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How the Effective Behavior and Instructional Support (EBIS) Team Process Works

The EBIS team has three purposes:
1. To review school-wide behavior and academic data in order to evaluate the effectiveness of core programs.
2. To screen and identify students needing additional academic and/or behavior support.
3. To plan, implement and modify interventions for these students. Depending on each student’s “response to instruction & intervention,” a formal referral for special education evaluation may result.

EBIS is intended to be a structured, systematic process involving the following features and activities: team membership, school-wide planning, planning for the 20%, monthly meetings, and individualizing-intensifying interventions.

Team Membership: Leadership by the principal is essential. EBIS Team membership also must include classroom teachers representing grade levels, the Literacy/Title I Specialist, School Counselor, and specialists from Special Education and ELL programs. Teams often also benefit from including a member from the classified staff.

Planning for the all students (School-wide): Three times a year, in fall, winter and spring, EBIS teams review data on student performance (e.g., EasyCBM, SWIS, attendance) in order to evaluate the effectiveness of the core programs. The EBIS model is predicated on the notion that all students can make adequate growth and that core programs should meet the needs of at least 80% of the student population. If this is not the case, the team needs to strategize to shore up the core. This means the School-wide EBIS Team must inspect Core Programs, foster difficult yet productive conversations about whether the core is meeting the needs of 80% of all students, and plan prevention/intervention activities that target areas which data analysis suggests need attention (e.g., professional development, re-teaching of basic skills, re-teaching school rules and expectations consistently, etc.). It is vital to have the building principal on the team to ensure that fundamental organizational decisions can be made, resources can be allocated, instructional delivery is effective, and the program is delivered with fidelity.

Planning for the 20% (Targeted groups): Students falling below the 20th percentile on EasyCBM and/or who have other, significant academic, behavioral or attendance problems, are listed on the EBIS Group Intervention & Planning Form. This is usually best accomplished by grade level teacher teams with core members of the EBIS team assisting them. These EBIS teams choose interventions from the appropriate Standard Protocol (Reading, Math, Writing, or Behavior) for groups of students with similar needs. They also decide on what progress data to collect and the person responsible for collecting the data. Begin the Student Intervention Profile that is found on the EasyCBM district secure site for all students in interventions. If a student’s skill level is well below grade level, then the EBIS team may choose to progress monitor the student at his or her instructional level as well as at grade level; only grade level norms should be used in making high-stakes decisions.

Monthly EBIS team meetings: EBIS teams convene every 6-8 weeks to evaluate the progress of the students involved in group interventions as well as those students who receive services through Special Education. The team reviews progress monitoring data for each student, analyzing aimlines and trendlines (See Decision Rules). One of four different decisions may be made at this meeting for each student being reviewed:
1. the group intervention has been successful and the student no longer needs small group instruction,
2. the intervention appears to be working for the student and should be continued as is;
3. the group intervention is not working for the student and should be revised or refined; or,
4. the group intervention is highly unlikely to be successful for the student and therefore a more, individualized approach is needed.

Individualizing, Intensifying Intervention: If the student has failed to make progress or has made minimal progress after two group interventions, additional information must be gathered in order to select an intervention that is specifically targeted to the student’s needs. At this point, EBIS teams should complete the following:
• EBIS Team Meeting Notice to parents inviting them to attend a meeting to gather information and begin planning for a more individualized intervention.
• Developmental History should be completed at this time.
• Parents should be given the RTI Parent Brochure describing how the Response to Intervention process works.
• If the student is an English Language Learner (ELL), the ELL teacher should obtain information about the child’s language development and evaluate how the student’s cohorts are progressing.
• Prior to the parent meeting, teams review each student’s cumulative record using the Individual Problem Solving Worksheet. Although time consuming, this level of evaluation is typically necessary for only a small percentage of students. It provides detail on the student’s history and needs and is important to designing an effective, individualized intervention.
• Another resource for students with behavioral issues is the brief Functional Behavior Assessment protocol, which can easily be completed by the team.

Based on the Developmental History, Individual Problem Solving Worksheet, ELL information, and progress monitoring data, the EBIS team will develop an intervention that specifically targets the student’s individual needs.

At the individualized planning level, it is also necessary to assign a case manager for each student. The case manager’s responsibility is to ensure that the intervention is implemented correctly and that progress is monitored according to the schedule agreed upon by the team. In addition, the case manager continues to track intervention details using the Student Intervention Profile. Case managers report back to the EBIS team on the progress of the students under their supervision on at least every 6-8 weeks.

Based on the developmental history, Individual Problem Solving Worksheet, and progress monitoring data, the EBIS team may determine that:

1. The student has improved substantially and no longer needs to be included in an intervention group.
2. The student has improved substantially and the team reduces the intensity of the intervention and continues to monitor progress.
3. The student continues to struggle, but his or her difficulties appear to be due to other factors such as behavior, attendance, or limited English Proficiency and interventions to help the students with these difficulties will be initiated.
4. A referral for a formal special education evaluation is appropriate. The information from the intervention profile, progress-monitoring information, developmental history, and individual problem solving worksheet should be included with the referral as they provide evidence regarding the student’s responses to various interventions. While RTI is used only for Specific Learning Disability identification, the information collected may be useful for any special education referral. See the most current Special Education Procedures Manual for details on the special education process.
Multi-Tiered Instructional Framework

The district academic and behavioral program is a multi-tiered plan which includes three tiers of support designed to meet the instructional and behavioral needs of all children. Each level targets a specific group of learners, is supported by evidence-based instructional materials, provides differentiated small group instruction, and routine progress monitoring. Instructional decisions regarding level of services is based on student performance outcomes on the EasyCBM assessment.

**Tier One:** Classroom Services include high quality instructional and behavioral supports. Students receive whole group and differentiated small group direct instruction from the district’s adopted core programs. The classroom teacher is responsible for the instructional program and progress monitoring for students who make adequate progress and students who exceed grade level expectations.

**Tier Two:** Students at this level are behind their peers and require small group supplemental instruction in addition to the CORE curriculum provided in the classroom. Student performance on the EasyCBM assessment determines the intervention strategies that match student need and regular progress monitoring tracks student response to the prescribed intervention.

**Tier Three:** Students at this level require substantial support; have severe, sustained academic difficulties. Student performance on the EasyCBM and other appropriate assessments determine the intervention strategies prescribed for each student. Regular progress monitoring tracks student response to the prescribed intervention strategies. Instruction may be delivered in small groups or to the individual student, based on need.
EBIS Early Identification Process
Ontario School District, Ontario Oregon

ALL STUDENTS RECEIVE QUALITY BEHAVIOR AND ACADEMIC INSTRUCTION AND SUPPORT

ALL students are screened for additional instructional needs
(Fall, Winter & Spring EasyCBM, OAKS, ODR, etc.)

Small group interventions are chosen by the EBIS Team

Interventions are further individualized

DECISION RULES:
80% Decision Rule: If 80% of students by subgroup (race, special program, grade level, etc.) are meeting benchmarks, celebrate the success of your Core Program and look for ways to improve. If less than 80% are meeting benchmark, review the Core Program.

20% Decision Rule: The lowest 20% of students at each grade level based on school-wide screening measures and/or with chronic behavior needs will receive strategic group intervention(s).

Change Small Group or Individual Interventions Rule: When progress data is below the aimline for 6 consecutive points or when the slope is flat or decreasing

Individualize Instruction Rule: When students fail to make expected progress after two (2) consecutive small group interventions gather appropriate data and move to the individual level.

Refer for Special Education Evaluation Rule: When students fail to make expected progress after 3 or more individually designed interventions.

TEAMWORK TIMELINES:
School-wide EBIS teams met fall, winter & spring to review data and make decisions about school-wide programs.

EBIS 20% teams/Grade level teacher teams met every 6-8 weeks to review data, plan and adjust interventions.
## EBIS RESPONSIBILITY CHART

<table>
<thead>
<tr>
<th>Building Administration</th>
<th>Classroom Teachers</th>
<th>Specialists (Instructional Coaches, Title 1 Teachers, Learning Specialists, Speech and Language, Counselors)</th>
<th>District Office</th>
<th>Parent/Guardian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource analysis: staffing, schedules and materials</td>
<td>Implement instruction with fidelity from core adopted programs</td>
<td>Consult/collaborate regarding academic/behavior program development.</td>
<td>Collaborative District-wide EBIS Coordination-Departments of Curriculum, Instruction, Student Services &amp; Federal Programs</td>
<td>Provide feedback and participates in decision making opportunities</td>
</tr>
<tr>
<td>EBIS Team Coordinator</td>
<td>Monitor student progress</td>
<td>Serve as a resource for teachers and IA’s by assisting in the design of strategies to support the specific needs of individual students</td>
<td>Monitor and supports availability of evidence based programs</td>
<td>Helps support their child’s learning and achievement goals and behavior</td>
</tr>
<tr>
<td>Observations &amp; evaluations of programs and teachers</td>
<td>Provide additional classroom intervention as needed</td>
<td>Consult, collaborate and participate in SPED referrals and evaluations</td>
<td>Facilitate district-wide implementation of professional development</td>
<td>communicates with staff regarding concerns</td>
</tr>
<tr>
<td>Provides professional development resources</td>
<td>Be an active member of data teams</td>
<td>Participate in team process for coordinating multi-tiered instruction</td>
<td>Facilitates EBIS District Leadership/Implementation Team meetings</td>
<td>Attends student/parent/teacher conferences</td>
</tr>
<tr>
<td>Participates in district leadership team for evaluation and program improvement</td>
<td>Provide program improvement input</td>
<td>Implement evidence based intervention instruction with fidelity</td>
<td>Attends building team meetings when requested</td>
<td>Attends school events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Completes annual review of project performance including LD Eligibility File reviews</td>
<td></td>
</tr>
</tbody>
</table>
EBIS Meeting Guidelines

Note: This guide delineates meetings according to purpose. Depending on the frequency and length of RTI meetings, it may be possible to consolidate multiple purposes into one meeting. Generally, the EBIS Leadership team meets with a different grade level team each week for approximately one hour.

Team Membership: Leadership by the team principal and the building Title One coordinator are essential. This team meets with the grade level team routinely. As applicable and appropriate other members of the team may include the special education teacher, ELL coordinator, school counselor, or speech therapist.

Meeting tips:
• Don’t meet without the essential team members
• The focus is on general education – involve the sped teacher as appropriate
• Designate roles (timekeeper, facilitator, note taker)
• Review the purpose
• Stick to the agenda
• Organize the data before the meeting
• Celebrate successes

80% MEETING - Conducted after fall, winter & spring universal screening
Purpose: To determine the effectiveness of the core program and make necessary adjustments if it is not meeting the needs of most students.

Examine the data. Are 80% or more of your students meeting benchmark?
Yes: Celebrate! Are all students making growth? Have you set ambitious goals for the next trimester?
No: Discuss the following questions about the core program.

READING, MATH AND WRITING
• Are all teachers using the program with a high degree of fidelity?
• Is instructional time protected, or are there interruptions such as school assemblies, fire drills, etc.?
• Is the instructional block sufficient, or is more time needed?
• Are students grouped appropriately? (group with the lowest skills has the fewest members, group with the highest skills has the most members)

ATTENDANCE
• Is there a clearly articulated attendance policy? Is it being implemented?
• Is there sufficient outreach to families and a welcoming attitude toward all students?

BEHAVIOR
• Is there a schoolwide behavior policy, behavior curriculum and behavior team?
• Are behavior expectations posted, taught, practiced, and reinforced at the building and classroom level?
• Are support personnel such as bus drivers and playground attendants trained in positive behavior support?
• Is there a classroom behavior incentive system?
**20% MEETING - Conducted after fall, winter & spring universal screening**

Purpose: To determine which students are in need of intervention, select appropriate interventions, schedule intervention groups, and schedule progress monitoring. (NOTE: The 80% and 20% meetings can be conducted jointly and do not need to be separate meetings)

**READING, MATH and WRITING**

Use EasyCBM, other Curriculum Based Measures, Oregon Assessment of Knowledge & Skills, and classroom assessments (including report card information) to identify students with skills in the lowest 20% at a specific grade level.

- Using EasyCBM or other CBMs, is the skill deficit is fluency, accuracy, or both?
- Using core curriculum assessments and other classroom information, can the team identify other needs (comprehension, vocabulary, math concepts, writing organization)?

**ATTENDANCE**

Review attendance data and identify students with more than 5 absences in a 30 day period.

- Is there a group of students with a similar attendance issue?
- Would breakfast with the school counselor or daily check-ins improve the group's attendance?
- Do individual students need a point system for arriving on time each day, an “attendance buddy,” a wake-up call, or home visits?
- Is an attendance plan appropriate?

**BEHAVIOR**

Review behavior data and identify students with 3 or more discipline or counseling referrals in a 30 day period.

- Do behavior expectations need to be retaught and reinforced to a select group of students?
- Are behavior prevention or intervention programs such as Second Step available?
- Does a group of students need a social skills lunch bunch?
- Do parents need more support with managing behavior and parenting skills at home?
- Does a student need a behavior plan with clearly defined skills to be taught and established supports and expectations?
- What other positive supports could be put in place to assist the student?
- Does a student need a Functional Behavior Analysis?
- Should a referral to DHS or an outside resource such as Mental Health be made?
- What other environmental issues should be considered?

**GENERAL**

Use standard protocols to determine which intervention program matches the group’s needs, what group size is appropriate, and how much time per day is needed for that intervention. For behavior and attendance issues, it may be more appropriate to plan at the individual versus group level.

Determine which staff are trained (or need training) in the program and schedule the intervention time.

Determine what will be used to measure progress, how often, and who will be responsible for data collection. When will the grade-level team reconvene to review student progress?

Determine who will check fidelity of instruction and who will inform parents about team decisions.
DATA REVIEW MEETINGS - Conducted every 6-8 weeks per grade level

Purpose: To review progress monitoring for all students in interventions (20% group) and make decisions about whether to proceed with, discontinue, or change an intervention.

Before meeting:

Sort progress monitoring data into two groups (be sure to use decision rules to form the groups!):
1) Students making sufficient progress
2) Students who need a change in intervention

During meeting:
1) Quickly review students making sufficient progress, determine if any student(s) should discontinue intervention.
2) Discuss groups or individual students in need of an intervention change. Consider: more time, a new curriculum, or a significant reduction in group size.
3) Change students’ graphs to indicate the intervention modifications.
4) If a student continues to not make progress or if the concerns go beyond the scope of this meeting, move toward an individualized intervention planning meeting

INDIVIDUAL INTERVENTION MEETINGS - Conducted after 2 group interventions have been unsuccessful or the team has additional concerns that would warrant further study of a student’s needs. Additionally the team may meet to review an already established individual intervention.

Purpose: To review student information (progress monitoring, cumulative file, developmental history, attendance history, behavior history) and use it to plan an individually-designed intervention, or to review progress monitoring from individually-designed intervention to determine if referral is appropriate.

Note: Membership at this meeting includes the building principal, Instructional Coach/ Title One Coordinator, the classroom teacher for the student, the special education teacher, the parent and any other applicable member such as District Learning Specialist, ELL coordinator or speech pathologist.

Individually-Designed Intervention Planning:

Before meeting:
1) Use Individual Problem-Solving Worksheet to conduct file review
2) A team member (counselor, teacher, or learning specialists) uses Developmental History to interview parents
3) Invite parents to meeting (see parent invitation notice)

During meeting:
1) Review decision rules
2) Review data & add any new information to PSW that is provided by parents
3) Plan or if necessary modify intervention

Individually-Designed Intervention Review:
1) Review progress monitoring from all 3 intervention phases and other student data
2) Review decision rules

Team discussion: Has the student made sufficient progress? Determine if referral to SPED is appropriate.
EBIS Flow Chart

EBIS Teams will meet 3 times per year to review school-wide behavior and academic data to evaluate the effectiveness of our core programs.

EBIS Team will attend monthly GLMs to identify students falling into the intensive range or the lowest 20% for academic or behavioral concerns.

EBIS Team and GL will develop group interventions for targeted Students and PM students bi-weekly within groups.

EBIS team and GL meet monthly to review group interventions.

If intervention is successful continue with intervention or return to the core and PM.

If intervention is NOT Successful, revise or Make changes to Group intervention (Use Options for Change in Intervention form) & Complete Problem Solving Sheet.

EBIS team and GL meet to review intervention data.

Recycle 1-2 times

If, after 3 group interventions, there is not improvement noted complete the Student Individual Profile sheet and design an individual intervention.

EBIS team and GL meet to review intervention data. If individual intervention is no successful determine if a special education referral is warranted

If yes, begin referral process with a Team Meeting Notice to parents.
<table>
<thead>
<tr>
<th>Grade:</th>
<th>Student Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check all that apply</td>
</tr>
<tr>
<td></td>
<td>Behavior/Social/Emotional</td>
</tr>
<tr>
<td></td>
<td>Student Name</td>
</tr>
<tr>
<td></td>
<td>Intervention(s)</td>
</tr>
</tbody>
</table>
# OSD Standard Literacy Protocol

<table>
<thead>
<tr>
<th>Grade</th>
<th>Benchmark-High Strategic</th>
<th>Instructional Recommendations</th>
<th>Mid-low Strategic</th>
<th>Intensive</th>
<th>Instructional Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>HM: TNC/CE RM Classic RM +</td>
<td>Min. of 150 minutes (includes Language Block) Progress Monitor Monthly</td>
<td>HM/TNC RM Language for Learning Funnix</td>
<td>150 Minutes Daily Progress Monitor Monthly</td>
<td>RM Language for learning Funnix ER#I</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>150 Minutes Daily Progress Monitor 2 x per month</td>
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<td>150 Minutes daily Progress Monitor 2 x per month</td>
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<td>150 Minutes daily Progress Monitor 2 x per month</td>
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<td></td>
<td></td>
<td>150 Minutes daily Progress Monitor 2 x per month</td>
</tr>
</tbody>
</table>
## EBIS Reading Decision Rules - Kindergarten

### Beginning of the Year – September

Universal Screening to identify students for intervention groupings by October 15 based on fall EasyCBM data

- **Level 1 support (All Students):** Receive 60-90 minutes of phonemic awareness instruction daily using approved research based intervention program. This is in addition to instruction in the core reading program, or replacement core program. All students will also receive 30 minutes of Language for Learning and/or approved language based research based instructional program.
- **Level 2 support (Strategic):** Add 30 minutes of approved research based intervention program.
- **Level 3 support (Intensive):** Approved research based intervention program for 60 minutes daily.

### Mid-Year – January

Regroup students after January CBM’s have been completed.

- Revise the intervention by increasing time, change of program, and/or adjusting group size or instructor.

### End of the Year – April/May

For those students still not making adequate progress, EBIS teams should complete the Individual Problem Solving Worksheet, Developmental History and do one of the following:
- Revise the intervention and continue with implementation and data collection
- Refer for special education evaluation
### EBIS Reading Decision Rules- Grades 1-6

#### Place students in interventions and begin progress monitoring 2 x per month when:

- Academic skills fall below benchmark and place them in the lowest 10% compared to their peers on one or more of the following measures: EasyCBM, Reading curriculum based assessments, OAKS.
- Progress monitor data should be entered into the EasyCBM District secure site.
- For student whose reading skills are well below grade level, the EBIS team may choose to monitor progress at the student’s instructional level as well as their grade level.
  - Only grade level data should be used in making high-stakes decisions (such as referrals to special ed.)
  - For students already in SPED, the team may determine that it is appropriate monitor less frequently in grade level material (i.e., monthly or 3 times per year).
  - For monitoring progress at the student’s instructional level, the team will select the measures that best matches the instructional content and goals, allows the student to demonstrate success with skill acquisition, and the same time provides room for growth over time.

#### Change interventions when:

- Progress monitoring indicates 6 consecutive data points below the aimline.
- If data are highly variable (points are above and below the aimline), maintain the current intervention until 6-8 data points have been collected, analyze aimline and trendlines.
- Change intervention if the slope is flat or decreasing and the scores are below benchmark.
- Each time the intervention is changed, the new information needs to be entered into the EasyCBM district secure data system.
- For ELL Students who meet the above criteria, check the progress of the cohort group after each 6-8 week period to determine whether an individual student’s progress is significantly different from the group. (Refer to explicit guidelines for intensifying interventions for ELLs).

#### Individualize interventions when:

- Progress is below the aimline for **TWO** consecutive intervention periods. Prior to individualizing the intervention, the EBIS team should select a case manager, complete the Individual Problem Solving Worksheet, complete a developmental history, and provide parents with the RTI Brochure. If the student receives ELL services, review ELL information.

#### Refer to Special Education when:

- After 3 or more highly structured, individualized interventions, progress continues below trendline. If the student is an English Language Learner, see the pages specific for ELL.

#### Consider Exiting student from interventions when:

- The student has met the EasyCBM grade level end of the year benchmark three times consecutively.
- Core reading assessments and intervention assessments indicate grade level proficiently.
- Student has met the benchmark goal on OAKS (for students in grades 3 to 6).
Planning for English Language Learners

When an ELL student who is receiving a reading intervention has 6 or more data points below the aimline or a trendline that is flat or decreasing, decide if the problem is an individual or group problem.

1. To what degree is the student struggling? Rate the student from 1 (minimal struggle) to 4 (serious struggle).

<table>
<thead>
<tr>
<th>Area</th>
<th>Student</th>
<th>English Speakers</th>
<th>Cohort Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Development General</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Language Development</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Language Development</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acculturation</td>
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<td></td>
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<tr>
<td>Reading</td>
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<tr>
<td>Written Language</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Classroom Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Intervene in the above areas either for the group or for the individual as appropriate. Do not wait for “language to develop” or for “acculturation to occur.” See Intervention Approaches on the next page.

- **For Group Interventions:**
  - If you decide to intervene with the group, set up a progress-monitoring program in each area of concern. The program should involve monthly progress monitoring.

- **For students in Individual Interventions:**
  - Monitor the student's progress in the areas of concern.
    - For students at language level 1-3, monitor for 8 to 10 weeks. If the student's trendline does not improve so that progress is similar to the cohort *, then the intervention should be changed.
    - For students at a language level of a “high” 3 and above, use the decision rules as for English only students.

If the student does not make progress after two interventions, move to the individualized stage.

3. For students who need an individualized intervention:
  - Complete, with the ELL teachers and parents, the Developmental History and the Individual Problem Solving Worksheet.
  - Use the information from these two documents to design intervention(s) in the area of concern.
    - For students at language level 1-3, monitor for 8 to 10 weeks. If the student's trendline does not improve so that the progress is similar to the cohort, then the intervention should be changed.
    - For students at language level of a “high” 3 and above, use the decision rules as for English only students.

* **Cohort Group**
A cohort group is defined as at least three students with similar language levels, educational experiences, and cultural backgrounds (such as length of time in country, language in the home, language of instruction, and length of time in ELL).
Planning for English Language Learners
Intervention Approaches by Area

For English Language Development:

1. Increase the amount of practice of target language.
   a) Have teacher “require” language output by student multiple times per day
2. Increase specificity of ELD instruction (e.g. use Language for Learning). If possible, add an additional language based intervention.

For Acculturation:

1. Consider how the student’s culture may cause instruction to be “out of step” with the student. For example, if the student comes from a culture where girls are expected to not speak to boys, consider this in creating groupings. If the culture emphasizes co-dependence and teamwork, de-emphasize individual grades or competitive games. Review curriculum materials for examples, pictures, and vocabulary that may cause confusion.

2. Work with the parents. Find out what the family’s expectation is for involvement in school, student independence in schoolwork, and understanding of the American school system. Increase home to school communication to help adapt the child’s educational experiences to those understandings.

3. Be more explicit with the students about “how school works”.

For Academics:

1. In general, follow the district protocols for Reading, Math, and Written Language.
2. To decide if a student should have a reading intervention:
   a) do your best to find out if the student has strong (Reading, Math, and Written Language) skills (check the records, talk to the parent, see if an adult native speaker can informally assess)
   b) if the student has good skills in native language, place in the core
   c) if the student does not have good skills, place in core AND start interventions.
### OSD Standard Math Protocol

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Universal Screening Tools</th>
<th>Core Program</th>
<th>Strategic Interventions</th>
<th>Intensive Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>EasyCBM Benchmark (Winter &amp; Spring)</td>
<td>Envision 15-20</td>
<td>15-20 minute block that focuses on number sense</td>
<td>5 minutes of additional guided practice per day</td>
</tr>
<tr>
<td></td>
<td>Progress Monitor: Numbers and Operations</td>
<td>60 Minutes per day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>EasyCBM Benchmark</td>
<td></td>
<td>15-20 minute block that focused on computation &amp; number sense</td>
<td>Core + Strategic Intervention + 15 or more minutes of additional guided practice per day</td>
</tr>
<tr>
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<td>Progress Monitor: Numbers and Operations</td>
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<td>EasyCBM Benchmark</td>
<td></td>
<td>15-20 minute block that focused on computation &amp; explicit instruction in operations</td>
<td>Core + Strategic Intervention + 15 or more minutes of additional guided practice per day</td>
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**Who does this work?**

<table>
<thead>
<tr>
<th>Grade Level/ Instructional Coaches/ Title 1 Teachers/ IA's</th>
<th>Classroom Teachers</th>
<th>EBIS Team Determines</th>
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### Decision Rules:

**Screening:**
- All students are screened 3 x per year using the benchmark assessment for grades 1-6.
- All kindergarten students are screened 2 x per year using the benchmark assessment.

**Progress monitoring:**
- The numbers & operations progress monitoring measures are only given 1 x per month.
- Additional measures will vary based on math maps for each grade level.

**Intensify Interventions:**
- If progress is below the expected rate after 12 weeks of strategic intervention, students move to an intensified intervention.
- If progress is below the expected rate after 6 weeks of intensive intervention, EBIS team makes a referral to special education.
### OSD Standard Behavior Protocol

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Universal Screening Tools</th>
<th>Core Program</th>
<th>Strategic Intervention</th>
<th>Intensive Interventions</th>
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<tr>
<td>K-6</td>
<td>• Office Discipline Referrals</td>
<td>• School rules &amp; behaviors expectation are explicitly taught to ALL students</td>
<td>• Re-teach expectations</td>
<td>• Core + Strategic and...</td>
</tr>
<tr>
<td></td>
<td>• Attendance Reports</td>
<td>• All students regularly &amp; consistently acknowledged for demonstrating behavior expectations</td>
<td>• Check-in Check-out Program (H.U.G)</td>
<td>• Functional Behavioral Assessment &amp; Behavior Intervention Plans</td>
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<td>• Suspension/Expulsion Data</td>
<td>• All students reliably corrected when behavior expectations are not demonstrated. Positive behavior expectation retaught &amp; reinforced immediately.</td>
<td>• Adult mentoring</td>
<td>• Individualized Behavioral Goals</td>
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<td>• School-Wide Evaluation Tool (SET)</td>
<td>• School wide social/emotional curriculum delivery (e.g., Second Steps, Steps to Respect)</td>
<td>• Peer Mentoring</td>
<td>• CCN Meetings</td>
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<td>• Benchmarks of Quality</td>
<td>• Targeted social skills groups, such as curriculum follow up with Second Steps or Steps to Respect</td>
<td>• Targeted social skills groups, such as curriculum follow up with Second Steps or Steps to Respect</td>
<td>• CRT Meetings</td>
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<td>• School Safety Survey</td>
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| Who does this work? | EBIS/PBIS Teams | EBIS/PBIS Teams & ALL STAFF | Appropriate staff as determined by EBIS Team | Appropriate staff as determined by EBIS Team |

### Review the Core:

- Office Discipline Referral Data reviewed monthly. If more than 1 referral per day per month for every 300 students, revisit the CORE and look for patterns in location, time, grade, type, and frequency of incidents.
- If more than 20% of all students received 2 or more referrals: revisit the CORE.
- If more than 30% of referrals occur in a specific area of the school: re-teach specific common areas behavior expectations, acknowledge/reward positive behavior, & correct inappropriate behavior immediately.
• If more than 40% of referrals occur in classrooms: re-teach classroom expectations, increase professional development in classroom management strategies, and/or revisit CORE instruction in specific classrooms.

Elementary Standard Behavioral Protocol- Decision Rules

Decision Rules:

Place K-6 students in Strategic Intervention if:
• Student has two or more Office Discipline Referrals in the current school year.
• If more than 5 absences in a 30 day period: EBIS team reviews data to determine the appropriate interventions, which may include calls or letters to the family or a behavior plan.

K-6 Progress monitoring:
• Daily behavior data from Check in Check out programs.
• Progress on individual behavior goals or Behavior Intervention Plan.
• Monitor Office Discipline Referrals (ODRs) and absences.

Place students in Intensive Intervention AND refer to IPBIS team if:
• Progress is below the expected rate after 6 weeks of Strategic Interventions. Perform a Functional Behavior Assessment (FBA) and develop a Behavior Intervention Plan (BIP).
• Students receives 6 or more behavior referrals. Perform an appropriate Functional Behavior Assessment & develop a Behavior Intervention Plan AND consult with outside agencies if necessary.
• There is a significant concern regarding mental health issues or anti-social behavior
• Student’s behavior poses a potential risk to self or others.

All students in Intensive Interventions should have a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) and be referred to the IPBIS team.
• However, in some instances students might be referred to the IPBIS team prior to initiating the FBA/BIP process, if complex mental health issues are suspected.
**Student Intervention Profile - BEHAVIOR**

Student Name: _____________________  Date: _____________  ID Number: _____________
Initial Grade Level: ___________

Most recent OAKS RIT scores and %iles: (grades taken _____): R/L ______ M ______ Wr. _____ Sci. _______

ELL Language Level :______________

Attendance Issues: ________________  YTD Absences: __________  YTD Tardies: _____________

Behavioral Issues: ___________________________________________________________________________

(Attach:  EasyCBM Reading and Math Individual Student  Graphs; SWIS Individual Student Report or data on behavior plan; Attendance Report for all previous grades)

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</table>
Options for Change in Intervention:
Each of these changes constitutes a new intervention, and are decided upon by
the EBIS team. These are the options available for academic and behavioral
intervention changes.

Options for Students

☐ Increase motivation
  o Add incentives
  o Change incentives
  o Adjust behavior plan
  o Increase success level
  o Vary schedule of easy/hard tasks/skills

☐ Increase engagement
  o Number of responses per session
  o Teach, review and post standards of behavior

☐ Increase regular attendance

☐ Ensure student skill level matches instruction
  o Skill grouping
  o Differentiated instruction

☐ Increase types of cueing approaches
  o Visual
  o Auditory
  o Tactile

Options for Curriculum/Program

☐ Preteach components of the core program

☐ Check fidelity of implementation of program
  o Provide additional training
  o Add a coaching component

☐ Use extensions of the core program

☐ Move to a more structured intervention program

☐ Change the core program

Options for Instruction (Practices)

☐ Skill grouping – Differentiated instruction

☐ Increase pace of instruction

☐ Increase opportunities to respond

☐ Employ standard cueing correction procedures

☐ Pre-teach con concepts outside the group

☐ Build/activate prior knowledge

Options for Instruction (Logistics)

☐ Reduce size of instructional group

☐ Add additional instructional time
  o Double dosing
  o Different materials

☐ Change instructor

☐ Change seating within group

☐ Provide instruction in small units throughout the day

☐ Change physical environment

Note:
Under district decision rules, a substantial change is identified as one of the following:

  o Time (increased by at least 15 minutes/day)
  o Group size (reduced by at least 3)
  o Program change
  o Frequency: number of times a day

For a student who is at high risk, one and/or all three of these options should be done in the movement toward SPED referral.
Ontario School District
Individual Problem Solving Worksheet
File Review and Problem Identification

<table>
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<th>Date:</th>
<th>School:</th>
<th>Grade:</th>
<th>Teacher:</th>
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**ATTENDANCE REVIEW**

As of ____,(date) ______ (student) has had access to a total of ____ days of school and has attended ____ days of school; s/he has missed ____ days of school since starting kindergarten. Based on the formula of total days of school attended divided by total of actual school days, ____ (student) has been in school ____% of the time s/he has had access.

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<th>Year</th>
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Total

**Parent Feedback Re: Attendance**

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Achievement Review - Reading

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easyCBM Tables - Reading

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1st Grade

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#### Achievement Review- Reading

#### Achievement Review- Writing

### Achievement Review-ELL Language

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#### English Language Development:

**Additional review questions for ELL students**

_________ How long has the child been in an ELL program in the United States?
Is the student’s language level and rate of progress similar to the language level of other students in their cohort group? (This should give an initial indication of potential learning difficulty IF the child has had years of explicit English language instruction but not made progress.)

Is there an indication in the Developmental History that the child has a delayed or disrupted educational experience? (This could explain why the child's skills are low.)

Is there an indication in the Developmental History that the student’s language and/or academic development has been different from his or her peers? (This might be an indication that the student may have a learning difference that is inherent.)

Comments:

---

### Achievement Review - Math

#### easyCBM Math Tables

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Achievement Review- Math
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### All Interventions (include reading, writing, math, ELD, behavior, etc.)

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<th>Dates</th>
<th>Group Size</th>
<th>Duration</th>
<th>Instructor</th>
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</table>

### Review of report cards, progress reports, and teacher remarks by grade level significant for:

- **Behavior (including attending skills):**

- **Hearing/ Vision Screening Results:**
**Language skills**: (Significant delays in organization, social skills, following directions, or difficulty across subject areas requiring comprehension that can not be explained by other factors.)

**Other:**

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<th><strong>Hypothesis Development</strong></th>
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<tr>
<td>1. Does evidence support that the student's problems may be primarily due to problems with attention, motivation, or other behavioral difficulty? Include data along with progress monitoring of behavioral supports.</td>
</tr>
<tr>
<td>2. Does evidence support that the student's problems may be <strong>primarily</strong> due to attendance problems, or frequent school interruptions? If so, indicate reasons for absences and interruptions. What interventions have been put in place to address these issues?</td>
</tr>
<tr>
<td>3. Does evidence support that the student's problems may be primarily due to other concerns like trauma, economic or cultural disadvantage, or other disabilities? Describe. Be sure to note when these issues occurred and their correlations with any academic concerns. What will be done to help the student be more successful?</td>
</tr>
<tr>
<td>4. Does the evidence support that the child's difficulties may be the result of language difficulties in areas such as language processing, social language, or articulation? Indicate next steps.</td>
</tr>
<tr>
<td>5. Does the evidence support the hypothesis that the difficulty is due to limited English proficiency? Indicate next steps.</td>
</tr>
<tr>
<td><strong>6. Does the evidence suggest that the student has low skills and slow progress despite intense interventions?</strong></td>
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<table>
<thead>
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<tbody>
<tr>
<td>Student:</td>
<td>Date:</td>
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<tr>
<td>1. What is the educational problem?</td>
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</tr>
<tr>
<td>2. What is the team’s hypothesis regarding the source of the problem?</td>
<td></td>
</tr>
<tr>
<td>3. What will be done to address the hypothesis?</td>
<td></td>
</tr>
<tr>
<td>4. Who is going to do the intervention?</td>
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<tr>
<td>5. Who will be the case manager?</td>
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</tr>
<tr>
<td>6. When will the team reconvene to check progress and determine next steps?</td>
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Developmental History
(To be completed through an interview with the parent)

Name: ____________________________________________ Grade: _______ DOB: ____________________
Parent(s): ________________________________________________________________________________

Birth History
1. How often did you see a doctor while you were pregnant? Regularly ___ A few times ___ Not at all ___
2. Were you sick or did you have any complications while you were pregnant? Yes ___ No ___
   If yes, what were the problems? _____________________________________________________________
3. Did you have the measles or any childhood disease while you were pregnant? Yes ___ No ___
   If yes, what did you have? _________________________________________________________________
4. Did you have trouble giving birth? Yes ___ No ___
   If yes, what was the trouble? ______________________________________________________________
5. Was your child born earlier than expected? Yes ___ No ___
   If yes, how many weeks? _________________________________________________________________
6. Was there anything unusual or wrong with the birth? Yes ___ No ___
   If yes, what was wrong? _________________________________________________________________
7. Was your child born in a hospital? Yes ___ No ___
   What country? ___________________________________________________________________________
8. What age were the mother and father? Mother _________ Father _____________

Health History
9. Did your child have any illness or anything wrong during the first year? Yes ___ No ___
   If yes, what was the illness or what was wrong? ______________________________________________
10. Have any of the following happened to your child?
    a. Had a temperature over 104 degrees for more than a few hours? Yes ___ No ___
    b. Had to go to the hospital because of a temperature? Yes ___ No ___
    c. Ever been knocked unconscious? Yes ___ No ___
    d. Ever had a concussion? Yes ___ No ___
    e. Ever been in a coma? Yes ___ No ___
    f. Ever had any kind of an operation? Yes ___ No ___
    g. Ever been to a hospital for any other sickness or trouble not mentioned above? Yes ___ No ___
    h. Ever had problems with hearing or vision? Yes ___ No ___
    i. Had frequent earaches? Yes ___ No ___
       If yes to letter “I”, were tubes installed? _______ At what age? _______

If you answered yes to any of the questions above, please tell about it: ______________________________
11. Does your child take any kind of medicine or pills regularly for some condition?  
   Yes____  No____
   If yes, please tell what the medicine is for and how long your child has been taking it.

12. Has the child been diagnosed with any health problems?  If so tell about them:

   ___________________________________________________________

   ___________________________________________________________

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## Historial de Desarrollo

(Ser completada por medio de una entrevista)

<table>
<thead>
<tr>
<th>Nombre:</th>
<th>Fecha de Nacimiento:</th>
<th>Edad:</th>
<th>Grado:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre del padre:</td>
<td>Lengua que se habla en casa:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Historial de Nacimiento

1. ¿Qué tan seguido visitó al doctor mientras estaba embarazada?
   - Regular
   - Algunas veces
   - Nunca

2. ¿Estuvo enferma o tuvo alguna complicación durante su embarazo?
   - Sí
   - No

   Si la respuesta fue “sí,” explique:

3. ¿Tuvo sarampión o alguna otra enfermedad de las niñas mientras estaba embarazada?
   - Sí
   - No

   Si la respuesta fue “sí,” explique:

4. ¿Tuvo dificultades durante el parto?
   - Sí
   - No

   Si la respuesta fue “sí,” ¿cual fue la dificultad?

5. ¿Nació su niño antes de lo que usted esperaba?
   - Sí
   - No

   Si su respuesta fue “sí,” ¿Cuántas semanas fueron de anticipación?

6. ¿Hubo algo diferente o algún problema con el nacimiento?
   - Sí
   - No

   Si la respuesta fue “sí,” ¿Cuál fue el problema?

7. ¿Nació su niño en un hospital?
   - Sí
   - No

8. ¿En qué país nació su niño?

9. ¿Qué edad tenía la mamá y el papá cuando nació el bebé?
   - Mamá
   - Papa

### Historial de Salud

10. ¿Su niño tuvo alguna enfermedad o algún mal durante el primer año?
    - Sí
    - No
Si su respuesta fue “sí,” ¿Cual fue la enfermedad o cual fue el mal?

11. ¿Le ha pasado algo de lo siguiente a su niño?

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Si</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ¿Ha tenido temperatura por encima de 104 grados por más de algunas horas?</td>
<td></td>
<td></td>
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<tr>
<td>b. ¿Tuvo que ir al hospital por temperatura?</td>
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<tr>
<td>c. ¿Alguna vez ha sido golpeado y dejado inconsciente?</td>
<td></td>
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<tr>
<td>d. ¿Alguna vez ha tenido alguna conmoción (concusión)?</td>
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<tr>
<td>e. ¿Ha estado en un coma?</td>
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<tr>
<td>f. ¿Ha tenido algún tipo de cirugía?</td>
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<tr>
<td>g. ¿Ha estado en el hospital por algún otro problema no mencionado aun?</td>
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<tr>
<td>h. ¿Ha tenido problemas de audición o visión?</td>
<td></td>
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<tr>
<td>i. ¿Ha tenido dolores de oído frecuentes?</td>
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</tbody>
</table>

Si la respuesta fue “sí,” le instalaron tubos? Ha que edad

Si contestó “sí” a alguna de estas preguntas, por favor díganos lo que es:

12. ¿Su niño toma algún tipo de medicamento o píldoras por alguna condición médica? Si No

Si su respuesta fue “sí,” por favor diga para que es la medicina y por cuanto tiempo la a estado tomando.

13. ¿Ha sido el niño diagnosticado con algún problema de salud? Si No

Si la respuesta fue “sí,” díganos sobre el diagnostico:

---

**Desarrollo de Habilidades**

14. ¿Ha que edad su niño?:

<table>
<thead>
<tr>
<th>a. Se sentó por si solo</th>
<th>b. Caminó</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Habló palabras sencillas</td>
<td>d. Habló frases de 2-3 palabras</td>
</tr>
</tbody>
</table>

15. ¿Cuándo aprendió su niño a usar el baño completamente?

16. ¿En tiempo presente, su niño tiene accidentes por Si No
<table>
<thead>
<tr>
<th>pregunta</th>
<th>respuesta</th>
<th>si</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. ¿Las personas fuera de la familia entienden lo que dice su niño?</td>
<td></td>
<td>Si</td>
<td>No</td>
</tr>
<tr>
<td>Si su respuesta fue “no,” por favor diganos por qué.</td>
<td></td>
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<tr>
<td>18. ¿Qué lengua(s) se habla(n) en casa?</td>
<td></td>
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<tr>
<td>19. ¿Viven los dos papás en casa?</td>
<td>Si</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>20. ¿Tiene el niño hermanos o hermanas?</td>
<td>Si</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>21. ¿Existe algún histórico de problemas para aprender en la familia?</td>
<td>Si</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>22. ¿Alguna histórico familiar de problemas físicos o mentales?</td>
<td>Si</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Si su respuesta fue “si,” describa los detalles</td>
<td></td>
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<tr>
<td>23. ¿Ha cuantas escuelas diferentes a asistido el niño?</td>
<td></td>
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<tr>
<td>24. ¿Calificaría la asistencia de su niño en la escuela como baja, justa o buena?</td>
<td></td>
<td></td>
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<tr>
<td>25. En tiempo presente, tiene alguna preocupación sobre su niño?</td>
<td>Si</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Si su respuesta fue “si,” por favor de describirlo:</td>
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</table>
Dear: ________________________

Your child has been referred to the Effective Behavior and Instruction Support (EBIS) Team to develop an individual action plan based on your child’s needs. The EBIS team’s purpose is prevention of academic and behavior problems, and to support group and individual programs for all students. The referral is based on the following concerns:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

The team will meet at school to discuss your child’s needs and plan an EBIS program on:

_________________________________________________________________________________

You are encouraged to attend this meeting.

Sincerely,

EBISS Team

Enclosed is a description of our Instructional Program. If you have questions regarding the EBIS program, please contact your school principal.

IMPORTANT NOTICE REGARDING SPECIAL EDUCATION: Sometimes students experience substantial on-going difficulties in school as the result of disabilities. If the school team or your child’s teacher(s) have this concern, they will contact you to discuss it. If you are concerned that your child may have a disability and is in need of special education services, please contact the school principal.
Dear Parent,

School recently completed screenings in the area of reading. Based on the results of the screening, your son or daughter will be receiving additional reading support. This support will be given within a small group, which will allow the instructor to adjust instruction to meet the skill levels of students in the group and will allow your child the opportunity to participate in the instruction more frequently. The intervention materials used are research based and of the highest quality. Your child’s classroom teacher will also implement additional accommodations to ensure your child is successful.

We are required by state law to notify you of this additional instruction and provide you with information regarding state policies for student performance data that will be collected. Additionally, we have enclosed an informational brochure regarding Response to Intervention.

We know the ability to read is the single best skill to assure a student’s success in school and as an adult. We look forward to continuing our work with you and your child.

Sincerely,

[Signature]

Intervention Specialist
Elementary
### Observing Features

1. Team is made up of the Principal, Counselor, Grade level teachers, Instructional Coach/Title 1, and Specialists from SPED & ELL.

2. Students in interventions are progress monitored weekly, bi-weekly, or monthly depending on the measure. Team reviews EasyCBM data in Reading and Math for these students at EBIS meetings.

3. Students who meet the screening criteria for interventions on the Behavior Protocol (more than 2 ODRs since the last meeting or more than 5 for the year) are placed in behavior interventions and are progress-monitored daily. Their data is reviewed at EBIS meetings.

4. Team identifies and determines interventions for students who have 5 or more absences or tardies since the previous meeting. Data is collected and reviewed at EBIS meetings.

5. Teams use the protocols (reading, Behavior, and Math) to make decisions on interventions, data to be collected, and person responsible for collecting data.

6. Grade level teams meet every 6-8 weeks to review progress-monitoring data on students in interventions.

7. Minutes of the meeting are kept and distributed to team members in a timely manner.

8. Decision rules are followed and changes to interventions are made based on aimline/trendline analysis.

9. Only those changes to interventions listed on Intervention Changes and Modification Form are considered as changes.
### Assessing & Planning EBIS Team Process- Interview Form
#### Elementary Schools

<table>
<thead>
<tr>
<th>Status</th>
<th>Features</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>Partially in Place</td>
<td>Not in Place</td>
</tr>
<tr>
<td><strong>Determined through Interview</strong></td>
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</table>

1. The *EBIS Group Intervention & Planning Form* is completed for each grade level and lists students who are below the 20th% on EasyCBM or who meet criteria for interventions in behavior and/or attendance.

2. Student intervention profiles are started on the district EasyCBM secure site for each student receiving an intervention and are updated when new interventions are implemented.

3. Team identifies students and/or reviews progress monitoring data on students falling below the 20th% on EasyCBM.

4. Students are progress monitored in math one time per month.

5. Students in reading interventions are progress monitored every two weeks.

6. Daily data is collected for students in behavioral or attendance interventions.

7. Team follows the procedures outlined in the Planning for English Language Learners Document when determining needs of struggling ELL students.

8. Parents are notified when their child is placed in intervention or when there has been a change in intervention.

9. Team analyzes cohort data for ELL students in interventions.

10. After two failed group interventions, the team collects additional data to design an individualized intervention.
   a. The EBIS Team Meeting Notice is sent to parents.
   b. A case Manager is assigned to ensure that all required tasks are completed.
   c. Parents are given the RTI Process Brochure.
   d. A developmental History is obtained.
   e. If the student has a second language, the ELL teacher at the school obtains information about language and language development and the team completes the Planning for English Language Learners form.
   f. The EBIS Individual Problem Solving Worksheet is completed through a review of the student’s commutative file.
   g. The EBIS team uses the information obtained from the developmental history and problem solving worksheet and the Reading Protocol or other appropriate protocol to determine the appropriate Tier III intervention for the student.

11. If reading or math progress continues to be below the aimline after 3 or more highly structured individualized interventions, the team completes a referral for special education services.

12. The EasyCBM intervention profile, Developmental History Form, Progress Monitoring data and the Individual PS worksheet/Action Plan are attached to the Special Ed. Referral Form.

13. EBIS team reviews data on student performance at least 3 times each year (fall, winter, spring) to evaluate effectiveness of the core programs.
   a. Data regarding the core program are disaggregated by race, special programs (such as ELL and SPED) grade level, and class.

14. Results of the triennial review are shared with grade level teams and changes are made as needed based on the data.
# Elementary EBIS Team Planning Survey

Please complete the following items on your own. After completing the entire document, place a check-mark next to the top three items that are not fully in place that you would prioritize for goal setting in your building. (This document is designed to be used by EBIS Teams in the fall to determine goals for improvement.)

## EBIS Features

<table>
<thead>
<tr>
<th>1. Team Membership and Process: Building Level</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>a. EBIS teams include principal, special education representative, instructional coach, counselor, classroom teachers, and ELL teachers.</td>
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<tr>
<td>b. Principal, teachers, and representatives from special education and ELL attend every meeting. (Counselors when available)</td>
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<tr>
<td>c. Grade level teams meet regularly every six to eight weeks.</td>
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<tr>
<td>d. Building principal provides instructional leadership at EBIS meeting (e.g., interprets data, guides intervention decision making, allocates resources, etc.).</td>
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<tr>
<td>e. Teams roles are clearly defined (e.g., facilitator, time keeper, recorder)</td>
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<tr>
<td>f. All meetings have clearly defined agendas</td>
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<tr>
<td>g. Meetings include review of progress monitoring data for all students in 20% group. Decision rules from the appropriate protocol (reading, behavior, math) are used to guide changes in interventions.</td>
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<tr>
<td>h. The buildings screening process quickly identifies new students who fall in the bottom 20% and places them in appropriate interventions.</td>
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<tr>
<td>i. EBIS meetings are completed within the allocated time (30-60 minutes).</td>
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<tr>
<td>j. Specific data on student performance is used at the EBIS meeting to make decisions about student placement. These decisions are not made based on teacher report alone.</td>
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<tr>
<td>k. At least 2 times per year, teams review the effectiveness of the core program.</td>
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<tr>
<td>l. If less than 80% of students are at benchmark, teams discuss and plan for changes to the implementation of the core program. Data is analyzed based on grade, program, and ethnicity.</td>
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<tr>
<td>m. The minutes from the EBIS meetings are distributed within two days of the meeting. This document helps to clarify specific tasks that team members much complete before the next meeting.</td>
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## Core Instruction Program

<table>
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<tr>
<th>2. Core Instruction Program</th>
<th>Rating</th>
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<tbody>
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<td>Not in Place</td>
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<tr>
<td>a. Core math and reading programs are implemented consistently at your school.</td>
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<tr>
<td>b. The core curriculum is delivered from a minimum of 60-90 minutes a day (based on the Reading &amp; Math Protocol) across all grades at your school.</td>
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<tr>
<td>c. Students are flexibly grouped according to skill level.</td>
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<tr>
<td>d. New teachers receive initial training in the core curriculums,</td>
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</table>
and returning teachers receive yearly refresher courses.

e. Teacher have ready access to high quality additional support (e.g., peer coaching, side by side coaching, etc.) as needed.

f. Teachers have received sufficient support to adjust the implementation of the core program based on students skill, while still maintaining fidelity to the program.

g. Building principal conducts frequent fidelity checks and observations of classroom teachers.

h. Assessments from the core program are administered and reviewed to guide decisions about student placement.

3. Screening and Progress Monitoring Procedures

<table>
<thead>
<tr>
<th>Notes for Goal Setting</th>
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</thead>
<tbody>
<tr>
<td>Not in Place</td>
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</table>

<table>
<thead>
<tr>
<th>a. All assessors (both screening and progress monitoring) received thorough initial training as well as yearly refresher classes.</th>
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</thead>
<tbody>
<tr>
<td>b. Progress is monitored bi-weekly or monthly according to protocol for all students receiving interventions.</td>
</tr>
<tr>
<td>c. Administration and scoring of measures is routinely checked for inter-rater reliability.</td>
</tr>
<tr>
<td>d. Building staff (non-assessors) is thoroughly trained and skilled in data analysis and interpretation.</td>
</tr>
<tr>
<td>e. Data from math screener is used to place appropriate students in math intervention.</td>
</tr>
<tr>
<td>f. Math progress monitoring data is reviewed at EBIS team meetings.</td>
</tr>
</tbody>
</table>

3. Decision Rules

<table>
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<tr>
<th>Notes for Goal Setting</th>
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</thead>
<tbody>
<tr>
<td>Not in Place</td>
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</table>

<table>
<thead>
<tr>
<th>a. All EBIS team members understand reading, math, and behavior decision rules and have access to the protocol.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Progress is monitored and interventions changed based upon the decision rules if students fail to make adequate progress after 6-8 weeks of interventions.</td>
</tr>
<tr>
<td>c. Prior to placing a student in an individualized intervention the following are completed: Problem Solving Worksheet/ Action Plan; Developmental history, and if the student is receiving ELL services, an evaluation of his/her language.</td>
</tr>
<tr>
<td>d. Decision rules are consistently followed for all students.</td>
</tr>
</tbody>
</table>

5. Reading Interventions

<table>
<thead>
<tr>
<th>Notes for Goal Setting</th>
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<tbody>
<tr>
<td>Not in Place</td>
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</table>

<table>
<thead>
<tr>
<th>a. Research based interventions are available at each grade level for reading.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. At least one member of the EBIS team is highly skilled and knowledgeable regarding the range of intervention options.</td>
</tr>
<tr>
<td>c. Intensive students at grades 2-5 receive at least 45 minutes of intervention daily in addition to core instruction.</td>
</tr>
<tr>
<td>d. Interventions are chosen to address specific areas of need of the student. Students participate in a reasonable number of programs so as to have an aligned, coherent program without conflicting information being presented.</td>
</tr>
</tbody>
</table>
e. Intervention profiles (on the EasyCBM secure district site) are kept up to data for each student in an intervention, with accurate program information and start and end dates for interventions.

### 6. Behavior and Attendance Concerns

<table>
<thead>
<tr>
<th></th>
<th>Not in Place</th>
<th>Partially In Place</th>
<th>Fully in Place</th>
<th>Notes for Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. EBIS teams review attendance and behavior records at each meeting and place students who meet the decision rules into behavioral interventions.</td>
<td></td>
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<tr>
<td>b. Students in interventions due to problems with behavior or attendance have their progress monitored and the data reviewed at each EBIS meeting. If inadequate progress is made, interventions are intensified.</td>
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<tr>
<td>c. If a student continues to have behavioral difficulties after a secondary behavioral intervention, a Functional Behavioral Assessment (FBA) is completed and a behavior plan developed.</td>
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</table>

### 7. LD Eligibility

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<tr>
<th></th>
<th>Not in Place</th>
<th>Partially In Place</th>
<th>Fully in Place</th>
<th>Notes for Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Referrals are always accompanied by appropriate documentation (progress monitoring data, intervention information, student interventions profile, developmental history, problem solving worksheet/action plan)</td>
<td></td>
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<tr>
<td>b. Students are referred for a SPED eval by the EBIS team after three or more failed interventions (unless extenuating circumstances are present).</td>
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### 8. Parent Participation

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<tr>
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<th>Not in Place</th>
<th>Partially In Place</th>
<th>Fully in Place</th>
<th>Notes for Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A system is in place that ensures that parents regularly receive screening and progress monitoring data.</td>
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<tr>
<td>b. Parents are consistently notified when students begin or change interventions.</td>
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<tr>
<td>c. Parents receive the OSD RTI brochure when their child is about to begin the individualized intervention</td>
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<tr>
<td>d. Parents are invited to participate in EBIS decision-making with targeted outreach to parents with diverse needs (e.g., poverty, primary language other than English).</td>
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</tr>
</tbody>
</table>

### EBIS Team Goals Team Members:

<table>
<thead>
<tr>
<th>EBIS Feature</th>
<th>Indicate School-wide or Specific Grade/Group</th>
<th>Action to be Taken (Be specific enough so that it is possible to determine when the action has been implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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