

**SUBJECT: STUDENT INTERVENTION SYSTEM: THE THREE TIER  
MODEL OF STUDENT INTERVENTION**

**PURPOSE:** The purpose of the Policy is to ensure that Alma d'arte operates using a three tiered Response to Intervention (RtI) framework that provides students with appropriate academic and/or behavioral supports.

**BACKGROUND:** The RtI framework is strongly encouraged by the federal government and is being used across the country as school systems seek ways to ensure success for all students, and provide early assistance to students who are experiencing academic and/or behavioral challenges. Simply put, it is a continuum of school-wide support - a way for schools to organize instructional delivery, optimize resources, and use a systems approach to teaching, learning, and behavioral supports.

**DEFINITIONS:**

- (A) "Core instruction" means course of study which is deemed critical and usually mandatory for all students of a school or school system. Core instruction (curricula) must be scientific and research-based.
- (B) "Universal interventions" are best instructional practices, part of effective instruction, and are the first line of intervention for all students. Universal interventions at Tier 1 take the form of differentiated instruction. They are applied on a school-wide, grade-level, or classroom basis.
- (C) "Intervention" means any change to increase the intensity of instruction. Changes can be made in the areas of program, time, grouping, or instructor skill level. Interventions are successful when data shows a narrowing of the achievement gap and/or a reduction in problem behavior and an increase in the desired replacement behavior.

**REQUIREMENTS:**

- (A) Tier 1 - Universal Screening and Appropriate Core Instruction with Universal Interventions

The focus of Tier 1 is universal screening, delivery of the core curriculum, and school-wide behavioral supports. All students are screened for

- general health and well-being;
- English language proficiency; and,
- academic proficiency

(B) Tier 2 - Student Assistance Team (SAT) Process

The focus of Tier 2 is to provide supplemental and individualized support for at-risk students for whom Tier 1 instruction and universal interventions prove insufficient. Using the child study process, the SAT (which includes the student's parents) gathers all available data about a student, hypothesizes a possible cause for the problem, and then designs an individualized SAT Intervention Plan or Behavioral Intervention Plan (BIP), if necessary.

(C) Tier 3 - Special Education/Gifted Education

In New Mexico, the definition of Tier 3 is special education and related services for students with identified disabilities under the federal Individuals with Disabilities Education Act (IDEA) and the state criteria of gifted. In making the eligibility determination for Tier 3, the educational diagnostician and the eligibility determination team will take into account student response data from interventions tried and documented from Tiers 1 and 2.

(D) The Governance Council directs the school administration to design procedures for the implementation of the RtI framework by providing screening, organizing instructional delivery, optimizing resources, and using a systems approach to teaching, learning, and behavioral supports.

*Legal Reference: § B–C of 6.31.2.10 NMAC*

END