CATOOSA COUNTY ★ PUBLIC SCHOOLS

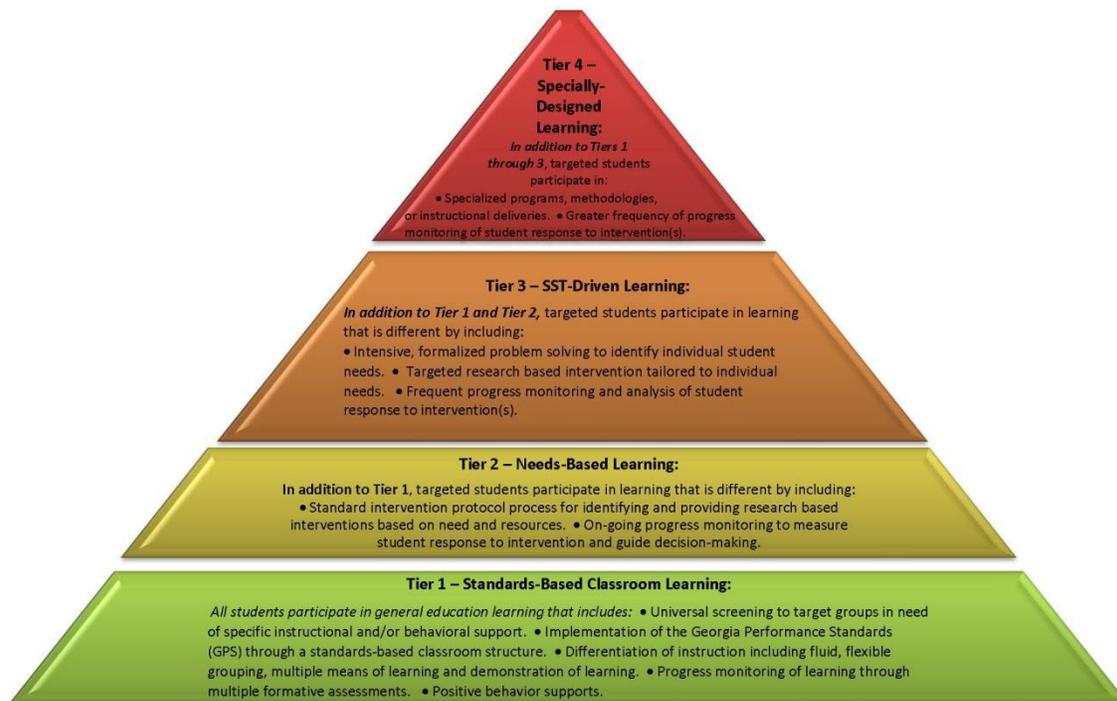*Learning today... Succeeding tomorrow*

Response to Intervention

Student Support Team

(RTI/SST)

Handbook

Response to Intervention
The Georgia Student Achievement Pyramid of Interventions

Tier 4 – Specially-Designed Learning:
In addition to Tiers 1 through 3, targeted students participate in:
• Specialized programs, methodologies, or instructional deliveries. • Greater frequency of progress monitoring of student response to intervention(s).

Tier 3 – SST-Driven Learning:
In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:
• Intensive, formalized problem solving to identify individual student needs. • Targeted research based intervention tailored to individual needs. • Frequent progress monitoring and analysis of student response to intervention(s).

Tier 2 – Needs-Based Learning:
In addition to Tier 1, targeted students participate in learning that is different by including:
• Standard intervention protocol process for identifying and providing research based interventions based on need and resources. • On-going progress monitoring to measure student response to intervention and guide decision-making.

Tier 1 – Standards-Based Classroom Learning:
All students participate in general education learning that includes: • Universal screening to target groups in need of specific instructional and/or behavioral support. • Implementation of the Georgia Performance Standards (GPS) through a standards-based classroom structure. • Differentiation of instruction including fluid, flexible grouping, multiple means of learning and demonstration of learning. • Progress monitoring of learning through multiple formative assessments. • Positive behavior supports.

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
October 2011
All Rights Reserved

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Response to Intervention

Table of Contents

	Description	Page
Chapter 1	RTI Definition and Responsibilities	4
Chapter 2	Essential Elements	8
Chapter 3	Implementation	15
Chapter 4	Forms	20

Introduction

This manual provides Catoosa County Public Schools with guidelines for implementing the RTI process. The Catoosa County School District (CCPS) views the RTI process as an opportunity for educators to collaborate in the provision of quality standards-based instruction and early intervention supports at the first signs of student need. CCPS is committed to providing support for mastery of the academic and behavior skills necessary to ensure that each student demonstrates strength of character and is college or career ready. This manual is written to assist administrators, teachers, school psychologists, social workers, and other educational professionals during the implementation of the RTI process.

RTI is an evolving process. The intent of this manual is to provide guidelines and samples for assessment and intervention processes, forms, data collection methods, and tier models of interventions. It is recognized that there are varying degrees of familiarity and/or implementation of the RTI process. To ensure consistency throughout the District, it is important for all schools to review this manual which include necessary components of the RTI process, especially data-driven decision making and the use of research and evidence-based interventions.

Questions should be referred to Gina Haynes, Improvement Specialist at 706-965-6067 or email at ghaynes@catoosa.k12.ga.us and/or Becky Conner, Director of Special Education at 706-965-4057 or email at bconner@catoosa.k12.ga.us. The CCPS RTI Team credits the State of Georgia RTI Guidance Document for technical assistance in developing this manual. In addition, credit is given for information adapted from Solution Tree resources.

Chapter 1

Definition of RTI

Response to Intervention (**RTI**) is the process of teachers changing their instruction based on how well the students have responded to it. **RTI** has become the national model for successfully reaching students when they are just beginning to fall behind expected grade-level benchmarks and providing appropriate

supports and interventions at increasing levels of intensity. Georgia's four-tier **RTI** model is used to identify and address students' academic and/or behavior needs.

The State of Georgia requires a **Student Support Team** (**SST**) in every public school since 1984 to provide a problem-solving team/process to prevent inappropriate referrals to special education and to prevent unnecessary removal of students from general education, especially Georgia's minority students, in disproportionate numbers. The SST team provides support for students and teachers through a collaborative approach. **SST** is now part of the four tiers of support in Georgia referred to as the Georgia Pyramid of Interventions. The State of Georgia increased its focus on providing high quality research-based instruction, interventions, and data-driven practices to help all students succeed in the general education curriculum.

What Is It?

RTI is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. **RTI** is at the core of school improvement to make sure we reach **ALL** students, especially those whose academic skills or behaviors are not up to expectations. **RTI** is a level of expectation that the educational needs of every student are **the work AND the responsibility** of **ALL** staff members. The **RTI** process is the framework to address those needs. Students requiring interventions to meet individual learning expectations **WILL** receive support through a systematic and purposeful process.

The CCPS RTI process includes the following key components:

- The school wide teams and teacher teams in each school serve as the driving force for instructional decision-making in the building. (See Taking Action: A Handbook for RTI at Work for clarification of teams.)
- A variety of ongoing assessment data is used to determine which students are not meeting success academically and/or behaviorally.
- Purposeful allocation of instructional resources is based on student assessment data.
- A four-tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms.
- High quality, evidence-based instruction as the core of classroom pedagogy.
- Evidence-based interventions of increasing levels of intensity based on progress monitoring.

Why Do It?

CCPS believes that response to intervention is the best HOPE to provide every child with the additional time and support needed to learn at high levels. WE will not delay providing help for struggling students until they fall far enough behind to qualify for special education. It is our moral responsibility to provide a quality education to 'Every Child, Every Day, without Exception."

RTI is an evidence-based approach to early intervention for students struggling with learning and/or behavior in general and special education settings. Its core principles are that at Tier 1 evidence-based instruction is provided with fidelity, student progress is monitored frequently, students' responsiveness to intervention is evaluated, and instruction is adapted as needed (National Association of State Directors of Special Education, 2005; Vaughn & Fuchs, 2003). Both federal legislation and state initiatives have endorsed the effectiveness of **RTI**.

- **RTI** emphasizes
  - Integration of program areas
  - Use of evidence-based instruction with progress monitoring data because they have consistently improved educational outcomes in achievement, behavior, and graduation rates.
  - Focusing more on the instructional needs of students—meeting students where they are—with the goal of basing instructional decisions on how students are progressing.

What Does This Mean For Special Education?

RTI addresses **NCLB** and **IDEA 2004** mandates, concerns about traditional special education identification procedures, the disproportionate representation of minorities in special education, the integration of general and special education, and the delivery of evidence-based programs to students.

- **RTI** may help to reduce the disproportionate representation of minorities in Special Education.
  - Disproportionality is a serious concern in the state and Georgia is under consent decrees requiring the elimination of this disproportionality.
  - **RTI** has reduced disproportionality for African American students (Marsten, Muyskens, Lau, & Cantor, 2003).
  - **RTI** produced a significant increase in the rate of response of minority students to early intervention instruction (VanDerHeyden & Witt, 2005).
- **RTI** has been discussed in the literature as an alternative method to the traditional IQ-achievement discrepancy model for identifying and intervening with students' learning problems or disabilities.
  - The "**wait to fail**" approach is considered by many to work against early intervention.
  - Delaying the identification of **SLD** until a child falls below a predicted level of performance can result in at least two years of academic failure (Donovan & Cross, 2002).
- **IDEA 2004** promotes instructional practice and decision-making designed to ensure that inadequate instruction or cultural bias do not lead to the academic or behavioral mis-identification of minority students in Special Education.

What Does This Mean for 504?

Section 504 of the Rehabilitation Act of 1973 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (**ED**). The **Section 504** regulations, developed by the Chicago Office of the Office for Civil Rights (**OCR**), require a school district to provide a "free and appropriate public education" (**FAPE**) to each qualified student who is within the school district's jurisdiction, regardless of the nature or severity of the disability. An appropriate education for a student with a disability under **Section 504** could consist of education in the regular education classrooms, education in the regular education classes with supplementary services, and/or special education and related services. A "qualified student" is:

- Of an age at which students without disabilities are provided elementary or secondary educational education services.
- Of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities
- A student to whom a state is required to provide a free and appropriate education (**FAPE**) under the Individuals with Disabilities Education Act (**IDEA**).

Under **Section 504**, **FAPE** consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. To be protected under **Section 504**, a student must be determined to:

- Have a physical or mental impairment that substantially limits one or more major life activities.
- Have a record of such impairment.
- Be regarded as having such impairment.

A school is out of compliance when it is violating any provision of the Section 504 statute or regulations (www2.ed.gov/about/offices/list/ocr/504faq.html).

Responsibilities of Personnel

> **District Level**
>   - Establish/develop policy and procedure at district level
>   - Provide philosophical and instructional leadership support
>   - Help obtain and commit resources for screening, assessment, and interventions
>   - Provide technical assistance and troubleshooting
>   - Provide professional development opportunities
>   - Monitor eligibility decisions
>   - Evaluate the effectiveness of the process through examination of data
>   - Assist and Organize universal screening schedules, materials, etc.
>   - Train school personnel to progress monitor

> **Building Principals**
>   - Provide philosophical and instructional leadership support
>   - Provide leadership for the RTI/SST Team by monitoring role clarity and effectiveness
>   - Coordinate all Tier 2 and Tier 3 services with general education teachers and support staff
>   - Help obtain and commit resources for screening, assessment, and interventions
>   - Monitor the use of a research-based curriculum
>   - Provide for training and support for RTI/SST Teams

> **RTI Site Lead/Data Team/SST Teams**
>   - Facilitate meetings
>   - Complete required paperwork
>   - Coordination and communication with all involved parties
>   - Monitor the effectiveness of the team

> **General Education Teachers**
>   - Implement GSE in standards-based classroom environment meeting the needs of 80-90% of population served
>   - Implement differentiated instruction and provide supplemental interventions in small groups
>   - Progress monitor
>   - Participate in collaboration with peers to make instructional decisions for students
>   - Attend needed RTI/SST meetings

- ➢ **EIP Teachers/Other Support Staff**
  - ▪Implement supplemental interventions in intervention groups or individually
  - ▪Progress monitor
  - ▪Participate in collaboration with peers to make instructional decisions for students
  - ▪
- ➢ **Special Education Teachers**
  - ▪Implement intensive interventions for those students that are unsuccessful in supplemental curriculum
  - ▪Progress monitor
  - ▪Attend needed RTI/ SST meetings

Chapter 2

Essential Elements of CCPS's Comprehensive RTI Process

CCPS will provide high quality research and evidence-based instruction, interventions, and data-driven practices to help all students succeed in the general education curriculum and to fulfill its mission to ensure that each student demonstrates strength of character and is college or career ready.

Standards-Based Classroom Learning (Tier 1)

ALL students participate in general education learning that includes:

- Universal Screenings to target groups in need of specific instructional support. Universal screener, is administered to students in grades K-8 three times each year, in the fall, winter, and spring.)
- Implementation of the Georgia Standards of Excellence (**GSE**) through a standards-based classroom structure.
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning and demonstration of learning.
- Progress monitoring of learning through multiple formative and summative assessments.

Effective instruction (NOT limited to instruction in the academic content areas, but also includes ALL developmental domains including behavioral and social development) should occur in ALL classrooms for ALL students providing:

- Curriculum standards as the foundation for the learning that occurs in each classroom for ALL students.
- Fidelity of implementation ensuring that **80-90%** of students are successful in the general education classroom.
- Instruction and learning that focus on the **GSE,** including evidence-based instruction that is differentiated according to the students' various needs.

Teachers utilize common formative assessments and analysis of student work to guide and adjust instruction.

- Common Formative Assessments (**CFA**)
  - o Used in ALL classrooms for ALL students and necessary for teacher groups to discuss student learning.
  - o ALL teachers in ALL classrooms use a variety of formative assessment strategies to continuously KNOW individual student achievement.
  - o Assessment process needs to be consistent among teachers in a grade level or department.
  - o Common Formative Assessments will be glue that binds groups of teachers together to discuss teaching and learning.

- Data from formative assessments should guide immediate decision-making on instructional next steps.
  - o Differentiation of Instruction (**DI**) – to tailor curriculum, teaching environments, and practices to create appropriately.
  - o Fluid and flexible groups are used to organize students for instruction based on need.
- Tier 1 represents **EFFECTIVE, STRATEGIC**, and **EXPERT INSTRUCTION** that is available in ALL classrooms. Bloom's Taxonomy and Webb's Depth of Knowledge (**DOK**) should guide the types of questions asked by teachers for student feedback.
- Focused attention to content knowledge of teachers will be required to support appropriate teacher questioning and feedback skills.
- Rigorous instruction based on **GSE** is required. Vertical instructional conversations will support and challenge ALL teachers to provide instruction where students demonstrate depth of understanding, including such cognitive processes such as explanation, interpretation, application, analysis, empathy, and self-knowledge. Alignment of instruction based on National Assessment of Educational Progress (**NAEP**) and the **GSE** will ensure student access to an appropriate, rigorous instructional program.

What does Tier 1 look like in action?

Examples of Tier 1	Non-examples of Tier 1
Fifth grade students work on the Revolutionary War. Teachers use a variety of instructional approaches to support struggling readers, support English Learners, and support advanced learners within the classroom.	Kindergarten teachers give colleagues copies of weekly activities and center projects.
Ninth grade Mathematics I teachers use short term flexible grouping to support students struggling	First grade teachers administer a running record three times a year. Results of first running record

with function tables. Students are identified based on a common assessment. Students move between rooms during a class period for a predetermined amount of time. Further common assessments are used to determine progress.	are used to create reading groups. Reading groups progress through the basal. Second running record at mid-year is used to reorganize reading groups for continued basal work.
Biology teachers collaboratively create common assessments. Data from common assessments is shared to identify students needing support. Data from common assessments is used as a springboard for teacher discussions about instruction and learning.	Accelerated Math II teachers administer county benchmarks and report results to department chair. Students are not informed of progress. Teaching team does not review data.
Eighth grade students participate in a writing universal screening in August to help teachers identify individuals not meeting predetermined expectations and those surpassing predetermined expectations.	Seventh grade Science teachers assign a five page written report on human genetics. Evaluation rubric assesses content only.

Needs-Based Learning (Tier 2)

Targeted students as identified by data from appropriate formative and/or summative data, are provided learning opportunities that are different and specific to their needs determined by data.

- A standard intervention protocol process (e.g., CFA analysis) for identifying and providing evidenced or research-based interventions based on need and available resources.
- On-going Progress Monitoring (**PM**) with Common Formative Assessments to measure student response to intervention and to guide decision-making.
- **Tier 2** becomes the answer to the question, "**What are we prepared to do when they do not learn?**"
- A districtwide/school-wide understanding of assessment data and projected levels of student mastery during the school year at each grade level is required for effective **Tier 1** and **Tier 2** instruction in ALL content areas.
- Essential Standards which have been determined by instructional leaders and deconstructed by teacher teams will be the primary focus of Tier 2 interventions.
- **Tier 2** interventions should be pre-planned, and developed at the school level, thereby becoming "standard intervention protocols", and should be in place for ALL students who might need them.
- **Tier 2** interventions should not be an "endless" designation, for individual students who are not meeting expectations academically and/or behaviorally, creating a culture of lower expectations for these students.
- **Tier 2** interventions **ARE NOT** a substitution for **Tier 1** instruction, but should be layered in addition to **Tier 1**.
- Vision and hearing screening should be done at **Tier 2** to rule out possible sensory issues which could have an impact on the student's response to intervention(s). Parent permission may be required.

The GaDOE recommends districts and schools monitor the transference of learning from ALL interventions to the **Tier 1**, general classroom.

What does Tier 2 look like in action?

Examples of Tier 2	Non- Examples of Tier 2
Mathematics I Support Class implemented with dedicated time for Support Class teacher and Mathematics I teacher to routinely collaborate	Mathematics I: Algebra/Geometry/Statistics Support Class taught in isolation with no connection to Mathematics I: Algebra/Geometry/Statistics general classroom instruction.
Ninth grade Mathematics I teachers use short term flexible grouping to support students struggling with function tables. Students are identified based on a common assessment. Students move between rooms during a class period for a predetermined amount of time. Further common assessments are used to determine progress.	First grade teachers administer a running record three times a year. Results of first running record are used to create reading groups. Reading groups progress through the basal. Second running record at mid-year is used to reorganize reading groups for continued basal work.
Biology teachers collaboratively create common assessments. Data from common assessments is shared to identify students needing support. Data from common assessments is used as a springboard for teacher discussions about instruction and learning.	Accelerated Math II teachers administer county benchmarks and report results to department chair. Students are not informed of progress. Teaching team does not review data.
Eighth grade students participate in a writing universal screening in August to help teachers identify individuals not meeting predetermined expectations and those surpassing predetermined expectations.	Seventh grade Science teachers assign a five page written report on human genetics. Evaluation rubric assesses content only.

SST Driven Learning (Tier 3)

SST-DRIVEN LEARNING:
In addition to Tier 1 and Tier 2, targeted students in Tier 3 participate in learning that is different by including:
➢ Intensive, formalized problem solving to identify individual student needs.
➢ Targeted research based interventions tailored to individual needs.
➢ Frequent progress monitoring and analysis of student response to intervention(s).

Tier 3 in Georgia is a unique individual diagnostic, data-driven instructional problem-solving process where the question about a student expands to the "**why**" as well as the "**what**".

- Specialists (school psychologists, counselors, social workers, speech-language pathologists, etc.) often participate in the problem-solving process if they have not already been involved at **Tiers 1** and **2**.

- Problem solving is more in depth and intensive and usually requires gathering and analyzing additional information about the student (e.g. diagnostic information, Vision and Hearing, etc.), performance strengths and weaknesses, background information, etc.

SST's original purpose was to prevent the inappropriate referral to Special Education. As a result of the class-action court case, Marshall vs. Georgia, no matter the future organizational framework of Georgia education or the prevailing educational model, **THERE WILL ALWAYS BE A REQUIREMENT FOR AT LEAST ONE STUDENT SUPPORT TEAM (SST) IN EVERY PUBLIC SCHOOL**.

Each local agency shall develop a (n) **SST** to include a joint effort of regular and special educators to identify and plan alternative instructional strategies for students prior to or in lieu of a special education referral. This interdisciplinary group plans for modification in a student's education program and engages in a six-step process to include:

- Identification of needs
- Assessment, if necessary
- Development of an Educational Plan
- Implementation of that Educational Plan
- Follow-up and Support
- Continuous Monitoring and Evaluation

Service for the student from the **SST** may include:

- Curriculum Modification
- Learning Style Assessment
- Behavior Management Techniques
- Academic Evaluation
- Home-School Communication
- Study-Skill Assistance

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

SST still has, and will always have, its core mission of providing individualized, diagnostic analysis, and intervention for students. Because of the set of **RTI** procedures in place in **Tiers 1** and **2**, many of the routine causes of underperformance will be formally addressed earlier than before.

- If a student has not had a **FAIR** chance to learn by receiving solid standards-based teaching with differentiated instruction, then it would be premature to fault the student or to suspect a disability.
- There must be **ACCOUNTABILITY** for the soundness of data gathered on a student at **Tiers 1** and **2** before the case can proceed to the **SST**.
- Interventions must have been implemented with **FIDELITY**—consistently implemented following the delivery method and the program originator's design (time, frequency, etc.).
- At **Tier 3**, **SST** must verify the **INTEGRITY** of the existing data.
- A student's progress must be monitored routinely and in line with specific intervention recommendations. For example: The progress (e.g. Skills report) of a student using Lexia may need to be monitored daily. Another intervention may be best monitored with weekly or bi-weekly easy-CBM.
- At **Tier 3**, the length of the intervention will vary by the researched based components of the intervention.

- The key consideration is that interventions have been given a reasonable amount of time to work as per their developer's instructions and that there are enough data points over time to provide a sound basis for making decisions about how the student is responding to the intervention.

What does Tier 3 look like in action?

Examples of Tier 3/SST	Non-examples of Tier 3 SST
Student is given additional drill and practice on specific area(s) of weakness in math which were targeted after an analysis of several formative assessments and interviews with the student. Progress toward goal is graphed on a weekly basis.	Student is given extra work in specific area(s) of math weakness.
Student is given a diagnostic reading test to determine specific instructional needs. A plan for the student is developed which recommends continuing the current Tier 2 reading intervention with the addition of tutoring sessions (3x a week) focused on his primary weakness. Progress monitoring established in Tier 2 is continued in Tier 3 with greater frequency.	Student is given additional reading assignments in lower level readers.
Data shared by teacher on the student's classroom behavior after trying several behavioral strategies led the team to develop an individualized student behavior management plan. After five days of gathering baseline data, the teacher will implement the plan as developed. SST member is assigned to follow-up with teacher to answer any questions on data time sampling and to check fidelity of implementation.	Misbehaving student is moved to front of class. Teacher is directed to increase eye contact with student in order to decrease behavior incidents. Teacher is asked to keep data.
Student homework notebook is created with sections for assignments, teacher signatures, parent signatures. Student is assigned a mentor who checks notebook at school each morning and at end of day. Mentor instructs student in the use of an organizational protocol for classroom work and homework. Protocol shared with parent. Together, student and mentor track (progress monitor) the effectiveness of the intervention.	Parent is instructed to make sure student completes homework assignments.
Team invites school psychologist to consult on case to discuss threshold for suspecting a disability as primary cause.	Team refers student for consideration of special education eligibility without involving school psychologist.

Referral from Tier 3/SST to ESOL Evaluation

The Tier 3/SST team must attempt to determine whether an English Learner (EL) exhibits a language difficulty or a language disorder. A language delay or difficulty must be present in both languages (English and the student's primary language) to be considered as a possible disability

Referral from Tier 3/SST to Special Education

The Tier 3/SST team must consider the student's academic needs, internal factors, environmental issues that may be the primary reason for lack of academic success. If after educational/behavioral evaluation, analysis, and intervention their best efforts at remediation repeatedly fail, then they must consider that the student may have a disability. It is at that point that a referral for a Special Education Comprehensive evaluation is appropriate. Subsequently, due process determines the path of the case, but the student still needs instructional support during the evaluation-eligibility determination period. If a student is not eligible for special education, it is important to consider possible eligibility for Section 504. It would be up to the Section 504 Evaluation Team to decide whether to pursue this course of action.

Specially-Designed Learning (Tier 4)

Tier 4 is developed for students who need additional supports and meet eligibility criteria for special program placement. These targeted students participate in:

- Specialized programs, methodologies, or instructional deliveries.
- Greater frequency of progress monitoring of student response to intervention.

Special program placement includes:

- English to Speakers of Other Languages (**ESOL**)
  - Eligibility for ESOL services automatically should be considered a **Tier 4** Intervention.
  - The English Language Learner (**ELL**) enters the Pyramid at the **Tier 4** and as the student progresses with language development and academic proficiency, the level of interventions needed to support the **ELL** will decrease accordingly.
- Gifted Education
  - Advanced learning needs can be addressed in the general education classroom by providing instructional interventions prior to identifying students for specialized educational services.
  - The **RTI** process allows the high-achieving student access to differentiated instruction, flexible pacing, cluster grouping, and other universal interventions available to all students in the regular, general education classroom.
  - Data points over time need to provide a sound basis for making decisions about how the student is responding to the intervention(s).
- Special Education
  - Special education eligibility and the **REQUIRED PRE-REFERRAL** process are intended to support the practice of providing high quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction, and applying student response data to important educational decisions.
  - Multi-tiered systems of interventions are consistent with federal legislation, Individuals with Disabilities Act (**IDEA 2004**) and evidence-based research.
  - For students being considered for eligibility in areas other than **SLD**, the key consideration is that interventions have been given a reasonable amount of time to work and that there

- are enough data points over time to provide a sound basis for making decisions about how the student is responding to the intervention.
  - o Parents maintain their due process RIGHT to request an evaluation. HOWEVER, referral and eligibility for special education SHOULD NOT be considered WITHOUT DOCUMENTATION of prior educational interventions.
  - o Typically vision and hearing screenings are obtained in Tier 3, but it may be beneficial to screen vision and hearing in Tier 2 to rule out possible sensory issues which could have an impact on the student's response to interventions.
  - o A (n) **SST** bypass procedure DOES EXIST (Georgia Rule 160-4-2-.32) for RARE cases when indicated by the SEVERITY of the disability or EXTREME circumstances.

Tier 4: DOES NOT represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting.

Chapter 3

Implementation

Step-by-Step Procedures

- **Establish SST Team/s**:
  - o A minimum of one team is required for each school. A team could be established for each grade level, cluster, or departmental team. Team should be comprised of the referring teacher and at least two of the following participants: the principal, instructional coach, general education teacher, intervention teachers, other support personnel (i.e., counselors, etc.) or the parent.
  - o Parents/guardians must be invited to their child's SST but are not required to participate; a meeting can proceed without the parent in attendance.

- **Universal Screening**:
  - o All students should complete a Universal Screener. The Master List is then updated with the new student data. The School Intervention Team will analyze the data and identify the students in need of Tier 3/SST intervention.
  - o Screening for basic reading and mathematics skills occurs for all students three times per year (Fall, Winter, and Spring). The district's nationally normed screening tools include easyCBM, STAR Reading and Math and Reading Plus. Screening tools to use in other areas (writing, behavior, language, development, etc.) are determined at the school level.
  - o Grades 9- 12 are establishing screening tools and methods.
  - o School Intervention Team members evaluate universal screening data in a timely manner using generated reports to determine students in need of intensive interventions or extension/enrichment. Students performing at or below the 35th percentile, when compared nationally, will likely require Tier 3 intensive interventions.
  - o Additional data (**Georgia Milestones EOG/EOC**, Benchmarks, CFAs, etc.) and/or other risk factors including engagement (attendance), course performance, behavioral or discipline data are reviewed at each Benchmark and analyzed for **ALL** students performing at or below the 35th percentile.

- **Identification of Targeted Students**
  - The School Intervention Team members meet to determine students eligible to receive intervention and/or enrichment. Decisions regarding student nomination for intervention may be determined in any of the following ways:

    - Students who fall at or below the 35th percentile on Benchmark Assessments.
    - Students who did not meet standards on **Georgia Milestones EOG/EOC**, District Benchmarks/Performance Assessments, CFAs, etc.
    - Students whose daily performance falls below locally determined grade level expectations
    - Students whose daily behavior falls below locally determined expectations as defined by the district's Student Code of Conduct.
    - In situations where screening data does not match teacher professional opinion or judgment, teacher nomination should be considered before a determination is made.

- **Parent Notification**:
  - The CCPS will provide notification to ALL parents about the RTI process. Schools may include information in the student handbook, newsletter, or send out a brochure.
  - **<u>Individual parent permission is not required for students to receive early intervention and instruction via the RTI process however; best practice is to establish strong home communication on student's needs and progress.</u>**

- **Intervention Groups**

A research-based intervention is an intervention that has been scientifically validated to be effective for most students as intended. The intent is to have highly effective interventions available at each of the four tiers of interventions. The advantages of using a small number of standard protocol, highly effective research-based interventions include: ease of implementation, reduction in the amount of problem-solving required by teams; improved likelihood of intervention effectiveness, increased likelihood of good intervention integrity (i.e. interventions are implemented as they are intended to be implemented), ease of diagnosing intervention implementation difficulties, and ability to determine local validity/effectiveness of intervention efforts.

  - A school administrator can assist teachers in designing a schedule for the intervention groups if one is not already established.
  - CCPS OSI department will assist in establishing which research-based interventions are used.
  - Provide research-based small group instruction to identified students.

    - **Tier 2**- collect data with Common Formative Assessments (CFA) as established in the Teacher Team.
    - **Tier 3** – progress monitor as indicated by easyCBM guidelines for K-5. If you are using Reading Plus and Ascend Math then please print reports every two weeks.
    - It is important to allow sufficient time in intervention implementation prior to making decisions regarding effect size or rate of improvement.

  - Document dates, times, intervention methods, progress monitoring tools, and progress monitoring schedule by using appropriate forms located in Infinite Campus under documents tab.

- o Students receiving **Tier 2** interventions should receive a minimum of 60 minutes per week in addition to minutes allotted for **Tier 1** core instruction. (e.g., three additional 20 minute guided reading sessions; three 20 minute prescriptive sessions; three 20 minute guided math sessions; two 30 minute sessions, etc.)
- o Students receiving **Tier 3** interventions should receive interventions separate from the grade level core curriculum instruction for all students. Minutes per week in Tier 3 will depend upon the intervention implemented.
- o Additional tools utilized to progress monitor should be selected with collaboration with the RTI Coordinator.

- ● **Evaluation of Intervention Effectiveness**

  - o School administrators should develop methods to monitor the fidelity of intervention implementation.
  - o The school administrators should analyze school wide data to determine if the intervention is not effective or if training is needed regarding effective implementation.
  - o If the student does not show adequate progress, consultation with program specialists should be pursued to assist with data analyzation and recommendations.

- ● **Individual Problem Solving (SST)**

When data suggest a student has continued to show insufficient progress toward goals, the PLC may decide more specific problem solving is necessary. An **SST** Meeting is scheduled with parents, if possible, to conduct individual problem solving. The steps of individual problem solving (**SST**) involve:

- o **Problem Identification**
  - ▪ Identify Targeted problem
  - ▪ Specific strategy used and deficits encountered
    - ➢ Review records (Progress monitoring from **Tiers 1** and **2**; work samples, attendance, discipline, etc.)
    - ➢ Interview teachers/parents/student as needed
    - ➢ Observe student in the classroom/environment in which the academic/behavior problem occurs most frequently
    - ➢ Analyze data to determine discrepancy between targeted student's performance and his/her peers. (This information may already be available from universal screening and/or **PM** data.)
    - ➢ Calculate current rate of improvement using **PM** data already collected to determine next steps. Data is collected and analyzed and represented by the trend line on **PM** graphs.

Data Decision Rules

Guidelines for Practice:

The following rules for data-driven decision-making should be applied during the practice of **RTI** and continued for students eligible for special education in order to make decisions regarding progress goals or **IEP** goals and the need for continued services.

- Students who are identified through the Master List according to universal screening guidelines (For example: at or below the 35th percentile) and data from other sources of formative and/or summative assessments confirm student's performance is significantly discrepant when compared to same age and grade level peers.

- Define and write measurable goals for plan development. When writing goals:
    - Determine the targeted student's current level of performance or instructional level.
    - Decide the time frame for the goal. Time frames begin when the interventions begin and end when goal is met or at the end of the school year.
    - Determine the future performance level. Where do you want the student to be performing by the end of the intervention period or by the end of the school year?
    - Determining future performance is a team decision. Teams must use their best professional judgment.
    - The team must set a standard for successful performance.
- After an appropriate goal has been set, we can begin recording our data on a graph. The most important element of a progress monitoring graph is the aim line or goal-line. This line is a visual representation of the written goal the team has set for the targeted student. Specifically, this goal-line illustrates a student's current performance and the level we want him/her to be achieving within a specified time frame.

Teams can use the goal-line to decide whether the targeted student is making sufficient progress towards his/her goal. Sufficient progress can be assessed in the following ways:

- Compare student's rate of improvement to age and grade-level peers. Consider the following when evaluating trend lines:
    - Trend line Direction:
        - Upward Trend => Intervention appears to be resulting in improvement. Continue intervention or return student back into Tier 2 or Tier 1.
        - Downward or Horizontal Trend => Intervention does not appear to be improving student performance. Consider modifying intervention.
    - Trend line Position:
        - Moving toward aim line => Student appears to be learning faster than peers, and making sufficient progress.
        - Moving away from aim line => Performance gap appears to be widening between targeted student(s) and peers. Insufficient progress is being made by student. Consider changing the intervention, or if data supports it, consider more problem-solving.
        - Parallel to aim line => Target student appears to be learning at the same rate as peers. This may indicate that the targeted student is a slow learner, but is making sufficient progress relative to previous growth.

    - Determine the percentile of the student's performance.
    - Identify the significance of student's discrepancy.

Student Records and Reports

- **Data**:
    - Each school is responsible for maintaining records from universal screenings.
    - The data should be made available on all assessment information (e.g., universal screenings, progress monitoring, diagnostic assessments, curriculum-based assessments, behavior screenings, behavior charts, etc.)

- o Data should be available for each Team meeting.
- o Comprehensive student data reports from benchmark assessments, interventions and progress monitoring tools should be uploaded into Infinite Campus as follows:
  - ▪ End of Year
  - ▪ Evaluation Period (e.g., initial or re-evaluation)
  - ▪ Student transferring within system (prior to being archived)
  - ▪ Student withdrawing and transferring to another system or to homeschool (prior to being archived)

- **Universal Screening**:
  - o Completed using easyCBM, STAR Reading & Math, Reading Plus or other locally established assessment tools.

- **RTI Folder Reviews with Individual Problem-Solving Records**:
  - o Pre-referral data to be maintained throughout the RTI/SST process, especially in the event a student requires a comprehensive evaluation to determine eligibility for special education services.

Chapter 4

FORMS

- INTERVENTION PLANS

- FUNCTIONAL BEHAVIOR ASSESSMENT

- BEHAVIOR INTERVENTION PLAN

- PROGRESS MONITORING FOR DEVELOPMENTAL CONCERNS

- DEVELOPMENT CHECKLIST

- TIER 2 DOCUMENTATION PAGE

- MEETING MINUTES

- SST MEETING MINUTES

- SST MEETING NOTICE

- BACKGROUND CHECKLIST

Catoosa County Public Schools
P O Box 130 Ringgold, GA 30736 Telephone: 706-965-2297 Fax: 706-965-8913

Reading Response to Intervention Plan

Student Name:	Homeroom Teacher:
School:	School Year:
Describe area of concern:	

Tier 1

Tier 1 data is maintained in the classroom data notebook. Tier 1 core instruction is provided at a separate time of the day than Tier 2 and Tier 3.

Tier 2

Tier 2 data from the common formative assessments is maintained in the classroom data notebook and Tier 2 documentation page.

Intensive Interventions (check one): _____ Tier 3 _____ Tier 4

Intervention Provider:	Start Date:
Days per Week:	Time of Day:
Intervention:	
Progress Monitoring Tool:	

Amended Intensive Interventions (check one): _____ Tier 3 _____ Tier 4

Intervention Provider:	Start Date:
Days per Week:	Time of Day:
Intervention:	
Progress Monitoring Tool:	

Progress Monitoring

**No data entry required on this form. Please upload the progress monitoring graph from easyCBM into Infinite Campus every 9 weeks. **

Catoosa County Public Schools

P O Box 130 Ringgold, GA 30736

Telephone: 706-965-2297 Fax: 706-965-8913

Math Response to Intervention Plan

Student Name:	**Homeroom Teacher:**
School:	**School Year:**
Describe area of concern:	

Tier 1

Tier 1 data is maintained in the classroom data notebook. Tier 1 core instruction is provided at a separate time of the day than Tier 2 and Tier 3.

Tier 2

Tier 2 data from the common formative assessments is maintained in the classroom data notebook and Tier 2 documentation page.

Intensive Interventions (check one):   _____ Tier 3   _____ Tier 4

Intervention Provider:	Start Date:
Days per Week:	Time of Day:
Intervention:	
Progress Monitoring Tool:	

Amended Intensive Interventions (check one):   _____ Tier 3   _____ Tier 4

Intervention Provider:	Start Date:
Days per Week:	Time of Day:
Intervention:	
Progress Monitoring Tool:	

Progress Monitoring

***No data entry required on this form. Please upload the progress monitoring graph from easyCBM into Infinite Campus every 9 weeks. ***

Catoosa County Public Schools

P O Box 130 Ringgold, GA 30736

Telephone: 706-965-2297 Fax: 706-965-8913

Writing Response to Intervention Plan

Student Name:	**Homeroom Teacher:**
School:	**School Year:**

Describe area of concern:

Tier 1

Tier 1 data is maintained in the classroom data notebook. Tier 1 core instruction is provided at a separate time of the day than Tier 2 and Tier 3.

Tier 2

Tier 2 data from the common formative assessments is maintained in the classroom data notebook and Tier 2 documentation page.

Intensive Interventions (check one):   _____ Tier 3   _____ Tier 4

Intervention Provider:	Start Date:
Days per week:	Time of Day:
Intervention:	
Progress Monitoring Tool:	

Amended Intensive Interventions (check one):   _____ Tier 3   _____ Tier 4

Intervention Provider:	Start Date:
Days per Week:	Time of Day:
Intervention:	
Progress Monitoring Tool:	

Progress Monitoring

Date: _____ Goal: _____
Date: _____ Goal: _____
Date: _____ Goal: _____
Date: _____ Goal: _____

Date	Score

Catoosa County Public Schools

P O Box 130 Ringgold, GA 30736
Telephone: 706-965-2297 Fax: 706-965-8913

Adaptive Skills Intervention Plan

Student Name:	Homeroom Teacher:
School:	School Year:
Describe area of concern:	

```
                                                                          
```

Tier 1 and 2 data is maintained in the classroom data notebook (GKIDS, Kindergarten Progress Reports, Observations, Progress Monitoring for Developmental Concerns, etc.)

Intensive Interventions (check one): _____ **Tier 3** _____ **Tier 4**

Date Started:_____

___ Use toilet training strategies such as trip training and provide incentives for participation
___ Use adaptive utensils to teach independent eating skills
___ Peer mentor to help learn school routines
___ Picture Schedule
___ Increased supervision and instruction to teach general rituals and routines of school
___ Teach how to behave in school setting (appropriate behavior and voice level, following rules, lining up, find assigned area, etc.)
___ Other: _____
___ Other: _____
___ Other: _____

Progress Monitoring

Date:_____ Goal: _____
Date:_____ Goal: _____
Date:_____ Goal: _____
Date:_____ Goal: _____

Date	Score

Catoosa County Public Schools

P O Box 130 Ringgold, GA 30736

Telephone: 706-965-2297 Fax: 706-965-8913

Speech and Language Skills Intervention Plan

Student Name:	Homeroom Teacher:
School:	School Year:

Describe area of concern and assessment data:

```
┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
```

Tier 1 and Tier 2

Tier 1 and 2 data is maintained in the classroom data notebook (GKIDS, Kindergarten Progress Reports, Observations, Work Samples, Progress Monitoring for Developmental Concerns, etc.)

Intensive Interventions (check one):   _____ Tier 3   _____ Tier 4

Date Started:_____

___ Model and practice correct articulation
___ Speech-language therapy
___ Other: _____
___ Other: _____
___ Other: _____
___ Other: _____
___ Other: _____
___ Other: _____

Progress Monitoring

Date:_____ Goal: _____
Date:_____ Goal: _____
Date:_____ Goal: _____
Date:_____ Goal: _____

Date	Score

Catoosa County Public Schools

P O Box 130 Ringgold, GA 30736
Telephone: 706-965-2297 Fax: 706-965-8913

Fine Motor Skills Intervention Plan

Student Name:	**Homeroom Teacher:**
School:	**School Year:**
Describe area of concern:	

Tier 1 and Tier 2

Tier 1 and 2 data is maintained in the classroom data notebook (GKIDS, Kindergarten Progress Reports, Observations, Work Samples, Progress Monitoring for Developmental Concerns, etc.)

Intensive Interventions (check one):   _____ Tier 3   _____ Tier 4

Date Started:_____

___ String Cheerios or Fruit Loops
___ Draw shapes or letters in shaving cream
___ Use Play-Doh to engage hand muscles
___ Adaptive Scissors
___ Pencil Grip (round, triangular, carpenter, etc.)
___ Have the student tear scrap paper to allow for the development of using hands working together but in different motions
___ Have the student fill a sponge with water from one bowl and squeeze into another bowl using one hand only
___ Allow the student to use tongs to pick up objects-make up games or activities
___ Highlighted Paper, graph paper
___ Consult with Occupational Therapist _____
___ Other: _____
___ Other: _____
___ Other: _____
___ Other: _____

Progress Monitoring

Date:_____ Goal: _____
Date:_____ Goal: _____
Date:_____ Goal: _____
Date:_____ Goal: _____

Date	Score

Catoosa County Public Schools

P O Box 130 Ringgold, GA 30736
Telephone: 706-965-2297 Fax: 706-965-8913

Gross Motor Skills Intervention Plan

Student Name:	**Homeroom Teacher:**
School:	**School Year:**
Describe area of concern:	

Tier 1 and Tier 2

Tier 1 and 2 data is maintained in the classroom data notebook (GKIDS, Kindergarten Progress Reports, Observations, Progress Monitoring for Developmental Concerns, etc.)

Intensive Interventions (check one):   _____ Tier 3   _____ Tier 4

Date Started:_____

___ Practice walking with support
___ Have the student play with a hoppity ball
___ Have the student throw and catch a variety of sized balls
___ Consult with Physical Therapist assigned to school_____
___ Other: _____
___ Other: _____
___ Other: _____
___ Other: _____
___ Other: _____
___ Other: _____

Progress Monitoring

Date:_____ Goal: _____
Date:_____ Goal: _____
Date:_____ Goal: _____
Date:_____ Goal: _____

Date	Score

Catoosa County Public Schools

P O Box 130 Ringgold, GA 30736
Telephone: 706-965-2297 Fax: 706-965-8913

Social - Emotional Skills Intervention Plan

Student Name:	Homeroom Teacher:
School:	School Year:
Describe area of concern and assessment data:	

Tier 1 and Tier 2

Tier 1 and 2 data is maintained in the classroom data notebook (GKIDS, Kindergarten Progress Reports, Observations, Progress Monitoring for Developmental Concerns, Positive Reinforcement Schedule, etc.)

Intensive Interventions (check one):   _____ Tier 3   _____ Tier 4

Follow CCPS Behavior Manual

Date Started: _____

___ Functional Behavior Assessment – complete in Infinite Campus
___ Individual Behavior Intervention Plan – complete in Infinite Campus
___ Daily Behavior Chart
___ Skill instruction and practice through small group social groups (e.g., Friendship, Anger Management, etc.)
___ Other: _____
___ Other: _____
___ Other: _____
___ Other: _____
___ Other: _____

Progress Monitoring

Date:_____ Goal: _____
Date:_____ Goal: _____
Date:_____ Goal: _____
Date:_____ Goal: _____

Date	Score

Catoosa County Public Schools
Functional Behavior Assessment

Student _____ Grade _____ Date of Birth _____

School _____ Dates Assessed _____

Target Behavior: _____

_____

Describe the behavior clearly in observable and measurable terms, including specific examples

or acts or words: _____

_____

_____

Describe how often the behavior occurs (frequency): _____

_____

Describe how long the behavior lasts (duration): _____

_____

What seems to trigger this behavior? Consider the location, activity, time of day, people who are
or are not present or other conditions: _____

_____

_____

On average, how long is spent dealing with the behavior? _____

_____

What does the student want to seem to avoid or gain from this behavior? _____

_____

_____

REINFORCERS

What does the student do well? (This may include *anything* from getting along with peers to
have mechanical or artistic abilities) _____

_____

What does the student enjoy doing when given free time at home and/or at school? Using a
preference inventory may assist in determining reinforcers for the student (attach if used) _____

_____

_____

INTERVENTION HISTORY

   a. What has been tried? (Attach discipline records) _____

   _____

   b. How does the student react to the consequences that follow the behavior? _____

   _____

c. When techniques were most helpful? _____

_____

d. What may contribute to the behavior? _____

_____

The function of the target behavior appears to be:

To Obtain:
__ Peer Attention
__ Adult Attention
__ Desired Activity
__ Sensory Stimulation
__ Tangible

To Avoid/Escape:
__ Difficult Task
__ Boring Task
__ Easy Task
__ Non-Preferred Activity
__ Peer
__ Staff
__ Reprimands

Team Members:

_____

_____   _____

_____   _____

_____   _____

_____   _____

Catoosa County Public Schools Behavior Intervention Plan (BIP)

Student _____	Grade _____	Date of Birth _____
School _____		Date _____

If the student has behavior which impedes his/her learning or that of others, describe strategies, including positive behavior interventions, supports to address that behavior, and intervention strategies (disciplinary action-consequence).

Target Behavior 1. _____

_____

Positive Interventions/Supports:	Disciplinary Interventions action/consequence):

Target Behavior 2. _____

_____

Positive Interventions/Supports:	Disciplinary Interventions action/consequence):

Any other supports or needed information: _____
_____

 Signature and Title:

Review Date: _____

Progress Monitoring for Developmental Concerns

Student: _____ **Date:** _____

Observing Teacher: _____

Instructions: Rate the student's skill level and describe his or her functioning.

Communication - speaking and/or understanding what others say

Tier 2 Communication progress monitoring may be documented on this sheet if the Speech Pathologist deems it appropriate.

Tier 3 and 4 Communication progress monitoring will be completed on separate forms by the Speech Pathologist

__ 5 Above Average   __4 Average   __3 Below Average
__ 2 Moderately Below Average   __1 Significantly Below Average

Observations: _____
_____

Gross/Fine Motor Skills - difficulty using small and/or large muscles
ATTACH A WORK SAMPLE FOR FINE MOTOR

__ 5 Above Average   __4 Average   __3 Below Average
__ 2 Moderately Below Average   __1 Significantly Below Average

Observations: _____
_____

Adaptive- daily life skills, self-sufficiency, responsibility, and social skills

__ 5 Above Average   __4 Average   __3 Below Average
__ 2 Moderately Below Average   __1 Significantly Below Average

Observations: _____
_____

Social Emotional - interactions/relationships with others, cooperating, accepting discipline, responding to others' feelings

Tier 2 Social Emotional progress monitoring may be documented on this sheet if it is deemed appropriate.
Tier 3 and 4 will require separate forms as outlined in the CCPS Behavior Manual.
Please attach a Functional Behavior Assessment and Behavior Plan/s

__ 5 Above Average   __4 Average   __3 Below Average
__ 2 Moderately Below Average   __1 Significantly Below Average

Observations: _____
_____

CCPS Developmental Checklist

Return to _____ by _____

Teachers,

Please complete the following checklist on each student who is struggling more than expected in any of the following areas. This checklist is to help identify children that may need intensive intervention.

Student Name: _____ DOB: _____

Teacher: _____ Date: _____

Social/Emotional

_____ Cries frequently

_____ Has temper tantrums

_____ Avoids other students

_____ Invades personal space of others

_____ Physically aggressive

_____ Intentionally defiant

_____ Extremely off task

_____ Often talks of loss, conflict, family problems, etc.

Please document what supports, intervention or strategies have been implemented to address areas of concern:

Adaptive

_____ Does not follow class/school routine (not defiant, just confused or uncertain)

_____ Seldom in assigned area

_____ Is highly sensitive to sensory experiences (ex. noise, touch, etc.)

_____ Is unable to deal with or tolerate changes in environment or routine

_____ Fixates on irrelevant/minor issues

_____ Does not demonstrate appropriate personal hygiene

_____ Does not demonstrate appropriate self-care (feeding self, dressing self, toileting)

Please document what supports, intervention or strategies have been implemented to address areas of concern:

Physical

_____ No clear hand dominance (switches hands with writing/cutting)

_____ Cannot color within the lines

_____ Cannot keep handwriting on primary writing lines

_____ Awkward pencil grip that hinders writing

_____ Difficulty cutting with scissors (awkward)

_____ Motor Clumsiness (falls out of seat, props on arms, lays on floor, stumbles)

Please document what supports, intervention or strategies have been implemented to address areas of concern:

Communication

_____ Difficulty following verbal directions without watching others

_____ Appears confused by spoken information presented (just not "getting it")

_____ Appears withdrawn, quiet, or shy when verbal communication is required

_____ Uses more gestures than words when communicating

_____ Difficulty expressing wants and needs

_____ Speaks in incomplete sentences or with unusual grammar

_____ Speech is often difficult to understand

_____ Repeats whole words or parts of words to the point that it distracts the listener; stutters

Please document what supports, intervention or strategies have been implemented to address
areas of concern:

Catoosa County Public Schools

P O Box 130 Ringgold, GA 30736
Telephone: 706-965-2297 Fax: 706-965-8913

Tier 2 Documentation Page

Student Name: **Homeroom Teacher:**

School: **School Year:**

Progress monitoring for Tier 2 is completed with the common formative assessments and maintained in the classroom data notebook. This form is to document the dates and specific skills for which the student required re-teaching. A copy of this form should be kept in the student's official RTI/SST folder.

Date:_____ to _____	Skill	CFA Score	CFA Score after Reteach

Catoosa County Public Schools
Meeting Minutes

Date:	Page _____ of _____
Student Name:	DOB:
School:	Teacher:
Purpose of Meeting:	

Meeting Participants:	

NOTES:

Catoosa County Public Schools

Date: _____ Page_____ of _____

Student Name: _____ DOB: _____

NOTES:

Catoosa County Public Schools

Student Support Team Meeting Minutes

Date:	Page_____ of _____
Student Name:	DOB:
School:	Teacher:

Purpose of Meeting (identification of student learning and/or behavior problems):

Meeting Participants:	

NOTES - document summary of previous meetings, current information and the review of the separate forms including background checklist, assessment results and intervention plan. In closing, document the follow-up plan.

Catoosa County Public Schools
Student Support Team Meeting Minutes - Continuation

Student Name:	DOB:

NOTES:

CATOOSA COUNTY

STUDENT SUPPORT TEAM (SST)

Meeting Notice

_____
(School Name)

Date: _____

Dear Parent/Guardian of _____

You are invited to attend a Student Support Team (SST) meeting to discuss your child's progress in school and create a plan to best support your child.

The day and date are: _____, _____
Time _____ to _____
The Meeting will be held at: _____

If you have any questions about this SST meeting, or you would like to change the meeting date, please contact:

_____ at _____.
Phone Number

If you are unable to attend, we will send meeting minutes home which will discuss the meeting.

We look forward to seeing you. Thank you.