

General education intervention procedures are activities conducted by a district for kindergarten through Grade 12 students enrolled in public schools who need additional academic or behavioral support to succeed in the general education environment. These activities are embedded in the district's responsibility to implement a multi-tiered system of supports that is integrated into a continuum of evidence-based academic and behavioral interventions. In implementing a data-based problem-solving process designed to develop a coordinated continuum of evidence-based instruction and intervention practices, a district may engage in activities that include educational and behavioral evaluations, services, supports, evidence-based literacy instruction and professional development for teachers and other school staff, and where appropriate, instruction on the use of adaptive and instructional technology.

General Education Intervention Procedures for K-12 Students Suspected of Having a Disability Who are Enrolled in Public Schools

1. Parent involvement in general education intervention procedures

The district provides opportunities for parents to be involved in a data-based problem-solving process to address the student's academic or behavioral areas of concern. There must be discussion with the parent regarding the data used to identify the problem, the plan for addressing the problem through intervention, the plan for monitoring student progress, the student's responses to instruction and interventions, modification of the interventions when needed and anticipated future action to address the student's learning or behavioral needs. The district must maintain documentation of parental involvement and communication.

2. Observations of student in the educational environment

The school district conducts observations of the student in the educational environment and, as appropriate, in other settings to document the student's academic or behavioral areas of concern. At least one observation must include an observation of the student's performance in the general education classroom.

3. Review of data

The school district reviews social, psychological, medical, and anecdotal records and achievement data in the student's cumulative folder and demonstrates through data that the student was provided appropriate instruction in the regular education settings, which was delivered by qualified personnel. Attendance records are reviewed and used as one indicator of a student's access to instruction.

4. Sensory screenings and diagnostic assessments

- a. Hearing and vision screenings are completed for the purpose of ruling out sensory deficits that may interfere with the student's academic and behavioral progress. Hearing and vision screenings are conducted in accordance with the school district's school health plan. In certain circumstances, a current evaluation by a medical professional may be used as the screening report.
- b. Additional screenings and assessments are conducted to assist in determining academic or behavioral interventions, as appropriate. Student screenings to determine instructional and behavioral intervention strategies are not considered to be an evaluation for eligibility for special education and related services.

5. Implementation of evidence-based interventions

- o The school district implements evidence-based interventions addressing the identified areas of concern in the **general education environment**.
- o The interventions selected for implementation should be determined by a team through a data-based problem-solving process that uses student performance data to identify and analyze the area(s) of concern, select and implement interventions, monitor effectiveness of the interventions and modify intervention or intensity when needed.
- o Interventions must be implemented as designed for a period of time sufficient to determine effectiveness, and with a level of intensity that matches the student's needs.
- o The district must collect pre-intervention and ongoing progress-monitoring data regarding academic or behavioral areas of concern and communicate the data to the parents in an understandable format, which may include, but is not limited to, graphic representation.

6. General education interventions are **not required for the following:**

- o Children younger than kindergarten-entry age who are not enrolled in kindergarten
- o Students suspected of being gifted as described in Rule 6A-6.03019, F.A.C.

- Students who are being considered for eligibility for specially designed instruction for students who are homebound or hospitalized as described in Rule 6A-6.03020, F.A.C.
- Students who are not enrolled in a public school.

General education interventions **may not be required** for students suspected of having a disability if the student demonstrates a speech disorder; or severe cognitive, physical, or sensory disorders; or severe social or behavioral deficits that require immediate intervention to prevent harm to the student or others, and a team comprised of qualified professionals and the parent determines that these general education interventions are not appropriate.

Does the district have a Multi-Tiered System of Support (MTSS) procedures document or website?

- ☐ Yes
☒ No

If yes, how can this document or website be accessed?

If no, describe district policies and procedures for integrating a data-based, problem-solving process within an MTSS.

All MTSS/RTI Policies and Procedures and information are posted on the Madison County School District's Website in order for all stakeholders to have access to the information. Each school is provided with MTSS/RTI information that details the procedures and steps of the MTSS/RTI problem solving process. This information is updated annually. School Intervention Team members will identify the areas of academic/behavioral need and intervention strategies through a problem-solving/response to intervention process. This problem solving process includes steps to identify the problem and establish a goal. It analyzes all relevant data to determine why the problem is occurring. The team then develops an intervention plan to improve student outcomes. The team also regularly progress monitors students' response to interventions and implementation of interventions with fidelity and revises as needed. Multiple tiers of increasingly intense instruction and interventions will be implemented to support student academic achievement and behavioral outcomes. Students needing remediation or intensive instructional support will be matched to strategic and intensive interventions based on screening, progress monitoring and diagnostic assessments. The process of problem solving the response to intervention process involves three tiers of instruction and interventions with each tier providing more intensive level of support. Tier I will provide high quality instruction. Tier II will provide targeted, supplemental instruction/interventions in small groups of students. Tier III will include intensive interventions developed to meet the individual needs of students. These interventions and their intensity are matched to the student's needs based upon the student's data. Teachers meet weekly as grade level or subject area teams to review and discuss student data. Teachers explore teaching styles and discuss student data. Teachers explore teaching styles and discuss activities and interventions that will enhance learning through the Tier I and Tier II models while focusing on student need. Teachers then meet monthly with administrators, school counselors and instructional coaches to explore data of student who are not responding to interventions. This team develops a plan for these students and collects data on student progress. If the student is still not responding to Tier II interventions, then the student is referred to the School Intervention Team where Tier III interventions are developed and monitored based on the student data. This team includes participants who have knowledge of the student and expertise in the area of need. Team members consist of parents, teachers, ESE Staffing Specialists, Speech/Language Pathologists, School Counselors, Curriculum Specialists, School Psychologist, Instructional Coaches, and Administrators. For each meeting within the problem-solving/MTSS process, there is a format and agenda that is followed to assist in the efficient use of time. Parents are formally invited to attend and actively participate in every step of the problem-solving process. Parents are provided results from progress monitoring data in text and graph form at least every twenty (20) days. Parents are invited to all School Intervention Team (SIT) meetings. These meetings are scheduled based on the individual need of the student and on the basis of their response to the interventions implemented. SIT team meetings are scheduled with parents at least every four (4) to six (6) weeks to review student progress and comparison data. Parents are provided all data gathered to date on intervention progress from a variety of sources: iReady text and graphs, teacher intervention tracking forms, and student work products.

What academic and behavior progress monitoring tools and data do teams use to monitor student response to intervention? Address the following in your response: (a) How frequently are Tier 3 interventions reviewed and monitored? (b) What factors does the problem-solving team consider in determining that the student may be a student with a disability? (c) What is the decision criteria for initiating an evaluation?

The district uses Diagnostic and Instructional programs, such as iReady and Study Island, to assess where students are academically, prescribe instructional grouping and instruction in deficient areas, progress monitoring and tracking student response to instruction/intervention. The district uses a universal behavior screener, B.E.S.T. to determine students who need progress monitoring and intervention for behavior deficits. Positive Behavior Supports teams review early warning system data to screen and monitor students' behavioral needs. Diagnostic progress monitoring is conducted every twenty days. Weekly progress monitoring of student achievement and behavior is done by teachers in their data teams. Monthly monitoring of early warning systems is also completed by the positive behavior supports team. Tier 3 interventions are reviewed and monitored at least every 4 weeks, however, frequency is determined by the needs and progress of the student. Tier 2 and Tier 3 interventions and progress monitoring is reviewed by the data teams and SIT teams at each school at regularly scheduled data/SIT meetings. Evaluation is initiated once the team suspects that the response to intervention data determines that there is a gap in the student's rate of progress as compared to his/her peers, and the expected rate of progress is not improving at a rate comparable to his/her peers. The team may also initiate an evaluation if they suspect the student may have a disability and demonstrates the need for interventions and services that differ significantly in intensity and duration from what can be provided through general education resources alone.

How does the district monitor implementation and fidelity of problem identification, problem analysis, intervention development and intervention effectiveness? Address the following in your response: (a) How problem-solving is documented (b) Procedures for monitoring fidelity

Documentation of progress monitoring and intervention implementation will be maintained on district developed forms for the components of the tiers of the problem solving process. Each School Intervention Team will maintain and review the documentation for effective implementation with fidelity and student response to interventions. Evidence based interventions are selected based upon our diagnostic and progress monitoring tool - iReady. iReady also provides prescriptive interventions for student need as gathered from the diagnostic assessment. Expert staff, such as speech/language pathologists, counselors, school psychologists, and ESE staffing specialists also assist School Intervention Teams in selecting evidence-based interventions. Follow-up data meetings and SIT meetings are held to determine if need to continue, adjust, or develop new interventions for students based off of progress monitoring data. School based RTI Facilitators, Principals, ESE Staffing/Program Specialists, District RTI Coordinator ESE Support Teachers and Paraprofessionals help provide support to teachers and staff in the implementation and progress monitoring of evidence-based interventions. The district MTSS/RTI team meets monthly to review data, processes, procedures and check the fidelity of implementation of interventions and monitor the response to those interventions. The district has developed fidelity observation and fidelity checklist forms to assist in monitoring the implementation of the problem-solving process. Fidelity monitoring of intervention implementation is completed between School Intervention Team meetings in order to assist the team with the problem solving process and intervention development and monitoring. The district monitors fidelity of the problem solving process by conducting regularly scheduled on-site school meetings to review data collection, and all documentation. The district also conducts intervention and classroom walk-throughs to observe implementation of interventions, as well as attends SIT meetings and data meetings to assist with the problem solving process.

How are parents engaged in the problem-solving process? (Include the frequency and format for sharing student response to intervention data with parents.) Address the following in your response: (a) How information is disseminated explaining the school's multi-tiered system of supports (global awareness) (b) Procedures or policies for including parents in problem solving (c) Frequency and format for sharing data on the student response to intervention with parents (d) When and how parents are notified of their right to request an evaluation

Multiple trainings are done at school sites with teachers and staff explaining the multi-tiered system of supports and response to intervention process by district staff, school staff, and FDLRS staff. Trainings are held for new teachers during their mentor/mentee meetings. Information is also disseminated on the district website and the Weekly Academic Services Newsletter. Parents are involved in every aspect of the problem-solving process. They are included in parent conferences to address any initial concerns from academic or behavioral data. When students are referred to the School Intervention Team (SIT), parents are provided written notification(s) of the meeting and/or a phone call reminder. Parents participate as a team member in the development of interventions and the plan for implementation and monitoring. Parents are provided copies of the intervention plan and all progress monitoring data. This is mailed to the parent if they are unable to attend the meeting. Response to intervention data is shared to parents in oral, written and graph format and is provided to them each time the team meets or new data is collected. Parents are also sent progress reports and report card on student progress every four and a half weeks. Progress is sent home from iReady diagnostics after each administration. Parents are given information on their rights and Procedural Safeguards at parent conferences and formal School Intervention Team meetings. Information on Procedural Safeguards, the problem-solving process and procedures for requesting an evaluation are on the district website. Parents are informed of their right to request an evaluation when the student is moving to the Tier 3 intervention level.

7. Procedures for children who are below mandatory school age and who are not enrolled in kindergarten include the following:

- a. Review existing social, psychological, and medical data. Refer for a health screening when needed.
- b. Conduct vision and hearing screenings for the purpose of ruling out sensory deficits.
- c. Conduct additional screenings to assist in determining interventions as appropriate.