



ADMINISTRATIVE PROCEDURE

PROACTIVE STUDENT SERVICES INTERVENTION

P-Team, School Instructional Team (SIT), Supplemental Services Team (SST) and Response to Intervention (RtI)

5124

Procedure No.

November 1, 2009

Date

- I. **PURPOSE:** To provide guidelines for the implementation and organization of the P-Team, the School Instructional Team (SIT), the Supplemental Services Team (SST) and Response to Intervention (RtI). The Code of Maryland Regulations (COMAR) at 13A.05.05.01 reads in part:

Each local school system shall provide a coordinated program of pupil services for all students which shall include but not be limited to:

- (1) Guidance;
- (2) Pupil personnel;
- (3) School psychology; and
- (4) Health services.

The Pupil Services Program shall focus on the health, personal, interpersonal, academic, and career development of students. Each local school system shall develop and implement a plan to determine the Pupil Services Program needs of students. Each local school system shall define, develop, implement, and evaluate its Pupil Services Program.

The Pupil Services Program may:

- (1) Use preventive and remedial approaches to meet student needs; and
- (2) Include alternative and supplemental programs for students at risk.

This procedure combines the P-Team with the School Instructional Team (SIT) and Supplemental Services Team (SST). The focus of the PT/SIT and P/SST is to develop, implement and review pre-referral interventions for students exhibiting various difficulties in school or in need of enrichment. Moreover, the procedure consolidates teams, formerly known as the SIT, SST and SSST, with differentiated responsibilities as outlined in the background below.

II. **BACKGROUND:**

- A. **The P-Team's** mission, philosophy and goals address the global and individual needs of all students within a developmental framework that is data based. Student Services goals include assisting all students toward optimal health, personal, interpersonal, academic and career development. The goals are found in COMAR 13A.05.05, the Student Services By-Law, adopted by the Maryland State Department of Education in 1985. The general requirements of this By-Law form the core elements of our student services program. Student Services personnel regularly evaluate efforts and make appropriate adjustments, as necessary, to maximize the likelihood of successful outcomes.



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- B. **The School Instructional Team (SIT) and the Supplemental Services Team (SST)** guidelines were initially developed in Prince George's County Public Schools in April 1977. The SIT and SST are designed to assist school personnel in obtaining and channeling resources to students who are experiencing any type of difficulty or in need of enrichment and acceleration opportunities.
- C. **Response to Intervention (RtI)** is a research-based process developed to help struggling students at the earliest signs of difficulty. Response to Intervention is the combination of assessment and instruction which also addresses the limitations associated with aptitude-achievement discrepancy models. The RtI process is a three-tiered service delivery approach which provides services and interventions at increasing levels of intensity to students who struggle with learning. RtI provides high quality instruction and research-based interventions matched to student needs, monitor progress frequently to make changes in instruction or goals and apply child response data to important educational decisions.

III. RESPONSE TO INTERVENTION (RtI) THREE TIER SCHOOL-WIDE INTERVENTION:

- A. **Implementation:** RtI aligns resources to deliver effective interventions that produce improved outcomes. Implementation is based on a documented research-based process developed to help struggling students at the earliest signs of difficulty.
1. **Tier One Instruction:** occurs within the general education classroom. Students who are at-risk for behavior, reading, mathematics and other learning challenges are identified for more intense support. Research-based instructional practices and strategies are implemented and documented during the following:
 - a. Whole class instruction.
 - b. Flexible grouping.
 - c. Differentiated instruction.Duration depends on the expected rate of skill acquisition, the determination of benchmark expectations and summative assessments based on core programs. Student progress will be monitored by:
 - a. Continued growth and improvement as demonstrated by research-based instructional approaches and practices.
 - b. Evidenced-based interventions and resources that are used within the core curriculum.



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2. **Tier Two Instruction:** provides additional interventions for students not making sufficient progress through Tier One. Tier Two consists of:
 - a. Core curriculum supplemented by specialized research-based interventions.
 - b. Students in small group instruction. May include more or less as specified by the research-based intervention chosen.
 - c. 30-45 minutes per class session.
 - d. 3-4 times per week.
 - e. Progress monitoring at least 1 time per week.Duration should be **approximately 9-12 weeks** before returning to PT/SIT to make any necessary modifications to the intervention. School personnel must be trained in core curriculum and:
 - a. Content.
 - b. Instructional methods.
 - c. Differentiated instruction.
 - d. Acceleration and enrichment strategies.
 - e. Progress monitoring.
 - f. Specialized intervention program(s).
 - g. Implementation and documentation of the intervention program with fidelity.At the end of **Tier Two**, a decision is made about the student's instructional or behavioral needs. The student may:
 - a. Discontinue intervention and return to participation in full implementation of core curriculum if sufficient progress is made.
 - b. Receive another round of Tier Two instruction or another intervention.
 - c. Move to Tier Three.
3. **Tier Three Instruction:** is more intense in frequency and duration. It is also more strategic and supplemental than Tier Two. Because the interventions are more intensive, in Tier Three the student-teacher ratio will be comprised of group or individual instruction based on the use of individual, diagnostic, and prescriptive data that targets the student's skill deficits. The group size will also be aligned with recommendations from the intervention. More frequent progress monitoring will occur throughout the week.

The instruction must be provided by a highly qualified teacher who is knowledgeable about the core curriculum and trained in instructional and behavioral methodologies, differentiation,



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acceleration, enrichment strategies and progress monitoring. Other components of Tier Three are:

- a. Small group or individual instruction based on an individual diagnostic prescriptive data that target the student's skill deficits.
- b. Time exceeds the core instructional block of time. Usually a minimum of 30-60 minutes, 4-5 times per week.
- c. Mastery is assessed by continued growth.
- d. Student monitoring is daily or as needed to determine the program's effectiveness.
- e. The duration of the program is 9-12 weeks as determined by the student's response to the intervention program when implemented with fidelity.

Decisions regarding the duration must be evidence-based and in accordance with the scientific basis of the intervention program. Creativity in the allocation of resources within each school is particularly important at this tier.

IV. **THE RELATIONSHIP BETWEEN RTI, P-TEAM, SIT AND SST:**

The primary common thread is that all strictly adhere to the **Problem-Solving Process** in identifying and meeting student needs.

- A. **Step 1: Problem Identification** - Problem behaviors, whether academic or behavioral, will be fully defined in observable and measurable terms to include baseline data. A functional behavioral analysis or academic analysis may be required in order to fully define the difficulties.
- B. **Step 2: Establish Goals of Intervention** - Academic and/or behavioral goals (expectations) will be fully defined in observable and measurable terms.
- C. **Step 3: Develop Intervention** - Academic and/or behavioral difficulties are targeted using research-based interventions and strategies. Procedures are clearly defined and roles established (i.e. data collection, handling materials, etc.)
- D. **Step 4: Implement Intervention** - Intervention is implemented as planned and adherence to plan is monitored.
- E. **Step 5: Monitor Progress** - Data is analyzed periodically. Progress toward goal is documented. Revisions and modifications to the plan are made as needed.



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Tier One intervention begins in the classroom and is reviewed at PT/SIT. **Tier Two** and **Tier Three** interventions are also reviewed at the PT/SIT level; however, a student may be referred to P/SST while implementing Tier Three interventions.

Tiered service delivery cannot be used to delay identification of students with disabilities; therefore, school personnel need to ensure that parents understand their right to request an evaluation as guaranteed under the Individuals with Disabilities Education Act (IDEA).

V. PROCEDURES:

A. **P-Team**

1. The P-Team is organized to advocate for the achievement of all students by providing quality information, resources, services, and technical assistance to students, parents, and stakeholders. The essence of the P-Team is that it involves collaborative efforts among a variety of professionals from several disciplines to address significant issues adversely impacting the academic achievement and social adjustment of students. The team regularly evaluates such efforts and makes appropriate adjustments as necessary to maximize the likelihood of successful outcomes.

The problem solving team is designed to be proactive in nature by reviewing school data and then provide a vehicle for schools to prevent potential problems developing into crisis situations.

Effective utilization of the team will:

- a. Improve parental involvement.
- b. Increase attendance.
- c. Increase academic performance.
- d. Increase graduation rate.
- e. Increase rate of student return to the classroom.
- f. Decrease suspensions and expulsions.
- g. Decrease behavioral referrals.
- h. Improve collaboration among home, school, and community.
- i. Developing and implementing S.O.A.R.I.N.G. Action Plans to address attendance, suspension and other global issues affecting the school climate.

As a component of Response to Intervention (RtI), the P-Team will be responsible for working with the School



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Instructional Team (SIT) and Supplemental Services Team (SST).

2. **P-Team Membership:** Team membership may change according to the agenda and the resource personnel available. The team is regular school staff members and other regional personnel:
 - a. Principal and/or designee.
 - b. Professional School Counselor.
 - c. Pupil Personnel Worker.
 - d. School Psychologist.
 - e. Parent Liaison.
 - f. Professional School Nurse.
 - g. Other local resource personnel as available or appropriate.
 - h. Student as appropriate.

3. **Responsibilities of P-Team Members:** Responsibilities of team members are as follows but may change, dependent upon personnel available. Should a school be without a professional school counselor, someone must be designated by the principal to assume those responsibilities outlined for the professional school counselor.
 - a. Principal will be responsible for:
 - (1) Chairing the meeting.
 - (2) Assigning the assistant principal or designee to chair during his/her absence.
 - b. The Professional School Counselor will be responsible for:
 - (1) Conducting Individual Learning Plans with all students to ensure equally rigorous preparation for both vocational and college-bound students.
 - (2) Providing proactive leadership to engage the P-Team and all stakeholders in the delivery of programs and services that lead to student success.
 - (3) Aligning programs with the school's mission to support a cohesive support network.
 - (4) Supporting student academic program planning with the use of Individual Learning Plans, Section 504 plans, and course advisement.
 - (5) Supporting teachers with classroom management techniques and methods for identifying child abuse or neglect, sexual harassment, and bullying.
 - (6) Conducting small group and individual counseling to promote positive student behavior, successful test-taking skills and emotional stress management.



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- c. The Pupil Personnel Worker will be responsible for:
 - (1) Proactively using key indicators to prevent negative student outcomes.
 - (2) Developing data-driven school and community-based strategies to improve student outcomes by decreasing negative behaviors.
 - (3) Conducting home visits to develop strong relationships with parents or guardians.
 - (4) Providing “technical assistance” to school staff on positive behavior management and child development.
 - (5) Working collaboratively with the leadership team to improve student outcomes including attendance, academics and behavior.
 - (6) Advocating for due process of all students.
- d. The School Psychologist will be responsible for:
 - (1) Pre-referral supports and strategies.
 - (2) Consultation.
 - (3) Assessment.
 - (4) Intervention.
 - (5) Prevention and Mental Health Supports.
 - (6) Professional development.
- e. The Parent Liaison will be responsible for:
 - (1) Empowering parents to successfully navigate the school system and all county agencies.
 - (2) Developing a clearinghouse of all services available to parents and facilitates parents’ effective use of this resource.
 - (3) Conducting regular parent meetings and workshops to provide valuable information and resources that ultimately strengthen a student’s home support system.
 - (4) Making regular home visits to provide families with proactive, individualized attention.
 - (5) Establishing and monitoring mandated, school-based Parent and Community Resource Rooms.
 - (6) Participating in monthly professional development.
- f. The Professional School Nurse will be responsible for:
 - (1) Providing nursing assessments and interventions for health problems.
 - (2) Providing a written plan that identifies expected outcomes.
 - (3) Providing first aid and emergency care.



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- (4) Administering medications and treatments.
- (5) Managing communicable diseases including immunizations.
- (6) Maintaining health records and collecting statistical data such as mandated by Maryland law.
- (7) Providing referrals and support linkages to community health providers.
- (8) Providing nursing expertise as a member of the IEP team (IEPs and 504s).
- (9) Providing health teaching and promotion to students and staff.

B. **Combined P-Team and School Instructional Team-(PT/SIT)**

The P-Team combines with the School Instructional Team (SIT) and Supplemental Services Team (SST) to coordinate the delivery of services for individual students who require program modifications, supplemental assistance and enrichment or academic opportunities. This model provides the greatest number of services to students with the least amount of duplication.

1. The PT/SIT is organized to ensure that each individual student is provided the opportunity to receive the most appropriate instruction and/or behavioral support available to meet his/her needs. **The P-Team meets weekly at each school. A minimum of one week per month must be designated to complete the following School Instructional Team (SIT) functions.**
 - a. Planning appropriate actions and/or programs for students who are exhibiting various kinds of difficulties and strengths in the school.
 - b. Providing coordination for the delivery of services for individual students who require program modification, acceleration and supplemental assistance.
 - c. Determining assignment to appropriate school-based instructional program(s) if the current assignment is not meeting the student's educational needs.
 - d. Providing the greatest number of services to students with the least amount of duplication.
 - e. Increasing appropriate communication among staff members relative to students with strengths or difficulties.
 - f. Discussing attendance.
 - g. Discussing health issues.
 - h. Reviewing suspension and expulsion data.
 - i. To provide a screening vehicle for referral to the P/SST.



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- j. **Tiered Intervention:** If warranted, the team provides suggestions for research-based interventions to be implemented. Student progress is formally documented and monitored.
2. **PT/SIT Membership:** Team membership may change according to the agenda and the resource personnel available at the local school. Where the personnel listed below exist, they are members of the PT/SIT.
 - a. Principal and/or designee.
 - b. P-Team Members as appropriate to individual cases.
 - c. Referring Teacher(s).
 - d. Special Education Staff as appropriate.
 - e. Reading Teacher(s) as appropriate.
 - f. A regular classroom teacher may be a permanent member of the team. Other personnel may be involved as appropriate.
 - g. School staff pertinent to the case.
 - h. Parent or Legal Guardian, as appropriate.
 - i. Attendance secretary.
3. **Responsibilities of PT/SIT Team Members:** Every team member will be responsible for:
 - a. Referring and discussing students who appear to be in need of enrichment and academic opportunities as well as those who have significant concerns or issues that impact achievement to the PT/SIT, using a SIT Referral Form (PS-81). The referring person identifies the student, completes the pre-referral form, responds and assists in completing the Response to Intervention (RtI) questionnaire, and submits the referral to the designated team members or meeting.
 - b. Supplying behavioral data and/or other information during the conference on the students referred.
 - c. Gathering and recording teacher's responses to the RtI questionnaire and review preliminary data.
 - d. Brainstorming possible supports and interventions.
 - e. Establishing a plan of action.
 - f. Monitoring and evaluating progress.
 - g. After documented interventions have been implemented, monitored, and proven insufficient in meeting student needs, refer to P/SST for additional support.
 - h. Principals or his/her designee will be responsible for:
 - (1) Serving as chairperson.



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- (2) Designating the assistant principal or designee with authority to allocate resources during his/her absence.
- (3) Providing team members meeting agendas.
- (4) Placing all students referred to team on the agenda.
- (5) Ensuring the implementation of team recommendations and appropriate feedback to staff members and parents on cases discussed.
- (6) Organizing the PT/SIT and designating various team members to be responsible for:
 - (a) Accepting referrals and preparing the agenda.
 - (b) Ensuring that all records (cumulative, limited access, and health) are available for the meeting.
 - (c) The principal ensures all needed documentation is available. The documentation should include the report card, attendance record, work samples, anecdotal notes, documentation of performance on curriculum-based and other assessments, documentation of parent contacts, modifications to instruction and documentation of any instructional/behavioral interventions implemented with the student.
 - (d) Notifying the parent/guardian, if not in attendance, if the team is considering use of a more intensive intervention program or a program change.
 - (e) Recording decisions, service providers, and target dates on the SIT/SST Action Plan Form (PS-82).
 - (f) Maintaining SIT/SST Action Plan Forms (PS-82) in the cumulative record.
 - (g) All team participants are expected to assume responsibilities in specific areas as plans are made for the student. This may be contacting a parent, trying a new teaching technique, and providing counseling. Even though the majority of referrals are from



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teachers, any team member may refer students.

4. **PT/SIT Team Organization:**

- a. The PT/SIT is required to meet **a minimum of once a week** at a regularly scheduled meeting time determined in advance.
- b. Each team member can be assigned a task to ensure that the meeting is running efficiently and effectively in the best interest of the student(s) being referred. Teams normally function smoothly when there are clearly identifiable roles for each member.
- c. One member of the team must be designated to keep notes on the SIT/SST Action Plan Form (PS-82) and/or Response to Intervention (RtI) forms. The PS-82 serves to confirm discussion, decisions, target dates, and responsible parties. The RtI forms document classroom interventions, administrator observations, and student progress.
- d. An established agenda consisting of each student's name, identification number, date of birth, reason for referral, etc., is prepared and issued prior to the meeting to appropriate members.

5. **PT/SIT Implementation:**

Organization of the PT/SIT is the responsibility of the principal or his/her administrative designee. However, any team member may present a case. In an effort to meet the student's educational needs, input is necessary from all personnel involved with the student. After full discussion of the data, the team collaboratively plans the initial steps and/or the need for more direct interventions in assisting the student.

A designated member of the team must inform the parent/guardian if there's a change in the student's educational program.

6. **PT/SIT Follow-up and Evaluation:**

- a. Each meeting should:
 - (1) List previous cases on the agenda for updating and determination whether the previous plan of action was effective or in need of further modifications.
 - (2) If closure in the case is warranted, it should be noted on the PS-82, which is maintained the student's Cumulative Folder. If sensitive information is



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included, the document should be placed in the Limited Access Folder (LAF).

- (3) Refer appropriate cases to P/SST for additional review.
 - b. Significant instructional services provided to an elementary student are noted on their permanent record card (PDS-2, Side 1).
 - c. If necessary, **after adherence to the Problem Solving Process**, a case may need to be referred to the P/SST for review and consideration.
7. **Flexibility of PT/SIT Model at Different Levels of Instruction:**
The organization of schools may necessitate changes in the implementation of the PT/SIT. Secondary schools may wish to have a team at each grade level with rotating membership depending on the cases to be presented, not including all assistant principals and professional school counselors, etc. In such cases, the membership of a team must include at least one of the mandated positions, i.e., one counselor, one assistant principal, etc., where such personnel exists. The purpose of the team and communication derived from its operation remain essentially the same in any modification of implementation, with the principal remaining responsible for its decision(s).

C. **Combined P-Team and Supplemental Services Team (P/SST)**

1. The P/SST unite school-based with non-school based personnel in planning for individual students to provide the most appropriate possible intervention to meet the student's needs. For some students, the foundational level of support previously provided is not sufficient. These students will require supplemental interventions. Additional targeted interventions with specified instructional and behavioral approaches and curriculum should be implemented to develop skill mastery and appropriate behaviors. Student success is contingent on a consistent match of effective explicit instruction to student needs. **When data indicate that a high percentage of students are not progressing, then school-wide or group problem solving should occur.** When students fail to make adequate progress, the reasons for the lack of progress will be systematically determined by decision-making teams through data analysis and problem solving. Students who continue to demonstrate learning or behavioral difficulties will be discussed by



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the decision making team in consideration of more intensive interventions and supports.

The P-Team meets weekly at each school. **A minimum of one week per month must be designated to complete the following Supplemental Services Team (SST) functions.** Team membership may change according to the agenda and the resource personnel available at the local school. Team functions include:

- a. Reviewing available data and assisting in the evaluation and implementation of SIT and RtI plans.
- b. Providing consultative services to school-based personnel.
- c. Discussing attendance and health issues.
- d. Reviewing suspension and expulsion data.

2. **Consideration for Further Remediation:**

When previous tiered instruction was not enough and students fail to progress on targeted skills, additional instruction will be provided. To achieve this goal:

- a. The P/SST will recommend a more intensive research-based intervention.
- b. Student progress will continue to be formally documented and monitored by the referring teacher.

The use of Response to Intervention (RtI) upholds the parent's right to request an evaluation at any time to determine if a disability exists for their child.

3. **P/SST Team Membership:** Team membership may change according to the agenda and the resource personnel available.

- a. The team is regular school staff members and other regional personnel:
 - (1) Principal (Chairperson) and/or designee.
 - (2) Individual responsible for referral.
 - (3) P-Team members as appropriate to individual cases.
 - (4) Teacher(s) or specialists(s) as appropriate.
 - (5) Special Education Staff as appropriate.
 - (6) Other local resource personnel and/or private agency representatives as appropriate.
 - (7) Parent or Legal Guardian, as appropriate.
 - (8) Student as appropriate.
- b. The membership in the P/SST would include the principal, referring teacher, school counselor, special educator, pupil personnel worker, school psychologist and school nurse. Frequently, representatives from county agencies, e.g.,



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social workers may also participate in P/SST meetings as plans are developed relative to a particular student for whom their agency is or will be providing a specialized service.

4. **P/SST Responsibilities of Team Members:** Responsibilities of team members are as follows but may change, dependent upon personnel available. Should a school be without a professional school counselor, someone must be designated by the principal to assume those responsibilities outlined for the professional school counselor.
 - a. Principal and/or designee will be responsible for:
 - (1) Chairing the conference.
 - (2) Designating the assistant principal or designee with authority to allocate resources during his/her absence.
 - (3) Providing appropriate team members meeting agendas.
 - (4) Providing appropriate written feedback to school-based personnel and parents on cases discussed.
 - (5) Establishing an agenda.
 - (6) Notifying individual participants of students to be discussed at least one week in advance of the monthly meeting.
 - (7) Reporting on parent contacts of students referred for disciplinary reasons.
 - (8) Providing appropriate disciplinary records and related data on individual students.
 - (9) The principal ensures all needed documentation is available. The documentation should include the report card, attendance record, work samples, anecdotal notes, documentation of performance on curriculum-based and other assessments, documentation of parent contacts, modifications to instruction and documentation of any instructional/behavioral interventions implemented with the student.
 - b. The Referring Teacher will be responsible for:
 - (1) Listing classroom modifications and strategies used with the student.
 - (2) Bringing the current report card, Functional Behavioral Assessment, Behavior Intervention Plan, instructional interventions, class work samples, attendance data, anecdotal records, and assessment



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- data such as, MSA/HSA scores, DRA scores, benchmark results, and intervention data.
- (3) Reviewing the Cumulative, Limited Access Records and Health Records of students on the agenda.
 - (4) Presenting pertinent information on students relative to the history, progress and prior services rendered (i.e. tiered intervention results).
- c. The School Counselor will be responsible for:
- (1) Reviewing the Cumulative Record of students on the agenda.
 - (2) Presenting pertinent information on students relative to the history, progress, and prior services rendered.
 - (3) Having the cumulative folder available at the meeting for students on the agenda.
 - (4) Holding conference prior to meeting with each student on the agenda to learn the student's point of view and to share student's point of view with the team as appropriate.
 - (5) Providing individual and/or group counseling as part of the student's action plan when appropriate.
 - (6) Communicating with families to establish a positive relationship and involve parents in the decision making process regarding changes in instruction and interventions provided.
- d. The parent Liaison will be responsible for:
Soliciting and providing community support to the team.
- e. The Special Educator will be responsible for:
- (1) Providing support and consultation to the team when it is recognized that a student is experiencing difficulty within the school environment.
 - (2) Giving direction to team members regarding the in-building special education program.
- f. The Pupil Personnel Worker will be responsible for:
- (1) Obtaining information that is not available to school-based personnel.
 - (2) Assisting school personnel in establishing and maintaining communication with the home.
 - (3) Assuring the State and local policies are followed with regard to attendance and behavior as it relates to infractions of the Code of Student Conduct.
- g. The School Psychologist will be responsible for:



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- (1) Assisting team in fully defining problem behaviors. Actions may include formal observation, functional academic/behavioral assessment, interview, identification of exclusionary factors, such as environmental, cultural, language, and attendance, etc.
 - (2) Providing information on topics related to student difficulties and issues.
 - (3) Assisting teams in accessing research-based interventions.
 - (4) Providing consultative services to school personnel, parents, etc. to support proposed interventions, and assist the team in analyzing and monitoring progress of interventions.
 - (5) Assisting the team in determining when formal assessment may be helpful in more fully defining student needs (i.e., a referral to IEP Team).
 - h. The Professional School Nurse will be responsible for:
 - (1) Obtaining necessary medical information, such as hearing and vision.
 - (2) Reporting on parent contacts of students referred for medical reasons.
 - (3) Reporting on medical documentation.
 - (4) Following up on medical concerns, as indicated.
 - i. All team members are expected to accept responsibilities in specific areas as appropriate plans are made for the student. This may be by contacting a parent, recording responses on the Response to Intervention (RtI) forms, making observations, and/or providing direct services to the student. Even though the responsibility for referring a student usually rests with school-based personnel, through the PT/SIT, any team member may refer individual cases for discussion.
5. **P/SST Team Organization:**
- a. At the beginning of each year, the team schedules a specific and regular monthly meeting time. One member of the team is designated to keep notes for the P/SST on the SIT/SST Action Plan Form (PS-82) confirming discussions and decisions and indicating responsibilities. The PS-82's should be maintained in the student's cumulative folder. Prior to the P/SST meeting, the school psychologist, special education instructional specialist and pupil personnel worker



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- should be provided with an electronic copy of the agenda five days before the meeting.
- b. In general, the agenda is structured in the following order:
 - (1) Global School Issues.
 - (2) Review and follow-up on previous cases.
 - (3) New cases.
6. **P/SST Implementation:**
- a. The principal or his/her administrative designee will chair the P/SST meeting. The school-based personnel, who summarize the findings of the PT/SIT relative to the problem of the student, usually present cases. Teachers must be present during the discussion of the student and provide the team with documentation of the student's behavior and/or academic performance if the teacher is unable to attend. Information should be obtained from all personnel involved in the student's program at least five days prior to the P/SST. The team cooperatively plans the next step in assisting the student.
 - b. Assigned responsibilities are noted on the SIT/SST Action Form (PS-82). The designated member of the team should also inform the pupil's parent or guardian of the plans. The P/SST utilizes specified forms during their meetings in order to meet any legal requirements and/or to make a referral.
 - c. The central focus of the P/SST is to develop, implement and review pre-referral interventions for students experiencing any type of difficulty or in need of enrichment and acceleration opportunities. **If after implementing Response to Intervention (RtI) tiers and reviewing the data, the student continues to struggle, the team refers the student to the Individual Education Plan (IEP) Team for further consideration.**
 - d. If the P/SST committee determines that formal assessment data may be helpful in more fully defining student needs, the team will refer the student to the IEP Team for further consideration. In some cases, to avoid a delay in the process, the P/SST may choose to transition immediately into an IEP meeting, assuming that the parent and appropriate members are present. In order to do so, the parent must be immediately presented with written notification of the IEP meeting and agree to sign a waiver of his/her right to receive that notice 10 days in advance of the meeting. The parent must also be provided with a copy of the Procedural



ADMINISTRATIVE PROCEDURE

PROACTIVE STUDENT SERVICES INTERVENTION

P-Team, School Instructional Team (SIT), Supplemental Services Team (SST) and Response to Intervention (RTI)

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Safeguards related to the IEP process. **(Please see the Special Education Process Guide for additional procedural guidelines.)**

7. **Additional Considerations:**

- a. The tiered instructional approach in a response to intervention framework serves as a structure for efficiently allocating instructional resources specifically targeted to student needs. Using scientific, research-based instructional practices and student performance data for instructional planning and decision-making are necessary to improve student achievement on grade level standards.
- b. A student's response to scientific, research-based interventions is included in the Individuals with Disabilities Education Act (**IDEA**) statute and regulations in the section regarding the identification of specific learning disabilities, however, data collected within the response to intervention framework should be used as just **one component** of a comprehensive evaluation to determine special education eligibility. The initial intent for the development of a tiered instructional approach is to improve the quality of instruction and interventions provided for **all** learners, especially those who struggle with meeting the same standards as their peers.

VI. **RELATED PROCEDURES:** Administrative Procedure 5125, Individual Student School-Based Records and the Special Education Handbook of Administrative Procedures.

VII. **LEGAL REFERENCE:** Individuals with Disabilities Improvement Act (IDEA 2004), Code of Maryland Annotated Regulations (COMAR) 13A.05, and No Child Left Behind Act of 2001.

VIII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Department of Student Services and will be updated as needed.

IX. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5124, dated August 31, 1987.

X. **EFFECTIVE DATE:** November 1, 2009.



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Approved by:
William R. Hite
Superintendent of Schools

Attachments: 1 – SIT Referral Form
2 – Response to Intervention (RTI) Tier One
3 – Response to Intervention (RTI) Tier Two Intervention Summary
4 – Response to Intervention (RTI) Tier Three Intervention Summary

Distribution Lists: 1, 2, 3, 4, 5, 6, 10, 11, 12, and 13