

**District:** Tupelo Public School District

**Section:** I - Instructional Program

**Policy Code:** IEA - Intervention Process

## PURPOSE

The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention.

## BOARD POLICY

### Three Tier Instructional Model Policy\_ (MTSS Policy)

1. The Board is dedicated to providing high quality instruction and behavioral support to all students. The District requires schools to use a Three Tier Instructional Model to meet the needs of every student enrolled in the District, as supported by educational research and dictated by State Board Policy 41.1, which requires every school district to follow the instructional model, consisting of three (3) tiers of instruction:

- a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
- b. Tier 2: Focused supplemental instruction
- c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students

2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Multi-tiered System of Support Team (MTSS team). Interventions will be:

- a. designed to address the deficit areas;
- b. research based;
- c. implemented as designed by the MTSS;
- d. supported by data regarding the effectiveness of interventions

3. Teachers should will use progress monitoring information to:

- a. determine if students are making adequate progress,
- b. identify students as soon as they begin to fall behind, and
- c. modify instruction early enough to ensure each student gains essential skills.

4. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large scale assessments.

5. Parental consent will not be required for students in general education settings when the following types of instruments are used for the purpose of improving general education instruction: hearing and vision screening, universal screeners, curriculum based assessment, progress monitoring, parent or teacher questionnaires/ interviews, student observations, ~~diagnostic assessments, functional behavioral assessments,~~ behavioral intervention plans, and academic interventions. Exceptions could include students with Individualized Education Programs (IEPs). All requirements under the Individuals with Disabilities Education Act (IDEA) will be followed for those students, including sending Written Prior Notice (WPN) and obtaining informed written parental consent for reevaluation when conducting hearing/vision screening, FBAs/BIPs, student observations, achievement testing and other diagnostic testing as part of a reevaluation as defined by IDEA and state policy, or as clarified by the Office of Special Education Programs.

6. Parents of children with IEPs have procedural safeguards under IDEA and are encouraged to discuss their rights with a special education teacher or administrator if they have questions of concerns.

7. After a referral is made, the MTSS must develop and begin the implementation of an intervention(s) within two weeks.

8. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:

- a. performance on a reading screener approved or developed by the MDE, or
- b. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
- c. through statewide end of year assessments or approved alternate yearly assessments in Grade

3. must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

9. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:

- a. Phonological awareness and phonemic awareness;
- b. Sound symbol recognition;
- c. Alphabet knowledge;
- d. Decoding skills;
- e. Encoding skills; and
- f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud).

10. All students in Kindergarten and grades 1 through 3 shall be administered a state approved screener within the first 30 days of school and repeated mid year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the MTSS team for interventions as specified in the Response to Intervention Guidelines developed by MDE if any of the following events occur:

- a. Grades 1-3: A student has failed (1) grade
- b. Grades 4-12: A student has failed (2) grades
- c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR
- d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
- e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy- Based Promotion Act.

11. Referrals to the MTSS team must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-d stated above.

12. The Board authorizes the superintendent to establish administrative procedures

consistent with and in furtherance of this policy.

Last Review Date:08/19

Review History:[1/1/1900][1/1/1901]

## ADMINISTRATIVE PROCEDURES

### The Three Tier Instructional Model

#### 1. Tier 1

A. Tier 1 consists of evidence-based behavior supports and high quality classroom instruction based on Mississippi Curriculum Frameworks and/or Common Core and State Standards. Tier 1 includes lesson plans designed and implemented to increase student motivation and engagement, including use of multi-media materials; scaffolding; and differentiated instruction, including activities appropriate for individual, small group, and whole group instruction; school, setting-specific, and classroom rules; routines and procedures; and positive behavior interventions and supports (PBIS) to promote success for all students.

B. If the Tier 1 strategies chosen are ineffective, the teacher must implement additional Tier 1 techniques, and/or consider whether Tier 2 and/or Tier 3 strategies are required. The teacher must maintain ongoing documentation regarding which Tier 1 strategies are implemented, data that are continually collected and analyzed, and evidence that decisions are made for individual students based on the data.

C. All students enrolled in the District receive Tier 1 instruction for academics and behavior.

#### 2. Tier 2

A. Tier 2 consists of focused supplemental instruction for small groups of students with similar strengths and needs. Grade level, subject area, and/or behavior teams will be utilized to design, deliver, and monitor Tier 2 supplemental instruction. Supplemental academic instruction is delivered two to three times per week for 15 minutes per session. Tier 2 supplemental academic instruction does not replace core instruction. Behavior supports are ongoing. Data are analyzed and graphed at least twice per month. Data will be used to determine whether to continue Tier 2 strategies, discontinue the Tier 2 strategies, modify the strategies, and/or request individualized support in the form of Tier 3 strategies from the Multi Tiered Systems of Support Team (MTSS).

B. Tier 2 Referral Criteria The following students are considered to be “at risk” for academic failure, behavior problems, and drop out. These students should be *considered* for Tier 2 and/or Tier 3 supports as early as possible:

- 1) Students who have scored Basic on a Mississippi Assessment Program (MAP) or their equivalent;
- 2) Students who fall at, or below, the 25th percentile on nationally- or locally-

normed standardized assessments;

- 3) Students who have failed, been retained, or been socially promoted at least once;
- 4) Students who have ever been suspended (In-School Suspension and/or Out-of-School Suspension) and who are currently exhibiting problematic behavior;
- 5) Students who do not attend school on a regular basis;
- 6) Students who obtain outlying scores on behavior screeners; and
- 7) Other students with unique problems who require academic and/or behavior supports beyond Tier 1.

C. If strategies at Tiers 1 and 2 do not substantially improve student academic and/or behavioral functioning within a reasonable amount of time, students **must be** referred to the MTSS team.

### 3. Tier 3

A. Tier 3 consists of intensive, individualized, scientifically research-based instructional and behavioral supports designed to effectively address **all** deficit areas for each student supported by the MTSS team. The MTSS team is the problem-solving unit responsible for designing and monitoring Tier 3 strategies in the general education setting. Each school must have a MTSS team consistent with the process developed by the Mississippi Department of Education as required by State Board Policy Chapter 31 Rule 41.1.

B. The chairperson of the MTSS team is the school principal, as the school's instructional leader, or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Each member of the team must have strong working knowledge of: grade level and subject area curriculum and expectations for individual students referred; diagnostic procedures; research-based academic and behavioral techniques designed to effectively remediate specific student needs; data collection and analysis; and effective consultation principles. Membership of the team can change based on the grade-level of the student and their specific academic and/or behavioral needs. However, there will be a mechanism to assure consistency, such as one or more members who maintain membership, such as the Chairperson, a counselor, an academic coach, and/or a behavior specialist.

C. Tier 3 Referral Criteria The following students are considered to be "at substantial risk" for academic failure, behavior problems, and drop out. These students should be considered immediately for Tier 3 supports:

- 1) Students who fall at, or below, the 10th percentile on nationally- or locally-normed assessments;
- 2) Students who have scored "Minimal" on the MAP or who have failed a Subject Area Test; Students who have failed, been retained, or been socially promoted two or more times;
- 3) Students who have ever been expelled or suspended more than 10 days in a school year;
- 4) Students who have experienced 11 or more negative contacts with school officials due to behavioral issues since entering school;

- 5) "Over-age" students;
- 6) Students with a significant history of excessive and/or prolonged absences;
- 7) Students who obtain extreme outlying scores on behavior screeners; and
- 8) Other students with unique problems who require academic and/or behavior supports beyond Tier 2.

D. After a referral is received, the MTSS team must meet as soon as possible to analyze all available information. If the student is at substantial risk and/or the teacher has exhausted his/her repertoire of strategies, the MTSS team must develop and assure implementation of academic and/or behavioral supports within two weeks of receiving the MTSS team referral. Behavior interventions are ongoing. The primary instructor(s) must be closely involved with the personnel delivering the academic and behavioral supports for generalization, transfer, maintenance, and practice in all classroom settings.

E. No later than eight weeks after implementation of the intervention(s) the MTSS team must conduct a documented review of the intervention to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment. In addition, data will be collected as often as prescribed by the research-based intervention; behavioral data will be collected as often as necessary, depending on the PBIS technique(s). Data will be analyzed and graphed by a qualified member of the MTSS team once per week, or as often as prescribed by the research-based intervention(s). The MTSS team will meet and review the data on each child in Tier 3 at least twice per intervention cycle, or more frequently if circumstances warrant. Parents must be notified about the results of formal data reviews and all MTSS team decisions that result in significant changes in the student's educational program. The MTSS team will make genuine attempts to meaningfully involve parents in the Tier 3 process.

F. If the student is not making adequate progress, the MTSS team must determine whether to modify the intervention(s). The MTSS team should consider, at a minimum, the following modifications: 1) change the amount of time in the intervention (frequency, duration, and/or intensity; 2) change interventions; 3) add an intervention; 4) conduct more frequent integrity checks; 5) conduct diagnostic assessment(s) to assure the intervention is at instructional level and targeting the appropriate deficits; 6) change interventionist(s), 7) change primary instructor(s), 8) change the setting, time, materials, etc., and/or 9) change the reinforcer(s), reinforcement schedule, graphing/reporting techniques.

#### **4. Referral to the Local Survey Committee (LSC)**

A. Generally, a student who has not made *any* progress after eight weeks of intensive scientifically research-based interventions, implemented with integrity, with adequate reviews, data-based decision-making, changes in interventions, etc., in an area of significant concern, should be referred to the LSC for review.

B. Students who are suspected of having a Specific Learning Disability who have not made adequate progress after an appropriate period of time when provided with appropriate instruction **must** be referred by the LSC for a comprehensive evaluation.

C. If Tier 3 instructional and/or behavioral supports have not been implemented prior to the request to the MET, the MTSS team must meet with the MET to review the data simultaneously. Together the MET and the MTSS team will consider the need for

comprehensive evaluation and plan intensive individualized instructional and behavioral supports in general education, including implementation of integrity checks and data-based decision-making. It is possible that intensive interventions and a comprehensive evaluation will be implemented *simultaneously* in this instance.

## 5. Discontinuation Criteria

All students enrolled in the District are expected to receive appropriate Tier 1 instruction in reading and math and behavior supports from highly qualified personnel when placed in general education settings. Students no longer require Tier 2 or Tier 3 supports from District personnel when:

- 1) They continue to exhibit success in the Tier 2 or Tier 3 interventions for a length of time prescribed by the intervention(s);
- 2) They score six (6) consecutive data points on or above the goal line that projects them to a "normal" level;
- 3) The data review team (grade level team, subject area team, behavior team, and/or MTSS team) deems them successful;
- 4) They continue to exhibit success following the downward titration or cessation of Tier 2 or Tier 3 interventions;
- 5) They graduate from high school with a standard high school diploma;
- 6) They are 21 years of age on September 1; or
- 7) They withdraw from District.

NOTE: Students with an Individualized Education Program (IEP) are included in the District Three Tier Instructional Model, but federal Coordinated Early Intervening Services (CEIS) funds may not be used to provide general education interventions to students with IEPs. Therefore, local, state, and/or District funds must be used to provide general education instructional and behavioral interventions needed by students with disabilities to assist them in gaining access to the general education curriculum in the least restrictive environment. The MTSS team and IEP committee must work together to determine which supports are necessary from general education personnel, and what constitutes specially designed instruction and related services to be delivered by special education personnel.

**Adopted Date:** 8/12/2014

**Approved/Revised Date:**