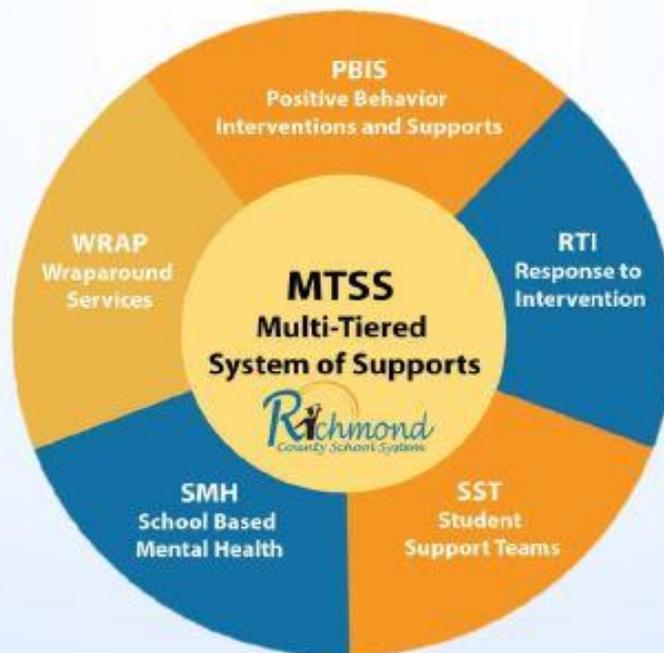


RCSS

MTSS

IMPLEMENTATION

GUIDE



WORKING DRAFT
FEBRUARY 2024

Table of Contents

- 1
- MTSS 4**
 - Data Teaming 5
 - Response to Intervention (Rti)..... 6
- Academics..... 6**
 - ELA Instructional Expectations..... 6
 - Mathematics Instructional Expectations 6
 - RCSS Pyramid of Interventions 8
 - Resources Provided for Each Tier of Instruction 9
 - Grades K-5 Tier 1 ALL STUDENTS..... 9
 - Grades K-5 Tier II..... 9
 - Grades K-5 Tier III 10
 - Grades 6-8 Tier 1 ALL STUDENTS..... 11
 - Grades 6-8 Tier II..... 11
 - Grades 6-8 Tier III..... 12
 - Grades 9-12 Tier 1 ALL STUDENTS..... 13
 - Grades 9-12 Tier II..... 13
 - Grades 9-12 Tier III..... 13
 - Literacy Evidence Based Practices..... 14
 - Mathematics Evidence Based Practices..... 16
- Speech and Language..... 18**
 - Definitions 18
 - Role of the Speech-Language Pathologist..... 20
 - Tier 1:..... 20
 - Tier 2:..... 20
 - Tier 3:..... 21
- MTSS Process for Speech & Language 21**
 - Articulation..... 21
 - Tier 1: Identification 21
 - Tiers 2 & 3: Intervention & Data Review 21
 - Tier 3: Data Review 22
 - Language 22
 - Tier 1: Identification 22
 - Tiers 2 & 3: Intervention & Data Review 22
- Attendance 23**
 - Student Attendance Improvement 24
 - Attendance Protocol 24
 - Tier I Protocol Expectations 25

Tier II Protocol Expectations	26
Tier III Protocol Expectations	27
Positive Behavior Intervention & Supports and School-Based Mental Health	28
Defining Components.....	28
School Climate	28
Mental Health.....	28
Social-Emotional Learning.....	28
Pyramid of Behavior Interventions	29
School Climate and Behavior	30
Tier 1: Systems.....	31
Climate and Behavior	31
School wide discipline process.....	31
Social-Emotional Learning.....	32
Mental Health.....	34
Key Components of the Tier 1 Intervention Plan	34
.....	36
Tier 2	37
Social-Emotional Learning.....	37
Mental Health.....	38
Key Components of the Tier 2 Intervention Plan	38
Tier 3	40
Behavior.....	40
Social-Emotional Learning.....	40
Mental Health.....	41
Wraparound	43

Mission Statement

Building a globally competitive school system that educates the whole child through teaching, learning, collaboration, and innovation.

Vision Statement

The Richmond County School System will provide an equitable education for all students to prepare them for life beyond the classroom.

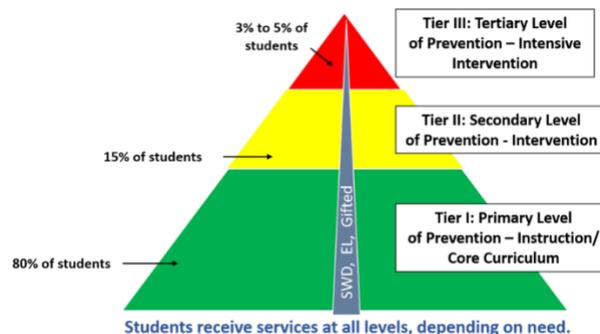
Georgia House Bill 740 MTSS Definition

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 [all] students at multiple levels of intervention.

MTSS

Determined to actualize our mission and operationalize our vision, the Richmond County School System is committed to the constructive development of all our students. One of the major drivers for the work is the implementation of Multi-tiered System of Support (MTSS). MTSS is a data driven prevention framework that uses assessment, screening, and progress monitoring to identify and predict students who may be at risk for poor learning outcomes or who experience social emotional needs and/or behavioral concerns that impact their learning.

A multi-level prevention system is an essential component of MTSS. The component includes three levels of intensity or prevention that is designed to improve high-quality core instruction, evidence-based interventions, and supports when used effectively within the framework. The triangle graphic depicts the progression of support across the multi-level prevention system. The levels are Tier I: Primary Level – Instruction/Core Curriculum, Tier II: Secondary Level – Intervention, and Tier III: Tertiary Level - Intensive Intervention.



This tiered approach is designed to support all students. It is a flexible service model in which students can move from tier to tier in either direction based upon the area or need for support. Decision-making is based on multiple sources of data and determined by a team using a standard districtwide protocol. MTSS includes but is not limited to academics, behavior, social emotional needs, attendance, speech, ELL (English Language Learner), wraparound services, and mental

health. MTSS is the hub that connects the many support services that are available. A strong MTSS framework ensures appropriate organizational systems, processes, and procedures are in place to create safe, positive school climate as well as providing appropriate intervention opportunities for all children.

Students are identified for specific support services and interventions based upon data. The data sources can include but are not limited to universal screeners for math and reading, EIP/REP rubrics, student work samples, teacher observations, and attendance, behavior, and medical records. These data sources are analyzed to form the basis for an initial analysis of school-wide, group, and individual patterns. Utilizing the results, data teams determine a plan of action for interventions, progress monitoring, and evaluation.

Data Teaming

The Richmond County School System employs a data teaming approach to MTSS process to ensure equitable access to services and supports for all children. The three types of data teams are: school level, grade/content level, and individual student teams. The graphic below details the purpose for the 3 types of meetings. Complete information on the data teaming process can be found in the [RCSS Data Team Guide](#). It is important to note that data teams are assembled to meet the specific needs of the child. It is important that the team configuration is crafted to ensure the appropriate educational professionals are in attendance.



MTSS School Team

Team of 8-10 educational professionals who analyze data sources to identify trends and patterns to aid in the development of school-wide plans and strategies for support of all students.



Grade Level or Content Area Team

Team of grade level or content area teachers who analyze data sources to include universal screeners, secondary screeners, and progress monitoring artifacts to problem-solve for improvement at the classroom level. Teachers create and implement intervention plans to ensure that students who need additional support and intervention are receiving it and making progress.



Intervention Team

Specialized team that problem-solves for small group or individual student who is not making sufficient progress (Focus is Tiers 2 and 3). The team modifies and revises intervention plans to intensify student supports and interventions. In addition, the team monitors progress of intervention closely in order to make decisions about the next steps in the RtI/SST process.

Response to Intervention (RtI)

Response to Intervention (RtI) is embedded within the MTSS framework to maximize student achievement and improve behavioral outcomes. The focus is on the “what and how of instruction” and the provision of services and supports to students that meet their unique, whole child needs. Essentially, RtI is the practice of: (a) providing high-quality instruction/intervention matched to all students needs and (b) using learning rate over time and level of performance to (c) make important educational decisions to guide instruction according to the Washington Office of Superintendent of Public Instruction (as cited in National Association of State Directors of Special Education; NASDSE, 2005) school. RtI is intended to reduce the incidence of “instructional casualties” by ensuring that students are provided high quality instruction with fidelity. Schools can provide interventions to students as soon as a need arises. Information on implementing the process can found in the [Response to Intervention /Student Support Team Manual](#)

Link: [Response to Intervention/Student Support Team Manual](#).

Academics

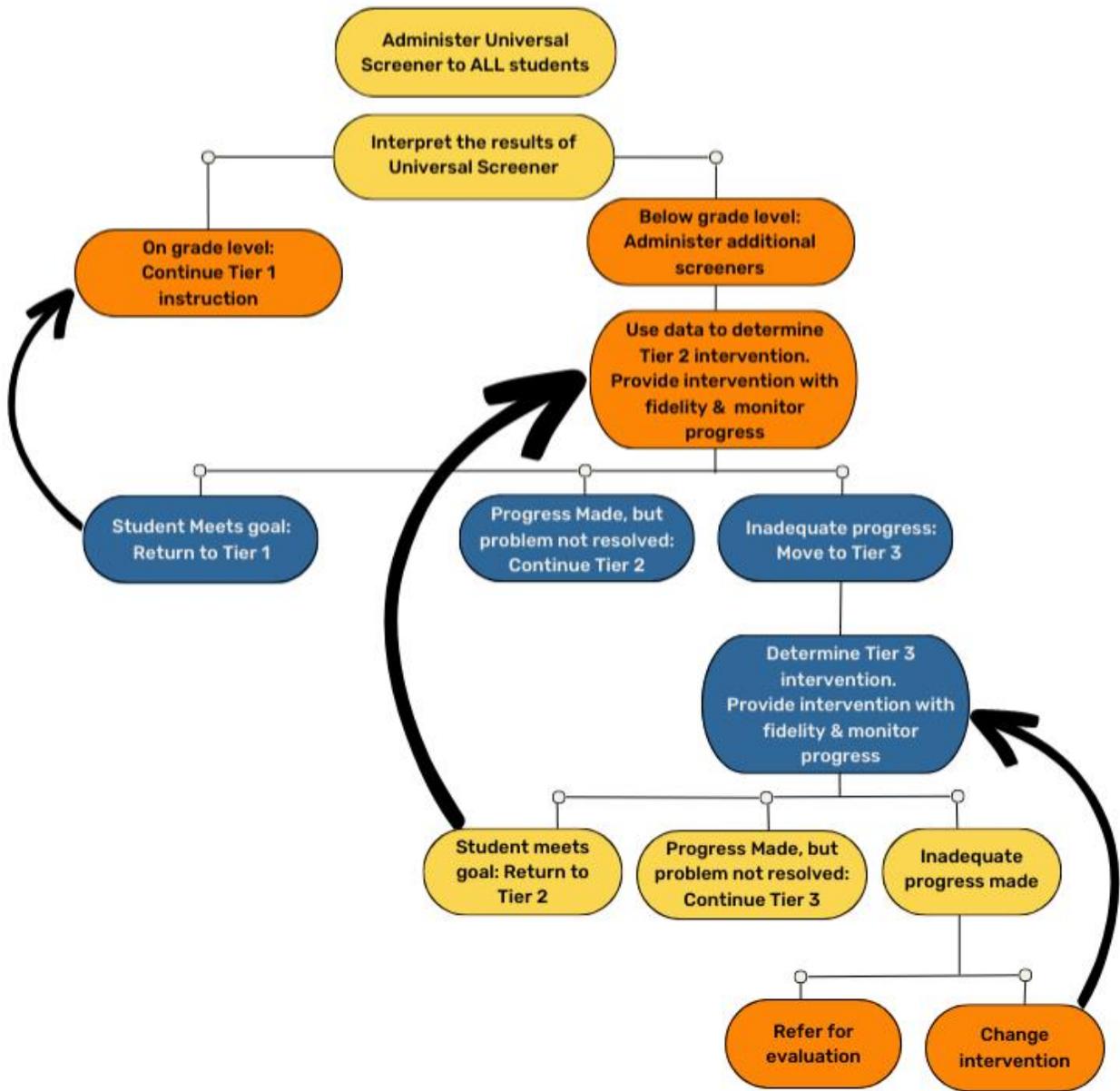
The Richmond County School System Instructional Expectations are the foundation for Tier I instruction for all students. The expectations outline the length of the instruction block, time for intervention/enrichment, and strategies for supporting literacy and numeracy at identified grade bands.

[ELA Instructional Expectations](#)

[Mathematics Instructional Expectations](#)

Steps	Implementation Steps
1	Administer Universal Screener to ALL students
2	Interpret results of universal screener – on grade level student continue in Tier I instruction (see Chart). Student below grade level administer additional screeners.
3	Use data to determine tier 2 intervention (See chart). Provide intervention with fidelity and progress monitor. STEM: Student meets goal go back tier 1, progress being made continue, inadequate progress made Move to Tier 3
4	Determine tier 3 (see chart) intervention and Provide intervention with fidelity and progress monitor. STEM: Student meets goal go back tier 2, progress being made continue, inadequate progress made refer for evaluation.

ACADEMIC INSTRUCTIONAL SUPPORT PROCESS



RCSS Pyramid of Interventions

Universal Screeners		
Grade	Screener	Progress Monitoring
K – 8	i-Ready	i-Ready
9-12	NWEA MAP	

Additional Screeners

Phonological Awareness Screener (PASS)
 General Phonics Screener
 Quick Phonics Screener (Benchmark)
 Quick Phonics Inventory (95% Group)
 Moving with Math Pre/Post Assessments
 GA Numeracy Project: Ikan Assessment **OR**
 Gloss Assessment
 EIP Checklist

The RCSS Pyramid of Interventions outlines resources available for all schools. Schools can choose additional research-based intervention products to meet the needs of their students.

School Purchased Intervention Options

Note: Included on the pyramid are examples of interventions at each tier and not all inclusive. Some interventions may be applicable to more than one tier depending on the intensity and /or frequency of the intervention.

Tier III

Small Group
(1-3 students)

Direct explicit instruction provided at least 30 minutes daily
 Progress Monitor Weekly

When students are moved to Tier III the frequency, duration, and delivery method of the tier II intervention is increased, and/or a different intervention is utilized.

*Note that the same programs are approved for Tier II and Tier III.

Tier II

Small Group
(7 or less students)

Direct explicit instruction provided at least 30 minutes 3 days a week

Progress Monitoring should occur every 2 weeks to monthly

Intervention Resources for Tier II and Tier III		
K-5 th	6 th - 8 th	9 th – 12 th
Phonemic Awareness in Young Children i-Ready Reading Tools for Instruction Start Up, Build Up, Spiral Up Kits Benchmark Word Study Kits 95% Group i-Ready Math Tools for Instruction Moving with Math GA Numeracy Project FEV Tutor	i-Ready Reading Tools for Instruction <u>Research Based Reading Strategies</u> Moving with Math i-Ready Math Tools for Instruction GA Numeracy Project FEV Tutor	<u>Research Based Reading Strategies</u> Moving with Math GA Numeracy Project FEV Tutor

Additional Screeners may be utilized to determine instructional needs for Tier II interventions

Tier I Core Instruction

Whole Group and Small Group Instruction as outlined in each content specific instructional block

Core Instructional Resources		
K-5 th	6 th - 8 th	9 th – 12 th
Foundations My View Literacy Ready Classroom Math i-Ready Reading i-Ready Math	HMH Into Reading HMH Into Math	HMH Into Reading HMH Into Math

Differentiation is provided based on individual student achievement levels. Differentiation is grade level specific standards-based instruction delivered based on student readiness. You can differentiate by process, product, content or learning environment.

Resources Provided for Each Tier of Instruction

Grades K-5 Tier 1 ALL STUDENTS

Universal Screener: i-Ready, GKIDS and Kindergarten Screener

District Purchased Resources & Strategies	Delivery Method	Frequency and Duration	Notes
Foundations (K-3)	Whole Group	30-45	Small group reteaching of current skills provides differentiation.
My View (K-5)	Instructional Block (whole group/small group)	90-120	Small group reteaching of current skills provides differentiation.
i-Ready Reading	My Path computer based personalized instruction	45 minutes weekly	Differentiation is provided based on individual student achievement levels. Differentiation is grade level specific standards-based instruction delivered based on student readiness. You can differentiate by process, product, content or learning environment.
Ready Classroom Math (K-5)	Instructional Block (whole group/small group)	60-90	Small group reteaching of current skills provides differentiation.
Number Talks/ Number Sense (K-5)	Whole Group	10-15	
i-Ready Math	My Path computer based personalized instruction	45 minutes weekly	Differentiation is provided based on individual student achievement levels. Differentiation is grade level specific standards-based instruction delivered based on student readiness. You can differentiate by process, product, content or learning environment.

Grades K-5 Tier II

Screeners:

Reading: If students score one or more grade levels below in the domains of phonological awareness, phonics, or high-frequency words on i-Ready then one of the following screeners should be administered to determine which skills to focus on during intervention.

- General Phonics Screener
- Quick Phonics Screener (Benchmark)
- Quick Phonics Inventory (95% Group)
- Phonological Awareness Screener (PASS)

Math: If students score one or more grade levels below on i-Ready then one of the following screeners should be administered to determine which domain and skills to focus on during intervention.

- Moving with Math Pre/Post Assessments
- GA Numeracy Project: Ikan Assessment **OR** Gloss Assessment

EIP Checklist

Based on data from the universal screener and an additional screener, it can be determined if the EIP checklist needs to be completed.

District Purchased Resources & Strategies	Delivery Method	Frequency and Duration	Progress Monitoring	Notes
Phonemic Awareness in Young Children	Small Group (7 or less students)	At least 30 minutes 3 times a week	PASS Assessment Every 2 weeks	
Foundations (K-5)	Small Group (7 or less students)	At least 30 minutes 3 times a week	Day 5 Check-Up within Foundations Unit Assessments	Instruction on previous skills (possibly from previous grade levels) which have not been mastered.
Benchmark Start-Up, Build-Up, Spiral-Up, Word Study Kits	Small Group (7 or less students)	At least 30 minutes 3 times a week	Weekly Progress Checks within Kit	Instruction on previous skills (possibly from previous grade levels) which have not been mastered.
i-Ready Reading	Small Group (7 or less students)	At least 30 minutes 3 times a week	Every 2 weeks Teacher assigned Comprehension Checks	Teacher provides instruction using the Tools for Instruction lesson plans from i-Ready aligned to the students' skill deficit.

			OR Standards Mastery	
95% Group	Small Group (7 or less students)	At least 30 minutes 3 times a week	Weekly Progress Checks within 95% Lesson	Teacher provides instruction using lesson plans aligned to the students' skill deficit as identified by the Quick Phonics Inventory.
Moving with Math	Small Group (7 or less students)	At least 30 minutes 3 times a week	Weekly checkpoints within Moving with Math	
i-Ready Math	Small Group (7 or less students)	At least 30 minutes 3 times a week	Every 2 weeks Teacher assigned Comprehension Checks OR Fluency and Skills practice OR Standards Mastery	Teacher provides instruction using the Tools for Instruction lesson plans from i-Ready aligned to the students' skill deficit.
GA Numeracy Project	Small Group (7 or less students)	At least 30 minutes 3 times a week	Every 2 weeks i-Ready Teacher assigned Comprehension Checks OR i-Ready Fluency and Skills practice OR i-Ready Standards Mastery	
FEV Tutor ELA & Math	One on One	An additional 15-20 minutes on top of Tier 1's 45-60 minute session, 10-12 weeks, 3-4 days per week	Every 2 weeks	

Grades K-5 Tier III

When students are moved to Tier III the frequency, duration, and delivery method of the tier II intervention is increased, and/or a different intervention is utilized. Note that the same programs are approved for Tier II and Tier III.

District Purchased Resources & Strategies	Delivery Method	Frequency and Duration	Progress Monitoring	Notes
Foundations (K-5)	Small Group (1-3 students)	At least 30 minutes daily	Day 5 Check-Up within Foundations Unit Assessments	Instruction on previous skills (possibly from previous grade levels) which have not been mastered.
Benchmark Start-Up, Build-Up, Spiral-Up, Word Study Kits	Small Group (1-3 students)	At least 30 minutes daily	Weekly Progress Checks within Kit	Instruction on previous skills (possibly from previous grade levels) which have not been mastered.
i-Ready Reading	Small Group (1-3 students)	At least 30 minutes daily	Every 2 weeks Teacher assigned Comprehension Checks OR Standards Mastery	Teacher provides instruction using the Tools for Instruction lesson plans from i-Ready aligned to the students' skill deficit.
95% Group	Small Group (1-3 students)	At least 30 minutes daily	Weekly Progress Checks within 95% Lesson	Teacher provides instruction using lesson plans aligned to the students' skill deficit as identified by the Quick Phonics Inventory.
Moving with Math	Small Group (1-3 students)	At least 30 minutes daily	Weekly checkpoints within Moving with Math	
i-Ready Math	Small Group (1-3 students)	At least 30 minutes daily	Every 2 weeks Teacher assigned Comprehension Checks OR Fluency and Skills practice OR Standards Mastery	Teacher provides instruction using the Tools for Instruction lesson plans from i-Ready aligned to the students' skill deficit.
GA Numeracy Project	Small Group (1-3 students)	At least 30 minutes daily	Every 2 weeks i-Ready Teacher assigned Comprehension Checks OR i-Ready Fluency and Skills practice OR i-Ready Standards Mastery	
FEV Tutor ELA & Math	One on One	An additional 20 minutes beyond the recommendation for Tier 2	Weekly	

Grades 6-8 Tier 1 ALL STUDENTS

Universal Screener: i-Ready

District Purchased Resources & Strategies	Delivery Method	Frequency and Duration	Notes
HMH Into Literature	Instructional Block (whole group/small group)	60 minutes	Small group reteaching of current skills provides differentiation.
i-Ready Reading	My Path computer based personalized instruction	45 minutes weekly	Differentiation is provided based on individual student achievement levels. Differentiation is grade level specific standards-based instruction delivered based on student readiness. You can differentiate by process, product, content or learning environment.
HMH Into Math	Instructional Block (whole group/small group)	60 minutes	Small group reteaching of current skills provides differentiation.
Number Talks/ Number Sense	Whole Group	10-15	
i-Ready Math	My Path computer based personalized instruction	45 minutes weekly	Differentiation is provided based on individual student achievement levels. Differentiation is grade level specific standards-based instruction delivered based on student readiness. You can differentiate by process, product, content or learning environment.

Grades 6-8 Tier II

Screeners

Reading: If students score one or more grade levels below in the domains of phonological awareness, phonics, or high-frequency words on i-Ready then one of the following screeners should be administered to determine which skills to focus on during intervention.

- General Phonics Screener
- Phonological Awareness Screener (PASS)

Math: If students score one or more grade levels below on i-Ready then one of the following screeners should be administered to determine which domain and skills to focus on during intervention.

- Moving with Math Pre/Post Assessments
- GA Numeracy Project: Ikan Assessment **OR** Gloss Assessment

District Purchased Resources & Strategies	Delivery Method	Frequency and Duration	Progress Monitoring	Notes
i-Ready Reading	Small Group (7 or less students)	At least 30 minutes 3 times a week	Every 2 weeks Teacher assigned Comprehension Checks OR Standards Mastery	Teacher provides instruction using the Tools for Instruction lesson plans from i-Ready aligned to the students' skill deficit.
Research Based Reading Strategies	Small Group (7 or less students)	At least 30 minutes 3 times a week	Every 2 weeks	Link to information on four strategies
Moving with Math	Small Group (7 or less students)	At least 30 minutes 3 times a week	Weekly checkpoints within Moving with Math	
i-Ready Math	Small Group (7 or less students)	At least 30 minutes 3 times a week	Every 2 weeks Teacher assigned Comprehension Checks OR Fluency and Skills practice OR Standards Mastery	Teacher provides instruction using the Tools for Instruction lesson plans from i-Ready aligned to the students' skill deficit.
GA Numeracy Project	Small Group (7 or less students)	At least 30 minutes 3 times a week	Every 2 weeks i-Ready Teacher assigned Comprehension Checks OR	

			i-Ready Fluency and Skills practice OR i-Ready Standards Mastery	
FEV Tutor ELA & Math	One on One	An additional 15-20 minutes on top of Tier 1's 45-60 minute session, 10-12 weeks, 3-4 days per week	Every 2 weeks	

Grades 6-8 Tier III

When students are moved to Tier III the frequency, duration, and delivery method of the tier II intervention is increased, and/or a different intervention is utilized. Note that the same programs are approved for Tier II and Tier III.

District Purchased Resources & Strategies	Delivery Method	Frequency and Duration	Progress Monitoring	Notes
i-Ready Reading	Small Group (1-3 students)	At least 30 minutes daily	Every 2 weeks Teacher assigned Comprehension Checks OR Standards Mastery	Teacher provides instruction using the Tools for Instruction lesson plans from i-Ready aligned to the students' skill deficit.
Research Based Reading Strategies	Small Group (1-3 students)	At least 30 minutes daily	Every 2 weeks Teacher assigned Comprehension Checks OR Standards Mastery	Link to information on four strategies
Moving with Math	Small Group (1-3 students)	At least 30 minutes daily	Weekly checkpoints within Moving with Math	
i-Ready Math	Small Group (1-3 students)	At least 30 minutes daily	Every 2 weeks Teacher assigned Comprehension Checks OR Fluency and Skills practice OR Standards Mastery	Teacher provides instruction using the Tools for Instruction lesson plans from i-Ready aligned to the students' skill deficit.
GA Numeracy Project	Small Group (1-3 students)	At least 30 minutes daily	Every 2 weeks i-Ready Teacher assigned Comprehension Checks OR i-Ready Fluency and Skills practice OR i-Ready Standards Mastery	
FEV Tutor ELA & Math	One on One	An additional 20 minutes beyond the recommendation for Tier 2	Weekly	

Grades 9-12 Tier 1 ALL STUDENTS

Screener: NWEA-MAP

District Purchased Resources & Strategies	Delivery Method	Frequency and Duration	Notes
HMH Into Literature	Instructional Block (whole group/small group)	60 minutes	Small group reteaching of current skills provides differentiation.
HMH Into Math	Instructional Block (whole group/small group)	60 minutes	Small group reteaching of current skills provides differentiation.
Number Sense	Whole Group	10-15	

Grades 9-12 Tier II

Screeners

Math: If students score one or more grade levels below on i-Ready then one of the following screeners should be administered to determine which domain and skills to focus on during intervention.

- Moving with Math Pre/Post Assessments
- GA Numeracy Project: Ikan Assessment **OR** Gloss Assessment

District Purchased Resources & Strategies	Delivery Method	Frequency and Duration	Progress Monitoring	Notes
Research Based Reading Strategies	Small Group (7 or less students)	At least 30 minutes 3 times a week	Every 2 weeks Teacher assigned Comprehension Checks OR Standards Mastery	Link to information on four strategies
Moving with Math	Small Group (7 or less students)	At least 30 minutes 3 times a week	Weekly checkpoints within Moving with Math	
GA Numeracy Project	Small Group (7 or less students)	At least 30 minutes 3 times a week	HMH Almost There small group option HMH Sharpen Skills Fluency black line masters	
FEV Tutor ELA & Math	One on One	An additional 15-20 minutes on top of Tier 1's 45-60 minute session, 10-12 weeks, 3-4 days per week	Every 2 weeks	

Grades 9-12 Tier III

When students are moved to Tier III the frequency, duration, and delivery method of the tier II intervention is increased, and/or a different intervention is utilized. Note that the same programs are approved for Tier II and Tier III.

District Purchased Resources & Strategies	Delivery Method	Frequency and Duration	Progress Monitoring	Notes
Research Based Reading Strategies	Small Group (1-3 students)	At least 30 minutes daily	Every 2 weeks Teacher assigned Comprehension Checks OR Standards Mastery	Link to information on four strategies
Moving with Math	Small Group (1-3 students)	At least 30 minutes daily	Weekly checkpoints within Moving with Math	
GA Numeracy Project	Small Group (1-3 students)	At least 30 minutes daily	HMH Almost There small group option HMH Sharpen Skills Fluency black line masters	
FEV Tutor ELA & Math	One on One	An additional 20 minutes beyond the recommendation for Tier 2	Weekly	

Literacy Evidence Based Practices

Sources:

[GaDOE MTSS Presentation](#)

[Intervention Central](#)

[What Works Clearinghouse Practice Guides: Providing Reading Interventions for Students in Grades 4-9](#)

[What Works Clearinghouse: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

[Reading Rockets](#)

Practice	Strategies	Source
Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.	Think Alouds Read Alouds	WWCH Practice Guide
Develop awareness of the segments of sounds in speech and how they link to letters.	Elkonin Boxes Blending and Segmenting Games Word Walls	WWCH Practice Guide
Teach students to decode words, analyze word parts, and write and recognize words.	Direct, Explicit, Systematic Phonics Instruction Onset-Rime Games Word Hunts	WWCH Practice Guide
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	Matching Books to Phonics Features	WWCH Practice Guide
Build students' decoding skills so they can read complex multisyllabic words.	Alphabet Matching Semantic Feature Analysis Semantic Gradients	WWCH Practice Guide Providing Reading Interventions for Students in Grades 4-9 GaDOE Dyslexia Handbook
Provide purposeful fluency-building activities to help students read effortlessly.	Timed Repeated Readings Reader's Theater	WWCH Practice Guide Providing Reading Interventions for Students in Grades 4-9 Source for Repeated Readings WWCH Repeated Reading
Routinely use a set of comprehension-building practices to help students make sense of the text.	Reciprocal Teaching Anticipation Guide Directed Reading Thinking Activity	WWCH Practice Guide Providing Reading Interventions for Students in Grades 4-9 QAR Source
Build students' world and word knowledge so they can make sense of the text.	Concept Maps KWL (background knowledge) Fryer Model (Vocabulary)	WWCH Practice Guide Providing Reading Interventions for Students in Grades 4-9

Consistently provide students with opportunities to ask and answer questions to better understand the text they read	QAR (Question Answer Relationship) Question the Author	WWCH Practice Guide Providing Reading Interventions for Students in Grades 4-9
Teach students a routine for determining the gist of a short section of text	Summarizing	WWCH Practice Guide Providing Reading Interventions for Students in Grades 4-9
Teach students to monitor their comprehension as they read	Inference	WWCH Practice Guide Providing Reading Interventions for Students in Grades 4-9
Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information	Paragraph Shrinking	WWCH Practice Guide Providing Reading Interventions for Students in Grades 4-9

Mathematics Evidence Based Practices

Sources:

[GaDOE MTSS Presentation](#)

[What Works Clearing House Practice Guide: Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students](#)

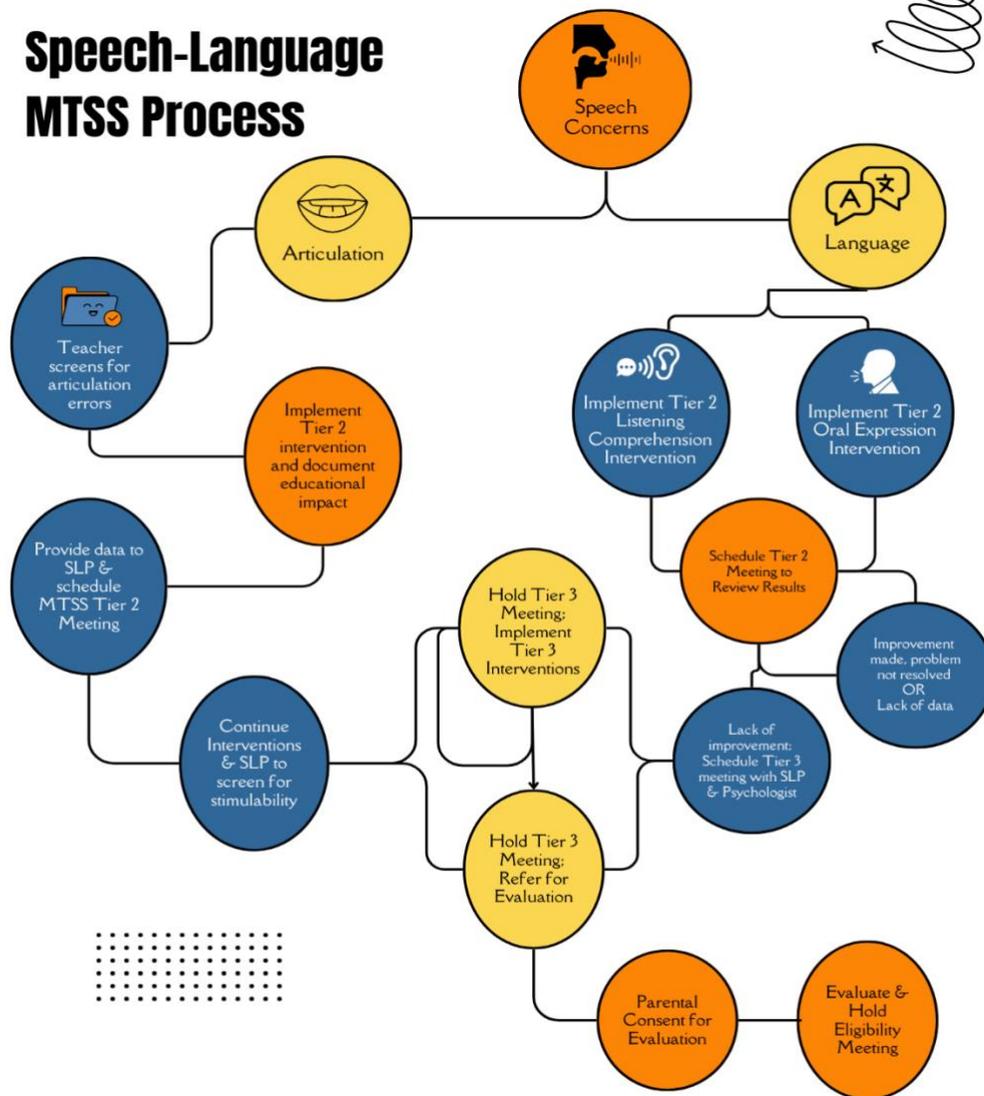
[What Works Clearing House Practice Guide: Improving Mathematical Problem Solving in Grades 4 Through 8](#)

[What Works Clearing House Practice Guide: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades](#)

Practice	Explanation	Strategy/Example	Source
Systematic & Explicit Instruction	Teacher-led small group math instruction is when students take a new skill and directly apply it in close proximity to the teacher. In a guided math classroom, this happens daily or as close to daily as possible.	Small Group Instruction: Students are grouped utilizing testing data based on their needs. Video Example	What Works Clearing House Practice Guide page 5
Mathematical Language	Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of Mathematical Concepts	-Start with what they know and use student-friendly definitions. -Explicitly teach new math words and give students multiple exposures to math words. -Set up a classroom math word wall and individual math word banks. -Use graphic organizers. -Use math journals. -Math Word Wall Video Example	What Works Clearing House Practice Guide page 11
Number Talks	A mental exercise that: -Develop Vocabulary and Mathematical Language -Think flexibly with numbers. -Develop fluency and number sense. -Go beyond basic memorization of facts and procedures.	Number Talks Routine	What Works Clearing House: Number Talks Number Talks Whole Number Computation by Sherry Parrish

	<ul style="list-style-type: none"> -Based on research -Utilizes best practices. -Hear and share different thinking. -Create opportunities to implement the SMP's, content, S&L and ELD standards. 		
Representations	Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.	CRA: Concrete Representational Abstract Video Example	What Works Clearing House Practice Guide page 21 What Works Clearing House Practice Guide Algebra Knowledge page 16
Word Problems	Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.	Word Problems with Real-World Connections Video Example	What Works Clearing House Practice Guide page 40 What Works Clearing House Practice Guide Algebra Knowledge page 26

Speech-Language MTSS Process



Speech and Language

The development of speech and language skills is integral for all students. Deficits within areas encompassing speech, language and communication processes can negatively impact a student’s success within academic settings. This section provides an overview of the Speech and Language process for the complete manual to include screeners, forms, and procedures utilize the link to the RCSS Speech and Language Manual [Word](#) | [PDF](#)

Definitions

According to the GA Department of Education (2010), a “*Speech or language impairment refers to a communication disorder, such as stuttering, impaired articulation, language or voice impairment that adversely affects a child’s educational performance. A speech or language*

impairment may be congenital or acquired. It refers to impairments in the areas of articulation, fluency, voice or language. Individuals may demonstrate one or any combination of speech or language impairments. A speech or language impairment may be a primary disability, or it may be secondary to other disabilities. [34 C.F.R. § 300.8(c)(11)]”

The following are the defined speech and language impairments which students can receive special education for per the Georgia Special Education Rules (GADOE, 2010):

“(1) Speech Sound Production Impairment (e.g. articulation impairment) - atypical production of speech sounds characterized by substitutions, omissions, additions, or distortions that interferes with intelligibility in conversational speech and obstructs learning, successful verbal communication in the educational setting. The term may include the atypical production of speech sounds resulting from phonology, motor, or other issues. The term speech sound impairment does not include:

- A) Inconsistent or situational errors;
- B) Communication problems primarily from regional, dialectic, and/or cultural differences;
- C) Speech sound errors at or above age level according to established research-based developmental norms, speech that is intelligible and without documented evidence of adverse effect on educational performance;
- D) Physical structures (e.g., missing teeth, unrepaired cleft lip and/or palate) are the primary cause of the speech sound impairment; or
- E) Children who exhibit tongue thrust behavior without an associated speech sound impairment.

(2) Language Impairment - impaired comprehension and/or use of spoken language which may also impair written and/or other symbol systems and is negatively impacting the child’s ability to participate in the classroom environment. The impairment may involve, in any combination, the form of language (phonology, morphology, and syntax), the content of language (semantics) and/or the use of language in communication (pragmatics) that is adversely affecting the child’s educational performance. The term language impairment does not include:

- A) Children who are in the normal stages of second language acquisition/learning and whose communication problems result from English being a secondary language unless it is also determined that they have a speech language impairment in their native/primary language.
- B) Children who have regional, dialectic, and/or cultural differences
- C) Children who have auditory processing disorders not accompanied by language impairment.
- D) Children who have anxiety disorders (e.g., selective mutism) unless it is also determined that they have a speech language impairment. There must be a documented speech-language impairment that adversely affects the educational performance for these children to qualify for special education services.

(3) Fluency Impairment - interruption in the flow of speech characterized by an atypical rate, or rhythm, and/or repetitions in sounds, syllables, words and phrases that

significantly reduces the speaker's ability to participate within the learning environment. Excessive tension, struggling behaviors and secondary characteristics may accompany fluency impairments. Secondary characteristics are defined as ritualistic behaviors or movements that accompany dysfluencies. Ritualistic behaviors may include avoidance of specific sounds in words. Fluency impairment includes disorders such as stuttering and cluttering. It does not include dysfluencies evident in only one setting or reported by one observer.

(4) Voice/Resonance Impairment – interruption in one or more processes of pitch, quality, intensity, or resonance resonance that significantly reduces the speaker's ability to communicate effectively. Voice/Resonance impairment includes aphonia or the abnormal production of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual's age and/or gender. The term voice/resonance impairment does not refer to:

- A) Anxiety disorders (e.g., selective mutism)
- B) Differences that are the direct result of regional, dialectic, and/or cultural differences
- C) Differences related to medical issues not directly related to the vocal mechanism (e.g. laryngitis, allergies, asthma, laryngopharyngeal reflux (e.g. acid reflux of the throat, colds, abnormal tonsils or adenoids, short-term vocal abuse or misuse, neurological pathology)
- D) Vocal impairments that are found to be the direct result of or symptom of a medical condition unless the impairment impacts the child's performance in the educational environment and is amenable to improvement with therapeutic intervention."

Role of the Speech-Language Pathologist

Speech-Language Pathologists (SLP) play a vital role within educational institutions and can serve on both special and general education teams. SLPs will assist their school's MTSS process by working with the school's Response to Intervention/Student Support Team. The Speech-Language Pathologist will interpret the general education teacher's data and make recommendations. The Speech Language Pathologist does not typically serve as a member of the MTSS team until Tier 3 as their role is to review and interpret the data gathered and presented by the general education teacher but may be consulted prior to the meetings to provide suggestions.

Tier 1:

The Speech-Language Pathologist can assist teachers in early identification of speech and language difficulties by discussing the areas of difficulty that the general education teacher suspects to be problematic and provides teachers with a variety of tools and strategies to intervene with student weaknesses within the general education setting.

Tier 2:

Some basic interventions are provided to address articulation and language difficulties. If more information is needed, or the interventions provided do not appear to meet the student's needs, the Speech-Language Pathologist will consult school personnel to further assist the general education teacher. They may also provide guidance to the general education teacher in how to collect appropriate data and the expectation for progress monitoring.

Tier 3:

For Tier 3, interventions within the general education environment should increase in rigor by:

1. Increasing from small group to direct 1:1 instruction
2. Increase the number (frequency) of intervention sessions weekly
3. Increase the duration (time/length) of intervention sessions
4. Change interventions to better meet the specific needs of the student

The Speech-Language Pathologist DOES NOT act as an interventionist at any time during the MTSS process. They do not implement the intervention, nor do they progress monitor for the general education teacher.

If a student is referred for an evaluation for Speech and Language services, the parent signs and returns the Parent Consent to Evaluate, a 60-day timeline is started, and testing occurs within that timeline to prepare for the Initial Eligibility meeting. During the evaluation period, the SLP may require the teacher to continue interventions and collect data, as needed.

MTSS Process for Speech & Language

The following are the steps to identify and intervene when there is a suspected difficulty in articulation, language, and fluency. If another area of speech needs to be addressed that is not discussed below, please contact your school SLP directly for next steps.

[Georgia State Department of Education Implementation Manual](#) indicates that data can be collected from the results of general education instruction and interventions that occurred prior to the date of consent for special education evaluation. In Georgia's [Special Education Rules Implementation Manual](#), it is always appropriate to analyze and utilize data obtained from support in Tier 1 and Tier 2.

Articulation

Tier 1: Identification

- Complete [Articulation Teacher Screener](#)
- Document the Educational Impact of the articulation errors (included on screener form)
- Identify age appropriate errors according to the [Articulation Development Chart](#)

Tiers 2 & 3: Intervention & Data Review

- Intervene with small group or one-on-one modeling direct instruction of sound production (4 to 6 weeks)
- Document intervention in Panorama; Use [Articulation Intervention](#) sheet to document results.
- Share results with SLP prior to the Tier 2 meeting
 - SLP to provide next step recommendations to the MTSS Facilitator
- At Tier 2 meeting:
 - Review the results of intervention
 - No improvement: Sign consent for SLP to screen for stimulability
 - Improvement: Continue direct instruction with modeling intervention
 -

Tier 3: Data Review

- Hold follow-up meeting to review results of screening or continued interventions
 - If the student is stimulable, SLP will provide teacher Tier 3 Interventions
 - If the student is not stimulable, team will request evaluation for speech services through special education
 - Obtain consent for Hearing and Vision (H/V)
 - Get parent to sign Consent for Evaluation once H/V screening is passed

Language

Tier 1: Identification

- Language concerns are most often a result of difficulties with oral expression and/or listening comprehension. Students with language concerns often have difficulty in other academic areas.
- Identify age-appropriate difficulties based on the [Language Development Milestones](#)

Tiers 2 & 3: Intervention & Data Review

- Intervene with small group or one-on-one using the interventions provided for oral expression or listening comprehension (4 to 6 weeks)
 - [Oral Expression](#)
 - *Vocabulary*
 - *Functional Communication*
 - [Listening Comprehension](#)
 - *WH questions*
 - *Following Directions*
- Document intervention in Panorama; Use intervention sheets (linked above) to document results.
- Share results with SLP prior to the Tier 2 meeting
 - SLP to provide next step recommendations to the MTSS Facilitator
- At Tier 2 meeting:
 - Review the results of intervention
 - Continued difficulties: Sign consent for SLP to screen
 - Improvement: Continue interventions as recommended by SLP
- Hold follow-up meeting to review results of screening or continued interventions. The School Psychologist and Speech-Language Pathologist MUST be included in the meeting.
- Based on the results of current speech interventions and reading/writing interventions:
 - Teacher will be prescribed Tier 3 interventions
 - Student will be referred for an evaluation to consider Special Education services
 - Obtain consent for Hearing and Vision (H/V)
 - Get parent to sign Consent for Evaluation once H/V screening is passed

NOTE: For students who are already found and participating within the MTSS process, the Speech-Language Pathologist may also analyze and use data gathered from progress monitoring of reading-based interventions or other student-based data that overlaps with language concepts to justify the need for an evaluation referral to consider eligibility for special education through the Speech Language Impaired program. A clear rationale should be presented as to the use of data to justify any and all recommendations for special education testing without prior identified.

Attendance

MTSS: ATTENDANCE MATTERS

Richmond County School System (RCSS) is dedicated and committed to every student in our school system. It is vitally important that all stakeholders (faculty/staff, community, parents, students, etc.) understand that attending school is essential. When children are absent from school, they are missing consistent instruction which impacts them as they develop their needed skills to learn. Children in early grades are particularly susceptible to falling behind in fundamental reading skills, which can have a snowball effect that impacts future learning.

In Richmond County, a consistent and pervasive process must be followed to ensure that everyone in our school system is working together by implementing and following the attendance protocol. Furthermore, by keeping the parents/guardians informed concerning the attendance issues, it helps parents become more aware of how quickly absences add up to academic trouble. As a result, students are more successful academically.

According to Attendance Works, when students attend school daily:

- Elementary students read well by the end of third grade.
- Middle schoolers pass important courses.
- High schoolers stay on track for graduation.
- College students earn their degrees.
- Workers succeed in their jobs.

In addition, when students are missing too many days excused or unexcused, the missed days can keep students from missing so many days in school and in life.

Definitions

- **Attendance Protocol** – A 3-Tiered of Interventions that requires all schools in Richmond County to follow.
- **Attendance Review Team (ART)** – This team is established to progress-monitor student attendance for your school and ensure that protocol is followed appropriately.
- **Average Daily Attendance** - The % of enrolled students who attend school each day. It is used in some states for allocating funding.
- **Chronic Absenteeism** - Missing 10% or more of school for any reason -- excused, unexcused, etc. It is an indication that a student is academically at risk due to missing too much school starting in kindergarten.
- **District Attendance Review Team (DART)** - This team is established to progress-monitor schools and student attendance to ensure that the district protocol is followed appropriately.
- **RCSS Monitoring Tool** – The monitoring tool captures roles and responsibilities of the attendance protocol
- **RCSS Student Progress Monitor Tracker** – This tracker is an excel document to monitor all student’s attendance and the attendance protocol.
- **Tiers of Intervention** - A tiered approach that starts with foundational supports for the whole school. These foundational supports represent universal strategies to encourage good attendance for all students (Tier1), provides early intervention for students who need more support to avoid chronic absence (Tier 2), and offers intensive/legal support for students facing the greatest challenges of attending school. (Tier 3).

- **Truancy** - Typically refers only to unexcused absences. It signals the potential need for legal intervention under state compulsory education laws.

Student Attendance Improvement

According to the compulsory attendance law, it is mandatory that all students between their sixth and sixteenth birthday attend a public school, private school, or home school program. It is important that all Richmond County students attend school daily and are engaged in the learning process. Students' absences, whether excused or unexcused, impact a child's ability to succeed in school.

In order to increase student attendance in school, students need to feel valued, engaged, and safe at schools. RCSS values the education of all students and recognizes the relationship between regular attendance and student achievement. Therefore, working with families is key to ensuring that ALL STUDENTS (even students not included in the compulsory attendance age) attend school daily.

Protecting instructional time by making sure students attend school daily to increase student achievement is the number one goal for Richmond County. It is important everyone supports the schools by ensuring that the Richmond County School System Attendance Protocol is followed.

Attendance Protocol

When following the [RCSS Attendance Protocol](#), RCSS has specific accountability expectations that all schools must follow. These expectations include Infinite Campus Guidelines, Grade Level Guidelines, and Attendance Review Team Expectations.

The School's Attendance Review Team (ART) must begin with Tier I that begins with foundational supports for the whole school. As the team follows the Tier I process, the goal is to maintain students in Tier I and keep them in Tier I.

The protocol is specific to what processes must be followed for RCSS students. Tier I is non-negotiable for ALL students that fall within or not within the compulsory attendance law. It is also necessary to make sure that the specific strategies below are explored as schools work through the process.

These strategies include asking schools to:

- clarify attendance expectations and goals with families during Title I meetings etc.
- educate and engage students and families.
- educate and engage students and families.
- monitor attendance data and set goals.
- recognize good and improved attendance.
- PBIS or positive incentives to support students.

Documents

As the School's Attendance Review Team is implementing the protocol, the following platforms (which are optional to use) and the listed documents below are required to be used during the Tier I process and implemented according to the guidelines in the RCSS Attendance Manual.

The software platforms that will be helpful and required documents to assist with the CHINS packet:

- **Infinite Campus**
- **Panorama**
- **USHA**

- RCSS Agenda Template and Sign In sheet
- RCSS Monitoring Tool
- RCSS Student Progress Monitor Tracker
- RCSS Code of Conduct Signed Form or Compulsory Attendance Law Signature
- K-12 Attendance Contract
- Attendance Review Guide
- Other required Infinite Campus report

Tier I Protocol Expectations

Attendance Protocol				
Students are considered to be in attendance when participating in active instruction and/or educational services from school or district. This active instruction may occur in-person or through virtual/distance/remote learning.				
Attendance Tiers	Absence	Action(s)	Personnel Responsible	Documentation
TIER 1	1st – 2nd Unexcused	Initiate Infinite Campus (IC) shout point notifications	Administrator	Contact the Student Information Program Specialist, if needed
		Contact/call/send note home to parent	Teacher	Document results in contact log
	3rd Unexcused	Parent contact (call, email, personal, etc.) to discuss the RCSS Attendance Protocol and the Compulsory Attendance Law	Teacher	Document explicitly in the Contact Log in IC the results of the parent contact.
	4th Unexcused	Verify Code of Conduct signature on Acknowledgment of Receipt of the RCSS Code of Student Conduct and Discipline or Get Compulsory Attendance Law Signed	School Attendance Review Team (ART) Designee	Collect and file the signed Acknowledgment of Receipt of the RCSS Code of Student Conduct and Discipline or Compulsory Law – Upload – Attendance Tab

Tier 1: - School Designee

Unexcused Absences - 1st - 3rd

- Follow the protocol and notify parents of absences and remind parents to submit any written excuses the next school attendance day.
- ✓ **Documentation:** Parent Notes, Student Contact Log, and Infinite Campus Shout Point Call Log
- ✓ **NEXT STEPS** – Log all calls in the General IC Contact Log and upload documents to the IC Attendance tab

Unexcused Absence - 4th

- Must have either a signed copy of the RCSS **Acknowledgement of Receipt of the Code of Conduct and Discipline Form** OR a signed copy of the Attendance Compulsory Parent Acknowledgement Letter

- ✓ **Documentation:** Signed document

NEXT STEPS – Upload either document to attendance the IC Attendance tab

Tier II Protocol Expectations

Attending school daily is important for students to be successful in school. It is important that you monitor your attendance daily and implement the protocol for all unexcused absences. Once a student reaches Tier II, the protocol must be followed.

Attendance Protocol				
Students are considered to be in attendance when participating in active instruction and/or educational services from school or district. This active instruction may occur in-person or through virtual/distance/remote learning.				
Attendance Tiers	Absence	Action(s)	Personnel Responsible	Documentation
The school shall not allow a student to participate in any extra-curricular, co-curricular activities or cooperative work experience, if the student was not counted present for the school day. For absences subsequent to the fifth (5th) unexcused absence, the student shall not be allowed extracurricular participation without a physician's note or other excuse from an acceptable or official third party justifying the absence.				
TIER 2	5 th Unexcused	Mail School 5-Day Letter to parents of students ages 6-16 years or 5 years old & in Kindergarten	Attendance Review Team P.O.C. or Designee	Verify documented in IC Contact Log and Summary Profile
	6 th Unexcused	ART Meeting with Parent – Complete the K-12 Attendance Contract and Revised Attendance Review Guide	ART Team	ART Meeting Documentation Upload – Attendance Tab Contract and Attendance Guide
	8 th Unexcused	Complete School Social Worker SWARM Referral - Social Worker will contact parent (phone/office conference or home visit) ***To discuss any needed assistance, verify address, and share the 10 Day Superintendent's Letter and give the signed copy to Attendance P.O.C./Designee	Attendance P.O.C./Designee for SWARM Referral Social Worker	Social Update SWARM Referral 10 Day Supt.'s Letter

Tier II Protocol Expectations

ART Guidelines –It is important that as you complete Tiers 1 & 2 please collaborate as a team.

These roles should not be solely on the Attendance Review Team and/or the school Social Worker

Tier 2- School Designee – Unexcused Absence – 5th

- Mail a 5-day letter to parents of students ages 5+ (it's important to reach all students even over age 16.)
- **Next Steps Documentation:** Follow the Protocol Documentation Guidelines

Unexcused Absence – 6th

- Schedule ART meeting with parent and student
- Documentation: Meeting Artifacts K-12 Contract and Attendance Review Guide
- **Next Steps Documentation:** Upload in the IC Attendance tab

Unexcused Absence – 8th

- Complete School Social Worker SWARM Referral Form and Social Worker follow up with parent according to the Attendance Protocol
- **Next Steps Documentation:** Follow the Protocol Documentation Guidelines

Tier III Protocol Expectations

Attendance Protocol				
Students are considered to be in attendance when participating in active instruction and/or educational services from school or district. This active instruction may occur in-person or through virtual/distance/remote learning.				
Attendance Tiers	Absence	Action(s)	Personnel Responsible	Documentation
TIER 3	10th Unexcused	Mail the signed 10-Day letter to parent	ART P.O.C./Designee	Certified Letter Completed Documents CHINS Packet Upload and SWARM Alert
		Upload CHINS completed packet	Social Worker	
		Send packet to CHINS Coordinator	Court Liaison	

Unexcused Absence – 10th

- Mail the signed 10-Day letter to parent
- Upload CHINS completed packet
- Send packet to CHINS Coordinator
- **Next Steps Documentation:** Follow the Protocol Documentation Guidelines

Positive Behavior Intervention & Supports and School-Based Mental Health

Defining Components

School Climate

School Climate refers to the quality and character of school life. **School Climate** is based on patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal interactions, teaching and learning practices and organizational structures." Climate dictates culture. Climate is the overarching atmosphere that determines what culture is developed within an organization or entity. If the climate is negative, then the culture of norms creates situations where positive interactions are less likely to occur. To have a positive school culture and climate, Tiered systems must be in place. Starting with Tier 1 as your foundation.

Mental Health

School-based mental health supports at Tier 1 most often include the promotion of positive social, emotional, and behavioral skills for all students. These initiatives are typically carried out through school-based mental health professionals and other specialized support personnel. Tier 1 activities can include school-wide mental health education lessons, school climate improvement efforts and classroom-based social-emotional learning activities. Key services and supports for mental health at tier 1 according to the National Center on School Mental Health (2020) include:

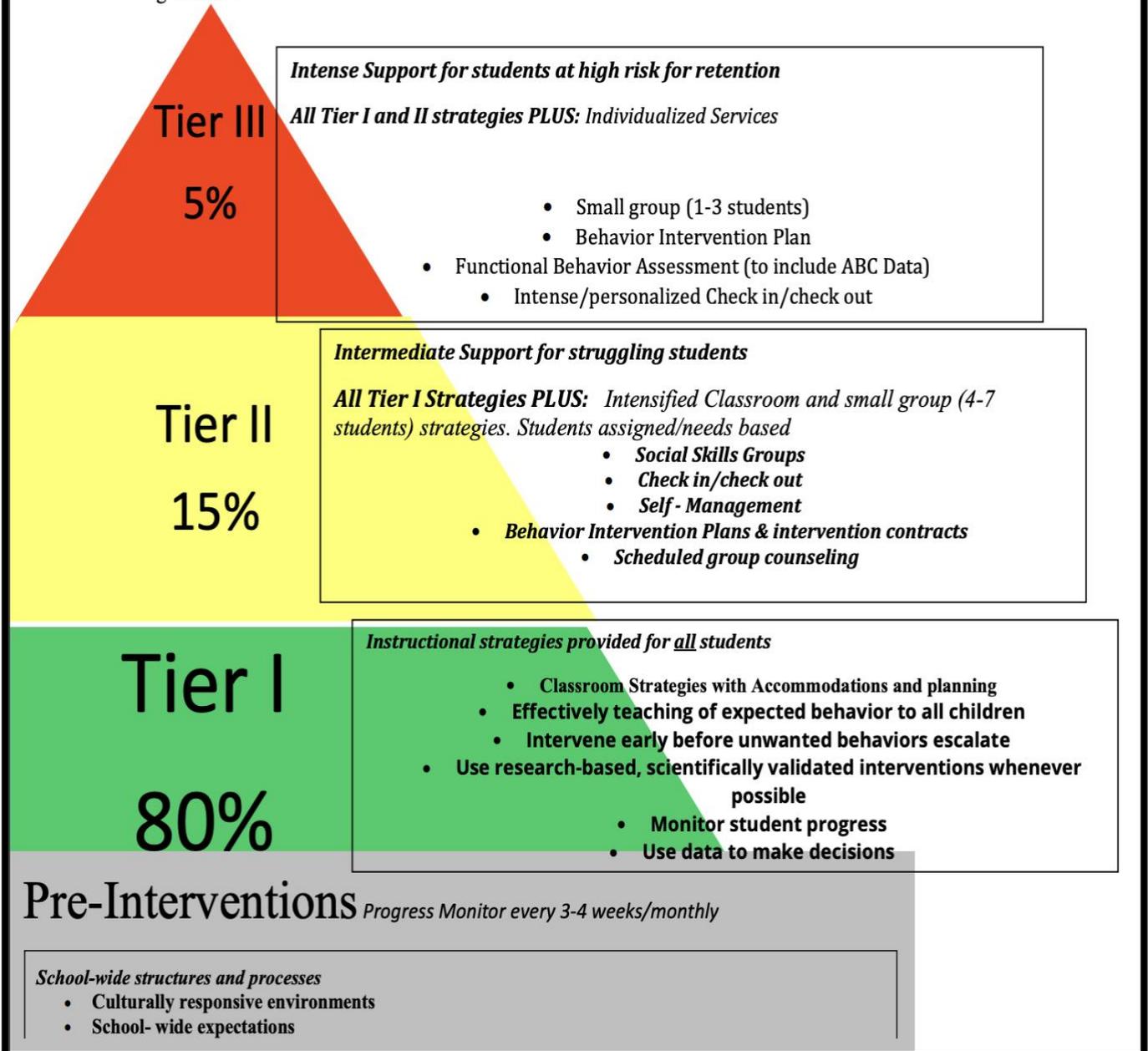
- School climate
- Teacher and School Staff Well-Being
- Positive Behaviors and Relationships
- Positive Discipline Practices
- Mental Health Literacy
- Social Emotional Learning

Social-Emotional Learning

Social-emotional learning is defined as "an integral part of education and human development. It is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2022)." Research conducted by National University indicated that, "students who participate in SEL programs saw an 11 percentile increase in their overall grades and better attendance." Additional benefits of social-emotional learning for students include improved academic outcomes and classroom behavior, increased ability to deal with stress and depression, better attitudes about themselves, improved life outcomes, and assists with reducing poverty and increased economic mobility (Durlak, Dymnicki, Taylor, & Shellinger, 2011).

Pyramid of Behavior Interventions

- Tier 1 (these interventions apply equally to all students) – school-wide discipline plan, instruction in proper social skills and conflict resolution, consistent school-wide behavioral expectations.
- Tier 2 – communication between parent and teacher, behavioral motivational charts, positive and negative reinforcement as needed
- Tier 3 –discussion with rest of MTSS team, referral for additional supports, see MTSS processes and guidelines



School Climate and Behavior

Menu of Supports		
School-Wide Prevention Strategies		
<ul style="list-style-type: none"> • Build relationships that support academic achievement • Classroom Management Curriculum/Plan • Teach PBIS/School-Wide behavioral expectations • Positive parental/guardian contacts • Teachers – as - Advisors • Teacher/student conferencing • Mentoring programs • Character education/SEL Curriculum • Token economy/reward system • Build conflict resolution skills 		
	Possible Interventions	Possible Corrective Strategies
Tier 1	<ul style="list-style-type: none"> • Parental contact Written or verbal warning • Seat change • Teacher conference with student focused on problem behavior • Peer Mediation • Reinforcement of appropriate behavior • Counselor Referral 	<ul style="list-style-type: none"> • Seat change • In-class timeout • Timeout in another classroom/location • Before or after school detention • Loss of privilege • Campus Clean-Up
Tier 2	<ul style="list-style-type: none"> • Reteach school behavioral expectations • Social skills training • Class/Schedule Change • Anger Management group sessions • Check In - Check Out 	<ul style="list-style-type: none"> • Office referral required • Parental contact required • Before or after school detention • Restricted Activity • In-School Suspension • Suspension (1-5) days per occurrence • Saturday School • Community Service (voluntary)
Tier 3	<ul style="list-style-type: none"> • Modified School Day • RTI referral/RTI Team Meeting • Behavior Intervention Plan 	<ul style="list-style-type: none"> • Office referral required • Parental contact required • Out-of-School Suspension (6 – 10 days) per occurrence. • Extended Suspension (Pending Tribunal) • Referral to the Alternative School • Expulsion (to be considered only in the most extreme cases)

Tier 1: Systems

Tier 1 system, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes social and emotional learning skills and expectations by teaching and acknowledging appropriate student behavior.

Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

Climate and Behavior

The core Tier 1 PBIS systems include:

School Wide Behavior Expectations See [RCSS SWBE Handbook Updated July 2023.docx](#)

- School-wide Positive Expectations and Behaviors are Defined and Taught
- Procedures for Establishing Classroom Expectations and Routines Consistent with School-Wide Expectations
- Continuum of Procedures for Encouraging Expected Behavior
- Continuum of Procedures for Discouraging Problem Behavior
- Procedures for Encouraging School-Family Partnerships
- One consistent school wide system for communicating behavior with to parents/guardians, on a consistent basis

See below Pyramid of Interventions and district MTSS Processes and guidelines for further guidance

School wide discipline process

- See SWBE Handbook for more information [RCSS SWBE Handbook Updated July 2023.docx](#)

Tier 1: Culture and Climate Roles and Responsibility Chart	
Roles	Responsibilities
Administrators	<ul style="list-style-type: none">• Orient ALL stakeholders on Tier I expectations (schoolwide expectations, behavior management system, major vs. minor, data collection process, etc...)• Familiarity with Districtwide MTSS Process• Support MTSS Facilitator with Data Sources• Refer for needed support from Behavior Coach at Tier III• Solicit support from School Psychologist for Tier III transitional meetings
MTSS Facilitator	<ul style="list-style-type: none">• Share with faculty and staff RTI processes, data collection tools, referral processes and meeting dates calendar

MTSS Facilitator	<ul style="list-style-type: none"> • Familiarity with Districtwide MTSS Process • Assist Teachers with selecting data collection tools that match the need of the student(s) • Explaining the data collection process to teachers • Monitor Data collection process by teachers • Analyze (4-6 weeks) of data collected by the teacher
Teacher	<ul style="list-style-type: none"> • Adhere to schoolwide Tier I expectations set forth by Administration. • Parental Communication • Notifying MTSS Facilitator once student has received 1 ODR and minors in the same category of undesired behaviors (ex. aggression, fighting, defiance, etc....) • Data Collection (4-6 weeks) for undesired behaviors using data tracker (Keep in mind if a student is absent, still use the tracker and indicate absent for day(s) not at school. ALL data matters!)

Social-Emotional Learning

Social-emotional learning is defined as “an integral part of education and human development. It is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2022).”

Social-emotional learning skills are measured with the Panorama Social-Emotional Learning surveys. Students in Pre-K through second grade are assessed through teacher surveys. Teachers answer 6 questions about each student to measure the areas of emotion regulation, grit, self-efficacy, self-management, and social awareness. Students in grades 3 through 12 answer questions regarding their own social-emotional skills. The areas they are asked about include: emotion regulation, grit, growth mindset, self-efficacy, self-management, social awareness and supportive relationships.

Elementary (Grades PK-5)

Pre-K will be using the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children. This model is a framework of evidence-based practices to promote healthy social and emotional development. It builds upon a tiered approach to provide universal supports to all children to promote wellness, targeted services to those who need more support, and intense services to those who need them. At tier 1, the Pyramid Model focuses on nurturing and responsive relationships and high-quality environments. High quality environments include inclusive early care and education environments and supportive home environments. There are [Tools for Working on Building Relationships and General Resources](#) to support classroom implementation.

At Tier 1, students in kindergarten through fifth grade are provided lessons from [Harmony Social & Emotional Learning](#). Harmony includes units to build an inclusive classroom environment and foster positive relationships. Lessons can range from 15 to 45 minutes and can be broken into smaller, manageable steps. The instructional framework currently allots for K through 3rd grade to have a 20-minute block of time to conduct the social and emotional learning lessons.

Middle (Grades 6-8)

In grades 6 through 8, teachers provide social and emotional learning lessons through the [Second Step digital platform](#). The instructional framework currently allots for each middle grade to have a 30-minute block of time to conduct the social and emotional learning lessons.

High (Grades 9 – 12)

At the high school level, students are exposed to social-emotional learning materials through the Teachers as Advisors (TAA) program monthly. District expectations for TAA at the high school level are two 30-minute sessions monthly.

The Georgia Teachers-As-Advisors Framework represents a series of collaborative efforts between the Georgia Department of Education, Georgia educators representing Grades 6-12, Georgia students and parents representing Grades 6-12, Georgia postsecondary education systems, and representatives from Georgia business and industry. Strongly linked to the National Career Development Guidelines, the Georgia Teachers-As-Advisors Framework serves as a structure for developing, implementing, and evaluating both district and school-level programs that are laser-focused on the educational and career planning process for ALL Georgia students. The overarching emphasis for TAA is on the acquisition and development of 21st Century Skills that will lead ALL Georgia students to high-skill, high-demand, and high-wage jobs.

Social Emotional Learning includes skills that are directly integrated into the GTAA framework standards/competencies. Some of these competencies include:

- Choose and utilize sound processes of decision-making, recognizing them as key components of educational and career planning.
- Master 21st Century skills in order to obtain create, maintain, and advance individual employment options.
- Assess, learn, and master 21st Century skills in order to advance academic achievement, educational attainment, and life-long learning as it relates to preparation for work.
- Recognize and attain performance levels necessary to reach educational and career goals.
- Develop habits that facilitate physical and mental health and wellness.
- Develop positive, highly developed interpersonal skills.
- Recognize and accept that growth and adaptation to change is an essential part of life.

Mental Health

Mental health by definition is one's emotional, psychological, and social well-being. It affects how an individual thinks, feels, and acts and how one responds to stress, relates to others, and makes healthy choices (CDC, 2021). According to the National Alliance on Mental Illness (NAMI, 2023), one in six children experience a mental health disorder each year. However, many children do not receive treatment. Of those who receive treatment, the vast majority obtain it at school and are more likely to complete treatment when it's offered in the school setting (Jaycox, et al., 2010). There are many benefits to school-based mental health services, including: physical and psychological safety, improved academic performance, social-emotional competence, and reduced disciplinary referrals and dropout.

School-based mental health has recently become a vital part of student support systems. To provide comprehensive mental health services, schools must utilize school-employed mental health professionals and community mental health providers across a multi-tiered system of supports. School-based mental health teams are often used to ensure the school mental health system is meeting the needs of all the students. A school based mental health team is comprised of school mental health professionals (school psychologist, counselor, social worker, nurse), school administrators, and school resource officer. They can also include teachers, clerical personnel (cafeteria staff, janitorial support), and family and community representatives.

School-based mental health supports at Tier 1 most often include the promotion of positive social, emotional, and behavioral skills for all students. These initiatives are typically carried out through school-based mental health professionals and other specialized support personnel. Tier 1 activities can include school-wide mental health education lessons, school climate improvement efforts and classroom-based social-emotional learning activities (Harmony SEL and Second Step lessons). Key services and supports for mental health at Tier 1 according to the National Center on School Mental Health (2020) include:

- School climate
- Teacher and School Staff Well-Being
- Positive Behaviors and Relationships
- Positive Discipline Practices
- Mental Health Literacy
- Social Emotional Learning

Key Components of the Tier 1 Intervention Plan

Baseline data is a key component to beginning Tier 1 interventions. **Baseline data** is a measurement that is collected prior to intervention or teaching starting. Baseline data can be collected through various measures including percent accuracy, frequency, duration, rate and intervals. Capturing this data may look different for different age groups and grade bands. See appendix for example tracker's: **See forms in the appendix [Tier 1 MTSS Culture Climate Appendix Forms.docx](#)**

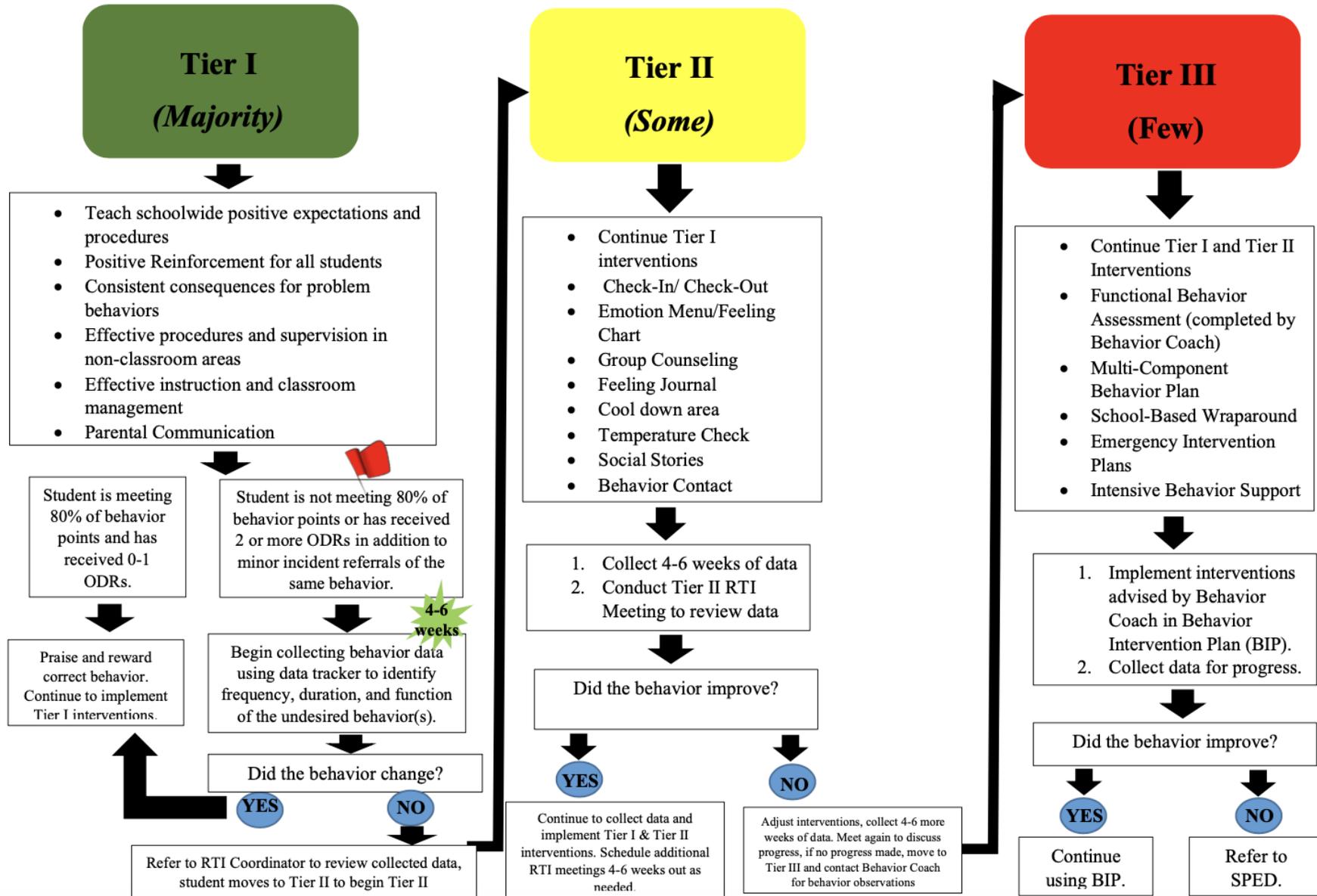
There are two levels of instruction embedded in the universal supports for school-wide PBIS/School Climate.

1. During initial implementation, every student is taught school-wide expectations, routines, recognition process, and discipline procedures.
 - a. When students do not meet expectations, they are assigned to be re-taught behavioral expectations.
 - b. The procedure for re-teaching and/or practicing behavioral expectations should ensure that all students are taught the school-wide plan and that discipline is instructive.
2. Teachers will implement supports/interventions.
3. Multiple forms of data are systematically stored and summarized to inform the RTI process:
 - a. School-wide office discipline referral (ODR) data are entered into Infinite Campus.
 - b. Minor incident reports (MIR) are entered into Spotlight. This data is easily collected and is used to inform the overall RTI process when more intensive interventions are needed.
 - c. Teachers will log parent contacts and environmental interventions into Infinite campus/spotlight. This data is easily collected and is used to inform the overall RTI process when more intensive interventions are needed.

	Intervention	Progress Monitoring Tool
Tier 1 Support	RCBOE_School Wide Behavior Expectations Handbook	Ranking on Expectations CMOT Infinite Campus Data and Spotlight
	Re-teach behavior expectations and routines	Ranking on Expectations CMOT Infinite Campus Data and Spotlight
	Clear consistent predictable consequences	CMOT Infinite Campus Data and Spotlight
	Take a Break	
	4 AT THE DOOR + 1 MORE	
	Clear and Concise Directions	
	Non Verbal Cues	
	Acknowledge Positive Behavior	
	Breakdown Directions	
	Positive phone call or note home	IC Contact Log
	Interact Frequently with students	
	Talk one on one with student when correcting	
	Utilize Close Proximity	
	Speak in a calm and neutral tone	

[Interventions and Progress Monitoring Tool](#)

Richmond County School System Tiered Behavior Intervention Flowchart



Tier 2

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.

When 80-90% of students are responding positively to the school-wide plan, schools can begin to identify those students who may need more support. By collecting and analyzing behavior data, school teams can identify the student's needing intervention and the specific behavior skills which must be targeted. Data at this level can include office discipline referrals (ODRs), behavior logs, grades, social-emotional screener data, etc. This data will enable schools to identify students with externalizing behavior but does not always identify students with internalizing behavior or less severe behavior.

Once students have been identified through data analysis or screening, Tier 2 evidence-based interventions are provided.

1. Targeting skills, providing interventions, and monitoring progress for small groups of students may include re-teaching and practice of specific behaviors (i.e. waiting for a turn, walking quietly in the halls, riding the bus), development of appropriate social skills (i.e. asking for help, responding to negative comments from others, making friends), or following school procedures (i.e. getting to class on time, following cafeteria rules, using the media center).
2. The progress of students involved in these Tier 2 interventions should be closely monitored and may involve teacher checklists, ODRs, or rating scales

Social-Emotional Learning

The Pyramid Model for Pre-K students is focused on secondary prevention. Prevention represents practices that are targeted social-emotional strategies to prevent problems and includes supports to children at-risk for challenging behavior. These targeted supports include explicit instruction on self-regulation, expressing and understanding emotions, developing social relationships, and problem solving. There are tools for [Teaching Social Emotional Skills and Scripted Stories for Social Situations](#).

Interventions for social-emotional learning beyond Pre-K should include targeted, explicit lessons or use of evidence-based interventions. Lessons can be obtained from a number of sources, including the [Playbook](#) which targets different skill areas based on the screener and provides tiers of intervention. Middle grades have additional [Advisory Activities](#) in Second Step that include class challenges and class meetings. Other resources for evidence-based interventions are listed below:

- [Greater Good in Education](#)
- [Centervention](#)
- [Mindfulness with Justme](#)
- [Canvas course for Social Emotional Learning and Mental Health](#)

Mental Health

Tier 2 supports for mental health include early intervention services. These services are for students who are identified through a systematic, equitable process as experiencing some form of distress or impaired functioning. Interventions at tier 2 for mental health could include small groups for students with similar skill deficits or needs, mentoring, and classroom-based supports such as a daily report card, check-in/check-out, or a home-school note system. It can also be individual or small group counseling with school based mental health staff, such as the school counselor, school psychologist, or school social worker.

Key Components of the Tier 2 Intervention Plan

There are two evidence-based interventions used most often to address the behavioral issue: Check-In /Check-Out and Group-based Social Skills Training. Additionally, the following chart lists additional resources available:

<u>Intervention</u>	<u>Progress Monitoring</u>
<u>Check-In/Check Out</u>	<u>weekly summaries</u> <u>Daily Summaries</u>
Emotion Menu/Feelings Check	
<u>The Lunch Bunch</u>	
Group Counseling	<u>Sample Counseling Referral Form</u>
<u>Self-Monitoring</u>	<u>Self Monitoring Checklist</u>
<u>Peer Mentoring Grades 4-8</u>	<u>Behavior Intervention Data Tracker</u>
<u>Belly Breathing PK-5</u>	
<u>Calm-Breathing Techniques</u>	
<u>Feelings Journal</u>	
<u>Positive Self-Talk</u>	
Temperature Check	
<u>Cool Down Process/Take-A-Break</u>	
Behavior Specific Praise	
<u>WOOP</u>	
<u>2x10 Relationship Building</u>	<u>Behavior Intervention Data Tracker</u>
<u>Token Economy/Reward System</u>	<u>Forced Choice Reinforcement Survey.pdf</u> <u>Reward Chart</u>
<u>Behavior Contract</u>	<u>Behavior Contract Template</u>
Structured Breaks	

Intervention	Progress Monitoring
Behavior Skills Instructional Lessons: Teach Conflict Resolution Skills Teach Coping Skills Teach Organizational Skills Teach Relationship Skills Teach Relaxation Techniques Teach Social Skills	PBISWorld.com Behavior & Intervention Tracking Form (Excel) Weekly Scatter Plot.doc
Rapid Positive Reinforcement/Feedback PK-8	
Individual & Visual Schedules	
Behavior Improvement Plan	
Good Behavior Game	

[Interventions and Progress Monitoring Tool](#)

If Check-In/Check-Out, small group behavior skills, or the above listed interventions are not effective, or do not appear to be addressing the appropriate behaviors, include the school psychologist in your follow-up MTSS meeting so the team can complete the [Brief Behavior Questionnaire and Intervention Plan \(BBQulP\)](#) to develop a targeted behavior plan for the identified behaviors.

Tier 3

Behavior

A Tier 3 Multi-Tiered Systems of Support (MTSS) meeting, which is designated by use of a Student Support Team (SST), is designed to provide individual interventions for students who are not responding to Tier 1 and Tier 2 interventions. Many times, students who require this level of support may also need the support of additional specialists, including behavior specialist, school psychologist, or mental health counselor.

Oftentimes, students with behavioral needs will require a more in-depth analysis of the behavioral problems which would include a thorough review of all previous interventions and may include a Functional Behavioral Assessment (FBA). If an FBA is needed, the SST should request an observation be conducted by the school psychologist or behavior specialist. Following the school-based observation, additional interventions may be discussed with the team for implementation, or a permission for an FBA may be provided to obtain parent consent. An FBA is considered an evaluation, as there is direct observation over a period of time and analysis of student data. FBA data analysis results in the development of a Behavior Intervention Plan (BIP), which needs to be implemented with integrity and fidelity.

Social-Emotional Learning

At Tier 3, the Pyramid Model for Pre-K provides intensive intervention to individual students, a small number of children with persistent challenges. Interventions at this level are individualized, family- centered, comprehensive, assessment-based and focused on skill-building.

Similarly, in K-12, social-emotional interventions are targeted and serve a smaller number of students who need more individualized and intense interventions. These can include individualized counseling, small group counseling with a 1 to 3 ratio, individualized social-emotional lessons, etc.

Intervention	Progress Monitoring Tool
<u>Check-In/Check Out</u>	<u>weekly summaries</u> <u>Daily Summaries</u>
<u>Behavior Intervention Plan</u>	<u>PBISWorld.com Behavior & Intervention Tracking Form (Excel)</u> <u>Weekly Scatter Plot.doc</u>
<u>Self-Monitoring</u>	<u>Behavior Checklist for Monitoring</u>
<u>Behavior Contract (samples)</u>	<u>PBISWorld.com Behavior & Intervention Tracking Form (Excel)</u> <u>Behavior Chart</u>
<u>Social Stories</u>	<u>Behavior tracking</u>

Intervention	Progress Monitoring Tool
Behavior Skills Instructional Lessons	
Token Economy/Reward System	Forced Choice Reinforcement Survey.pdf Reward Chart
Rapid Positive Reinforcement/Feedback	

If behavior interventions are implemented and documented and data analysis suggests that the student is not making progress, the Student Support Team may make a referral for a full, comprehensive evaluation to consider special education services. Anytime a request for evaluation is made, the school psychologist is required to be invited and attend the Tier 3 meeting.

Mental Health

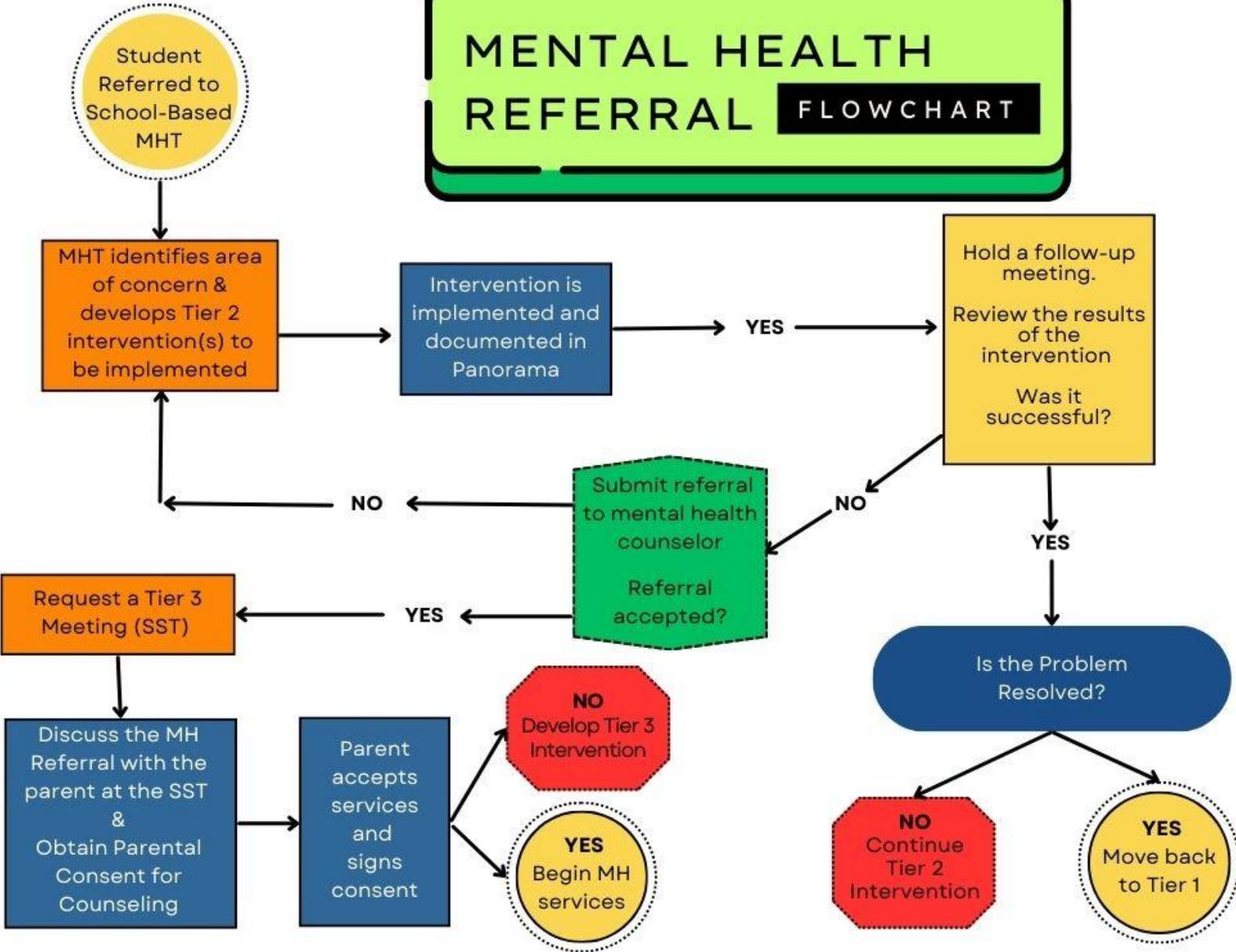
Tier 3 services are reserved for students who are not responding to Tier 2 interventions and require mental health treatment. These students are experiencing significant distress and impaired functioning. Tier 3 supports may be implemented in addition to Tier 2 interventions. However, Tier 3 supports are more specific to student needs. They should be individualized and be provided by school-based mental health professionals.

Richmond County employs mental health support counselors to assist in providing mental health services and support. The function of the mental health support counselors is to provide interim support for students who are awaiting staffing at an outside agency or to provide short-term care to students who are currently in crisis. These students will either be discharged for meeting goals or resourced to outside agencies if additional support is needed beyond what can be accomplished within the school setting. There is a referral process to provide mental health services to students. To make a referral to the mental health counselors, speak to a member of the school-based mental health team.

The following page illustrates the referral process for school-based mental health supports through the Mental Health Counselors. Please note, the mental health counselors cannot see students who are already receiving individual counseling through an outside provider due to ethical obligations.

In addition to our district mental health counselors, the district has signed a Memorandum of Understanding with a telehealth service (ESE Telehealth) to provide an additional layer of support to our students. If your school may be interested in this service, and is not currently receiving it, please contact the Department of Student Services.

MENTAL HEALTH REFERRAL FLOWCHART



Wraparound Supports

Wraparound supports are resources that are provided to students and families who are in crisis. These resources are used to help eliminate barriers that may impede a child's academic success. The barriers may include but are not limited to homelessness, housing resources, utility resources, assistance with clothes, food, school supplies, and transportation for school. Other resources include medical, dental, and mental health care resources.

School Building Wrap Around Supports should be available to all students/families in a School Building. Each school may find they need to offer different services based on the needs of their students and families. This information will be gathered by conducting student/parent/staff needs assessments. They include such services as the following:

- 1) Access to the school nurse
- 2) Access to school nutrition (free breakfast, lunch)
- 3) Access to School level food pantry
- 4) Access to School level clothing closet
- 5) Access to School supplies from donations
- 6) Access to school counselor
- 7) Access to school social worker
- 8) Access to school mental health counselor
- 9) Access to dental screenings
- 10) Access to hearing and vision screenings
- 11) Access to bus transportation

District Level Wrap Around Supports are supports that can be obtained by contacting our Success Center Program Administrator and/or staff

- 1) Access to district food pantry
- 2) Access to district clothing closet
- 3) Referrals to medical appointments
- 4) Referrals to Code 3 transportation for students in transition
- 5) Referrals to RCBOE Van transportation for students in transition
- 6) Referrals to agencies to assist with utilities
- 7) Referrals to agencies to assist with housing/shelter

Community Facilitated Wrap Around Supports are supports that can be utilized in the Community. Success Center staff and other school personnel can assist with referrals to these agencies.

- 1) Salvation Army—shelter, clothing, meals
- 2) CSRA EOA --utility and rental assistance
- 3) Golden Harvest—food pantry
- 4) Project Life--clothing
- 5) United Way of the CSRA --utility, rental assistance, transportation
- 6) Restart of Augusta --beds for families
- 7) Safe Homes --domestic violence victims—shelter, counseling, meals, clothing,
- 8) Catholic Social Services --utility, clothing, rental assistance

- 9) Druid Park Health Center—medical care
- 10) Christ Community Health Center—medical care
- 11) RISE Augusta --literacy, referrals to other community agencies
- 12) Dream Center --food pantry and clothing
- 13) Family Y—resource for beds for students

RCBOE Wrap Around Supports Contact List

RCBOE Wraparound Services Contact List