

*Madison County Schools*  
2020- 2021 Intensive Intervention Form

**Please attach Strategic Intervention Form and assessment results.**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Define the problem:

Intensive Intervention Plan:

<b>Goal/Expected Growth Measure</b>	<b>Intervention(s) Plan</b>	<b>Logistics (time, frequency, materials)</b>	<b>Person(s) Responsible</b>

Tentative Date & Time for Review Meeting (after 20-22 instructional days): \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

*Madison County Schools*  
*2020- 2021 Intensive Intervention Form*

Date & Time of Review Meeting: \_\_\_\_\_

Results of Intensive Intervention(s):

- Data (attach graphs):
- Narrative:

Committee Recommendations:

\_\_\_\_\_ Area targeted for instruction/intervention is no longer an area of concern

\_\_\_\_\_ Continue instruction/intervention plan

\_\_\_\_\_ Redesign or modify instructional/intervention plan (Attach new Intensive Intervention Form outlining new plan)

\_\_\_\_\_ Refer for additional testing for possible EC placement

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Date & Time of Second Review Meeting: \_\_\_\_\_

Results of Intensive Intervention(s):

- Data (attach graphs):
- Narrative:

Committee Recommendations:

\_\_\_\_\_ Area targeted for instruction/intervention is no longer an area of concern

\_\_\_\_\_ Continue instruction/intervention plan

\_\_\_\_\_ Redesign or modify instructional/intervention plan (Attach new Intensive Intervention Form outlining new plan)

\_\_\_\_\_ Refer for additional testing for possible EC placement

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

\*Attach additional review meeting pages as needed.

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*2020- 2021 Intensive Intervention Form*

Notice to Parents and Team Members:

At Each level of intervention (tier):

*The problem-solving team must consider whether the student's lack of progress is the result of a suspected disability. If a disability is suspected, the student must be referred to the IEP Team and interventions must continue concurrently while the issue of a suspected disability is resolved.*

*A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student must be referred to the IEP Team while interventions continue.*

*Parents must be notified, in writing, regarding the student's response to intervention at each level (tier). The "Parent Notification of Intervention" must be used, and a copy retained in the student's cumulative file.*

*For more information on Parent engagement go to the MTSS Livebinder at <https://www.livebinders.com/play/play?id=2052295#anchor> or the NCDPI EC Division website at <https://ec.ncpublicschools.gov/>*

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[Date]

Dear Parent/Guardian: [name]

A multi-tiered system of support (MTSS) is a framework which promotes school improvement through engaging, research-based academic and behavioral practices. All students are part of an MTSS and receive Core (Tier I) instructional supports.

As part of an MTSS and upon review of progress monitoring data, problem-solving teams identify groups of students that need additional support(s) with grade level standards in reading, math, behavior or social emotional learning. These supports are sometimes organized by tiers and are described as interventions.

This letter provides written notification of: (1) the amount and nature of student performance data that will be collected and general education services that will be provided; (2) strategies for increasing the student’s rate of learning; (3) and your right to request an evaluation if you suspect your student’s difficulties are because of a disability.<sup>1</sup>

Currently, [Student] will be receiving supports through:

Supplemental Interventions (Tier II)	Intensive Interventions (Tier III)
<input type="checkbox"/> Reading	<input type="checkbox"/> Reading
<input type="checkbox"/> Math	<input type="checkbox"/> Math
<input type="checkbox"/> Behavior	<input type="checkbox"/> Behavior
<input type="checkbox"/> Social and Emotional Learning	<input type="checkbox"/> Social and Emotional Learning

Student Performance Data to be Collected:

[insert details regarding grade level standards and progress monitoring data tools with expected benchmarks, this could be information from ECATS: MTSS Module]

General Education Services (Intervention Support) being Provided:

[insert details regarding methodology – small group, tutoring, etc. and the frequency in which services will be provided]

Strategies for Increasing the Rate of Learning:

[insert details regarding adjustments (interventions) to instruction, curriculum, and/or environment, this could also include information from ECATS: MTSS Module – Intervention Plan]

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<sup>1</sup> For more information regarding Child Find or services for students suspected of a disability, please review the district’s website at: <https://www.madisonk12.net/Domain/21>

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We are available to meet with you to discuss these interventions. If you have additional concerns, please let us know so that we can arrange for a parent/teacher conference.

Sincerely,

[Student's Teacher]

*Madison County Schools*  
*2020- 2021 Intensive Intervention Form*

[Date]

Estimado Padre y/o Tutor Legal: [name]

Un Sistema de apoyo de Varios Niveles (MTSS por sus siglas en inglés) es un marco de referencia que promueve la mejora en las escuelas, a través y enfocándose en prácticas basadas en la investigación académica y las practicas conductuales (de comportamiento). Todos los estudiantes son parte de un MTSS y reciben Apoyo Instruccional Básico (Nivel 1).

Como parte de un MTSS y ya transcurrida una revisión de la data del progreso monitoreado, entonces equipos de resolución de problemas identifican a grupos de estudiantes que necesiten apoyo adicional con los estándares de cada nivel de grado en las áreas de lectura, matemáticas, aprendizaje de comportamiento, y aprendizaje social y emocional. Este apoyo, en ocasiones está organizado por niveles y los mismos se describen como una intervención(es).

Este documento proporciona notificación por escrito de: (1) La cantidad y naturaleza de la información de rendimiento estudiantil que será recopilada y los servicios de educación general que se proporcionarán; (2) las estrategias para incrementar la tasa de aprendizaje del estudiante; (3) y su derecho a solicitar una evaluación si usted sospecha que las dificultades de su estudiante son debidas a una discapacidad.<sup>2</sup>

Actualmente, [Student] estará recibiendo apoyo a través de:

<b>Intervenciones Suplementarias (Nivel II)</b>	<b>Intervenciones Intensivas (Nivel III)</b>
<input type="checkbox"/> Lectura	<input type="checkbox"/> Lectura
<input type="checkbox"/> Matemáticas	<input type="checkbox"/> Matemáticas
<input type="checkbox"/> Comportamiento	<input type="checkbox"/> Comportamiento
<input type="checkbox"/> Aprendizaje Emocional y Social	<input type="checkbox"/> Aprendizaje Emocional y Social

Data de Rendimiento Estudiantil que será Recopilada:

<sup>2</sup> Para obtener más información sobre **Child Find** o servicios para estudiantes en los cuales se sospecha una discapacidad, consulte el sitio web del distrito en: [insert link to district website for exceptional children]

*Madison County Schools*  
*2020- 2021 Intensive Intervention Form*

[insert details regarding grade level standards and progress monitoring data tools with expected benchmarks, this could be information from ECATS: MTSS Module]

Servicios de Educación General (Apoyo en la Intervención) que se están proporcionando:

[insert details regarding methodology – small group, tutoring, etc. and the frequency in which services will be provided]

Estrategias para Incrementar la Tasa de Aprendizaje:

[insert details regarding adjustments (interventions) to instruction, curriculum, and/or environment, this could also include information from ECATS: MTSS Module – Intervention Plan]

Estamos disponibles para reunirnos con usted para discutir estas intervenciones. Si usted tiene inquietudes y/o preocupaciones adicionales, háganoslo saber, para que podamos organizar una conferencia entre padres y maestros.

Atentamente,

[Student's Teacher]

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