



**SPECIAL EDUCATION
MANUAL**

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MISSION

The mission of The Dearborn Academy Special Education Department is to promote student achievement, based on specifically identified needs, and preparations for success in the paths students choose to pursue.

VISION

To prescriptively address identified areas of academic and/or behavior deficits through the use of evidence-based practice and curriculum that focuses on closing learning gaps and preparing our students for the future.

INTRODUCTION

This Special Education Manual is provided by The Dearborn Academy to assist in compliance with state and federal laws relating to programs and services for students with disabilities. This manual is meant to serve as a practical guide for implementing the Individuals with Disabilities Education Act of 2004 and its regulations. One of the primary purposes of the Individuals with Disabilities Education Act (IDEA) is to “ensure that all students with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living” [34 CFR § 300.1(a)]. It is not intended to state new law or supplant any federal or state laws, regulations, or requirements or obligations outside the requirements of existing laws. The Dearborn Academy located in Dearborn, Michigan is a full-inclusion school, serving grades Pre-K-8.

The Dearborn Academy is committed to providing students with disabilities a free and appropriate public education (FAPE) in compliance with federal and state laws. The Dearborn Academy offers evaluations, programs, and services to individuals who are identified as having, or who are suspected of having, a disability as defined in either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

SPECIAL EDUCATION

Special Education is specially designed instruction, at no cost to the parent/guardian, to meet the unique educational needs of a child with a disability.

Why does a child need an evaluation?

The evaluation is done to answer these questions:

- Does the child have a disability?
- How is the child currently performing in school? (present level of academic achievement and functional performance)
- What are the child's educational needs?
- Does the child need special education and related services?
- What additions or modifications, if any, are needed to enable the child to meet annual goals in the Individualized Education Program (IEP) and participate, as appropriate, in the general curriculum?

What are the steps in the evaluation process?

Before a child is evaluated for the first time, the school must notify the parent/guardian and describe any evaluation the school proposes to conduct. The parent/guardian must give informed consent for the child to be evaluated. The next step involves gathering and reviewing existing information on the child by an IEP Team (IEPT) and other qualified individuals. This includes consideration of current classroom assessments, observations, and information provided by parent/guardians and school staff. For a child who has been receiving special education services, every 36 months the IEPT must perform a Review of Existing Evaluation Data (REED) and identify what additional information, if any, is needed to make a determination about continued eligibility for special education. The ongoing eligibility recommendation is taken to an IEPT meeting, at which time eligibility and programs/services are reviewed and revised.

How is a child evaluated for the presence of a disability?

A "Multidisciplinary Evaluation Team" (MET) is responsible for evaluating a student suspected of having a disability. The team will include at least 2 members, one of whom is a specialist in the suspected area of disability. The team may include other persons, when appropriate, to include the areas of health, vision, hearing, social and emotional status, general intelligence, academic performance, communication skills and motor ability. Evaluation must be culturally and linguistically sensitive and appropriate, using a variety of assessment tools and strategies. Any standardized tests must be used correctly and fairly and be administered by trained, knowledgeable personnel. The MET makes the recommendation regarding the presence of a disability and Special Education eligibility.

Who is a “Child with a Disability?”

The definition includes the following qualifications:

- Children from birth through age 25 (not more than 25 years of age as of September 1st) who have not graduated with a regular high school diploma.
- Children who have the characteristics for a specific disability as defined in the Michigan Administrative Rules for Special Education (See the special education categories listed in this handbook.)
- Children who, because of that disability, need special education and related service support.

Who decides if a child is eligible for Special Education?

After the evaluation has been completed, the MET will decide if the child is eligible for Special Education.

What happens after a child/student is found eligible?

If the student is found eligible, the IEP Team will develop the student’s program, or IEP. As stated earlier, the IEP Team is comprised of the parent/guardians, school professionals, and the student when appropriate. After the IEP is developed and the parent/guardian gives written consent, the student begins to receive special education and related services.

PROCEDURE ON REFERRALS FOR EVALUATION

Request Process

A parent/guardian has the right to request a special education evaluation (at any time) before, after or during the Response to Intervention (RTI)/Multi-Tier System of Support (MTSS) process. If the parent/guardian is willing to proceed through the RTI/MTSS process and it is determined that the student has not made appropriate progress, a special education REED meeting will occur. If the parent/guardian grants permission to evaluate for special education through a REED, then an evaluation to determine if the student has a special education disability will be completed within 30 school days.

IEP and REED Deadlines

1. From the date a Request for a Special Education Evaluation is received by the district, the district has 10 school days to request written parental/guardian consent to evaluate. This is done via the REED or Notice and Consent for Evaluation [MiStar].
2. The Initial IEP must be held within 30 school days of the receipt of the signed consent (by parent/guardian/guardian) to evaluate. Extensions of up to an additional 30 school days are

- allowed for initials with all parties' agreement obtained in writing.
3. The MET will meet to review the evaluation results and give recommendations to the IEPT.
 4. The IEPT will collaboratively determine the special and general education services a student needs.
 5. The 364-day timeline requirement for an initial IEP starts at the implementation date.
 6. The 364-day timeline requirement for an annual review IEP starts on the date of offer of FAPE. The date of a subsequent offer of FAPE ends the 364-day timeline.
 7. The 36-month timeline for a redetermination IEP starts on the date of the offer of FAPE (all other timelines must also be maintained).
 8. Within 7 school days from the date of the IEPT meeting, the Academy shall provide the parent/guardian with the notice of an offer of a free appropriate public education or determination of ineligibility. The public agency shall document mode and date of delivery. The notice shall identify where the programs and services are to be provided and when the individualized education program begins.

FOR ALL EVALUATIONS OR REEVALUATIONS

Special Education Procedures

Please follow the Special Education Quick Reference Guide for When, What and Who on the subsequent pages:

- Initial Request for Special Education
- Three-Year Evaluations
- Annual Review
- Requests to Determine Additional Services, Termination of Services, Change of Eligibility, and Other (FBA)
- Dropping or Changing a Service (Other than Speech and Language Services)
- Dropping Speech for Speech and Language Eligible Only Student
- Exiting Special Education (Due to Ineligibility)
- Exiting Special Education (Due to Reaching Maximum Age for Eligibility)

<p style="text-align: center;">WHEN <i>(When an event occurs)</i></p>	<p style="text-align: center;">WHAT <i>(What is needed for the event in "When")</i></p>	<p style="text-align: center;">WHO <i>(Who needs to do the items in "What")</i></p>
<p>Initial Request for Special Education</p> <p>Note: From the date a Request for an Initial Evaluation is received by the district, the district has 10 school days to request written parental/guardian consent to evaluate (via a REED or Notice and Consent for Evaluation). The Initial IEP must be held within 30 school days of the receipt of the signed consent (by parent/guardian) to evaluate. Extensions of up to an additional 30 school days are allowed for initials with all parties in agreement.</p> <p>*Special Education law requires Informed Consent. When a REED or Notice and Consent for Evaluation is completed it must include all suspected disabilities and all additional evaluation to be completed. Evaluation not agreed to via signed consent on one of these forms and/or disabilities not included on this form may not be completed or considered without a new REED or Notice and Consent form.</p>	<ul style="list-style-type: none"> • The REED or Notice and Consent for Evaluation • Procedural Safeguards • The applicable MET document • Any relevant reports for the MET • An invitation to the IEP • An Initial "Notice of Provision of Services and Programs" signed by the district representative and the parent/guardian <p>Note: On the REED in the request date box: You should write in the date the REED meeting is being held.</p> <p>*If Speech and Language is evaluated, it must be included as a suspected disability on the REED or Notice and Consent form even when it is not believed to be the primary disability.</p>	<ul style="list-style-type: none"> • A request for evaluation can be initiated by the school or parent/guardians. A REED or Notice and Consent for Evaluation Form is completed. • Procedural Safeguards must be given or sent to the parent/guardian by the person assigned to lead the evaluation team or the Special Education Supervisor. • The assigned staff complete evaluations, reports, and the MET document. • The invitation to the MET Summary IEP meeting is provided to the parent/guardian by either the case manager or Special Education Supervisor. • The MET Summary and IEP meeting is held and all evaluating staff will participate. • The building administrator signs the "Notice" once the IEP is completed.

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<p>Three-Year Evaluations</p> <p>NOTE: Three-Year Evaluations are due exactly three years from the previous evaluation. <u>No extensions are allowed</u></p> <p>Additional NOTE: If a REED determines no additional information is needed at the time of any Three-Year Evaluation, the IEP that is held as a result sets the clock for the timeline of the next Three-Year Evaluation.</p>	<ul style="list-style-type: none"> • A REED • If the REED determined additional information was needed, you must obtain parent/guardian consent BEFORE completing the evaluations and compiling the report or document reasonable efforts to obtain parent/guardian consent. • Any relevant reports • A MET Summary will be completed if the REED indicated evaluation for the purpose of re-determination of eligibility. All suspected disabilities evaluated via the REED must be addressed in the MET Summary. • IEP Invitation • IEP marked Three Re- evaluation • A "Notice of Provision of Services and Programs" (not initial) <p>NOTE: If the parent/guardian refuses the evaluation in writing, then:</p> <p>Either a) make the student eligible based on the data you have, or b) make the student ineligible because of insufficient data.</p>	<ul style="list-style-type: none"> • The REED is completed by all required staff and parent/guardian input should be obtained by the case manager. • The invitation to the IEP meeting is sent by either the case manager or the Special Education Supervisor. • The IEP meeting is conducted by the case manager. • The building administrator signs the "Notice" once the IEP is completed.

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<p>Other: Requests for Special Education, such as:</p> <ul style="list-style-type: none"> • Requests to determine additional or different eligibilities • Requests to update present levels • Requests to determine if additional programs or services are warranted • Requests to determine whether any additional accommodations or modifications are needed <p>NOTE: Requests of this type are due within 30 school days from the date the school receives signed receipt of parent/guardian consent to evaluate. No extensions are allowed. The timeline may be extended, if agreed to by the parent/guardian and district. This must be written on the REED and measured in school days.</p> <p>Additional NOTE: If the parent/guardian of an eligible student requests additional testing unrelated to eligibility, consent is required. A report summarizing the testing should be done, however a MET would not be required.</p>	<ul style="list-style-type: none"> • A REED or Notice and Consent form. • On REEDs or Notice forms when the suspected disability or eligibility for special education is not being considered. The team may check whether: Additional data is needed to determine the student’s present level of academic performance and related developmental needs OR whether any additions or modifications to special education and related services are needed. But may not check: Additional data is needed to determine whether the student has or continues to need special education and related services. • If a different eligibility is being considered, Re-Evaluation must be indicated and the Three Year Evaluation Process has to be followed. • If the REED determined additional information was needed, any relevant reports must be completed. <p>If the evaluation showed a need for services:</p> <ul style="list-style-type: none"> • Either complete an Amendment (Recommended) OR do an Annual IEP. <p>If the evaluation did not show a need for services:</p> <ul style="list-style-type: none"> • Complete an Evaluation Report and share your results with the IEPT. 	<p><u>For addition of Services:</u></p> <ul style="list-style-type: none"> • The REED, relevant report(s), an Amendment or IEP and Notice of a FAPE are completed by the evaluating staff. • The building administrator signs the “Notice” after the amendment or IEP is completed. <p><u>For Change in Eligibility:</u></p> <ul style="list-style-type: none"> • The REED, the IEP and Notice of a FAPE are completed by the case manager and/or Special Education Supervisor. • The invitation to the IEP meeting is sent by the case manager or Special Education Supervisor. • The IEP is conducted by the case manager and/or Special Education Supervisor. • The building administrator signs the “Notice” after the IEP is completed.

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<p>Transfers of Previously Eligible Students (From Districts within Michigan)</p> <p>(You will need the IEP from the previous district in order to begin this process. A full Re-Evaluation will be completed if a current IEP, MET, and REED/Consent Form are not provided by the previous district).</p> <p><u>Option One:</u> If all required documentation is available decide if you can implement the IEP without making ANY CHANGES. If you can then complete the Previous Enrollment in Special Education Form [Wayne RESA Forms page] and Check Box A – The school district will adopt the IEP.</p> <p><u>Option Two:</u> If you cannot implement the previous school district’s IEP as is, then complete the Previous Enrollment in Special Education Form [Wayne RESA Forms page] and Check Box B – A new IEP will be developed on or before.</p> <p>**Summer move ins: When a student moves in on or before the 1st day of school you must provide FAPE ON the 1st day of school. Suggestion: Contact the school, ask that an IEP be faxed and complete the Previous Enrollment on the student’s first day of school.</p>	<p>Option One:</p> <ul style="list-style-type: none"> • NOTIFY all providers - including speech, etc. to collaborate on services. • Using the Wayne RESA Previous Enrollment Form, the student should be placed in an appropriate program and/or service as soon as previous eligibility and programming is verified. • Previous district’s IEP, MET document(s), and b n REED/Consent must be in the CA60. <p>Option Two:</p> <ul style="list-style-type: none"> • All of STEPS IN OPTION ONE <p>AND</p> <ul style="list-style-type: none"> • Complete a REED or Notice and Consent form and hold an IEP within 30 school days. 	<ul style="list-style-type: none"> • The Previous Enrollment is completed by the Special Education Supervisor. • The decision regarding adoption of previous IEP or completion of a new IEP is made by the Special Education Supervisor in consultation with relevant special education staff. • Invitation to the IEP and related meetings is sent by the Special Education Supervisor. • The IEP is led by the assigned case manager or Special Education Supervisor. • The building administrator signs the “Notice”. • SUMMER MOVE INS: It is the responsibility of the staff doing the enrollment to contact the Special Education Supervisor IN ORDER TO PROVIDE FAPE ON THE 1ST DAY OF SCHOOL.

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<p>Transfers of Previously Eligible Students (From Districts outside Michigan)</p> <p>NOTE: Even though out-of-state transfers are treated as initials for reporting purposes, the IEP 30 day timeline starts with completion of the Previous Enrollment form.</p>	<ul style="list-style-type: none"> • Previous Enrollment form completed. (Note: Even though this situation is treated as an initial for timeline purposes, the student should be placed in an appropriate program and/or service as soon as previous eligibility and programming is verified.) • REED or Notice and Consent Form completed. • Procedural Safeguards provided to parent/guardians. • If the REED determined additional information was needed, a MET Summary must be completed with all required reports. • IEP Invitation sent to the parent/guardians. • IEP marked Initial • A “Notice of Provision of Services and Programs” (Initial) <p>NOTE: Out of state transfers are treated as initials.</p>	<ul style="list-style-type: none"> • The Previous Enrollment form is completed by the Special Education Supervisor. • Procedural Safeguards must be sent by the Special Education Supervisor. • A signed REED or Notice and Consent form, MET, and relevant reports for the MET are completed by evaluating staff. • The invitations to the IEP is sent by the Special Education Supervisor. • The IEP is led by the Special Education Supervisor or assigned Case Manager. • The building administrator signs the “Notice”.

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<p>Transfers of Previously Eligible Students (From Districts within Michigan)</p> <p style="text-align: center;">UNIQUE SITUATIONS</p> <p>1. The MET and/or IEP are significantly overdue.</p> <p style="text-align: center;">-----</p> <p>2. The MET is coming due shortly.</p> <p style="text-align: center;">-----</p> <p>3. The Initial Request process was started in the previous district but not completed.</p>	<p>Complete a Previous Enrollment form and conduct a REED, MET and IEP as soon as possible.</p> <p style="text-align: center;">-----</p> <p>Refer to Transfers of Previously Eligible Students (from Districts within Michigan). The Academy is not obligated by the previous district's dates, but must complete the evaluation within 30 school days. Complete a REED (even if the previous district did one) and proceed with the process.</p> <p style="text-align: center;">-----</p> <p>The Academy is not obligated to follow the previous district's timeline. Develop a timeline with the parent/guardian, not to exceed 30 school days.</p>	<p>Refer to Transfers of Previous Eligible Students (from Michigan Districts) BUT the Academy must perform needed assessments and hold IEP AS SOON AS POSSIBLE.</p> <p style="text-align: center;">-----</p> <p>Refer to Transfers of Previously Eligible Students (From Districts within Michigan).</p> <p style="text-align: center;">-----</p> <p>Refer to Initial IEP Process.</p>

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<p>Dropping or Changing a Service (Other than Speech and Language Services)</p>	<ul style="list-style-type: none"> • IEP meeting Invitation • IEP marked Annual Review/Other • A "Notice of Provisions of Services and Programs" (not initial) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • An Amendment <p>Note: Amendments do not need to be done in person. HOWEVER, all parties must be in agreement (parent/guardian and district administrator). BOTH PARTIES MUST BE IN AGREEMENT WITH DATE AND METHOD THAT IT WAS DETERMINED.</p>	<ul style="list-style-type: none"> • The invitation to the IEP is sent by person assigned by district. • The IEP is conducted by the person assigned by the district. • The building administrator signs the "Notice" once the IEP is completed. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The Amendment is completed by the Case Manager or Special Education Supervisor. • The building administrator signs the "Notice". • The case manager notifies the IEP Team, including all relevant general education teachers and special education providers of the changes to the IEP outlined in the Amendment.

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<p>Dropping Speech for "Speech and Language" Eligible Student</p>	<ul style="list-style-type: none"> • A REED or Notice and Consent MUST be completed. • If further assessment is needed, perform the needed assessments • Complete a Diagnostic Speech Report • MET Summary is completed • IEP Invitation • IEP should be marked as "Re-evaluation" • IEP should show ineligible • A "Notice of Provision of Services and Programs" (not Initial) 	<ul style="list-style-type: none"> • The REED, MET document, and Diagnostic speech reports for the MET are completed by the speech pathologist and/or the Special Education Supervisor. • The invitation to the IEP is sent by speech pathologist or Special Education Supervisor. • The IEP is conducted by the speech pathologist assigned to this district. • The building administrator signs the "Notice" once the IEP is completed.

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<p>Exiting Special Education (Due to Ineligibility)</p>	<ul style="list-style-type: none"> • A REED OR Notice and Consent • Completion of a MET • Relevant reports for the MET • IEP Invitation • IEP marked "Re-Evaluation" and ineligible • A "Notice of Provisions of Services and Programs" (not initial) 	<ul style="list-style-type: none"> • The REED, MET document, and relevant reports for the MET are completed by the evaluating staff. • The invitation to the IEP is sent by the case manager and/or Special Education Supervisor. • The IEP is conducted by the case manager and/or Special Education Supervisor. • The building administrator signs the "Notice" once IEP is completed.

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<p>Exiting Special Education (Due to Reaching Maximum Age for Eligibility)</p>	<ul style="list-style-type: none"> • Summary of Performance 	<ul style="list-style-type: none"> • The Summary of Performance is completed by the appropriate staff.

THE LEAST RESTRICTIVE ENVIRONMENT (LRE)

Since 1975, the Individuals with Disabilities Education Act (IDEA) have required that students with disabilities be educated in the least restrictive environment (LRE).

The LRE is typically taken to mean that, to the maximum extent possible, all students with disabilities are educated with children who are not disabled in the school they would normally attend if not disabled.

Further, interpretation of LRE states that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

However, neither the 2004 reauthorization of IDEA nor the 2008 publication of Michigan's Administrative Rules for Special Education, provide definitions of the least restrictive environment. The Michigan State Board of Education does offer the following suggested process in determining LRE.

1. The student's specific educational needs (cognitive, affective, and psychomotor) are identified and discussed by the IEPT.
2. The specific special education and related services necessary to address the student's needs are discussed, identified, and determined by the IEPT.
3. The IEPT should give first consideration to the appropriateness of placement in the general education environment with modifications and supports. The full continuum of services will be considered without regard to current availability.
4. The extent to which the student will not participate in general education programs is determined by the IEPT.
5. In selecting the LRE, consideration is given to any potential harmful effects on the student or on the quality of services that he/she needs.

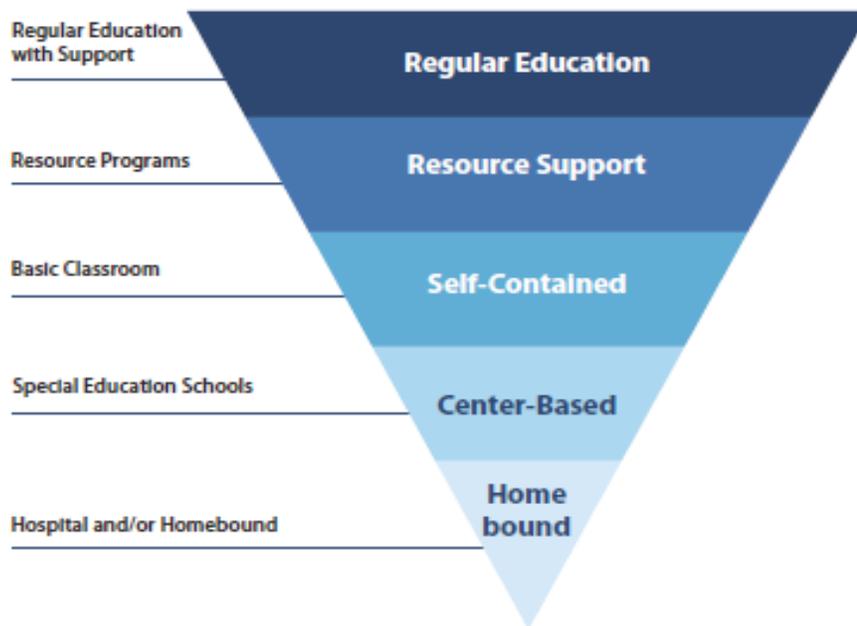
In summary, when determining the student's appropriate LRE, a Public School Academy (PSA) must consider the following factors:

- The educational benefits of integrated settings versus segregated settings.
- The nonacademic benefits (primarily social interaction with non-disabled peers).
- The effect the student with a disability can have on the teacher and his or her peers.
- The cost of supplementary services that will be required for that student to stay in the integrated setting.

*LRE decisions may not be based solely on factors such as: the category of disability, the severity of the disability, the configuration of the delivery system, availability of education or related services, availability of space or administrative convenience.

THE LEAST RESTRICTIVE ENVIRONMENT (LRE)

Least Restrictive Environment (LRE) *A Continuum of Services*



Since 1975, the Individuals with Disabilities Education Act (IDEA) have required that students with disabilities be education in the least restrictive environment (LRE).

MAINTENANCE OF RECORDS AND DOCUMENTATION OF PROGRAMS AND SERVICES

The Dearborn Academy follows the federal guidelines for granting parent/guardians/guardians access to student records. This process is outline in the following section:

§ 300.613 Access rights.

1. Each participating agency must permit parent/guardians to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under this part. The agency must comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to § 300.507 or §§ 300.530 through 300.532, or resolution session pursuant to § 300.510, and in no case more than 45 days after the request has been made.
2. The right to inspect and review education records under this section includes -
 - a. The right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
 - b. The right to request that the agency provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent/guardian from exercising the right to inspect and review the records; and
 - c. The right to have a representative of the parent/guardian inspect and review the records.
3. An agency may presume that the parent/guardian has authority to inspect and review records relating to his or her child unless the agency has been advised that the parent/guardian does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

**All current student records will be housed in the main office. Any additional requests/supports needed by parent/guardians will be handled by the Special Education Supervisor. All requests for documents to be mailed that are made over the phone will be sent to the address on file. If a parent/guardian wants the documents sent to a different address, the request must be made in person, so that identification may be verified.

SPECIAL EDUCATION STUDENTS NEW TO THE DISTRICT

General Procedures

1. When new Special Education (SE) students enter the district, they (along with their parent/guardian/guardian) should be directed to the Special Education Supervisor in order to complete a Previous Enrollment Form. The parent/guardian should be directed to bring a copy of the student's most recent IEP, MET and Evaluation Team Reports, with them to the office. If the parent/guardian does not have a copy of the most recent IEP, the Main Office will have the parent/guardian complete a Release of Confidential Information and Records request form in order to obtain special education records from the student's former district.
2. If a student is coming from a district outside of Michigan, he/she is considered a new special education student and must have a REED completed.

IEP PROCEDURES

General IEP Procedures

The Special Education teacher is always considered the Caseload Manager (CM) for all students on their provider list. If the student has no Resource Program services, the CM is the Primary Service Provider (Speech and Language).

Individual Education Programs (IEP's) should be held at least **Fourteen (14) days** prior to the FAPE date. This will enable the CM to make changes to the draft copy of the IEP after the meeting date if necessary. (Please note that once an IEP meeting has been held the district has seven school days with which to provide Notice of Provision and Services to the parent/guardian(s)/guardian(s). This insures the IEP will be in published form before the ending FAPE due date occurs.

PARENT/GUARDIAN/GUARDIAN AND STUDENT RIGHTS

1. Parent/guardians/Guardians must be invited via Invitation regardless of legal custody of the student. See Rule R 340.1701 b (d)
2. Any student, for whom a transition plan will be developed, must be invited to the IEP meeting **(Students who will be 16 years of age or older before their next annual IEP must have a transition plan in place).**
3. If the student will be age 17 during the course of the IEP, the parent/guardian must be informed of their parental/guardian rights for Age of Majority.
4. Once a student has turned 18, they are able to represent themselves at the IEP unless parent/guardian has power of attorney over the student.
5. School staff should exercise due diligence to have parental/guardian attendance at all IEPs.
6. For all IEPs two documented contacts are required. If parent/guardians are not in attendance at the IEP, documented attempts (i.e., invitation, phone calls, and U.S. mail) must be recorded.
7. Parent/guardian consent is needed BEFORE THE IEP meeting, if an individual from an outside agency is invited to attend the IEP (for Transition age students only). A Consent for Agency Invitation form must be completed and signed in advance of the IEP

RESOURCE PROGRAM TIME AND FREQUENCY

Time, Frequency and Location indicates how often the program/service is to be provided. All IEP's will be documented with either hours/minutes for time, number of days per week for frequency and where the services will be provided.

Determination of the aforementioned factors must be individualized and not based on staff convenience.

Progress Monitoring and Reporting

Direct instructional support is provided to the students in areas of need identified through the student's IEP. The Special Education Teacher/ Resource Room Teacher will provide instruction in the areas of weakness as well as provide consultation to the student's general education teacher(s).

The Dearborn Academy also offers Occupational Therapy Support through a contract agency for students who need individual exercises or adaptations for coordination of fine motor and perceptual motor problems. As well as direct support, the Occupational Therapist may help other professional or paraprofessional staff members support the student on a daily basis. The support provided by the Occupational Therapist must aid the students in meeting success in the educational environment.

The Dearborn Academy offers Physical Therapy through a contract agency for

students who need treatment for gross motor control, basic mobility, and balance. The Physical Therapist helps the staff who works with the student on a daily basis to understand the student's physical capabilities and limitations. Support may include assisting a student with the use of adaptive equipment or instructing staff about the safe way to lift or transfer a student. Physical Therapist services are based on a prescription from a physician. Activities supported through physical therapy have educational relevance.

The Dearborn Academy has a School Psychologist. The school psychologist evaluates students' academic achievement, behavior, adaptive skills, social-emotional functioning, and cognitive ability using tests, observations, and other procedures to determine the impact these factors are having on educational progress toward curriculum standards.

The Dearborn Academy has a School Social Worker on site and the individual works with special and general education students. The School Social Worker may evaluate a student's social and emotional adjustment. The School Social Worker provides direct support to all students in making behavioral and academic progress. Goals that are most often written on IEPs that require social work support are related to social, emotional, or school adjustment problems. The School Social Worker serves as a resource person to educational staff, students, and parent/guardians in providing problem solving techniques; acting as a liaison between the school, home, and community while coordinating and developing community resources. The School Social Worker also take a leadership role in the development of student behavior plans.

The Dearborn Academy also offers Speech and Language Services through a contract agency. The Speech and Language Provider evaluates students who may qualify for special education programs and services due to a disability in the areas of language development, articulation, voice, and fluency. The Speech and Language Provider contributes instructional support to students and are involved with helping students with augmentative communication. The Speech and Language Provider also consult with educational staff, parent/guardians, and community agencies relating to speech and other communication disorders.

The Dearborn Academy offers Teacher Consultant Services for the Hearing and Visually Impaired via Wayne RESA providers.

General IEP Checklist

1. IEP Demographic Area
 - Are the appropriate IEP dates in place and is it for the appropriate purpose? (Initial IEP, Annual Review/Reevaluation)?
 - Allow parent/guardian to review the demographic area corrections on the DRAFT and give updated information to the office manager.
 - Briefly discuss the purpose of the meeting.
 - Parent/guardian contact information is correct.

- Parent/guardian email addresses are requested for purpose of providing electronic documents. *Note – If an IEP member is not able to be in attendance, a contact to the parent/guardian must be made prior to the meeting to receive parental/guardian consent. Written input is necessary.*
 - Parent/guardians must sign the Agreement on Excusal Prior to Meeting.
2. Strengths of Student
 - Consider the strengths of the student. These will guide the demonstrated needs.
 - Consider concerns of the parent/guardians.
 3. Consideration of special factors:
 - Communication needs
 - Assistive technology needs
 - Positive Behavior Intervention Supports (PBIS)
 - Social Emotional Needs
 4. Needs Area/Description of Needs (Present Level of Academic Achievement and Functional Performance (PLAAFP))
 - The result of the most recent evaluation.
 - Discuss baseline data to include standardized testing, curriculum-based assignments, when it was given, the results, etc. All data must not be older than one IEP year except to compare to current data and make statements regarding process.
 - Discuss how student’s ability affects their involvement and progress in the general curriculum.
http://www.resa.net/downloads/special_education/plaafp_guidance_11-2015_20151123_130951_18.pdf
 - Note: All students must participate in the general curriculum, which may require supplemental aids and services. ** The IEP team may decide that some students will benefit from a modified curriculum (Parent/guardian will be informed that this process will place the student on a certificate track instead of a diploma). **
 - Discuss how the student accesses or makes progress in the general curriculum based on core standards for the grade in which the student is enrolled.
 - Remember to address Extended School Year (ESY) as needed. See Rule R 340.1721 e (2)
 - Discuss functional strengths and needs of the student.

REMEMBER: IT ALL STARTS WITH THE PLAAFP: EVERY PROGRAM, TIME IN THE PROGRAM, SERVICES NEEDED, TRANSPORTATION NEEDS, TRANSITION AND SUPPLEMENTARY AIDS AND SERVICES ALL SHOULD BE ABLE TO BE TRACED BACK TO THE PLAAFP. IF THE PLAAFP (DEMONSTRATED NEEDS) DO NOT SHOW **THE NEED**, THEN YOU SHOULD NOT BE PROVIDING THE SERVICE, PROGRAM, ETC.

5. Extended School Year (ESY)

- Review the "Need for Extended School Year-Standards/Directions form.
- Decide if any goals in the IEP may need ESY under one or more of these areas:
 - a serious potential for regression of skills beyond a reasonable period of recoupment, or
 - the nature or severity of the disability, or
 - critical stages or areas of learning
- If one or more of the factors above is/are true, consideration of the need for extended school year must be determined.
- Copies must be placed in the student's CA60 in the main office.
- During ESY there must documentation of the goals that are being worked on during this time. This should be in the form of a pre and post assessment.

6. Secondary Transition

- Review the "Need for Extended School Year-Standards/Directions form.
- Did a discussion on transition services occur before the student turned 16?
- Was Age of Majority discussed if student is 17 and guardian is established?
- Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
- Is there evidence of prior consent of the parent/guardian or student, who has reached the age of majority, to invite an agency?
- Is there evidence that, if appropriate, a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited prior to the IEP Team meeting?
- Is there evidence of a postsecondary goal that is based on age appropriate transition assessment(s) for training?
- Is there evidence of a postsecondary goal that is based on age appropriate transition assessment(s) for education?
- Is there evidence of a postsecondary goal that is based on age appropriate transition assessment(s) for employment?
- Is there evidence of a postsecondary goal that is based on age appropriate transition assessment(s) and independent living skills, where appropriate?
- Does the IEP include an appropriate measurable postsecondary goal in the area of training?
- Does the IEP include an appropriate measurable postsecondary goal in the area of education?
- Does the IEP include an appropriate measurable postsecondary goal in the

area of employment?

- Does the IEP include an appropriate measurable postsecondary goal in the area of independent living skills, where appropriate?
- Are the postsecondary goals updated annually?
- Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?
- Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
- Are there annual IEP goals related to the student's transition service's needs?
- Is there evidence that the student's needs, taking into account their strengths, preferences, and interests, were considered?
- Was the Course of Study addressed?

The IEPT is responsible for explaining if the student's course of study will lead to a high school diploma. If not, the course of study must be addressed. Parent/guardians need to be fully informed of the ramifications of the student receiving a certificate of attendance/completion versus a high school diploma.

7. Summary of Performance

- The designated caseload manager will complete the summary of performance for students who are graduating or receiving a certificate of completion.

Note: Students who receive a certificate of completion are still eligible for special education services until they are no longer eligible (Student who is not more than 25 years of age as of September 1 of the school year of enrollment, and who has not graduated from high school. A student who reaches the age of 26 years after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year).

One copy of the completed Summary of Performance is placed in the student's permanent record one copy is sent home and another will remain in the special education file.

8. Goals and Objectives/Benchmarks

- Based on the information documented in the PLAAFP, determine the area(s) of need requiring a goal and short-term objective(s)
- Are all goals MEASURABLE?
- Does each Annual Measurable Goal have at least two Short-Term Objectives?

Note: It is required that each Annual Goal have two or more Short-Term Objectives. Core Standards must be used for appropriate student grade level. Alternate standards require a discussion regarding student course of study.

Additional information on writing measurable annual goals, is available via links to the Wayne RESA and MDE websites:
http://www.resa.net/downloads/special_education/how_to_write_measurable_iep_goals_and_objectives_20160404_112452_6.pdf

https://www.michigan.gov/documents/mde/Measurable_Goals_558267_7.pdf

9. Supplementary Aids and Services

- Did a discussion occur regarding the need for supports in the instruction, curriculum, environment or any other need? Time/frequency/condition and location are required for each accommodation needed. The term “as needed” cannot be used as the only “condition” as it lacks specificity and individualization.

If no supplemental aids and services are needed, the appropriate box must be checked the appropriate box. Does the data in the PLAAFP section show that the student needs each supplementary aid and service that has been written?

10. Assessment-Participation and Provisions

- Based on the information documented in the PLAAFP, determine the area(s) of need requiring a goal and short-term objective(s)
- Were state and district assessments addressed for the IEP year?
- Were accommodations specified for each assessment?
Note-assessments accommodations and supplemental aids and services (accommodations) must align to each other.

11. Special Education Services and Programs

- Based on the information documented in the PLAAFP, determine the area(s) of need requiring a goal and short-term objective(s)
- Were state and district assessments addressed for the IEP year?
- Were related services discussed with the appropriate personnel in attendance OR WAS PRIOR EXCUSAL GIVEN BY PARENT/GUARDIAN AND WAS THIS DCOCUMENTED?
Note-if services are discussed as a possible area of need, a REED or Notice and Consent form must be completed and testing must occur before the service can be addressed in the IEP
- Were programs determined to meet the student's need and ensure progress?
- Identify the program by name and rule number.
Note- Services and programs begin on the implementation date of the IEP unless otherwise indicated.
- Were EXTENDED SCHOOL YEAR (ESY) Services addressed in the IEP?
Note-ESY services are provided to a student beyond the traditional school

calendar at no cost to the parent/guardian. ESY services must be considered. ESY services are provided if the IEP team determines that the services are necessary for the provision of FAPE. The team must consider the following factors in relation to each of the student's goals identified in Section 4.

1. *Regression and Recoupment*
 2. *Nature and severity of disability*
 3. *Critical stage or area of learning*
- Based on the information documented in the PLAAFP, determine the area(s) of need requiring a goal and short-term objective(s)
 - *The IEP team must make a data-based decision for ESY service. If no need for ESY was determined, a statement of reason must be provided.*
 - Was special transportation considered?
 - Document if special transportation is necessary for the student to have access to FAPE.

12. Notice or Provisions of Services and Programs (Notice of FAPE) for the IEP

- Was Method of Notice Box completed?
- Was a Notice completed after the IEP Process?
- Were parent/guardian(s) given a copy of the IEP and Notice?
- Copy of the IEP placed in the student's permanent file?

A notice of provision of services of FAPE for the IEP must be completed to provide written notice to the parent/guardian when the district proposes to initiate or change the educational placement of the student or the provision of a Free Appropriate Public Education (FAPE) to the students, or when they refuse to initiate or change the educational placement of the student or the provisions of a FAPE to the student.

1. Providers have (7) school days following the IEP meeting to provide the Notice of FAPE to the parent/guardian/guardian.
2. Notice is sent either to offer a provision of FAPE or to provide notice that the student was not eligible for special education. The signature of the "superintendent or designee" must always be on the notice. **A parent/guardian must always sign for the "Notice for Initial Provision of Services and Programs" in order for services to begin.**

Notice of Provisions and Services of FAPE must always be given whenever the IEP is amended, the district changes placement, eligibility or evaluates.

After the IEP Meeting

The following are the necessary steps required after the IEP:

1. Complete any changes to the IEP and finalize it.
2. Check that all required signatures are in place.
3. Provide a copy to the parent/guardian(s)/guardian(s) of the IEP and Notice of Provisions and Services.
4. Place a copy of the IEP in the student's CA60.
5. Provide a copy of the IEP at a Glance/IEP Summary to all appropriate general education teachers.

Amendments

Amendments may be used for many purposes, which can include (but are not limited to):

- To add, delete, or modify IEP goals and/or short-term objectives.
- To change the amount of time and/or frequency for an existing program or related service.
- To add or delete, or modify a supplementary aid, program modification, or support services.
- To change a transportation provision.
- To change language related to state or district-wide assessments.
- To address the need for extended school year services.
- To make short-term changes to the IEP.
- To add or delete a related service from an IEP.

MTSS ACADEMIC GUIDELINES

MTSS Definition

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

Core Concepts of RTI when used with MTSS

Response to Intervention (RTI) is the academic component of MTSS that represents a *systems change* and shifts the focus from Special Education to General Education, and from process to outcomes. RTI emphasizes early identification and intervention and utilizes a problem solving model.

- High quality classroom instruction

- Research based instruction
- Classroom performance emphasized
- Universal screening
- Continuous progress monitoring
- Researched based interventions

Three Tiered Model

The questions that need to be answered at every level of the RTI three tiered system are:

- What is the problem? (Problem Identification)
- Why is it happening? (Problem Analysis)
- What are we going to do about it? (Plan Development/Implementation)
- Did it work? (Plan Evaluation)

THE DEARBORN ACADEMY'S MTSS PROCESS

Tier 1 is the foundation and consists of scientific, research-based **core** instructional and behavioral methodologies, practices, and supports designed for **all students in the general curriculum**.

Who? Classroom Teacher/all students

What? Differentiated instruction

Where? General Education Classroom

When? Daily/Intervention Block

Time Duration: 6-8 weeks

Assessment: Initial/Follow-up screeners (Classroom Assessments, Fountas & Pinnell (Running Records)), Progress monitor behavior, Track Tier 1 strategies on *Initial Referral Form*.

Tier 2 consists of **supplemental** instruction and interventions that are provided *in addition to and in alignment with effective core instruction and behavioral supports* to groups of targeted students who need additional instructional and/or behavioral support.

Who? Classroom teacher/small groups 1:3 - 1:6

What? Teachers work with small groups of students using researched-based math and reading interventions and skill building activities

Where? Classrooms

When? Monday, Tuesday, Wednesday or Thursday during intervention times

Time Duration: 2 times a week per subject; 6-8 weeks for 30 minutes

Assessment: Progress monitoring is done bi-weekly

Tier 3 consists of **intensive** instructional or behavioral interventions provided *in addition to and in alignment with effective core instruction* with the goal of increasing an individual student's rate of progress. Tier 3 interventions are developed for individual students using a problem-solving process. Students receiving Tier 3 level supports *may or may not* be eligible for specially designed instruction and related services in accordance with the IDEA.

Who? Specialists/small groups 1:1 – 1:3

What? Intensive researched based interventions and skill building activities

Where? Specialist's classrooms

When? Monday, Tuesday, Wednesday & Thursday

Time Duration: 4 times a week per subject; 8-10 weeks for 30 minutes

Assessment: Progress monitoring weekly or during LLI lessons

Note: Special education is not a tier, nor is RTI a series of events conducted for the purpose of identifying a disability. RTI is, conversely, a process used for the purpose of revealing what works best for groups of students and individual students, regardless of placement.

STAFF ROLES IN THE MTSS PROCESS

Teachers

- Responsible for implementing Tier 1 and/or 2 interventions in the classroom
- Assist in administering universal screening assessments to students three times a year when needed
- Group students based on universal screening assessment results
- Consult with teachers, specialists, administrators, and others to determine best approaches
- Test, teach, test – using specific probes of skills
- Chart student progress
- Bring your questions and all requested student data to the MTSS team
- Attend all Tier 2 and Tier 3 meetings and Data Drops (statistics gathered from standardized tests to target instruction so that all students are learning at high levels)
- Participation in professional development to learn how to work with data and interventions
- Create Tier 1 goals for all students

- Create Tier 2 goals for students with MTSS team
- Send Parent/guardian Notice Tier letters home
- Record interventions being used with Tier 2 students

Para-Professionals

- Responsible for assisting classroom teachers with Tier 1 Math/Reading interventions
- Implement interventions with teacher support
- Attend Tier 2 meetings and Data Drops

Math/Reading Specialists

- Complete initial screening of all students (Grade Level Math Screener/Fountas & Pinnell (Running Records)
- Responsible for carrying out Tier 3 Interventions
- Provide oversight, guidance and resources to Tier 2 interventionists/classroom teachers
- Progress monitor students weekly on Fridays or during LLI lessons
- Attend Tier 2 & 3 meetings and Data Drops

IST Team members

- Principal
- Administrator
- Psychologist
- Social Worker
- Teacher making the request
- Math and/or Reading Specialists
- ESL Teacher (if applicable)
- Arabic Teacher (if applicable)
- Parent/guardian (parent/guardian is invited to initial and Tier 3 individual meetings)

IST Team Responsibilities

- Coaching and consultation
- Assessment of the instructional environment and treatment fidelity
- Data review, evaluation of student response-to-intervention
- Instructional problem-solving and program evaluation
- Assessments and interventions may be delivered by either general education or support staff (or both).
- Collaborate on the appropriate research-based intervention
- Determine who will implement intervention and date to reconvene
- Provide oversight for Tier 2 and 3
- Coordinate professional development for specialists and paraprofessional involved in the MTSS process
- Meet with specialists regarding Tier 2 and 3 outcomes (Fridays)
- Attend IST meetings

MTSS INTERVENTION & MEETING GUIDELINES

Data Drop

- Will be held 3 times per year and include time for planning intervention support time
- Classroom teacher, grade level specialist, interventionists, social worker, psychologist, administrator, and special education teacher, ESL teacher are present
- Team reviews all data and decide which students will receive Tier 2 & 3 services
- Student goals are discussed and the team completes grade meeting minutes

Tier 1

- Universal Screener given to students twice a year for baseline data (teacher input for math/Fountas & Pinnell {Running Records})
- Differentiated instruction taking place in the classroom and data collection
- Progress monitoring data should be collected for all **at-risk** students for 6 weeks.
 - Behavior Tracking Form
 - Track Tier 1 strategies used and outcomes

Tier 2

- Teachers fill out **MTSS Referral Form** before scheduled meeting. This form must be completed along with all necessary documents attached and turned into the Data & Assessment Supervisor:
 - M-STEP/WIDA/MAP scores (if available)
 - Current report card/progress report
 - Discipline referrals/behavior tracking form/logs/daily or weekly behavior intervention charts
 - Relevant work samples, projects, and/or homework documenting concerns
 - Baseline/follow-up class samples or Fountas & Pinnell (Running Records)
 - Attendance information (student's attendance rate must be at 85% in order to be considered for Tier 2 or 3)
 - Informal/formal observation

***Please note: This is only to add students outside of a Data Drop meeting. Students who do not have completed paperwork will not be reviewed at the meeting.**

Tier 2 Intervention

- Tier 2 plan is carried out by staff for 6-8 weeks.
- Parent/guardians informed by teacher of services via *Tier II Notification Letter* and teacher contact (documented meeting/phone call). **Please be sure to give a copy to the Data & Assessment Supervisor for the student's file.**

- Classroom teacher will work with groups of students 1:3-1:6 for 30 minutes, twice a week per subject
- Progress Monitoring data is collected
- Follow-up meeting is scheduled for 6-8 weeks after plan begins to discuss interventions, success or hardships encountered.

Follow-Up Meetings

- Meetings are on Fridays at assigned times
- Classroom teacher, grade level specialists, social worker, psychologist, administrator, and special education teacher, and para-professionals are present. (Teacher finds classroom coverage for meeting time if not during a prep time).
- Team reviews progress monitoring data and decide whether to move student back to Tier 1, keep at Tier 2, or move to Tier 3 or change student's individual goals

Tier 3 Intervention

- Parent/guardians informed by teacher of service via Tier III Notification Letter and teacher contact (documented meeting/phone call). **A copy must be provided to the Data & Assessment Coordinator for the student's file.**
- Tier 3 plan is carried out by specialist for 8-10 weeks
- Specialists will work with students 1:1-1:4 for 30 minutes, 4 times per week
- Progress Monitoring data is collected and reviewed

Follow-Up Meetings

- Classroom teacher, grade level specialists, social worker, psychologist, administrator, and special education teacher, interventionist are present. **(Teacher finds classroom coverage for meeting time if not during a prep. time).**
- Team reviews progress data and decides whether to move student back to Tier 2, keep at Tier 3, change student's individual goals and/or strategies or request testing.

Request for Continuation in Instructional Support

- Data and Assessment Coordinator calls parent/guardian and sets date for meeting on a Friday.
- Parent/guardian reminded of meeting via *Tier III Meeting Invitation Letter* (Data & Assessment Supervisor retains copy for file)
- Classroom teacher, grade level specialists, social worker, psychologist, administrator, and special education teacher, interventionist are present. **(Teacher finds classroom coverage for meeting time if not during a prep. time).**
- Team reviews progress and discusses the need for further testing to assist students with their academic needs.

The social worker will contact teachers at the beginning of the school year for students who are on the list from the previous year. They will maintain a list of these students. These students will be the first on the list for the next academic year (unless other conditions were specified by the team the previous year).

GUIDELINES FOR IDENTIFYING STUDENTS

Identifying students for Tier 2 and Tier 3 at Data Drop

- Current Tier 2 or Tier 3 students will be addressed first.
 - If students have mastered individual goals **AND** have shown growth on NWEA (MAP) and Fountas & Pinnell (Running Records) and compared with their classmates, they may move from Tier 2 to Tier 1 or from Tier 3 to Tier 2.
 - If students continue to score in the low level on NWEA (MAP) **AND** at below grade level in Fountas & Pinnell or below the level of their peers on classroom assessments, they may move from Tier 2 to Tier 3 or recommendations may be requested for further assessment of Tier 3 students.
- Students will be considered for Tier 2 reading interventions if they have scored in the low or low average level on NWEA (MAP) **AND** below grade level on Fountas & Pinnell (Running Records).
- Students will be considered for Tier 2 math interventions if they have scored in the low or low average level on NWEA (MAP) **AND** have classroom assessments below the level of their peers.
- Tiers may not be skipped (ex. 1 → 2 → 3 or 3 → 2 → 1 NOT 1 → 3 or 3 → 1)
 - Special education students will not be placed in Tier 2 or 3.
 - Students pulled for ESL support will not be placed in reading Tier 2 or 3.
 - Students must have an 85% attendance rate.

***Exceptions may be made with the agreement of the Instructional Support Team.

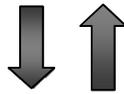
Moving students between Tiers after Data Drop

- Discuss progress of general and individual goals created at Data Drop
- Discuss interventions used: success or failure
- Create new or modify individual goals if necessary **OR** move Tiers

FLOWCHART

Tier 1

- Initial screeners given to all students (Fountas & Pinnell {Running Records} and Classroom Assessments)
- Teachers implement differentiated instruction in the classroom to all students
- Teacher begin collecting data on high-risk students
 - Administer Fountas & Pinnell {Running Records} 3 times per year
 - Behavior tracking forms, logs, plans and/or data
 - Record Tier 1 interventions/outcomes (On MTSS referral form if necessary)



Tier 2

Referral

- Teacher completes an MTSS Referral form and attaches 1) M-STEP/WIDA/NWEA (MAP) scores, 2) discipline referrals/behavior scatter plots, 3) current report card/progress report, 4) relevant work samples and 5) Fountas & Pinnell (Running Records) information and relevant classroom scores. Turn completed packets in to Data & Assessment Supervisor.
- Meetings are typically set for Friday (during teacher's prep. time)

Data Drop

- Team meets to review data and decide best interventions for student (i.e. math/reading support, behavior plan, or speech /language evaluation)

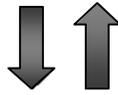
Intervention

- Student begins receiving small group (up to 6 students) math or reading support with the classroom teachers 2 times per week (30 minutes each) for 6-8 weeks
- Parent/guardians informed of services via letter and teacher contact (copy put in student file)
- (Behavior plan is put into place if necessary)
- (Other evaluations take place i.e. speech if necessary)
- Progress monitoring is done for academic and behavior goals bi-weekly

Follow-up Meeting(s)

- Team reviews progress monitoring data– has goal been met, exceeded, or not met?

- Typical goal will be a set percentage of classroom assessments or level increase using Fountas & Pinnell (Running Records).
- Based on data, student will either: Move back to Tier 1; Stay at Tier 2; Move to Tier 3; Receive a change in goals and/or strategies.



Tier 3

Data Drop

- Team meets to review data and decide best interventions for students (i.e. math/reading support, behavior plan, or speech/language evaluation)

Intervention

- Tier 3 plan is carried out by staff
- Specialists will work with students 1:1-1:3 for 30 minutes, 4 times per week
- Progress monitoring data is collected weekly

Follow-up Meeting(s)

- Team reviews progress monitoring data– has goal been met, exceeded, or not met?
- Typical goal will be a set percentage of classroom assessments or level increase using Fountas & Pinnell (Running Records).
- Based on data, student will either: Move back to Tier 2; Stay at Tier 3; Receive a change in goals and/or strategies; Be referred for evaluation

Referral for testing

- School psychologist contacts parent/guardian to set meeting time
- Request for parental/guardian consent to testing

SUPPORTING RESOURCES

RTI Websites

<http://www.resa.net/curriculum/rti/>

[http://www.resa.net/downloads/response to intervention/overview.pdf](http://www.resa.net/downloads/response%20to%20intervention/overview.pdf)

<http://www.rti4success.org/whatisrti>

http://www.spectrumk12.com/rti/the_rti_corner/

Progress Monitoring

[http://www.resa.net/downloads/response to intervention/examples.pdf](http://www.resa.net/downloads/response%20to%20intervention/examples.pdf)

<http://www.renlearn.com/sm/RTI.aspx>

<http://www.pearsonschool.com/index.cfm?locator=PSZ4Z4&PMDBSiteID=2781&PMDBSolutionID=&PMDBProgramId=23661&level=4&prognav=po>

<https://dibels.uoregon.edu/>

<http://www.studentprogress.org/>

<http://easycbm.com/teachers/login.php>

http://www.interventioncentral.org/cbm_warehouse

Strategies/Interventions

[http://www.resa.net/downloads/response to intervention/interventions.pdf](http://www.resa.net/downloads/response%20to%20intervention/interventions.pdf)

<http://www.interventioncentral.org/academic-interventions>

<http://www.interventioncentral.org/>

<http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF>

House S. N. (Eds.). (2004). *Learning Intervention Manual Goals, Objectives, and Intervention Strategies*. Columbia, Missouri: Hawthorne Educational Service, Inc.

McCareny S.B, & Wunderlich, K.C (2006). *Pre-Referral Intervention Manual, The Most Common Learning and Behavior Problems Encountered in the Educational Environment*. (3rd ed.). S.N. House, (Ed.). Columbia, Missouri: Hawthorne Educational Services, Inc.