEP is assigned a special education teacher to serve as case manager. Case managers work diligently to know each student's strengths and weaknesses so that they can build on the strengths in order to improve the weaknesses. Case managers also collaborate with general education teachers of students that spend any portion of the day in a general education setting. Wilcox County special education and regular education teachers are committed to doing whatever it takes to make a difference and help students succeed.

BEHAVIOR INTERVENTIONS

WILCOX COUNTY SCHOOL SYSTEM

Satchel Pulse and Check and Connect will be utilized for behavior screeners and progress monitoring. In addition to using Satchel Pulse and Check and Connect, Wilcox County Schools will:

TIER 1

Teach and encourage positive behavior

Teachers will post rules and encourage good behavior at all times.

Proactive Discipline

Teacher will counsel with students when a discipline action occurs

Parent Engagement

Letters will be sent home to notify parents of positive behavior and students attend a party for the positive behavior

Monitoring of Discipline Data

Teachers monitor the discipline notes and discuss in collaborative meetings.

Tier 2

Peer-Based support

Students are paired with other students that have positive behavior

Dot to Dot

Teachers of lower grades use this system. This is a visual across the board that allows students to know where they are at all times.

Red, Yellow, and Green

This is a system used for students to be made aware of their behavior. If the student breaks a rule, a yellow sign will be put beside his/her name. If the behavior continues, the red sign is used.

Daily Agenda Check with parents

Teacher and parents have an agreement that the teacher will write negative and positive behavior in agenda and parents will sign the agenda either weekly or daily.

Class DoJo

This is a internet-based product that teachers and parents can communicate the entire day. At any time, the parents can log in to see his/her child's positive OR negative behavior.

Counselor meeting

Students will meet with counselor at least once a week and discuss behavior.

Tier 3

Weekly report card for lower grades

A weekly report card is provided to parents notifying them of student behavior both positive and negative

Check-in Check-out (Intervention Central)

Using interventioncentral.com, the Tier 3 support will provide the teachers with a checklist that is specific to the negative behavior. Student will check in and take home to parents.

Gap Analysis Worksheet

Student Name: _____

Date: _____

Grade: _____

Current Tier: _____

Assessment Used:	
Student's current performance:	
Student's current rate of improvement (ROI):	
Current benchmark expectation:	
End of year benchmark expectation:	
Number of weeks left in the school year:	

Step 1: Determine Gap

$\frac{\text{Current benchmark Expectation}}{\text{Current performance}} = \text{Current Gap}$	Is Gap Significant? <input type="checkbox"/> Yes <input type="checkbox"/> No (Anything above 2.0 is considered significant.)
--	--

Step 2: Gap Analysis

$\text{End of year benchmark} - \text{Current performance} = \text{Difference}$ (What is needed to catch up.)

$\frac{\text{Difference}}{\text{Weeks left in the year}} = \text{Rate of Improvement Needed}$	Is this reasonable*? <input type="checkbox"/> Yes <input type="checkbox"/> No
OR	
$\frac{\text{Difference}}{\text{Student's Current ROI}} = \text{Number of weeks to meet goal}$	

*A reasonable ROI is one which is no more than twice the ROI of typical peers.

Step 3: Conclusion: Is closing the gap realistic for this student?

Name of person completing worksheet

Wilcox County MTSS Checklist Tier 3

For all Evaluations:

- _____ Referral form completed
- _____ Consent to Evaluate signed and dated (must have this date)
- _____ Hearing/Vision passed
- _____ Developmental History completed by parent
- _____ BASC III completed by parents and teachers
- _____ Classroom Observations
- _____ Work Samples (Work samples in the areas that the student is struggling MUST be provided. This is a required section in the eligibility)

For Initials:

- _____ MTSS data
- _____ If behavior is suspected, complete a BDIS II (parent and teacher)**
- _____ If ID is suspected, complete an ABAS III (parent and teacher) as well as an informal adaptive form/observation **
- _____ If EBD is suspected, complete a BDIS II (parent and teacher)**
- _____ If OHI is suspected because of a medical diagnosis that is impacting their success in the classroom, I will need medical documentation)

For Re-evals:

- _____ Progress information and data on goals/objectives
- _____ Copy of previous psychological report
- _____ Copy of previous eligibility report
- _____ If student is EBD, complete a BDIS II (parent and teacher)**
- _____ If student is OHI because of a medical diagnosis that is impacting their success in the classroom, we need medical documentation)
- _____ If student is ID, complete an ABAS III (parent and teacher) as well as an informal adaptive form/observation**

**The BASC III, BDIS II, and ABAS III is located within the MTSS School Coordinator's office.

1358 Hwy 215 South
Rochelle, Ga. 31079

Telephone (229)365-7231
Fax (229)365-7461

Dear Parents/Guardians of _____,

Wilcox County Schools believe in providing the highest quality of education for every student. To meet this goal, we use a three-tiered approach to instruction. This process, known nationally as Response to Intervention or MTSS, gained attention when federal law established these practices as an approach to identify and provide early intervention to struggling students. Each tier provides additional support beyond the core curriculum. Students needing supplemental instruction/intervention are monitored frequently to ensure students meet grade level expectations. Students continue to participate in the regular curriculum even if they need the support of tier two or tier three interventions.

In tier one, teachers use different strategies within the core curriculum to address student needs. Students who are not progressing at a rate to meet end of year benchmarks in tier one, are provided interventions matched to their needs. These tier two interventions take place in a small group for 15-20 minutes per day, 2-4 days a week. Students' progress will be monitored bi-weekly. Interventions occur for a minimum of six weeks, but may continue as needed to ensure student success. The MTSS support team may make adjustments in the intervention plan based on the student's progress. Depending on student need and progress, the team may change the intervention or increase the frequency, time, or intensity of the intervention. This more intense level is considered tier three. Students provided with tier three interventions are placed in smaller groups than tier two, and the number of minutes increase to 30-40 per day, 3-4 days per week. Monitoring student's progress is done weekly.

Wilcox County Schools recognize that all students learn differently, and we are committed to helping all students succeed. We use a school-wide screening tool for reading and math, which is administered to all students three times a year during the school year. This screening is used to identify the students who are at or above benchmarks and students who will need additional instruction to meet grade level expectations. Your child has been selected through the school-wide screening procedure to participate in the MTSS process and receive interventions in the area of _____. As always, do not hesitate to contact me or your child's teacher if you have any questions or concerns.

Thank you for your support.

Please sign below indicating that you have read and understand the above letter, and return it to your child's teacher. At your request, we will gladly send home a copy.

(Signature of parent/guardian)

(Date)

Wilcox County Schools
Reading/Language Arts and/or Math
Multi-Tiered System of Support (MTSS)
MTSS Exit Letter

Date: _____

Dear Parent(s)/Guardian,

Your Child, _____ is receiving additional reading or math interventions. During this intervention period, your child has been receiving small group, systematic intervention(s) in reading or math, or both. Your child has been progress monitored every week or bi-weekly using assessments that are specific to the intervention being used. The MTSS Team reviews you child's Universal Screening Data in reading and math, grades, Milestone Data, and teacher recommendation each semester. Based on progress measurements, we believe your child is making good progress and we plan to discontinue the additional intervention(s). Your child will exit the MTSS process and/or classes on _____.

Wilcox County students who struggle in any subject may become discouraged. We will continue to encourage your child to be at school every day, give his/her best effort and ask questions when he/she does not understand. Please continue to do the same at home. Your belief in your child's ability to improve is of great importance to him/her.

As the school staff, we are pleased to have this opportunity to provide your child with any needed assistance. If you have additional questions or concerns, please contact the school's MTSS coordinator.

Respectfully,

Please sign, date, and return. Thank you for all that you do.

Signature: _____

Date: _____

Wilcox County Schools
 Wilcox County Schools
 Reading/Language Arts and/or Math
 Multi-Tiered System of Support (MTSS)
 Parent Notice of MTSS Meeting Letter

Date _____

Dear Parent/Guardian of: _____:

Your child has been participating in our school's Response to Intervention (MTSS) process. We have scheduled a MTSS meeting to be held on _____ at _____ am/pm. The meeting will be held at Wilcox County Pre-K-12 School. The purpose of this meeting will be to review all relevant information about your child and to develop appropriate strategies and modifications to assist him/her in order to be successful in the classroom. You play an important role in the success of your child and the school welcomes any input you may have. We hope you will agree to join us for this important meeting.

The following people have been invited to attend the meeting:

Name	Title
_____	_____
_____	_____
_____	_____
_____	_____

If you would like more information about this meeting or would like the meeting date and/or time changed, please call me at 229-365-7231, or contact your child's teacher.

Sincerely,

Please check below, and return this form to your child's teacher.

_____ I will attend this meeting.

_____ I will not be attending this meeting and understand that I may request a copy of the minutes from the meeting that detail the committee recommendations.

Signed: _____ Date: _____

(Parent/Guardian)

Wilcox County Schools
Reading/Language Arts and/or Math
Multi-Tiered System of Support (MTSS)
Parent Letter - MTSS Tier 2 to 3

Student _____

Date _____

Dear Parent,

Each semester, every student is given a universal screening assessment to determine his/her reading or math abilities. Your child's scores show that he/she continues to struggle with reading or math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although your child has been receiving additional reading or math instruction in Tier II, he/she has still not shown enough improvement. Your child will now be receiving an additional class time in Tier III interventions in reading or math. This Tier III intervention will be done in very small groups with trained personnel using researched based materials. Your child's progress will be continued to monitored. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to provide opportunities for your child to read at home daily and practice math skills. Be sure to encourage your child to do his/her best and let them know you believe in his/her ability to improve. If you have questions or would like more information, please contact your child's teacher or the school's MTSS Coordinator.

Sincerely,

MTSS Team Member

Parent Signature _____

Date _____

Rate of Improvement (ROI) Worksheet

Student Name: _____

Current Tier: _____

Grade: _____

Date: _____

Assessment Used:	
Student's score on first probe administered:	
Student's score on last probe administered:	
Fall benchmark expectation:	
Spring benchmark expectation:	

Step 1: Determine Typical ROI

_____	-	_____	/	_____	=	_____
Spring benchmark expectation		Fall benchmark expectation		36 Number of weeks		Typical ROI (slope)

Step 2: Determine Student ROI

_____	-	_____	/	_____	=	_____
Score on last probe administered		Score on first probe administered		Number of weeks		Student ROI (slope)

Step 3: Compare Student ROI to Typical ROI	Is Student's ROI < Aggressive/Reasonable ROI?
_____ x _____ = _____ Typical ROI 2 Aggressive ROI	<input type="checkbox"/> Yes <input type="checkbox"/> No
OR	
_____ x _____ = _____ Typical ROI 1.5 Reasonable ROI	

If the team answers "yes", consider a change in intervention:

- Increasing frequency of intervention sessions
- Changing intervention
- Changing time of day intervention is delivered

Increasing intensity (Tier) of intervention

WILCOX COUNTY MTSS STUDENT DATA RECORD

Name: _____ Date: _____

Teacher(s): _____ Grade: _____ D.O.B. _____

Has student been retained/placed?: _____ If so what grade? _____

Discipline History (attach discipline record if needed)		
Date	Grade	# of referrals

Attendance History			
Date	Grade	Total Absences	Total Tardies

Writing Assessments		
Year	Grade	Results

MTSS Tiers		
Year	Grade	Tier

Screener Data				
MATH				
Grade	Test Name	Fall	Winter	Spring
READING				
Grade	Test Name	Fall	Winter	Spring

Screener Data				
MATH				
Grade	Test Name	Fall	Winter	Spring
READING				
Grade	Test Name	Fall	Winter	Spring

Vision/Hearing	Date	Results	Wears Corrective?	
Hearing Screener			Yes	No
Vision Screener			Yes	No

Does the student currently receive ESO? Yes No

MTSS Status: Active Exited

Signature _____ Date: _____

Indicate the major concern(s) prompting request:

Academic ____ (If academic, circle all that apply: Reading, Math, Writing, Other: _____) **Behavior** ____
Speech ____

What reason(s) is/are this student being referred for intervention (be specific to subject area, behaviors and/or learning deficits)?

Additional information: include school or parental concerns, existing medical conditions not addressed above.

Additional Notes:

Signature of Administrator _____

Date _____

MTSS Status: _____

Checklist for Tier 2 Entrance Procedures

1. ____ Student has received differentiated instruction at Tier 1 for at least 4-6 weeks. Student is not meeting minimum cut score on universal screener and/or teacher still has concerns about student's progress towards benchmarks.
2. ____ Teacher notifies school coordinator through email. Teacher will be given Tier 2 Documentation Form to complete Step 1 of the form before the next monthly grade level meeting.
3. ____ Grade Level MTSS Team reviews the data listed on Step 1 of the Tier 2 Documentation Form to identify the problem. Team determines and prescribes the intervention needed to address the problem and completes Step 2 of the Tier 2 Documentation Form.
4. ____ School Coordinator creates student's red folder and sends home Parent Notification Letter. Once signed letter is returned to School Coordinator, student's MTSS red folder will be delivered to referring teacher.
5. ____ Teacher schedules and begins interventions within 5 days of receiving the student's MTSS folder.

Checklist for Tier 2 Exit Procedures

1. ____ If the teacher determines the student has made adequate progress toward meeting or is meeting benchmark expectations, teacher will request a Rate of Improvement Worksheet from School Coordinator. Once completed, teacher will submit worksheet and student's red folder to School Coordinator. This should be done at least 3 days before next monthly grade level meeting.
2. ____ At next monthly grade level meeting, the Grade Level MTSS Team will review all student data including Progress Monitoring Log, student work samples, and Rate of Improvement Worksheet.
3. ____ The Grade Level MTSS
4. Team will utilize the data to complete Response to Intervention Exit Tier Rubric and make an informed decision on whether or not to exit the student from the tier.

Checklist for Tier 3 Entrance Procedures

1. ____ Student has received Tier 2 interventions for a minimum of 6 weeks.
2. ____ Teacher has implemented Tier 2 interventions consistently and with fidelity and has completed all necessary Tier 2 paperwork.
3. ____ Teacher notifies School Coordinator through email at least one week prior to next monthly grade level meeting.
4. ____ After being notified, School Coordinator will give the teacher the following forms to complete: Response to Intervention Tier 3 Entrance Rubric (top portion only) and the Rate of Improvement Worksheet.
5. ____ Teacher will return the forms to School Coordinator, and she will complete Gap Analysis Worksheet and the bottom portion of Tier 3 Entrance Rubric.
6. ____ Grade Level MTSS Team will review the data at the next monthly grade level meeting. Using the criteria on the Response to Intervention Tier 3 Entrance Rubric, the team will determine if the student qualifies for Tier 3 services. If so, the student's folder is then given to School Coordinator.

Wilcox County Schools
Response to Intervention Tier 2 Documentation Form
Reading or Math

Student Name: _____ Date: _____ Current Grade: _____

Step 1: Data Collection

Referring Teacher: _____

Current Performance:

Subject:	1 st 9-weeks avg.:	2 nd 9-weeks avg.:	3 rd 9-weeks avg.:	4 th 9-weeks avg.:
----------	-------------------------------	-------------------------------	-------------------------------	-------------------------------

Comments about current and past performance; has the student been retained? If so, what grade?

Testing Data:

BOY

MOY

EOY

Test Name	Student's Score	Cut Score	Student's Score	Cut Score	Student's Score	Cut Score

Step 2: Intervention Plan

Problem Targeted for Tier 2 intervention:

Reading Fluency Reading Comprehension Math Fluency Math Application

Specific Skill Deficit(s) in Problem Area: _____

Intervention Goal(s): _____

WHO will perform the intervention: _____

WHAT is the intervention assigned: _____

WHEN will the intervention begin: _____

**Response to Intervention Tier 2 Documentation Form
Reading or Math**

Step 3: Implement Intervention and Meet to Discuss Student Progress

Meeting Date:	Discussion:
Results from Meeting:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Signatures of committee members present:

<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
-------------------------	-------------------------

Meeting Date:	Discussion:
Results from Meeting:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Signatures of committee members present:

<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
-------------------------	-------------------------

Response to Intervention Tier 2 Documentation Form
Reading or Math

Student Name: _____ Current Grade: _____

<p>Meeting Date: _____</p> <p>Results from Meeting:</p>	<p>Discussion:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	--

Signatures of committee members present:

_____	_____
_____	_____
_____	_____
_____	_____

Wilcox County Schools
MTSS Tier 3 Documentation Form
Reading or Math

Student Name: _____ Date: _____ Current Grade: _____

Step 1: Data Collection

Referring Teacher: _____

Has the student been retained? _____ If so, what grade? _____

Does the student wear glasses _____, wear hearing aids _____, or have a medical condition? Explain

Vision Screening Date: _____

Results: _____

Hearing Screening Date: _____

Results: _____

Current Performance: (Attach a copy of current grades)

Subject:	1 st 9-weeks avg.:	2 nd 9-weeks avg.:	3 rd 9-weeks avg.:	4 th 9-weeks avg.:
----------	-------------------------------	-------------------------------	-------------------------------	-------------------------------

Universal Screening Data:

*List data that pertains to targeted skill(s).

BOY

MOY

EOY

	BOY	MOY	EOY

Step 2: Intervention Plan

Problem Targeted for Tier 3 intervention:

Reading Fluency

Reading Comprehension

Math Fluency

Math Application

Other: _____

Specific Skill Deficit in Problem Area: _____

Intervention Goal: _____

WHO will perform the intervention: _____

WHAT is the intervention assigned: _____

WHEN will the intervention begin: _____

Step 3 on the reverse of this page...

MTSS Tier 3 Documentation Form
Reading or Math
Page 2

Step 3: Implement Intervention and Meet to Discuss Progress

Meeting Date:	Discussion:
Results from Meeting:	

Signatures and Titles of Committee Members Present:

_____	_____
_____	_____
_____	_____
_____	_____

Meeting Date:	Discussion:
Results from Meeting:	

Signatures and Titles of Committee Members Present:

_____	_____
_____	_____
_____	_____
_____	_____