

# Memorandum

**To:** All Faculty and Staff

**From:** Dr. Matthew W. Ross, Superintendent

**Date:** August 1, 2018

**Subject:** Policy and Procedure Bulletin\_ Pre-Referral Tier I Academic and/or Behavior Interventions and Referral to the Student Assistance Team and Tier II / Tier III Academic and/or Behavior Interventions

The intent of this memorandum is to provide guidance with regard to the Student Assistance Team process, to include the pre-referral Tier I academic and/or behavior interventions and the referral and Tier II / Tier III academic and/or behavior interventions.

The purpose of the Student Assistance Team is to identify and monitor additional Tier II and Tier III interventions to students who are experiencing learning and/or behavior concerns that have not been resolved with Tier I interventions and are preventing them from benefiting from general education. By identifying and intervening early the Student Assistance Team may not only help the student be able to remain and succeed in the general education program, but also reduce unnecessary referrals to special education.

To ensure success of the Student Assistance Team process, and to provide the critical metrics and performance data required should a referral for special education services be necessary, it is imperative that the following process be adhered to with fidelity.

## **Pre-Referral Tier I Academic and/or Behavior Interventions (6-12 weeks)**

The following process must be completed prior to referring a student to the Student Assistance Team. Please contact the At-Risk Counselors prior to beginning the Tier I Interventions.

### **STEP 1: Observed Learning and/or Behavior Problems and Parent-Teacher Conference**

The regular education classroom teacher calls attention to the student with observed learning and/or behavior problems and conducts a Parent-Teacher Conference to discuss the observed learning and/or behavior problems. The regular education classroom teacher will log a summary of the conference into SchoolWise. This process is repeated as often as needed.

### **STEP 2: Documentation of Observed Learning and/or Behavior Problems**

The regular education classroom teacher calls attention to the student with observed learning and/or behavior problems, as outlined in the Pre-Referral Intervention Manual.

### **STEP 3 : Identification of Specific Observed Learning and/or Behavior Problems**

The regular education classroom teacher and At-Risk Counselor(s), with assistance from the grade level collaborative team and/or other support staff, meet to pinpoint specific observed learning and/or behavior problems the student exhibits, as outlined in the Pre-Referral Intervention Manual. The identified behaviors will be logged in to the Pre-Referral Intervention Manual database.

#### **STEP 4 : Selection of Specific Intervention Strategies**

The regular education classroom teacher and At-Risk Counselor(s), with assistance from the grade level collaborative team and/or other support staff, meet to select specific Tier I intervention strategies for the student from the identified observed learning and behavior problems, as outlined in the Pre-Referral Intervention Manual. The selected intervention strategies will be logged into the Pre-Referral Intervention Manual database.

#### **STEP 5 : Implementation of Specific Intervention Strategies**

The general education classroom teacher implements the selected specific Tier I intervention strategies, as outlined in the Pre-Referral Intervention Manual, and tracks progress for a period of not less than 6-9 weeks. If the student is progressing in the regular education classroom with Tier I interventions, the process is continued with support from the grade level collaborative team and/or other support staff. The regular education classroom teacher will conduct a Parent-Teacher Conference to discuss the documented observed learning and/or behavior problems and selection and implementation of specific intervention strategies. The regular education classroom teacher will log a summary of the conference into SchoolWise. The regular education classroom teacher, At-Risk Counselor(s), parent, and student will meet at least 4 times during this period to review progress.

### **Referral to the Student Assistance Team and**

#### **Tier II / Tier III Academic and/or Behavior Interventions (24-30 Weeks)**

The following process may only be initiated after the Tier I Academic and/or Behavior Intervention Process has been completed. Please contact the At-Risk Counselors prior to beginning the Student Assistance Team Process.

#### **STEP 1 : Referral to the Student Assistance Team**

If the student is not progressing in the regular education classroom with Tier I interventions, the general education classroom teacher will refer the student to the Student Assistance Team, using the Student Assistance Team Referral Form. The Student Assistance Team will review the referral and determine if a Student Assistance Team Action Plan Meeting is warranted. If an action plan meeting is warranted, the regular education teacher, parent, and other support staff will be notified. The regular education classroom teacher and At-Risk Counselor(s) will meet at least 4 times during this period to review progress.

#### **STEP 2 : Student Assistance Team Action Plan Meeting #1**

During the first meeting, the Student Assistance Team will review data collected and provided by the general education classroom teacher from the previous 6-9 week period, in which Tier I interventions were implemented. The Student Assistance Team will select Tier II intervention strategies to be implemented and progress tracked over a period of not less than 6-9 weeks. The regular education classroom teacher and At-Risk Counselor(s) will meet at least 4 times during this period to review progress.

#### **STEP 3 : Student Assistance Team Action Plan Meeting #2**

During the second action plan meeting, the Student Assistance Team will review data collected and provided by the general education classroom teacher from the previous 6-9-week period, in which Tier II interventions were implemented. If the student is adequately progressing in the regular education classroom, but has not met his/her goals, the interventions are continued, and progress tracked for a period of not less than 12 weeks. If the student is progressing in the regular education classroom and has met his/her goals, the interventions are discontinued. If the student is not adequately progressing in the regular education classroom with Tier II interventions, the Student Assistance Team will select Tier III intervention strategies to be implemented and progress tracked over a period of not less than 9 weeks. The regular education classroom teacher and At-Risk Counselor(s) will meet at least 4 times during this period to review progress.

**STEP 4 : Student Assistance Team Action Plan Meeting #3**

During the third action plan meeting, the Student Assistance Team will review data collected and provided by the general education classroom teacher from the previous 12-week period (for continued Tier II interventions) or 9-week period (for Tier II interventions). If the student is adequately progressing in the regular education classroom with Tier II or Tier II interventions, but has not met his/her goals, the interventions are continued, and progress tracked for a period of not less than 6 weeks. If the student is progressing in the regular education classroom with either Tier II or Tier III interventions and has met his/her goals the interventions are discontinued. If the student is not adequately progressing in the regular education classroom with either Tier II or Tier III interventions, the Student Assistance Team will continue with Tier III interventions for a period of not less than 9 weeks. The regular education classroom teacher and At-Risk Counselor(s) will meet at least 4 times during this period to review progress.

**STEP 5 : Consideration for Referral for Special Education Evaluation**

If the student is not adequately progressing in the regular education classroom with Tier III interventions for a period of 24-30 weeks, the Student Assistance Team may refer the student for assessment and consideration for special services. This referral begins the formal process of determining eligibility for special education services. Within 15 days of the Student Assistance Team meeting referral date, an Assessment Plan must be presented to the parents and within 60 days of receipt of the signed Assessment Plan, an Individual Education Plan (IE) meeting shall be held to determine eligibility.

If you have any questions or a need any assistance regarding this memorandum, please do not hesitate to contact us.