

Descriptor Term:

IDADA

MULTI-TIERED SYSTEM OF SUPPORT

ISSUE DATE: 12-15-09

Revised: 3-14-16

In accordance to State Board Policy Part 3: Chapter 41: Intervention (adopted January 21, 2005 and revised September 2015), the Jackson County School District shall require an instructional model designed to meet the academic and behavioral needs of every student. The model shall consist of three tiers of instruction.

Tier 1: Quality classroom instruction based on MS Curriculum Frameworks

Tier 2: Focused supplemental instruction

Tier 3: Intensive interventions specifically designed to meet the individual needs of students

Teachers should 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 and every student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

Screeners will be administered to assist in the identification of students in need of interventions:

- a. 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 at mid-year and at the end of the year to identify any deficiencies in reading.
- b. Universal Behavior Screeners will be administered 3 times a year. The screener will address externalizing behavior and internalizing behavior.
- c. A dyslexia screener will be administered in the spring of kindergarten and the fall of 1st grade as outlined in policy IDADABA.

If strategies at Tiers 1 and 2 are unsuccessful, students must be referred to the Teacher Support Team. The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the Mississippi Department of Education. The chairperson of the TST shall be 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. Interventions will be:

- designed to address the deficit areas;
- research based;
- implemented as designed by the TST;
- supported by data regarding the effectiveness of interventions.

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

After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

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

- A.** performance on a reading screener approved or developed by MDE, or
- B.** through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
- C.** through statewide end-of-the-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.

In addition to failure to make adequate progress following Tiers 1 and 2, students will be referred to the TST for interventions as specified in guidelines developed by MDE if any of the following events occur:

- A.** Grades 1-3: A student has failed one (1) grade;
- B.** Grades 4-12: A student has failed two (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.

Referrals to the Teacher Support 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~~ E stated above.

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