



**Maypearl Independent  
School District**

*Intervention Handbook*

## **ASSURANCE OF NONDISCRIMINATION**

Maypearl ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff members have been designated to coordinate compliance with these legal requirements:

- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Melissa Wolfe, Director of Special Programs 309 Main Street, Maypearl, TX 76064 (972) 435-1078
- Ritchie Bowling Superintendent, 309 Main Street, Maypearl, TX 76064 (972) 435-1000

All complaints shall be handled through established channels and procedures beginning with the building principal, followed by appeal to the appropriate central administration contact, and finally the board of trustees, in accordance with Policy FNG.

If you need the assistance of the Office for Civil Rights (OCR) of the Department of Education, the address of the OCR Regional Office that covers Texas is:

Dallas Office Office for Civil Rights, U.S. Department of Education 1999 Bryan Street, Suite 1620 Dallas, TX 75201-6810 Telephone: (214) 661-9600 Fax: (214) 661-9587

Email: [OCR.Dallas@ed.gov](mailto:OCR.Dallas@ed.gov)

The procedures outlined in this document provide information and guidelines for the implementation of Multi-Tiered Intervention services to students as identified by school staff. This document is intended to be a resource for MISD personnel in complying with federal and state laws and regulations focusing on the education of students who are at risk of falling behind. This is a living document that may be adjusted to serve the needs of our staff and students.

The MISD Intervention plan is a proactive, preventative, prescriptive district-wide system utilized in the classroom that evaluates how well students respond to instruction and then uses those responses to guide educational and behavioral decisions.

Intervention is an approach that focuses on helping all children learn by addressing academic and behavioral problems, providing high-quality, scientifically-based instruction and interventions, and holding schools accountable for the progress of all students in terms of meeting grade-level standards.

*“Intervention is not the pathway to Special Education.”*

The goal of multi-tier intervention is to identify children who are at-risk for not meeting grade-level standards and to develop an early intervention plan. MISD provides an intervention model that has three tiers of interventions in which each level or tier represents an increasingly intense level of services. Interventions are continually adjusted based on progress monitoring. Students who do not respond to the initial interventions within a reasonable period, as suggested by research, are referred for more intensive interventions. If a disability is suspected, a referral may be made for either a 504 plan or Special Education evaluation while the initiated Multi-Tiered Interventions continue.

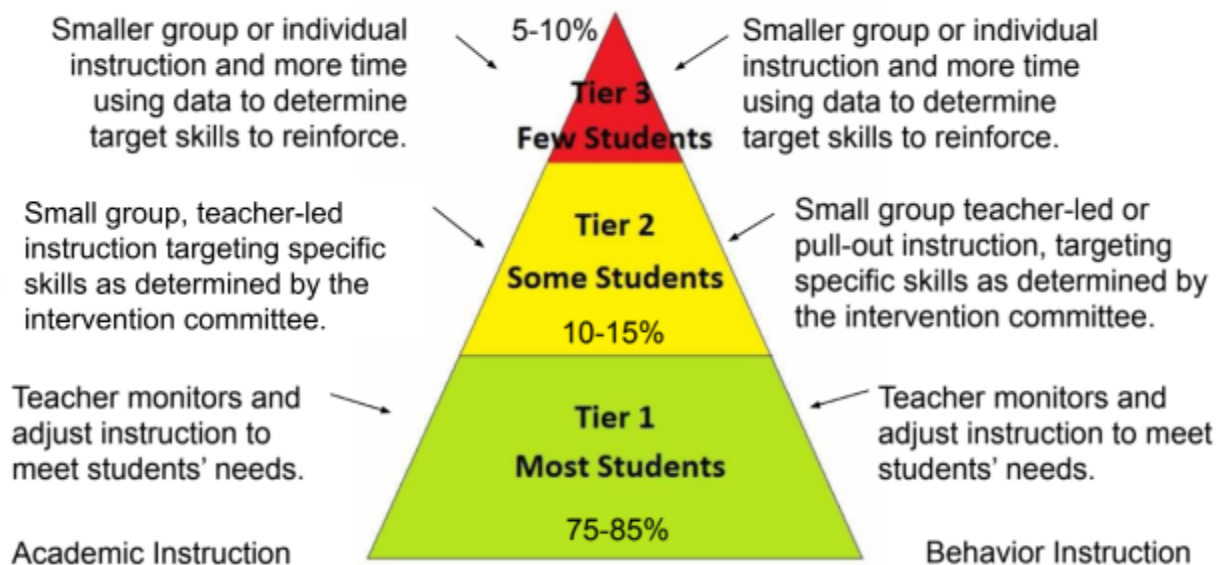
## **Definition of Multi-Tiered Intervention**

Multi-tiered intervention is a multi-tier approach to the early identification and support of students with learning and/or behavior needs. The Intervention process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, paraprofessionals, special educators, and academic specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student responses to instruction.

For Intervention implementation to improve student performance, the following essential components must be implemented with fidelity and in a rigorous manner:

- High-quality, scientifically based classroom instruction: All students receive high-quality, research-based instruction in the general education classroom.
- Ongoing student assessment: Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually and in comparison with the peer group. These data points are then used to determine which students need closer monitoring or intervention. Throughout the Multi-Tiered Intervention process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the intervention. Decisions made regarding students’ instructional needs are based on multiple data points taken in context over time.
- Tiered instruction: A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- Parent involvement: Schools implementing Multi-Tiered Intervention provide parent information about their child’s progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Though there is no single, thoroughly researched, and widely practiced “model” of the multi-tiered process; it is generally defined as a three-tier (or three-step) model of school support that uses research-based academic and/or behavioral interventions.



## **As Educators; we can effectively teach children by:**

- Intervening early in the classroom when we observe students encountering academic difficulties.
- Using a three-tier model of service delivery.
- Using a data-based problem-solving method with set goals to make decisions within a three-tier model.
- Using research-based, scientifically validated interventions/instruction.
- Monitoring student progress to inform instruction.
- Using student performance data (not anecdotal information) to make decisions on interventions.
- Using assessment for different purposes:
  - Universal Screening
  - Diagnosis based on formal and informal assessment and data
  - Progress Monitoring

Multi-tiered intervention is simply a way of constantly thinking: What can I do as a teacher to assist a struggling child in the classroom?

## **Quick Checklist for Multi-Tiered Intervention:**

- Utilizing data to estimate the academic skill gap between the student and typically-performing peers.
- Determine the likely reason(s) for the student's poor or slow academic performance.
- Select scientifically-based interventions likely to improve the student's academic functioning.
- Monitor academic progress frequently to evaluate the impact of the intervention.
- If the student fails to respond to several well-implemented interventions over a period of time, consider a specialized referral.
- The primary focus of the Multi-Tiered Intervention Process is to provide educational opportunities in the general classroom setting which may resolve the student's academic, social, emotional, or behavioral struggles.
- The MISD Intervention Process is a Three-Tier Model based on the dual criteria of significantly low achievement and insufficient response to intervention.
- The model ensures students with specific needs will receive support in general education in a timely manner.
- Support services include collaboration with campus personnel such as the counselor, classroom teacher, Speech Language Pathologist, Special Education Personnel, Paraprofessionals, Academic Specialist, etc.

## **Considerations in our delivery of Multi-Tiered Intervention:**

- All students don't learn the same way.
- All students don't learn at the same speed.
- Some students lack skills and prior knowledge.
- Some students lack academic behaviors.
- Some students have a home environment that is counterproductive to academic success.
- A student's previous educational experience can either positively or negatively affect their classroom performance.

### **With this in mind:**

- How do we adjust our instruction accordingly?
- Who is responsible for Intervention?

Since Multi-Tiered Intervention is a whole-school instructional framework intended to improve instruction and learning for all students;

All faculty and staff members share responsibility for Intervention.

The Principal is the instructional leader of the school and so must be the leader in implementing an Intervention model. The district Rtl coordinator serves every campus and assists in implementing intervention procedures, meetings, documentation, and services. The campus Rtl coordinator will be assigned by the campus administrator to aid in managing intervention for the school, including scheduling and facilitating meetings, documenting meeting records, informing parents, monitoring the fidelity of intervention plans, and progress monitoring.

Teachers and parents alike are an important component of a Student Intervention Team (SIT) and need to understand all aspects of Intervention. Since teachers provide the bulk of the instruction and have the most opportunity to observe student progress, their support of Intervention is crucial to success. Teachers should be included in every stage of developing an Intervention model. Parents are the first teachers in a child's life and play a vital role in providing important developmental and environmental information.

The activities that comprise Intervention typically occur in the general education classroom setting as schools use a variety of strategies to assist struggling students. General and Special Education staff coordinate and collaborate to develop a process for Intervention implementation, and such collaboration may lead to a shift in roles played by teachers from both areas.

General education teachers may need training in many practices currently used primarily by special education teachers. The expertise of special education teachers can strengthen general education instruction as they provide techniques that can help to customize an appropriate Multi-Tiered Intervention plan.

Paraprofessionals may implement small-group interventions, assess progress, and maintain crucial information using provided tracking forms showing that progress.

**\*\*Note:** Paraprofessionals either monitor the student's interventions or assist in the follow-through of the interventions in the classroom. They may also be responsible for clerical duties.

## **Tier I**

### **What Does Tier I Mean?**

The majority of students respond successfully to quality core instruction in the general classroom setting. Universal screenings, such as NWEA MAP data may identify students in need of intervention.

Sometimes an educational concern may be noticed that is independent of the screening results. It is critical that student performance data is analyzed to assist with instructional decisions. Teachers respond to student needs in the classroom through differentiation of instruction and classroom interventions. Teachers establish a measurable goal for student progress and monitor student performance on a frequent basis. An accommodation/intervention log document must be kept for any student receiving help beyond what the majority of the class receives. It is vital to the process that the teacher contact the parents or guardians to share concerns and obtain input. Parents should be involved as early as possible when the student is not performing up to expectations.

### **What is the focus of Tier I?**

Universal supports meaning the teacher monitors and accommodates based on student needs throughout the general education core curriculum. The intervention occurs during the regular school day in the general education classroom with consistent reviews of student progress.

The intervention schedule is ongoing and fluid based on the evaluation of students' performance throughout the implementation of the general education core curriculum.

### **Is the student making sufficient progress in Tier I?**

Yes - Continue with Core Instruction.

Some - Continue Tier I intervention(s), document using accommodation/intervention log; Progress Monitor and adjust.

No – Make a referral to the Student Intervention Team (SIT) to have an initial meeting and begin Tier II recommendations.

# Tier II

## What does Tier II Mean?

“Non-Responders” to Tier I are identified and given individually tailored interventions. Some students may require additional intervention if they are not making progress with in-class intervention efforts. Students who have not made progress using Tier I instruction are provided additional support through Tier II interventions.

Tier II interventions include providing instruction in individual or small group settings. Tier II interventions are provided in addition to the quality instruction provided in Tier I. At this stage, the teacher contacts the Administrator or Coordinator and completes an intervention checklist form. Forms are located on the MISD website on the Special Programs page. Look for Response to Intervention and under that page will be Rtl Resources for Teachers. Users must be logged in to access the resource page.

Once the form is submitted an initial Intervention meeting is set by the Student Intervention Team.

The Intervention Team schedules a meeting to review past data and establish a measurable goal for Tier II interventions.

The teacher is required to contact parent/guardian, collect student data, provide assessment information, and provide student work samples.

The classroom teacher should be knowledgeable about student strengths, attendance, discipline, previous educational experiences, specific area(s) of concern, and measurable goals.

It is imperative that a goal timeline and follow up date be included in the plan.

## Tier II Interventions

- Student groups get smaller.
- Duration of interventions increase.
- The frequency and intensity of interventions increase.
- Before school, during school, or after school time is utilized.
- During Tier II, the classroom teacher implements research-based classroom interventions.
- The teacher/interventionist will monitor progress using progress monitoring forms. Progress monitoring forms will be shared with the administrator /Intervention campus coordinator for progress reporting at the end of each grading period. This data will be reviewed by the team at a follow-up meeting.



- Progress monitoring data will be used to determine the possible change of the intervention tier.

### **Is the student making sufficient progress in Tier II?**

Yes - Return to Tier I or Core Instruction.

Some - Continue Tier II Intervention(s); Progress Monitor and adjust.

No - Consider moving to Tier III for more intensive interventions.

## **Tier III**

### **What does Tier III mean?**

Individualized programming for students who fail to respond to Tier II Interventions. Students who are not successful in Tier II are provided more intensive interventions during Tier III. Just as before, measurable goals will be established along with a goal timeline and a follow-up meeting date. The student must have a minimum for 4-6 weeks of data collected in tier II or be in the Special Education evaluation process to be considered for tier III.

Tier III increases the frequency and/or duration of instruction while decreasing the group size. The student should continue receiving tier II instruction at the same frequency and duration and additionally receive instruction based on diagnostic data that determines specific skills/concepts to target. This may include a referral for testing and a modification of the student's intervention. Teachers should work closely with the Student Intervention Team to determine what is working for the student by collecting data and monitoring student progress. At the next Intervention meeting, all data documentation from Tier I and Tier II will be presented to the Student Intervention Team. The SIT will make a decision to continue Tier III with adjustments or revisions, as needed, return to Tier II, or make a recommendation for further evaluation through 504 or Special Education.

### **What is the focus of Tier III?**

Individualized Instruction, multiple interventions, increased instructional time, and possible modification to student's schedule.

Is the student making sufficient progress in Tier III?

Yes – Return to Core Instruction or Tier II interventions

Some – Continue Tier III Intervention(s); Progress Monitor and adjust

No- Consider more Tier III intensive interventions or Intervention team initiate a referral for Special Education/504

## Exceptions to the Intervention Process

Student with:

- An obvious, profound, learning difficulty;
- Medical issues that substantially limits one or more major life activities;
- Temporary medical condition that substantially limits one or more major life activities;
- Students too young for Intervention process (ages 3-5, PK);
- A parental request - (Campus must still provide all appropriate documentation and MISD referral forms). There must be evidence and data just as with any other student. Requests must immediately be turned into campus administrator. An intervention plan should be put in place to support students until the evaluation process can be completed.

## Basics of Intervention; Data Driven Decision Making Processes:

- Administer highly reliable assessments to gather data.
- Analyze data and create plans (documentation) to increase student success.
- Provide Intervention with fidelity.
- Review data and adjust plans.

Student Intervention Team Responsibilities at MISD

The Intervention Team may not conduct its own formal evaluations to make the determination of whether or not a child has a suspected disability.

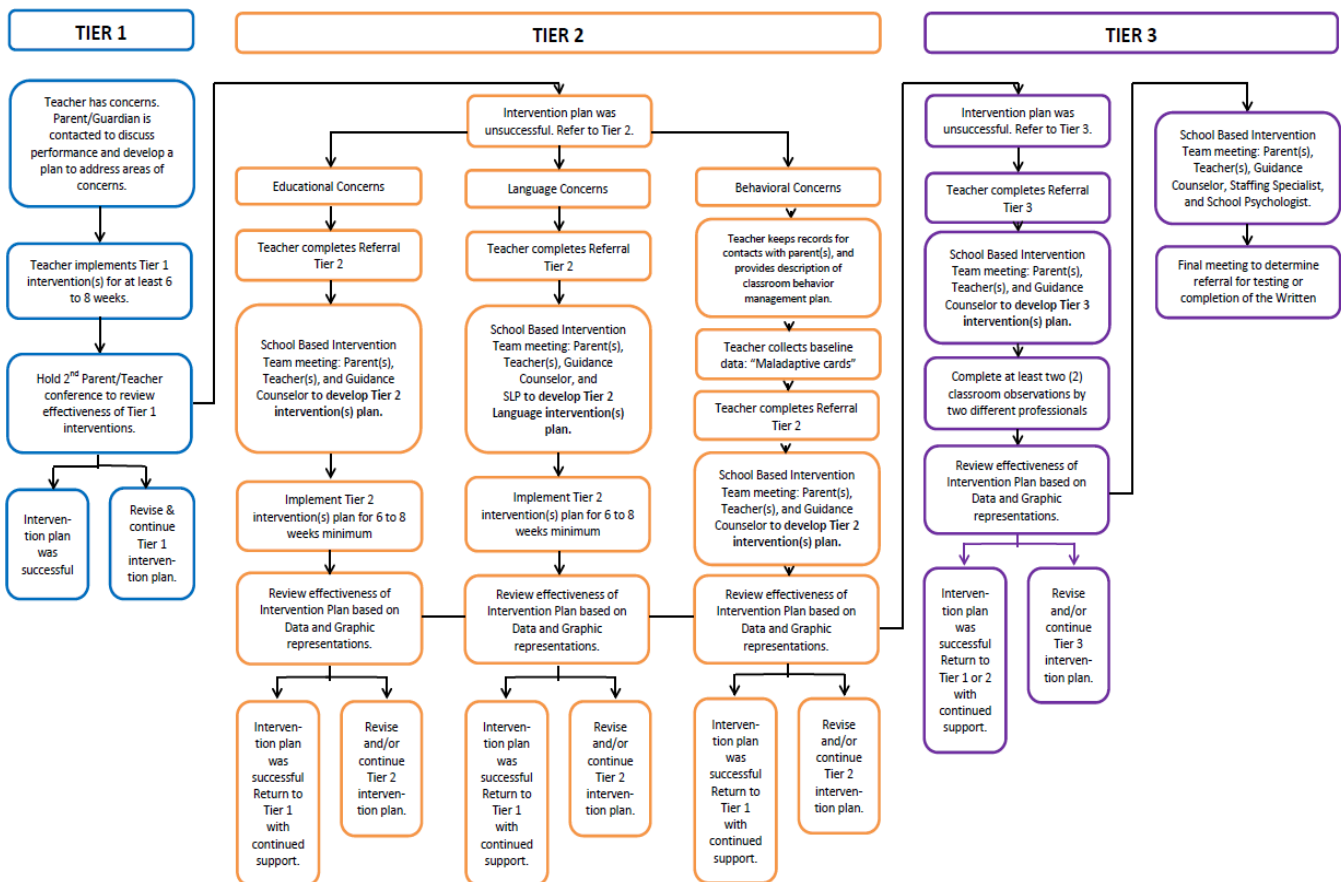
Rather, the SIT should review the existing evidence to make the determination as to whether there is a basis for a Special Education or a Section 504 evaluation.

**Point of emphasis:** The Student Intervention Team (any member) may not identify a disability. There are issues that may only be addressed through the formal evaluation process following the referral for an evaluation under Section 504 or the IDEA. Unless you are a physician, psychologist, or a state board-certified, licensed, assessment expert, you cannot determine, suppose, or communicate that a student has a disability.

The Student Intervention Team;

- ✓ Functions within the district policy, procedure, and guidelines.
- ✓ Establishes campus procedures for team referrals as per the MISD process.
- ✓ Establishes campus procedures for identifying at-risk students.
- ✓ Maintains a current database of school at-risk students.
- ✓ Has regularly scheduled team meetings.
- ✓ Communicates with parents/guardians.
- ✓ Completes all required forms and keeps accurate documentation during the referral process.
- ✓ Maintains current and accurate documentation on all students brought before the Intervention Team.
- ✓ Keeps a record of all team meetings and any business conducted at those meetings.
- ✓ Monitors student progress and makes adjustments.
- ✓ Helps to facilitate appropriate and timely referrals to the Special Education/504 Department.

Multi-Tiered System of Support (MTSS)  
Flowchart



### **Classroom Teacher's Responsibilities in the Intervention Process:**

- × Track accommodations for any student beyond what is done for the majority of the class.
- × Refer students for an initial Student Intervention Team (SIT) Meeting.
- × Collect work samples and other data to discuss during SIT meetings.
- × Attend SIT meetings.
- × Provide targeted interventions as determined by the Team for tier II.
- × Progress monitor weekly using an instrument determined by Team for tier II.
- × Provide progress monitoring and intervention documentation to campus intervention coordinator each grading period.