

PROMOTION AND RETENTION OF STUDENTS

The Superintendent and staff of the Jackson Public School District recognize the need to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with classroom instruction and opportunities for intervention.

SECTION I: INSTRUCTIONAL MODEL WHICH CONSISTS OF THREE (3) TIERS OF INSTRUCTION:

The district's tier policy on intervention for students experiencing academic and/or behavioral problems as follows:

Tier I: Quality classroom instruction based on the Mississippi Curriculum Framework

Tier II: Focused supplemental instruction

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

Teachers should monitor student progress through multiple assessment strategies, identifying students in need of assistance as soon as they begin to fall behind, and modify instruction to assure that every student gains essential skills. If a student fails to maintain to demonstrate mastery of the state core curriculum (a grade below 60), the student will be referred to the Teacher Support Team (TST). If supplemental support strategies in Tier I and Tier II are unsuccessful, students must be referred to the school Teacher Support Team (TST).

Teacher Support Teams

Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the schools instructional leader. The TST shall be composed of the school principal, the school's instructional leader, and at least one teacher. The TST shall be responsible for the implementation of interventions for students who are at risk of failing a course. The TST shall be responsible for the implementation of interventions for students who are at risk of failing a course. The TST shall be responsible for the implementation of interventions for students who are at risk of failing a course.

- A. research-based
- B. implemented as designed by the TST
- C. supported by data regarding effectiveness of interventions

Any student suspected of having a disability or experiencing significant academic and/or behavioral problems for their child, that student should be referred to the TST. The TST procedures should be followed whether the student is referred to the TST for academic or behavioral reasons. The TST shall be responsible for the implementation of interventions for students who are at risk of failing a course. The TST shall be responsible for the implementation of interventions for students who are at risk of failing a course. The TST shall be responsible for the implementation of interventions for students who are at risk of failing a course.

The Jackson Public School District adheres to the Mississippi Department of Education guidelines regarding certain mandatory referrals to TST. Failure to make adequate progress following Tier I and Tier II, students will be referred to the TST if any of the following events occur:

- A. Students in kindergarten grades 1-3 who have failed one (1) grade;
- B. Students in grades 4-12 who have failed two (2) grades;
- C. Students who failed either preceding two (2) grades and have been suspended or expelled for more than 20 days in the current school year; or
- D. Students scoring at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi statewide accountability system,
- E. A student is promoted from grade 3 to 4 under a good cause exemption of the Literacy Based Promotion Act.

Referrals to the TST must be made within the first twenty (20) days of a school year if the student meets any of the criteria A-E stated above.

Intensive Reading Instruction

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;

performance on reading screener approved or developed by MDE, or
 through locally determined assessments and teacher observations conducted in Kindergarten and grades 1 through 3, or
 through statewide end-of-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.

Progress Monitoring

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 student gains essential skills.

Monitoring of student is 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 intervention(s) to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s) a second review must be conducted to determine whether the intervention(s) is successful. If the intervention is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

Required Screening

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 school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier I and Tier II, students will be referred to the TST of interventions. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:

3. A description of the proposed supplemental instructional services and supports that are designed to remediate the identified area of reading deficiency which the school district plans to provide the student;
4. If a student is identified as having a reading deficiency at the end of the third grade year, the student will not be promoted to fourth grade unless a good cause exemption specified below is met;
5. Strategies for parents and guardians to use in helping the student to succeed in reading proficiency.

Social Promotion Prohibited

It is prohibited for any student who is identified as having a reading deficiency at the end of the third grade year to be promoted to the fourth grade unless a good cause exemption is met. No student shall be promoted to the fourth grade based on any other factors that constitute social promotion.

Beginning in the 2014-2015 school year, if a student is identified as having a reading deficiency at the end of the third grade year, the student shall not be promoted to fourth grade unless a good cause exemption is met. No student shall be promoted to the fourth grade based on any other factors that constitute social promotion.

Good Cause Promotion

A student who does not meet the academic requirements for promotion to the fourth grade may be promoted by the school district only for good cause. Good cause exemptions for promotion are limited to the following students:

- A. Limited English proficient student who has less than two years of instruction in an English Language Learner program
- B. Student with a disability whose individual education plan (IEP) (a))-21(e)-34(thea nBT/F2 11.04 Tf1 0 0 1 108.02 3

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1. Attend a summer remediation course in Algebra I; -