



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

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-tiered 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.

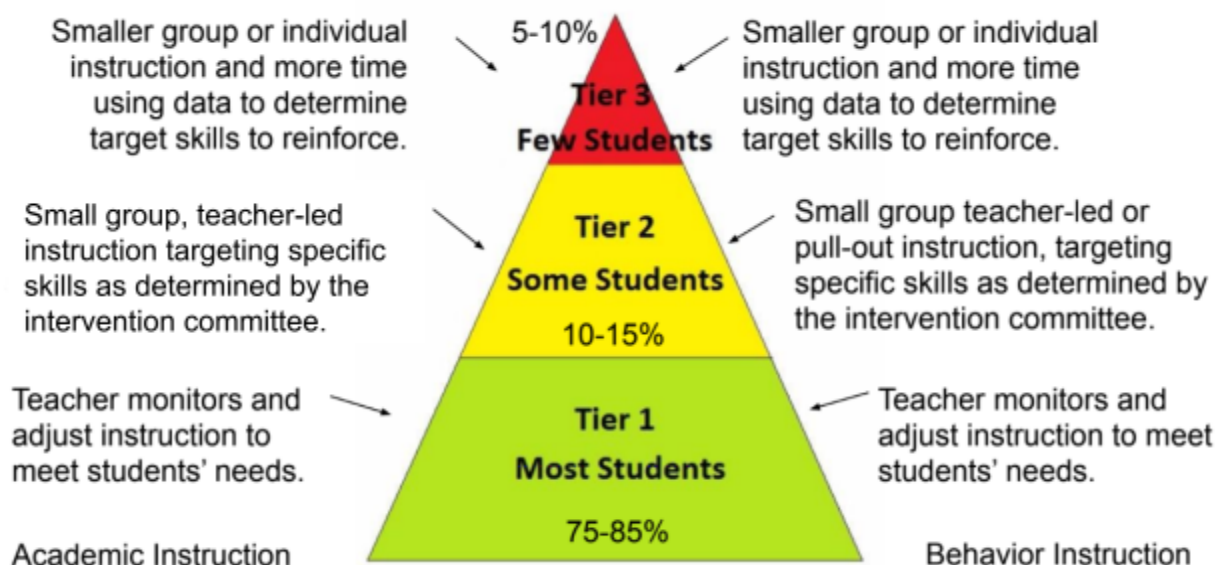
Definition of Multi-Tiered Intervention

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 (tier 1). Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning (tiers 2 and 3). 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 parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral target skills 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:

- Utilize data to estimate the academic skill gap between the student and their 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.
- Consider a specialized referral if the student fails to respond to several well-implemented interventions over a period of time,.

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 three-tiered 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 teachers, Speech Language Pathologist, ESL personnel, 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 must be the leader in implementing an Intervention model. The district RtI coordinator serves every campus and assists in implementing intervention procedures, meetings, documentation, and services. The campus RtI 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, and 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.

Paraprofessionals may implement small-group interventions, assess weekly progress, and maintain information using provided tracking forms under the supervision of a certified teacher.

Tier I

What Does Tier I Mean?

The majority of students respond successfully to quality core instruction in the general education classroom setting. Universal screenings, such as NWEA MAP and MClass Amplify 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 measurable target skills for student progress and monitor student performance on a frequent basis. An accommodation/intervention log document should 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 mean 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 campus Rtl 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.

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 measurable target skills for Tier II interventions, utilizing the Rtl Intervention Planning Guide provided in the Campus SIT Representative Resource Folder.

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

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

A target skills timeline and a follow-up date must be included in the plan.

Tier II Interventions

- Student groups get smaller.
- Duration of interventions increases, a standard duration of 12 weeks, unless the SIT determines otherwise.
- The frequency and intensity of interventions increase. The standard is twice a week for 30 minutes or the equivalent of 60 minutes per week, unless the SIT determines otherwise.
- 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 /campus Intervention 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 need for a 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 with more intensive interventions during Tier III. Just as before, measurable target skills will be established along with a target skills timeline and a follow-up meeting date. The student must have a minimum of 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 decide 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. Standard Tier III instruction is 2-4 times per week for 20 minutes **in addition** to the Tier II plan as determined by the SIT.

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 the Intervention team will utilize the **“Student Data Review Guide When Considering a Referral to Special Education”* to determine the need to initiate the referral process.

Exceptions to the Intervention Process

Student with:

- An obvious, profound learning difficulty;
- Medical issues that substantially limit one or more major life activities;
- Temporary medical condition that substantially limits one or more major life activities;
- Students too young for the Intervention process (ages 3-5, PK);
- A parental request -the campus is still required to follow all standard MISD referral procedures. This includes: providing all appropriate documentation, using the official MISD referral forms and processes, collecting and presenting supporting evidence, and student data. Upon receiving a parent request, the request must be immediately forwarded to the campus administrator. A SIT meeting must be scheduled and held promptly, with the parent in attendance. During the meeting, the team must use the *“Student Data Review Guide When Considering a Referral to Special Education”* to guide discussion and decisions. An intervention plan should be developed and implemented to support the student while the evaluation process is underway.

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.

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.

*Provided by TEA, Texas SPED Support, document found in the shared Campus SIT Representative Folder.

Responsibilities of the Student Intervention Team at MISD:

- SIT is made up of at least 3 stakeholders who can analyze and discuss data.
- Functions within the district's policy, procedure, and guidelines.
- Establishes campus procedures for team referrals as per the MISD process.
- Establishes campus procedures for identifying at-risk students as per MISD process.
- Maintains a current database of school at-risk students.
- Has regularly scheduled team meetings to review data.
- Communicates with parents/guardians at each step of the intervention 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.

Classroom Teacher's Responsibilities in the Intervention Process:

- Refer students for an initial Student Intervention Team (SIT) Meeting.
- Collect work samples and other data to discuss during SIT meetings.
- Track accommodations for any student beyond what is done for the majority of the class.
- Attend SIT meetings.
- Provide targeted interventions as determined by the team for Tier II support. Standard intervention time should be 30 minutes twice per week, or the equivalent of 60 minutes per week. At least half of the instruction should take place in a small group setting with an interventionist.
- Progress monitor weekly using an instrument determined by the SIT for Tier II.
- Provide progress monitoring and intervention documentation to the campus intervention coordinator each grading period.

A copy of the MISD Intervention Handbook can be found on the district website under Special Programs and Response to Intervention or at <https://bit.ly/3SKV8zD>.

Campus SIT Representative Contact Information Form

This form is to be completed by the designated Campus SIT Representative and retained as part of the Intervention Handbook for staff reference.

Campus Name: _____

SIT Representative Name: _____

Position/Title: _____

Phone Number: _____

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**Maypearl Independent School District
Intervention Handbook Acknowledgement Form**

Employee Acknowledgement

I acknowledge that I have read and understand the **Maypearl ISD Intervention Handbook**. I understand it is my responsibility to familiarize myself with the processes, procedures, and expectations outlined in the handbook.

I understand this handbook is intended to serve as a guide to the intervention practices and procedures within Maypearl ISD and may be updated at the discretion of the district. I agree to comply with the standards outlined in the handbook and will seek clarification from my supervisor or designated personnel if I have any questions regarding its contents.

By signing below, I confirm the following:

- I know how to access a copy of the Maypearl ISD Intervention Handbook.
- I have read and understand the contents of the handbook.
- I agree to abide by the processes and procedures as outlined.

Employee Information

Printed Name: _____

Position/Title: _____

Campus/Department: _____

Signature: _____

Date: _____

Return this signed form to your supervisor by: