

Grouping for Tier III Students – SPED and Non-SPED students

Guidelines for D7

When school teams are grouping students for instruction, they should consider all available resources within the school. Students who are in a Tier III intervention may be grouped within the Title I or Special Education room resources.

When placing a student in a Tier III intervention, the team should:

- Ensure that right program is selected that matches the student’s targeted deficit (most deficit skill)
- Conduct in program placement assessments to further determine if the program is the right program for the student.
- Using all available data, make sure that the student is grouped with other students working at the same level and/or rate.
- Allocate enough instructional time to ensure that the student has the best opportunity to close the achievement gap.
- Consider the instructor delivering the services and ensure that it’s the best fit for the student being served.

When adding a SPED identified student to a group in the Title One room, the following guidelines shall be followed:

1. The group placement shall be the right program, group size, time requirement (as per the IEP), and overall fit for the SPED identified student.
2. The special education teacher must oversee the design and implementation of the specially designed instruction but does not necessarily need to be the one delivering the service.
3. The Special Education teacher shall monitor the progress of the student within the group and respond accordingly if the grouping does not meet the need of the specified student.

When adding a non-IEP student to a SPED group, the following guidelines shall be followed:

1. The addition of a non-IEP student to a SPED group shall not impact the effectiveness of the SPED group or the goals of the IEP student(s) in the group.
2. The students with IEP goals shall be prioritized for groups in the SPED classroom. If the needs of the IEP student(s) within the classroom change, they shall take precedence over any student not identified but being served in the SPED classroom. In other words, the needs of the eligible IEP students will take priority over those students not identified.

Decision rules and timelines for making those decisions will be followed throughout the process.