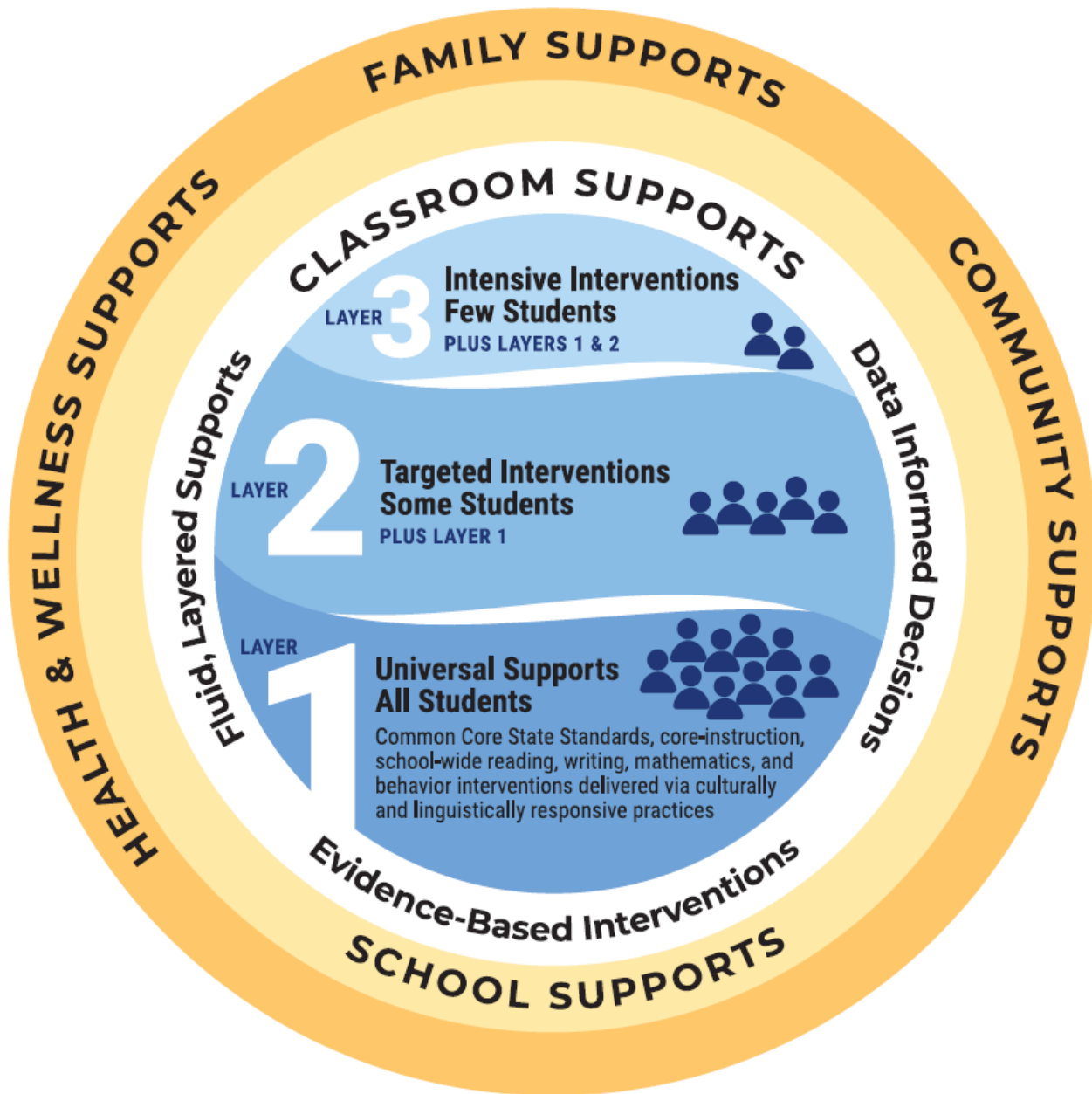


New Mexico Multi-Layered System of Supports



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To learn more about the Multi-Layered System of Supports (MLSS) and to access to the most current guidance and tools, please visit:

<https://webnew.ped.state.nm.us/bureaus/multi-layered-system-of-supports-mlss/>

Previously titled *The Student Assistance Team (SAT) and the Three-Tiered Model of Student Intervention*, this New Mexico Multi-Layered System of Supports (MLSS) manual updates the instructional framework and guidance on the statutorily mandated (NMSA 22-13-32) response to intervention process in New Mexico to be more comprehensive, target features of implementation, and to include resources available at each layer of support.

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Overview

The Multi-Layered System of Supports (MLSS) manual is organized to support understanding, and implementation of MLSS components. The following themes are prevalent in this manual:

1. There are seven (7) core components of MLSS.
2. The MLSS graphic identifies the 7 components and how each one component contributes to the preparation for college, career, and life for students.
3. Student health and wellness supports are identified and demonstrate how they contribute to a student's academic success.

As you read the MLSS manual, you will come across words that appear in **bold** print. Those words are defined in the *Glossary of Terms* located in Appendix E of the manual. Additionally, play button icons are strategically located throughout the manual. If you click on a play button link, a video will play with information to supplement your understanding of MLSS concepts and features.

Multi-Layered System of Supports (MLSS) is New Mexico's replacement of the Response to Intervention Framework (RtI). MLSS is a coordinated and comprehensive framework for educators to use to organize their schools and school systems to support student learning. This support is accomplished by identifying and supporting students' learning and behavioral needs and by recognizing and providing the resources teachers, health and wellness personnel, and school administrators require for full implementation and long-term sustainability of MLSS. MLSS supports high-quality instruction and intervention, healthy students, and safe learning environments. Figure 1 represents the major components of the MLSS model. This graphic is on the cover and in other locations in the manual to graphically organize each important feature for readers.

Another important change from RtI to MLSS is that special populations of students as defined by the Every Student Succeeds Act (ESSA) and [State law](#) are to receive core instruction and interventions and services at all layers, if needed, to attain desirable levels of achievement. Previously, in New Mexico's RtI manual, Tier 3 interventions exclusively represented special education and gifted services. Now, in MLSS Layer 3, intensive supports are for any student who needs them. Please note that a student may be evaluated for a disability or giftedness when receiving any layer of MLSS interventions.

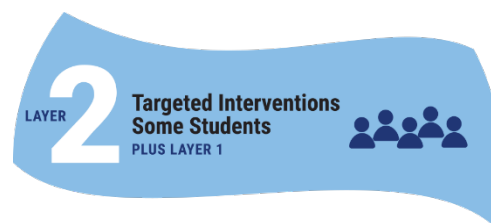
MLSS is a framework for school personnel to support students by delivering a range of layered **interventions** based on data-driven and data-informed student needs. MLSS includes high-quality instruction and interventions with **progress monitoring for impact**. MLSS provides students with the interventions and supports needed to succeed in the general curriculum.

New Mexico has identified seven core components for MLSS to be fully implemented. These core components are broad categories that include MLSS principles. Core components include data-based decision making and instruction, high-quality **core** instruction and interventions, informed and effective school leadership and systems, collaboration and processes for providing a layered continuum of supports, positive school culture and climate, student health and wellness, and family engagement. Core components are woven through the system's three layers of intervention. Each core component is described more thoroughly in the Core Components section beginning on page 7.

New Mexico’s MLSS model addresses student needs by providing three layers of support and intervention. All students receive Layer 1 — universal supports and instruction aligned to the **New Mexico State Standards (NMCS)**, that is delivered via **Culturally and Linguistically Responsive Instruction** to meet the needs of most students. Layer 1 also includes a system of **Positive Behavioral Interventions and Supports (PBIS)** for all students, and **universal screening (assessments)** to identify students whose needs are not satisfactorily met by Layer 1 supports and instruction alone.

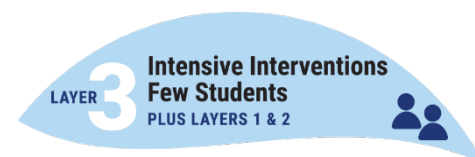


A student not making expected progress (academically, behaviorally, or who is insufficiently challenged academically) with high-quality core curriculum and Layer 1 universal supports may need additional academic or behavioral interventions or Layer 2 — targeted interventions. The focus of Layer 2 interventions is individualized and targeted interventions to support student’s acquisition of the knowledge and skills identified in the CCSS and to support student success with Layer 1 high-quality differentiated instruction. Students receiving Layer 2 targeted interventions receive core curriculum and instruction plus targeted evidenced-based interventions. Targeted evidenced- based interventions may include, but are not limited to, applying evidenced-based interventions and data-driven instruction in small group learning settings, and/or instruction with reading or math coaches. Health and wellness interventions may include social or behavioral contracts or guided small group social work interventions.



A key aspect of Layer 2 targeted interventions is progress monitoring to assess students’ responses to targeted interventions. Frequent communication with parent(s) or guardian(s) regarding assessed student progress is vital during Layer 2 targeted interventions. If a student receiving Layer 2 targeted interventions is not making expected progress, the student may need even more intensive intervention (i.e., Layer 3 intensive interventions).

Layer 3 intensive interventions include core curriculum and instruction, and intensive and individualized evidenced-based intervention Layer 3 evidenced-based interventions may be provided for a longer duration than Layer 2 interventions, may be provided more frequently, be provided in smaller groups, or otherwise be more intensive. Students receiving Layer 3 interventions receive all Layer 1 and 2 interventions needed for the student to achieve a desired pattern of learning. Layer 3 intensive interventions may include, but are not limited to, pullout services by a reading specialist, push-in serviced provided by a behavior specialist, counseling services, or interventions provided by a general education teacher in the classroom. Layer 3 intensive interventions include progress monitoring on a weekly biweekly basis to assess students; responses to intensive interventions. Frequent communication (at least biweekly) with parent(s) or guardian(s) regarding assessed student progress is mandatory during Layer 3 intensive interventions.



MLSS identifies the resources educators need to meet their students’ needs, including job-embedded professional learning, feedback on instructional practices, focused collaboration with colleagues, **high-quality instructional materials**, and MLSS supportive policies.

MLSS Core Components

The seven core components identify the primary features of New Mexico’s MLSS. These components represent best practices woven through the three layers of interventions.

1. Data-Driven Decision Making

School teams establish a system of assessments that yield data to inform decision-making about students’ progress toward end-of-grade knowledge, skills, and abilities. This includes decision rules for how the school will use universal screening data. Universal screening helps teachers to identify those students with learning needs (e.g., small group instruction, interventions). Student data is analyzed to monitor the effectiveness of academic and behavioral interventions, and interventions are adjusted as needed based on these data. Students with disabilities participate in all assessments appropriately except as stated in Individualized Education Programs (IEPs).

2. High-Quality Core Instruction and Interventions

Each grade level has a high-quality core curriculum and materials in all content areas that is aligned with New Mexico Content Standards and meets students’ needs. The core curriculum and supplementary materials are culturally and linguistically appropriate and are delivered via culturally and linguistically responsive instruction. Implementation of the core curriculum is monitored by school and district leadership. To ensure high-quality core curriculum is used, school and district leadership must monitor selection and implementation. The high-quality curriculum for layers 2 and 3 should be aligned to the layer 1 core curriculum. The system of assessments is aligned to core instruction and includes universal screeners, formative assessment practices, interim assessments and progress monitoring tools, and summative assessments that measure instruction at the end of the unit or conclusion of a course.

3. Informed and Effective School Leadership and Systems

Distributed leadership structures and practices among school staff facilitate a collaborative approach to identifying, organizing, and providing data-driven and data-informed interventions with fidelity to achieve optimal student outcomes. Instructional leaders use observation and feedback cycles to monitor and support teachers in identifying and using the most effective evidence-based interventions. To support high fidelity implementation of interventions, educators receive ongoing job-embedded professional learning follow-up support (coaching, mentoring, etc.). Administrators have systems in place to monitor implementation of strategies obtained in professional learning sessions. Programs and practices align to effectively leverage school, district, and State resources to benefit students.

4. Collaboration and Processes for providing a Layered Continuum of Supports

Teachers and health and wellness staff schedule time during the week to collaborate and identify interventions to promote student success. Each week, teams work together to analyze data, share strategies, plan collaboratively, and assess the impacts of instruction and interventions on student achievement. School leaders support collaboration and hold teams accountable for positive impact on student achievement and wellness.

5. Positive School Culture and Climate

School-wide behavioral norms and expectations are taught to all students, practiced until they become routine, and are regularly reinforced to maintain them over time. Core behavioral norms and expectations are consistent across classrooms and school environments (playground, cafeteria, hallways, library, restrooms, etc.). Also, teaching of core norms is location specific. The entire staff participates in teaching and supporting behavioral norms. Supports are in place for all students. These supports are non-punitive and focus on teaching appropriate behaviors and skills to students displaying behaviors that impair learning, destroy property, or which could harm other students or educational staff. In an MLSS, when inappropriate student behaviors occur, changes in adult behavior should follow to provide positive support for desired student behavior.

6. Student Wellness

Student health and wellness is considered for all students through MLSS. District and charter schools implement a [Wellness Policy](#) addressing the elements of the **coordinated school health** model in accordance with New Mexico Administrative Code (NMAC) 6.12.6. Staff in each school acknowledges the significant impact holistic student success. Every school site has a [safe schools plan](#). More information on Student Wellness can be found on page 25 of this manual.

7. Family and Community Engagement

Family engagement underlies all other MLSS components. Family participation in the MLSS process is essential for interventions to achieve their intended impact on student learning. The school provides support to families through the MLSS, so parents and families understand the process for moving up and down increasingly intensive layered interventions and can support the interventions.

Full Service Community Schools (FSCS) provide comprehensive academic and health and wellness services for the students, their family members, and community members. FSCS's holistic, comprehensive approach drives improved educational outcomes for students. FSCS's academic programs include high-quality early learning opportunities such as preschool, academic support and engagement, and high-quality expanded learning time with enrichment activities, remediation and mentoring activities, and credit recovery. Health and wellness services include before and after school meals, health and dental care, physical activities, and support and wrap-around services for families supporting students experiencing chronic absenteeism and truancy. FSCS partner with community-based organizations and other public and private entities to coordinate services in the schools for families and community members. As a result, schools become the hub of their communities. Services include adult education, technology use, family literacy, social services, and community services.

School Supports

Supporting student learning in MLSS is not just a classroom function. Strong systems must be in place at the school level. As demonstrated in the MLSS graphic, School Supports provide the boundary that surrounds the classroom supports, making the work in the classroom effective. There should be a framework for professional learning to support teachers throughout the layers, an established system for ongoing observation and non-evaluative feedback, and an established teacher collaboration time deeply grounded in the core component of data-driven decision making.

SS.1 Professional Learning Framework

RATIONALE

High-quality, relevant PL can increase the quality of teaching. It is one of the most important resources administrators can provide for their staff. For PL to have the greatest chance of changing instructional practices, the PL should be provided as close to the classroom as possible. Staff members should be involved in the development of plans for implementing new strategies and implementation of the strategies should be monitored.

In seeking new or deeper content knowledge, educators should determine the most effective manner by which to gain the knowledge. The table on page 10 provides the most common types of professional learning, as well as their advantages and shortcomings.¹

WHAT TO LOOK FOR

There is a written plan for professional learning (PL) to support general and special education instructional staff and health and wellness staff to effectively implement MLSS. The plan includes high-quality PL that is ongoing and job-embedded, which results in changes in practice and is evidenced by changes in student performance. The professional learning programs meet the requirements for program design and implementation according to the NMAC.

School district and state-chartered charter school professional learning programs shall meet the highest standards for professional learning. New Mexico has adopted the national staff development council standards for staff development as requirements for designing, implementing, and evaluating professional learning programs. All state charter schools, and public school district professional learning programs and activities shall address and align with the following standards and shall articulate,

Context standards that,

- improve the learning of all students by organizing adults into learning communities whose goals are aligned with those of the school district.
- require skillful school and district leaders who guide continuous instructional improvement.
- require resources to support adult learning and collaboration.

¹ Guskey, T.R.

Process standards that,

- improve the learning of all students by using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- use multiple sources of information to guide improvement and demonstrate its impact.
- prepare educators to apply research for decision-making.
- apply knowledge about human learning and change.
- provide educators with the knowledge and skills to collaborate.

Content standards that,

- improve the learning of all students by preparing educators to understand and appreciate all students.
- create safe, orderly, and supportive environments and hold high expectations for their academic achievement.
- increase educator’s content knowledge
- provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards and which prepare them to use various types of classroom assessments appropriately.
- provide educators with knowledge and skills to involve families and other stakeholders appropriately.

Table 1. Type of Professional Learning: Advantages and Shortcomings

TYPE OF PROFESSIONAL LEARNING: ADVANTAGES AND SHORTCOMINGS		
Type of Professional Learning	Advantages	Shortcomings
Training — Presenter or a team of presenters shares ideas and expertise through a variety of group-based activities. Training format includes large group presentation and discussions, workshops, seminars, etc.	<ul style="list-style-type: none"> • Efficient and cost effective. • Provides a shared knowledge base and common vocabulary for participants. 	<ul style="list-style-type: none"> • Offers few opportunities for choice or individualization. • May not be appropriate for varied levels of educators’ skill and expertise. • Follow-up activities are needed to provide feedback and coaching necessary for the successful implementation of new ideas.
Observation/assessment Collegial observations to provide educators with feedback on their performance	<ul style="list-style-type: none"> • Provide important benefits to both the observers and the one being observed. • The observer gains expertise by observing colleagues, preparing feedback, and discussing common experiences. • The person being observed benefits from another’s point of view, gains new insights, and receives helpful feedback. • Helps break down the isolation of teaching by having colleagues work together on shared goals. 	<ul style="list-style-type: none"> • Requires the commitment of significant time for both the observer and the person being observed. • Both must be willing to coordinate calendars. • Care must be taken to separate the observation from the evaluation process.

SS.2 Non-Evaluative Observation and Feedback Cycle (to include classroom walk-throughs and face-to-face direct feedback to teachers focused on specific action steps for improvement)

RATIONALE

It is important for teachers to know that they are supported by the school administration and that they are accountable to the administration for the quality of their instruction. Two times/month classroom walkthroughs ensure that the administrator's presence in the classroom is routine, and two times/month feedback has the potential to improve instructional practices rapidly. Observation and feedback are key tools for implementing new strategies and for building and maintaining teacher effectiveness

WHAT TO LOOK FOR

School administrators observe instruction in every class at least two times/month and have an effective system for providing feedback within 48 hours. The observation may be a classroom walkthrough; it need not be a formal observation. The nature of the feedback provided supports the improvement of instructional practices and is non-evaluative.

SS.3 Dedicated collaboration times and expectations for staff and administrators hold teacher teams accountable

RATIONALE

To provide all students with aligned, high-quality core content at grade level requires collaboration among instructional staff. The greater the collaboration among instructional staff, the more likely core content and instruction will be aligned for students receiving interventions across the layers.

WHAT TO LOOK FOR

There is a formalized system of collaboration for all instructional staff with regular meeting times and locations. Collaboration times yield a product focused on supporting all students. Agendas and resolutions for collaboration times are published. Special program's staff participate with regular education staff as equals and both share responsibility for the product

DESCRIPTION OF LAYERS

Layer 1



Eligibility

All students (Layers 1, 2, and 3).

Parental Notice

Highly recommended, but not required for Layer 1 supports and monitoring.

Introduction

The focus of Layer 1 is delivery of high-quality instructional materials as the base of the core curriculum and differentiated instruction, school-wide implementation of positive behavioral interventions and supports, data-driven instruction, targeted interventions to support the acquisition of core content, universal screening or assessment, and English Language Development (ELD) for students identified as English Learners (ELs). Layer 1 academic and behavioral supports are proactive and preventative. These proactive interventions prevent most academic and behavioral difficulties before they occur and with the intent to help all students succeed in the general education setting and keep students with their peers. At the end of this section, readers should possess an extensive understanding of Layer 1 critical features.

Layer 1 core instruction includes high-quality differentiated core curriculum for all content and elective areas at all grade levels. Districts can refer to the New Mexico's Literacy Framework and the New Mexico Math Framework as they both offer clear guidance on the components of a comprehensive literacy and math systems to build, implement, and strengthen literacy and math instruction.

High-Quality Instructional Materials (HQIM) are content-rich, fully accessible, culturally and linguistically relevant, culturally bias-free, research-based, and aligned to New Mexico state standards. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best suit the learning styles of all students, encouraging inquiry and curiosity. HQIM may also provide a variety of relevant assessments to equip teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards. HQIM provide support to identify the linguistic and cultural lenses that students use to make meaning in the content area. Lastly, HQIM also provide enough guidance for teachers to engage parents and communities of culturally and linguistically diverse students.

L1.1 A high-quality, core-aligned curriculum that is culturally and linguistically responsive

RATIONALE

A student's access to high-quality, grade-appropriate instruction that is aligned to the New Mexico Content Standards (NMCS) should not be dependent on the teacher to whom the student is assigned. Teachers should not be expected to find or develop their own curriculum to meet these standards. For a curriculum to meet student needs, it should be relevant to their lives, culturally inclusive, and in some cases, delivered in a language other than English.

Educational leaders should communicate expectations for use of high-quality common core-aligned curriculum in all content and elective areas. To ensure high-quality common core is used, school and district leadership must monitor selection and implementation. The same high-quality core-aligned curriculum should be used for students in all three layers, though a small percentage of students receiving Layer 3 interventions may require an alternate curriculum to support [Dynamic Learning Maps Essential Elements](#).

WHAT TO LOOK FOR

Each grade level has HQIM as the base of the core curriculum for all content and elective areas that are aligned with NMCS and meet students' needs. The core curriculum and HQIM are culturally and linguistically appropriate and are delivered via culturally and linguistically responsive instruction. Supplementary materials may be needed to reinforce, enrich, or enhance HQIM. Implementation of the core curriculum is monitored by school and district leadership and informed by teachers and community input.

L1.2 A demonstrable school-wide system of positive behavioral interventions and supports

RATIONALE

Inappropriate student behaviors often diminish in positive learning environments, where a supportive adult's positive and proactive behaviors are abundant. Positive teacher and staff relationships with students are predictors of student success and teacher success.

Having a safe and predictable school and classroom environment with identified and practiced classroom rules and common routines eliminates or substantially reduces many inappropriate student behaviors. Procedures for activities such as how to enter and leave the cafeteria or how to walk through the halls should be developed with staff input and then explicitly taught to students and practiced until students can reliably repeat the desired procedure. Forgetting can occur over extended breaks; therefore, reviewing procedures after long breaks from school is important and supports continuation of

positive behaviors. To improve behavioral supports across the school, it is important to collect and analyze behavior data. Teachers and other staff analyze the data. Analyzed data should then be used to develop interventions and supports for students. These changes are to alter the learning environment, and result in developing, teaching, and sustaining students' use of classroom procedures and may also result in changes to adult behaviors.

WHAT TO LOOK FOR

PBIS is a school-wide framework that identifies, defines, teaches, demonstrates, and reinforces student behavior that supports learning and nurtures a positive school environment and culture. The PBIS framework directs the following. This is not an exhaustive list.

- At least five positive reinforcements are provided for each instance of corrective feedback or negative interaction with a student.
- Adult interactions with students across the school are caring and warm regardless of the student or situation.
- Teachers, staff, and students hold shared expectations to support learning.
- Students participate meaningfully in the development of learning expectations and expectations are posted prominently in each classroom.
- Classroom routines are followed for most classroom functions and are present in all classrooms.
- Student's transition quickly from activities and between settings, and classrooms are orderly and conducive to learning.
- School-wide routines and procedures are followed to support students' learning and behavior across a variety of settings.
- A school-wide behavior data collection system is used consistently, and captured behavior data are analyzed to plan alterations to the school environment or to plan alterations in adult behavior to better support students. There is a school-wide anti-bullying policy per New Mexico Administrative Code (NMAC) 6.12.7. Bullying prevention is present, and there is a strong and consistent school message that all forms of bullying, including cyberbullying, are unacceptable. *Further information regarding bullying prevention strategies, programs, and appropriate responses to bullying may be found at the PED's [Stop Bullying New Mexico](#).*
- Behavior supports are non-punitive and focus on teaching appropriate behaviors and skills to students displaying behaviors which impair learning, destroy property, or which could harm other students or staff. With MLSS, when inappropriate student behaviors occur, changes in adult behavior should follow to provide positive support for desired student behavior.

L1.3 High-quality Layer 1 instruction that is differentiated to meet the needs of a majority of students

RATIONALE

Differentiation is a means of targeting instruction to better meet a variety of student needs. Differentiating instruction is adjusting the instruction (not just instructional materials) based on the needs of the students. Teachers might differentiate by content, process, product, or learning environment.²

Differentiation is a key aspect of a successful Layer 1 program. Differentiation is based on data and includes differentiating materials, instruction, and products. Differentiation supports students by adjusting instructional practices to better meet individual student needs.

Differentiating materials is providing grade-level appropriate, high-quality, standards-based instructional materials appropriate for a student's level of understanding or based on a student's interest. Differentiating materials includes, but is not limited to, providing reading materials at a variety of reading levels (such as leveled readers), providing more materials for students based on student need, and providing content through a variety of modalities, which may include video, audio, text, computer program, or other medium. Differentiated content is a means to maximize student interest while measuring the same grade-level standard. Career and Technical Education and elective courses provide career/topic-specific literacy (medical terminology, writing and text in a health science program of study). One example of this using student career exploration and Next Step Plans to drive the differentiation of non-fiction text in a literacy classroom or calculating the amount of interest on potential student loans.

WHAT TO LOOK FOR

Differentiation with the teacher occurs during core instruction for all content and elective areas. Examples include providing content at the appropriate instructional level, providing students whole group and small group instruction with opportunities to work individually and with others, and allowing students agency in choosing how to show mastery. Differentiation targets specific learning needs and is used strategically to monitor student progress. Student groupings, when necessary are intentional, based on data and change as often as individual or group data require. Some student performance profiles will necessitate additional small group time.

Differentiated instruction includes, but is not limited to, providing differing levels of teacher support based on student need, scaffolding instruction as needed, providing layered instructional activities to vary the activities' level of challenge, varying the amount of time students have to demonstrate proficiency in a grade-level standard, and using homogenous student groupings.

² Weselby, Cathy

L1.4 Teacher teams (including Professional Learning Communities) monitor student progress and meet regularly to review data and discuss solutions for struggling students

RATIONALE

The breadth and depth of ideas increases when teachers collaborate to support struggling students. Collaboration can result in coordination between teachers that intensifies the interventions implemented. Teacher collaboration also increases the likelihood that all students are receiving high-quality instruction. As teachers work together, discussion often drives enhancements to curricula, instructional delivery, and student learning activities. Cross-grade-level teacher teams can be beneficial when discussing students' progress and successful interventions in previous grades (i.e., teachers understand the broader scope and sequence of NMCS and skills). In addition, teachers from successive grade levels can provide essential information on the knowledge, strategies, and skills students require when entering the next grade level, inviting prior grade level teachers to prepare their students for the subsequent year.

During the school year, grade-level and department-level teams or Professional Learning Communities analyze progress-monitoring data to evaluate the effectiveness of instructional and behavioral interventions. When progress is insufficient, these teams identify instructional and behavioral changes in the relevant area and identify the intensity of needed intervention or necessary types of support. When students are not making adequate progress, the team targets the variables that are most directly under the school's control and are likely to have the greatest positive impact on students' progress.

WHAT TO LOOK FOR

There are teacher team meetings to review data and support student achievement through differentiation and Layer 1 supports prior to Layer 2 interventions. There is a regularly scheduled time for teacher teams (grade-level, PLC, or other teams) to meet with an agenda which supports the review of individual student data (e.g., individual formative data, progress monitoring data) in comparison to classroom data and benchmark data. Additionally, teacher teams identify curricular or instructional actions that their data analysis suggests. Teacher teams should include non-teacher staff such as paraprofessionals, counselors, administrators, and ancillary staff as appropriate to identify needed instructional changes or interventions.

L1.5 Core Reinforcements and Supports

RATIONALE

Before struggling students receive Layer 2 interventions it is important for classroom teachers to provide additional Layer 1 classroom reinforcements and supports to the students. It is best for the student and teacher to address educational issues at the lowest possible layer of intervention. Providing Layer 1 classroom reinforcements and supports provides an opportunity for students to respond to the influences of traditional instruction. This may include small group instruction.

WHAT TO LOOK FOR

The school has defined Layer 1 universal supports and appropriate resources for teachers to use in the classroom. Classroom teachers can explain the link between the universal supports they provide and student learning, and how they directly address the needs of the student. Teachers receive professional learning and feedback on implementing Layer 1 universal supports in the classroom to ensure fidelity of implementation. School leadership has a system for monitoring the fidelity of implementation of Layer 1 universal supports.

L1.6 Universal Screening and Assessments

TYPES OF ASSESSMENTS

A comprehensive local system of assessments (e.g., formative, progress monitoring, universal screening, interim/benchmarking, and summative) provides multiple assessments that yield multiple measures. Local and state assessments are interconnected, as locally identified assessments and state required assessments both measure skills and knowledge within state-adopted curriculum standards. Thus, all domain specified assessments should be standards-based. Each type of assessment should yield valid and reliable results for its intended purpose. The data provided by the system of assessments is used to determine the effectiveness of instruction and identify needs for interventions and supports, responding to the need of the learner. A balanced assessment system should include three broad categories or types of assessments: formative, interim, and summative.

- 1. Formative:** A planned, ongoing process used by students and teacher to elicit and use evidence of student learning to improve student understanding of intended learning outcomes and support students to become self-directed learners.

Examples:

- Universal Screeners
- Classroom Formative Practices (e.g., Exit tickets, classroom polls, etc.)

Teacher does the following:

- Gives assessments during instruction to measure progress (often integrated into the lesson).
- Provides frequent and timely feedback on teaching effectiveness and students' current learning.
- Provides small-scale assessments that identify strengths as well as learning gaps to guide responsive instructional action.

2. **Interim:** An evaluation of the students' knowledge and skills relative to a specific set of grade-level academic goals for all students in Layer 1.
 - Administered at regular intervals during the year (e.g., beginning, middle, and end-of-year)
 - Data can be aggregated and reported.
 - Identifies potential gaps in learning allowing for additional instruction before the end of the cycle, semester, or school year.
 - May be predictive (readiness for success on a state summative assessment); evaluative (to appraise ongoing educational programs); and/or instructional (to supply teachers with individual learner performance data).

3. **Summative—Did they get it? (Example: State Summative Assessment Assessing)** Comprehension and Communication in English State-to-State (ACCESS)).
 - Graded assessment, often done Statewide and used for planning and identifying content areas needing additional focus.
 - Measure standards-based skills and knowledge at the end of an established time period (e.g., end of year).

RATIONALE

Students should have multiple opportunities during the school year to have their level of intervention changed by demonstration of progress on common assessments. Data from each student should be reviewed against objective criteria to determine if the student is receiving the appropriate level of intervention.

Grade-level-wide assessments with published cut scores inform teachers of the data to be used to assign students to intervention levels. Decision points based on data help students receive appropriate interventions and reduce the subjectivity of assigning students to intervention levels. Having common objective criteria for reducing or increasing the intensity of interventions provides a motivating roadmap for students, families, and teachers to meet expectations. Common objective criteria also aide teachers.

Assessments for Career and Technical Education (CTE) coursework should align and culminate with industry-recognized credentials.

WHAT TO LOOK FOR

At least three grade-level-wide assessments with published cut scores and other objective criteria are used to identify appropriate layers of intervention for students in the school's MLSS. Assessment data are reviewed to determine if intervention levels are still appropriate for students. Published cut scores assist school staffs in understanding the levels of achievement making students eligible for a more or less intensive layer of intervention. The following table addresses literacy and serves as an example for math and English-Language Arts.

L1.7 English Language Development (ELD) for students identified as English Learners (ELs)

RATIONALE

English learners (ELs) are protected under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, which require public schools to ensure that all ELs have equal access to high-quality education and an opportunity to achieve their full academic potential. For an EL program to meet federal civil rights requirements it must meet **two goals**:

1. ELs attain English language proficiency, and
2. ELs can participate meaningfully in the standard instructional programs without EL supports within a reasonable amount of time.

An EL program must also meet the standards established in *Castañeda v. Pickard*, (648 F.2d 989 5th Cir. 1981):

1. It must be based on a sound educational theory.
2. Programs and practices must be reasonably calculated so the program and service can be implemented effectively (including having the necessary resources); and
3. The program must be evaluated for effectiveness to ensure it produces results within a reasonable period of time.
4. Districts and schools have the flexibility to choose the EL program that best meets students' needs, federal civil rights requirements, and the standards above. Programs must be offered until ELs are proficient in English and can participate meaningfully in educational programs without EL support.

Please see the U.S. Department of Education's [English Learner Toolkit](#) for further information on federal requirements for serving ELs.

WHAT TO LOOK FOR

ELs are provided a distinct 45-minute block of English language development (ELD) instruction to learn the English language. EL students are grouped based on their English language proficiency levels. This block of time addresses receptive language (listening and reading) and expressive language (speaking and writing). ELD can be provided via a pullout class (not during core instruction) or course at the elementary, middle, or high school level, or in a dedicated block in elementary education settings. To ensure ELs succeed in content areas while learning English, instruction in all content areas is sheltered with appropriate language supports. Teachers use the State's adopted ELD standards and framework to support ELs in all classes.

L1.8 Culturally and Linguistically Responsive (CLR)

RATIONALE

[NMPED's CLR Guidance Handbook](#) provides guidance on cultural and linguistically responsiveness and how it may inform policies, systems, and instruction. The NMPED defines CLR as validating and affirming

an individual's home culture and language to create connections with other cultures and languages in various social contexts. The core curriculum with CLR ensures that educational programs, systems, and instruction prioritize the cognitive and socio-emotional development of students and address the needs of all students in academic success, cultural integrity, critical consciousness, and equity. CLR instruction holds high expectations for ALL students regardless of any specific demographics and ensures ALL students, regardless of any specific demographics, achieve the state academic content standards and benchmarks, as well as other educational accomplishments appropriate to their grade level (Academic Success). The core curriculum with CLR does not imply that it is enough for students to choose academic excellence and remain culturally grounded if those skills and abilities represent only individual achievement. Beyond those individual characteristics of academic achievement and cultural competence, students must develop a broader sociopolitical consciousness that allows them to be situationally appropriate and to critique the cultural norms, values, mores, and institutions that produce and maintain social inequalities (Critical Consciousness). In overall, CLR empowers school vision, mission and policy of the school or district for pursuing excellence in promoting inclusive education that creates supportive and developmental educational opportunities for ALL students, regardless their demographics, to be healthy, secure in their identity, and holistically prepared for college, career, and life (Equity).

WHAT TO LOOK FOR

The [CLR Guidance Handbook](#) offers three pathways to guide and promote use of best practices and development of CLR. The three pathways are: **Change Perspective**, **Change Practice**, and **Become a CLR Change Agent**. In the first pathway, Change Perspective, educators have ongoing self-reflection of their identity and cultural and linguistic behaviors, in relation to the identity and cultural and linguistic behaviors of one's students, is essential to successfully implementing and integrating CLR instruction. The second pathway, Change Practice, transforms teaching and learning experiences for the purposes of building and bridging the student to success in the culture of academia and mainstream society. In the third pathway, Become a CLR Agent, educators advocate for social justice and equity to engage the people and systems around them for CLR.

In CLR, educators respond to students' needs by considering cultural and linguistic factors from the students' home environment and by providing opportunities for students to master the concept of situational appropriateness. Students are provided with opportunities to practice determining the cultural or linguistic behavior most appropriate to any given situation. Situational appropriateness includes the intentional use of social cues, body language, language structures, and other ways information may be conveyed within a given context (i.e., That can reasonably be considered unfamiliar to a student and different from a student's **home culture** or **home language**).

Educators contribute to a positive school climate by validating and affirming students' home languages and cultures. Validation is making the home culture and language legitimate, while affirmation is affirming or making clear that the home culture and language are positive assets. Further, validation and affirmation (VA) is the intentional effort to reverse negative stereotypes of non-dominant cultures and languages and must be intentional and purposeful, consistent, and authentic, and proactive and reactive. A building and bridging (BB) activity must intentionally align to a VA to allow students to toggle between home culture and linguistic behaviors and expectations and school culture and linguistic behaviors and

expectations. The building component of a BB focuses on creating connections between the home culture and language and the expectations of school culture and language for success in school. The bridging component focuses on creating opportunities to practice situational appropriateness or utilizing appropriate cultural and linguistic behaviors.

L1.9 Social and Emotional Learning (SEL)

RATIONALE

The Social and Emotional Learning (SEL) framework is in place and supports positive school culture and climate through school-wide behavioral norms and expectations. This framework can support students in more positive classroom behavior and help create an improved attitude about school, self and others. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning (SEL) as “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” The goals for SEL are defined as the cognitive, affective, and behavioral competencies necessary for a young person to be successful in school, work, and life.

These competency clusters are:

- **Self-awareness:** the ability to understand one’s emotions and how they influence behavior
- **Self-management:** the ability to calm down when upset, to set goals and work toward them, and to manage and control emotions
- **Social awareness:** the ability to recognize what is appropriate in certain settings and empathize with others
- **Responsible decision making:** the ability to make decisions that reflect social standards, consequences, and context
- **Relationship skills:** the ability to communicate well, to listen and respond appropriately, and to negotiate conflict

CASEL and other advocates for social and emotional learning contend that these competencies can be taught either through explicit stand-alone curricula (e.g., Second Step, PATHS) or through school- and classroom-wide interventions that integrate social and emotional learning strategies into every aspect of the school day (e.g., Responsive Classroom, Caring School Community). For more information on CASEL, see <https://casel.org/>

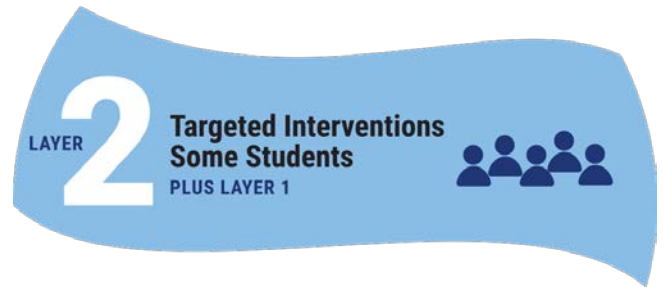
An SEL framework implemented with fidelity universally provides students with the supports and strategies necessary to increase self-management skills and may support a trauma-informed care approach to Adverse Childhood Experiences (ACEs).

WHAT TO LOOK FOR

Each grade level has HQIM in all content and elective areas that are aligned with NMCS and meets students’ needs. The core curriculum and HQIM with CLR relate the content area appropriately to the diversity in cultures and languages of students. Implementation of the core curriculum is monitored by school and district leadership.

DESCRIPTION OF LAYERS

Layer 2



Eligibility

Students receiving Layer 2 and Layer 3 interventions

Parental Notice and Consent

Highly recommended but not required for Layer 2 interventions or monitoring. Parental notice and consent are only required if data are gathered with the intent to evaluate a student for the presence of a disability under the Individuals with Disabilities Education Act or State rules.

The focus of Layer 2 interventions is to provide students strategic, evidence-based and targeted interventions and supports so they can successfully acquire the core curriculum-related knowledge and skills, and based upon data-informed decisions, return to exclusive Layer 1 reinforcements and supports. Students receiving Layer 2 interventions continue to receive high-quality Layer 1 core curriculum and instruction and supports but with the benefit of more targeted Layer 2 interventions. The objective of Layer 2 interventions is to provide supplemental, strategic, and targeted support to students for whom Layer 1 instruction and universal reinforcements and supports prove insufficient.

Introduction

The focus of Layer 2 interventions is individualized and targeted interventions to support students' acquisition of the knowledge and skills identified in the NMCS and to support student success with Layer 1 high-quality differentiated instruction. Students receiving Layer 2 targeted interventions receive core curriculum and instruction plus targeted evidenced-based interventions. Targeted evidenced-based interventions may include, but are not limited to, applying evidenced-based interventions and data-driven instruction in small group learning settings, and/or instruction with reading or math coaches. Health and wellness interventions may include social or behavioral contracts or guided small group social work interventions. Layer 2 also requires frequent progress monitoring to facilitate quick instructional adjustments if needed. At the end of this section, readers should possess an extensive understanding of Layer 2 critical features.

Any student being considered for retention must be receiving Layer 2 or 3 interventions prior to parents or guardians being notified of the school's desire to retain the student. The teacher shall notify the parent no later than the end of the second grading period that the parent's child is not academically proficient, and a conference consisting of the parent and the teacher shall be held to discuss possible remediation programs available to assist the student in becoming academically proficient, in accordance with 22-2C-6, NMSA 1978. The teacher shall explain specific academic deficiencies and remediation strategies to the student's parent and shall develop a written intervention plan containing timeline, academic expectations, and the measurements to be used to verify that a student has overcome academic deficiencies. Remediation programs and academic improvement programs include tutoring, extended day or week programs, summer programs, and other research-based interventions and

models for student improvement (22-2C-6, NMSA, 1978). Students requiring a formal written intervention plan should be referred to the school's Student Assistance Team.

Layer 2 Classroom Supports

L2.1 Health and Wellness Supports and Interventions

RATIONALE

Having permanent teacher, health and wellness teams supports specialization of skills, selection of stronger, more effective interventions and simply results in developing increased capacity over time. Analyze data and provide a summary of the data.

WHAT TO LOOK FOR

The school has identified teacher and health and wellness teams with specialized skills to analyze intervention data and update or make changes to interventions. Teachers and health and wellness teams meet during the school day to analyze intervention data, and plan and execute adjustments to interventions with minimal delay.

L2.2 Interventions (Defined)

RATIONALE

Teachers or health and wellness teams should develop menus of evidence-based interventions that are available to students at each layer such that the teacher and health and wellness teams have a rich array of options to choose from to support students' individualized needs. In addition to interventions for academics and behavior, schools should deploy interventions to improve attendance.

WHAT TO LOOK FOR

The school has defined Layer 2 evidenced-based interventions, and included resources to support teachers in their implementation of identified interventions inside and/or outside the classroom. Classroom teachers can explain the interventions they provide and offer rationale for their use. Teachers and health and wellness staff receive training and feedback on implementing Layer 2 interventions. Implementation of Layer 2 interventions is monitored by teachers, and health and wellness teams. Both groups monitor the implementation of interventions and then monitor the impact or effects of implemented interventions on student learning and behavior.

L2.3 Progress Monitoring System

RATIONALE

Progress monitoring positions stakeholders to analyze data to determine the impact interventions are having on desired student performance, and if interventions need to be adjusted in terms of **fidelity of implementation**, alteration, or replacement.

WHAT TO LOOK FOR

Grade-level **Common formative Assessments practices** (e.g., more formal common formative assessments, classroom and I formative practices) in place and resulting data are used to monitor the impact that interventions implemented with fidelity have on academic and behavior skills. Each student has a positive growth trajectory to or beyond a relevant standard and this standard is known by

L2.4 Targeted Behavioral Interventions

teachers, parents, and students.

RATIONALE

In the case that a student struggles with the school-wide behavioral expectations or needs further emotional health support, the teacher and school health and wellness team will gather and analyze data to identify possible interventions.

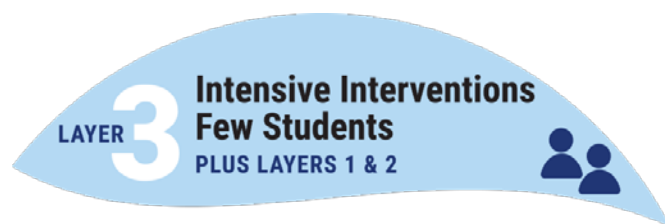
WHAT TO LOOK FOR

Interventions in Layer 2 may include a referral to the school counselor or social worker for targeted small group intervention or an individual behavior contract. As with instructional interventions, a menu of evidenced-based behavior interventions should be developed.

Parental/guardian notice and consent are highly recommended but not required for Layer 2 interventions or monitoring. Layer 2 behavioral interventions are available for all students and may be short-term, intermediate, or long-term.

DESCRIPTION OF LAYERS

Layer 3



Eligibility

Students identified as experiencing educational crisis, or students receiving Layer 2 interventions and not making expected progress are eligible. Students receiving Layer 3 interventions receive the core curriculum and instruction, plus targeted interventions, plus intensive evidence-based interventions. Layer 3 interventions are available for all students and are not exclusive to students with disabilities or students identified as gifted under New Mexico law.

Parental Notice and Consent

Highly recommended but not required for Layer 3 interventions or monitoring, unless data are gathered with the intent to evaluate a student for a disability under the IDEA or State special education rules or retain a student.

Introduction

The focus of Layer 3 intensive interventions is to provide students with instruction to meet their individualized and significant learning, behavioral, or social-emotional needs. Students receiving Layer 3 interventions require varying levels of intervention provided through Layer 3, Layer 2 and Layer 1 supports/reinforcements. These interventions may include school, health and wellness, and family and community support. Layer 3 evidence-based interventions may be provided for a longer duration than Layer 2 interventions, are provided more frequently, in smaller groups or otherwise be more intensive. Students receiving Layer 3 interventions receive all Layer 2 interventions and Layer 1 supports/reinforcements to achieve maximum learning.

Layer 3 intensive interventions may include but are not limited to pullout services provided by reading specialist, push-in services provided by a behavior specialist, counseling services, or interventions provided by the general education teacher in the classroom. Layer 3 intensive interventions include progress monitoring on a biweekly basis to assess students' responses to intensive interventions. Frequent communication (at least biweekly) with parent(s) or guardian(s) regarding assessed student progress is **mandatory** during Layer 3 intensive interventions. At the end of this section, readers should possess an extensive understanding of Layer 3 critical features.

L3.1 Individualized, and intensive evidenced-based interventions, programs, and practices provided to students across the continuum of instructional and non-instructional settings

RATIONALE

To provide students with the skills necessary to demonstrate proficiency in rigorous State academic standards at grade level, students must receive high-quality instruction targeting grade-level State standards. Based on individual student need, some students may require supplemental, high-quality curricula to succeed academically. Furthermore, all students should have meaningful interaction with their peers in the general education classroom such that all students understand the social requirements of school and future work settings and all students can develop social relationships with a variety of students. Staff are provided with job-embedded professional learning opportunities to implement and provide intensive interventions with fidelity supported by administrators.

WHAT TO LOOK FOR

Core curriculum and instruction plus intensive evidenced-based interventions, programs, and practices. Interventions are more intensive than Layer 2 interventions, such that interventions are longer in **duration**, occur more frequently, occur in smaller groups, or are otherwise more intensive than Layer 2 interventions. In addition to core instruction in the general education classroom, Layer 3 interventions may include pullout or push-in services by specialized personnel such as a reading interventionist or may be provided by the general education teacher in the classroom setting. Pullout services should not occur during core instruction unless explicitly stated and agreed upon by the parent, general education teacher, and special education teacher. **Supplementary high-quality curricula** are available as needed. Students have access to the general curriculum at grade level.

L3.2 Non-punitive systems of supports for students to learn and use alternative behaviors in place of behaviors that impair learning, social interaction, and school climate

RATIONALE

Some students have difficulty perceiving, interpreting, and responding correctly to social cues. In some cases, correct perception, interpretation, and responses to social cues must be explicitly taught or modeled for a student. Gathering data about a student's behaviors can help staff and family members better understand a student's behavior (i.e., frequency of behavior, magnitude of behavior, frequent settings where behavior occurs, etc.). Behavioral and/ or social contracting specifies desired behaviors, communicates behavioral expectations, and forms a method of communication between student, teacher, and parents, and as a result, can support a student in demonstrating socially appropriate

behaviors. Punitive discipline measures are less likely to encourage appropriate behavior because these strategies typically focus on the undesired behavior(s) versus insertion of desired behaviors in a student's behavioral repertoire as replacements to undesired behaviors.

WHAT TO LOOK FOR

For students receiving Layer 3 intensive interventions, intervention plans should utilize non-punitive methods for teaching appropriate behaviors to replace behaviors impairing learning, social interaction, and school climate. Students receiving Layer 3 interventions are not suspended, in- or out-of-school at a greater frequency or for more time than other students receiving layer 1 or 2 interventions. Behavior plans should include data collection and analysis systems to determine their effectiveness in supporting student behavior. If behavior plan data fail to evidence a plan's effectiveness, the plan should be adjusted until learning supportive behaviors are attained.

L3.3 Progress-Monitoring (at least twice weekly)

RATIONALE

Progress monitoring systems provide frequent information about the effectiveness of selected interventions and can also be used to ensure interventions are implemented as intended, or with fidelity. Having a standardized tool or form encourages high-quality progress monitoring. If progress monitoring occurs less frequently than every two weeks, it is unlikely that adjustments to instruction/interventions will be sufficient to meet students' needs. School leadership should regularly review (i.e., within 48 hours) the results of progress monitoring to support instructional and health and wellness staff, and to ensure the efficacy of selected interventions, and finally, to ensure that students make sufficient progress. It may become necessary for staff to adjust interventions, supports, and resources to maximize the effectiveness of interventions, and in some cases, employ different interventions if selected interventions fail to produce expected achievement or behavioral results.

WHAT TO LOOK FOR

There is a system and a standardized form to encourage progress monitoring. Progress on goals is documented at least every two weeks, along with change to instruction/intervention based on progress monitoring results. Families have regular (at least once every two weeks or two times monthly) access to progress monitoring reports. Students are aware of their academic and behavioral goals and can effectively lead their own data conference with teacher and family. School leaders regularly review progress monitoring systems to evaluate their effectiveness in helping students, teachers, and parents monitor interventions and to determine if interventions are producing their intended results.

L3.4 Social-Emotional Learning (SEL)

RATIONALE

Students identified as experiencing behavioral crisis or those not making expected progress with Layer 2 interventions will have access to Layer 3 interventions.

DEFINITION

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. For more information on SEL, see <https://casel.org/>.

WHAT TO LOOK FOR

The teachers and school health and wellness team, in collaboration with the district or a community behavioral health specialist, will assess the nature of the student's short-term, intermediate, or long-term behavioral health needs in order to provide appropriate supports (e.g. individual counseling, targeted individual support as may be defined in a student's individualized health plan or individualized education program, etc.). Layer 3 interventions are available to all students.

Student Health and Wellness

Essential for Academic Success

By focusing on youth, addressing critical education and health outcomes, organizing collaborative actions and initiatives that support students, and strongly engaging community resources, the Whole School, Whole Community, Whole Child (WSCC) approach offers important opportunities that may improve healthy development and educational attainment for students.

The goal of family, school, and community involvement within a coordinated school health approach is to create a holistic school environment that is conducive to student health and academic achievement. This inclusive atmosphere features a shared responsibility that supports healthy children and families. Effective partnerships between families, schools, and communities support the development and the maintenance of this comprehensive learning environment.

Through the thoughtful and intentional creation of wellness policy, a school district/charter school might address the specific physical and emotional health needs of their students and, in turn, the community.

Each school district and State charter school, also known as a Local Education Agency (LEA), is required to develop and implement a Wellness Policy in accordance with NMAC 6.2.12. Each component supports MLSS. The health education and life skills reinforces age-appropriate health messages that are relevant for students, and according to the CDC (2015), “helps students acquire the knowledge, attitudes, and skills they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.”

The healthy and safe environment component ensures that a student’s basic needs are met. According to Maslow’s Hierarchy of Needs, in addition to having all essential physiological needs met, an individual must obtain safety prior to achieving higher potential. Families and communities expect schools to keep our children safe from threats (e.g., human-caused emergencies such as crime, violence, etc.) and hazards (e.g., natural disasters, disease outbreaks, and accidents) during the school day, on school grounds, and to/from/at off-site school activities. In collaboration with local government entities and community partners, schools can take steps to plan for potential emergencies through the creation of quality site-specific safe school plans.

Nutrition is another coordinated school health component that is defined as a basic need. Without proper nutrition, it is difficult for an individual to focus on academics and learn. Incorporating the United States Department of Agriculture’s (USDA) National School Lunch Program (NSLP), School Breakfast Program (SBP), Fresh Fruits and Vegetables Program, and Afterschool Snacks along with the Children, Youth, and Families Department’s (CYFD) Afterschool Meals Program can provide support to students through the provision of nutritious food choices.

Schools play a vital role in ensuring children and adolescents get the nationally recommended 60 minutes of physical activity each day. Through the [WSCC](#) model, schools can provide many opportunities for students to be physically active. A [Comprehensive, School-based Physical Activity Program](#) is a multi-



component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all of the components: physical education as the foundation; physical activity before, during, and after school; staff involvement, and family and community engagement. Schools will ensure that varied opportunities for physical activity are in addition to, and not as a substitute for, physical education.

To assist in health promotion and maintenance, students should also have access to quality health services both in school and in their community. For this reason, health services are another primary component of the school health model. It is essential to provide services that nurture students' social and emotional well-being. Social and emotional health impacts academics in the same way as physical health. Social and emotional health impacts academics in the same way as physical health. As described by the CDC (2015), "a positive social and emotional school climate is conducive to effective teaching and learning." This statement describes the effect social and emotional well-being can have on the outcomes of the MLSS. It is also imperative to focus on staff wellness in addition to student wellness. Staff wellness programs can be incorporated by schools and can address health risk behaviors, improve morale, increase attendance and retention, and possibly enhance productivity. Healthy school staff have the potential to provide the highest quality of services to students and therefore increase the likelihood of academic success.

Family, school, and community partnerships should be a major focus of the coordinated school health approach. It best serves the students if all parties collaborate and coordinate their efforts for the greatest outcomes. Families and community partners should feel welcomed by the school, and communication of opportunities, services, and resources should be shared between the schools, families, and communities for the benefit of the students.

Student health and wellness should be a primary consideration integrated into each layer of the MLSS. This will help ensure students are healthy and ready to learn. All students, regardless of disability, are entitled to a free appropriate public education (FAPE) in the least restrictive environment. Many students who are currently attending public school campuses may have certain health conditions that require additional care while at school for them to access and benefit from the educational curriculum. In order for health care services to occur in an organized and effective manner, intervention plans developed by collaborative teams should be implemented. These plans may include Individualized Healthcare Plans (IHP), Emergency Care Plans (ECP), Section 504 Plans, and IEPs.

Individualized Health Care Plans and Emergency Care Plans

An IHP is a written plan developed by the PED licensed school nurse in collaboration with the student parent, and healthcare provider. This plan is based on the nursing plan of care and includes nursing assessment, diagnoses, interventions, expected outcomes, and evaluation for students who require health services while at school. It is an evidence-based nursing practice which ensures continuity and consistency of care to provide the best outcomes for the student. The IHP consolidates student health information and provides a written plan of care for the student while on campus or school related activities and allows for safe delegation of nursing services to trained unlicensed personnel when appropriate. The IHP can be modified by the PED licensed school nurse as a student's health care needs change.

In certain cases, an IHP may be the only intervention plan a student needs to address health concerns and access education. In other situations, additional planning may be necessary for the benefit of the student. For example, if a student is diagnosed with a health condition that may require emergency intervention (e.g., severe allergy, asthma, diabetes, seizure disorder, etc.), the student should also have an Emergency Care Plan (ECP) on file. The ECP provides direct instruction on when and how to respond to an individual in an emergency situation and is written in a manner that is clear and easy to understand by the individual trained to respond to the health crisis. The ECP should include signs and symptoms of a crisis, clear steps on how to respond and intervene (based on healthcare provider orders), and appropriate individuals to contact in the event of emergency situations (e.g., 911, school nurse, parents, etc.). Individuals who may be responsible for responding to emergency situations (e.g., the student's teacher, bus driver, etc.) should be familiar with and trained on the ECP so they may respond appropriately should the need arise. The school nurse is often the most appropriate individual to organize and provide trainings related to the ECP. In accordance with FERPA, student health information should always be protected, and only shared with select individuals on a need-to-know basis.

Health and Section 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) prohibits discrimination against individuals with disabilities by entities receiving federal funding. This includes all public schools. Section 504 compliance is enforced through the Office for Civil Rights (OCR) and requires applicable entities to provide qualified students under Section 504 with regular or special education and related aids and services that are designed to meet the individual educational needs of the student with a disability in the same manner the LEA would provide for students without disabilities. LEAs are to make reasonable accommodations for students with disabilities to access FAPE. Therefore, students with qualifying disabilities are entitled to the development and implementation of a Section 504 plan with appropriate accommodations. Though a written plan is not explicitly required by Section 504, it is recommended to document processes in place to identify and address the needs of the student. This documentation can also prevent unnecessary confusion or misunderstandings about the services being offered under the law.

According to the United States Department of Education (ED), “To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment.” Each student suspected of having a physical or mental impairment that substantially limits one or more major life activities should be evaluated by the LEA, on a case-by-case basis, to determine whether they may qualify as having a disability under Section 504.

According to the Office for Civil Rights (OCR), Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools (December 2016), “Section 504 requires that a group of knowledgeable persons draw upon information from a variety of sources in making this determination.” This group of “knowledgeable persons” is often called the Section 504 team. While the composition of a Section 504 team will vary by school, teams often include the following knowledgeable persons:

- School administrator
- Teacher(s)
- Parent
- Student (as appropriate)
- Other relevant staff as appropriate (e.g., school nurse, social worker, etc.)

Schools must ensure that identification of students with disabilities occurs in a timely manner and that appropriate services and protections, according to Section 504, are provided to the students (ED, 2016). Following the identification of a student with a disability and the appropriate individualized accommodations for that student, the team should conduct periodic reevaluations of the student’s disability status and effectiveness of accommodations. The student must also be reevaluated prior to a significant change in placement (ED, 2016).

Students with disabilities do not need to move through the SAT process to have a Section 504 plan, although in some cases it may be appropriate for the evaluation to occur through this process. Accordingly, teachers are not necessarily expected to document interventions prior to a student being evaluated for a disability under Section 504. It is a violation of Section 504 to delay or deny student

evaluation if a qualifying disability is suspected. In addition, parents may request a Section 504 team be convened to evaluate a student for a qualifying disability; however, according to the ED guidance, parents do not have an absolute right to have their child evaluated. Ultimately, “a school must evaluate a student if the school has reason to believe the student is in need of special education or related services because of a disability” (ED, 2016). If the school determines an evaluation is not to be conducted, they must notify the parent(s) of their right to challenge this decision. Procedural safeguards must be in place for this process.

Examples of accommodations provided to students with disabilities with a Section 504 plan include: specialized meal plans, student access to medication, organizational tools, scheduled nurse visits during the school day, mobility support, increased time for assignments, exceptions to attendance policies to accommodate doctor’s appointments or chronic illness, etc. Although an uncomplicated pregnancy, by itself, would not be considered a disability under Section 504, complications arising from the pregnancy may qualify as impairments under the definition of disability. While pregnancy alone may not be considered a disability, attendance policy exceptions must be made in accordance with NMAC 6.10.8.8 B. (2) which states “each local school board and charter school shall develop a written attendance policy that: provides excused absences for pregnant and parenting students.” Further details can be found at [Compulsory School Attendance Rule](#). To learn more about Section 504, please visit the U.S. Department of Education, Office for Civil Rights, [Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools](#) (December 2016).

Health and Special Education

Some students who qualify as having a disability under the Individuals with Disabilities Education Act (IDEA) and State rules may also require health services while at school. In the case of individuals who have a disability and require regular health services, their health care needs should be addressed in the Medical/Significant Health Information section of the IEP. While basic information related to the student's health condition should be maintained in this section of the IEP, the detailed information regarding medical orders, medication dosage, etc. should be documented in the IHP. This allows for the health care plan to be modified without unnecessarily reconvening the entire IEP team. If a student has both an active IEP and an IHP, it may be appropriate to attach the IHP to the IEP so the health care needs of the student can be considered in the development of the educational program.

Student Health Screenings

Student screenings can promote early identification and detection of health problems. Identification of health problems that may result in disability and/or interfere with learning can allow LEAs the opportunity to address such barriers and improve students' ability to access and benefit from their education. Students shall receive all appropriate screenings and assessments which they are entitled to while in school.

In New Mexico vision screenings are required to be administered to all pre-kindergarten, kindergarten, first grade, and third grade students as well as all new and transfer students without a record of vision screening on file. Vision screenings must also be completed as part of the pre-referral documentation for an evaluation for special education and related services. The SAT and ultimately the Eligibility Determination Team (EDT), must consider and address any screening findings when developing interventions for the student. While there are not currently requirements in New Mexico for universal hearing screenings, it is required to consider a student's hearing abilities throughout the evaluation process for special education and related services.

For additional information on how to consider vision and hearing screening results, see the New Mexico Technical and Evaluation Manual [NMTEAM](#). Results of any universal or individual screenings, such as vision or hearing, should be considered when determining appropriate accommodations for students in any layer of intervention regarding Section 504. A general health assessment may also be appropriate depending on the student's individual needs. Additional information regarding student screenings can be found in Section III of the [New Mexico School Health Manual](#).

Family Supports

Family Engagement

Parents can be engaged in their children’s education in many different ways, including providing students a quiet time and place for homework, volunteering at school, reading to students, communicating with teachers, participating in parent teacher conferences, etc. Family engagement in education is a consistent predictor of student success, particularly for family engagement that is focused on student learning. Schools can leverage family engagement to support student learning by providing parents with strategies and skills to help support their children in meeting their learning targets. Parent involvement in the MLSS process is family engagement centered on student learning, and as such, is a high-leverage family engagement activity.



Family Supports and Family Engagement: Resources for Family School Partnerships

The Public Education Department has developed several supports for family school partnerships. These resources are available to make family school partnerships more meaningful with tools to help schools reach out to parents and information for parents to stay informed about their students’ education.

[New Mexico Engaged](#) is a framework for family school partnerships, which includes:

- An annual timeline for family engagement activities
- The family engagement framework
- Focus areas to support implementation of the family engagement framework
- State and federal family engagement requirements
- Resources toolkit
- Other supports for partnering with parents

The [New Mexico Parent Guide](#) includes resources on a variety of topics to support parents, including:

- What students are learning in each grade
- Graduation requirements
- Standardized test preparation
- College planning
- Federal student aid
- Understanding your child’s summative assessment results
- Opportunities for family and school partnerships
- Educational options including Bureau of Indian Education, charter and home school information
- Other learning tools for parents and students

Table 2. MLSS Family Engagement to Support Student Success

Layer	Recommendations and Requirements
<p>Layer 1</p>	<p>Family engagement is highly encouraged but not required. Universal supports in Layer 1 include communication binders, parent-teacher conferences, sharing student and school data, student-lead data conferences, phone calls for successes, etc.</p> <p>Parents shall be notified no later than the end of the second grading period that their child is failing to make adequate yearly progress, and a conference consisting of the parent and the teacher shall be held to discuss possible remediation programs available to assist the student. Specific academic deficiencies and remediation strategies shall be explained to the student’s parent and a written plan developed which contains timelines, academic expectations, and the measurements to be used to verify that a student has overcome academic deficiencies. Remediation programs and academic improvement programs include tutoring, extended day or week programs, summer programs, and other research-based models for student improvement (NMSA 22-2C-6).</p> <p>All districts have an obligation to communicate meaningfully with the parents and family members of English Learners. Such parents must be adequately notified of any program, service, or activity that is brought to the attention of all other parents. A district must have a process to identify parents and provide them with free and effective language assistance which includes translated materials and/or a competent and appropriate interpreter. Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters (English Learner Toolkit, 2015).</p> <p>Community representation is recommended on the core team for NM DASH.</p> <p><i>If, in Layer 1, there is data gathering to evaluate for disability or giftedness, parent consent is required.</i></p>
<p>Layer 2</p>	<p>Family engagement is highly encouraged but not required. Parents and families should be active participants. Schools are responsible for documenting their efforts to inform families about how parents can participate in the MLSS process.</p> <p><i>If, in Layer 2, there is data gathering to evaluate for disability or giftedness, parent consent is required.</i></p>
<p>Layer 3</p>	<p>Family engagement is strongly encouraged but not required. Parents should be active participants in the Layer 3 process and receive progress monitoring updates at least every two weeks.</p> <p><i>If, in Layer 3, there is data gathering to evaluate for disability or giftedness, parent consent is required.</i></p>

Advisory School Council

Every school is required by New Mexico State statute to have an Advisory School Council with half of its members representing families and the community, which supports the principal with school-based decision making. The ASC provides input on a variety of topics including instructional issues, curricula, budgets, creative ways to involve parents, and other topics, NMSA 22-5-16.

Parent Teacher Associations may, or may not, fulfill the role of Advisory School Council based on the membership of the association and on the function it serves.

Advisory School Councils should be informed partners throughout the MLSS implementation process. The SAC should be knowledgeable about and provide input on a range of MLSS-related topics including culturally and linguistically appropriate supplemental and alternate curricula; positive behavioral interventions and supports; incentives and discipline policies; interventions available at Layers 1, 2, and 3; and parental involvement in the process.

It is recommended that the Advisory School Council **meet at least monthly** with agendas and resolutions that are readily available to stakeholders throughout the school community.

Title I Family Engagement Requirements

Schools receiving Title I funds have additional family engagement requirements, including:

- **School Parent and Family Engagement Policy**--Each Title I school must develop, together with parents, a written parent and family engagement policy that is agreed upon by the parents. The school policy must be made available to the local community in a language that is understandable to parents and updated periodically to meet the changing needs of the parents and school.
- **School-Parent Compact**--Schools, in collaboration with parents, must develop school-parent compacts. The compact must outline how parents, school staff, and students will share the responsibility for improved student academic achievement.
- **Parents' Right to Know** – Teacher and paraprofessional qualifications--At the beginning of each school year, a school district must notify the parents of each student attending any school in the district of their right to request information regarding the professional qualifications of their child's classroom teacher, paraprofessionals, and the principal of their child's school. If a parent requests this information, the LEA must provide such information upon request in a timely manner, in an understandable and uniform format, and to the extent practicable, in a language the parents can understand.
- **Title I Part A meetings**--Title I schools must hold annual meetings to provide parents information about the Title I Part A program. Schools must explain program requirements; parents' right to be involved; and the importance of regular, ongoing parent-teacher communication. Schools must also provide parents information about the curriculum used in the school, the assessments used to measure student progress, and the achievement levels of the challenging State academic standards.
- **English Learner (EL)** – language instruction educational programs. Within the first 30 days of school, districts must inform parents of EL students participating in a Title I Part A-funded language instruction educational program, as determined under Title III, of the ESEA:

- ◆ Reasons for the identification.
- ◆ Level of English proficiency, how the level was assessed, and the status of the child's academic achievement.
- ◆ Methods of instruction used in the program and the methods of instruction in other available programs.
- ◆ How the program will meet the educational strengths and needs of their child.
- ◆ How the program will help their child learn English and meet age-appropriate academic standards for grade promotion and graduation.
- ◆ Exit requirements, including the expected rate of transition into classrooms not tailored for ELs, and expected rate of graduation for secondary students.
- ◆ In the case of a child with a disability, how the program meets the objectives of the child's IEP; and
- ◆ Rights they have as parents, including written guidance of the right to remove their child from the program and their right to decline services or to choose another program if available.

More information about Title I parent engagement requirements and other Title I requirements are available in the [Title I Bureau Guide](#).

Community Schools

Supporting Families, Schools and Community Partners

Community schools provide a strategy to organize the resources of a community to ensure student success while addressing the needs, including cultural and linguistic needs, of the whole student from early childhood programs and voluntary public pre-kindergarten through high school graduation. Additionally, community schools' partner federal, state and local and tribal governments with community-based organizations to improve the coordination, delivery, effectiveness and efficiency of services provided to students and families. Schools work in partnership with community-based organizations and other public and private entities to bring services into the schools for families and community members resulting in the schools becoming the hub of the community.



New Mexico's Community School Framework as part of The Community Schools Act, 22-32-2 NMSA, 1978, requires evidence-based strategies and best practices that support students, families, and communities in ensuring student success. The Community School Framework includes four pillars of a comprehensive community schools' strategy.

- 1. Integrated Student Supports**--address non-academic and out-of-school barriers to learning through partnerships with social and health service agencies and providers that may include school-based or school-linked health care, case management services and family stability supports coordinated by a community school coordinator and that are culturally and linguistically responsive to the needs of students and their families.
- 2. Expanded and Enriched Learning Time and Opportunities**-- including before-school, after-school, weekend, summer and year-round programs, that provide additional academic support, enrichment activities and other programs that may be offered in partnership with community-based organizations to enhance academic learning, social skills, emotional skills and life skills and are aligned with the school's curriculum.
- 3. Active Family and Community Engagement**
 - Values the experiences of people from diverse backgrounds as empowered partners in decision making and encourages partnerships with parents or caregivers to develop and promote a vision for student success.
 - Offers courses, activities and services for parents or caregivers and community members; and
 - Creates structures and opportunities for shared leadership.
- 4. Collaborative Leadership and Practice**—that build a culture of professional learning, collective trust and share responsibility using strategies that at a minimum include a site-based leadership team and a community school coordinator. For additional information on the four pillars of a comprehensive community schools' strategy, see <https://learningpolicyinstitute.org/>

Structured Literacy Framework

Evidence-Based Approaches for Helping Students Learn to Read and Write

MLSS is part of the literacy learning process for each elementary student in New Mexico. In April 2019, Governor Michelle Lujan Grisham signed into law “New Mexico Dyslexia Early Interventions”, 22-13-32 NMSA 1978. This new law ensures that all students receive reading instruction grounded in reading science. It also mandates screening of all first graders for characteristics of dyslexia, ensuring that the majority of students who will go on to struggle to learn to read are identified early, BEFORE THEY FAIL. These students should then receive appropriate, evidence-based intervention in the general education setting through the MLSS process.

Structured Literacy is an umbrella term coined by the International Dyslexia Association in 2016 to describe a science-based, explicit, systematic, cumulative approach to reading and writing instruction. This type of instruction is especially beneficial for some students, including:

- Those who learn and think differently: Research demonstrates that students with dyslexia benefit from interventions using explicit Structured Literacy instruction. Likewise, students who struggle with language comprehension benefit from explicit instruction on semantics (meaning) and syntax (the grammatical order of words).
- English language learners: Evidence-based literacy instruction can help English learners develop reading and writing skills. Specifically, knowing the elements of English (like orthography, morphology, and syntax) can connect English to a learner’s other language and help demystify the structure of English while building vocabulary and comprehension (www.understood.org).

The Simple View of Reading



Gough & Tunmer, 1986; Hoover & Gough, 1990

As Gough and Tunmer depicted above reading comprehension is the product of two factors: word recognition and language comprehension. Both are critical factors to success, and difficulty with one can have a negative impact on the other. Yet both are also comprised of underpinning components. For more information on the science of reading, Structured Literacy, and screening for Dyslexia, click on the below link to see the New Mexico Dyslexia Handbook:

<https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED-Dyslexia-Handbook.pdf>

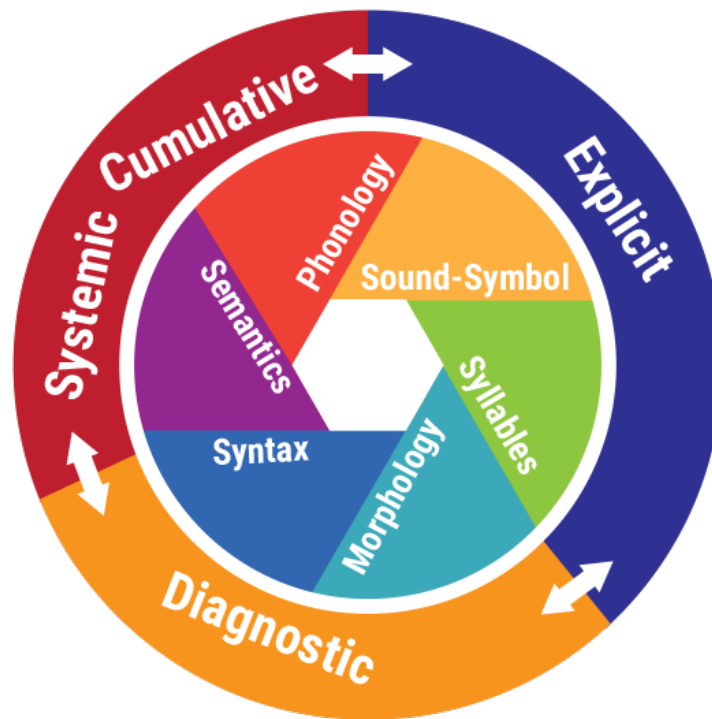
Districts should ensure that all language arts curriculum and instructional materials are aligned with the science of reading, emphasizing the following elements:

Elements of Structured Literacy

- **Phonology** – the study of the

Structured Literacy Primer

Effective reading Instruction for most children all this.



Inner Circle: Elements

Outer Circle: Teaching Principles

Appendices

Appendix A—Resources

EVIDENCE-BASED INTERVENTION CLEARINGHOUSES

- [What Works Clearinghouse](#): With over 700 publications available and more than 12,000 reviewed studies in the online searchable database, the WWC identifies studies that provide credible and reliable evidence of the effectiveness of a given practice, program, or policy and disseminates summary information and free reports online.
- [Best Evidence Encyclopedia](#): A free website created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) that gives educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K–12.
- [Evidence for ESSA](#): A free, authoritative, user-centered database to help anyone – school, district or State leaders, teachers, parents, or concerned citizens – easily find programs and practices that align to the ESSA evidence standards and meet their local needs.
- [Results for America Evidence in Education Lab: Resource Page](#)
- [Results for America Our Work: Evidence in Education Lab](#)

Appendix B—Tiers of Evidence in ESSA

The Elementary and Secondary Education Act (ESEA), as amended by The Every Student Succeeds Act (ESSA), has directed educators to implement interventions grounded in research. These evidence-based interventions include programs, practices, and strategies or activities to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. Many ESSA programs encourage State educational agencies (SEAs), local educational agencies (LEAs), and schools to prioritize and include evidence-based interventions, strategies, or approaches. Using supplementary, high-quality curriculum Tier 1 research could add as much as seven months’ worth of student learning – and for a very modest outlay (G. Whitehurst, 2009).

Evidence-based interventions are practices or programs that have been proven effective in producing results and improving outcomes. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence.

Table 3: Policy Brief ESSA and Evidence: Why it Matters

<p>CATEGORY ONE:</p> <p><i>Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes.</i></p>			<p>CATEGORY TWO:</p> <p><i>Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.</i></p>
<p>Tier 1</p> <p>STRONG EVIDENCE</p>	<p>Tier 2</p> <p>MODERATE EVIDENCE</p>	<p>Tier 3</p> <p>PROMISING EVIDENCE</p>	<p>Tier 4</p> <p>“STRONG THEORY”</p>
<p><i>Based on at least 1 well-designed and well-implemented experimental study.</i></p>	<p><i>Based on at least 1 well-designed and well-implemented quasi-experimental study.</i></p>	<p><i>Based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.</i></p>	<p><i>Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.</i></p>

Appendix C—Interventions

Layer	Intervention Type	Intervention
Layer 1	Academic	High-quality differentiated core instruction
		High-quality differentiated materials
		Differentiating work products to better meet student need
		Smaller group instruction
		More time receiving small group instruction
		More frequent small group instruction
	Behavior	5:1 positive reinforcement to corrective feedback
		Effective anti-bullying policies and messaging
		Positive social interaction with each student each day
		Processes and procedures for common classroom functions
		Social contracts
		Character development curriculum
		Explicit behavior expectations for common areas
In addition to Layer 1 interventions, students may require Layer 2 targeted interventions		
Layer 2	Academic	High-quality supplemental instructional programs or curricula
		Pullout instructional time to remediate students on specific skill deficits based on data
		Extended time to complete assignments
		Push-in staff supports to provide smaller group instruction, more time in small group or more frequent small group instruction
	Behavior	Token economies
		Counseling
		Small groups focused on social issues that may precipitate changes in behavior (e.g. divorce, grief, body image issues, anger management, etc.)
		Self-monitoring
		Daily behavior logs
		Behavior contracts
		Sensory tools
		Organizational tools
		In addition to Layer 1 and Layer 2 interventions, students may require Layer 3 intensive interventions
Layer 3	Academic	Pullout services to meet individualized needs
		Longer, more frequent, smaller group, or otherwise more intensive interventions
	Behavior	Behavioral contract
		Continuous adult supervision
		Social stories
		Individual schedule
		Structured breaks
		Communication log with family
Proximity control		

Appendix D—Student Assistance Team

MLSS provides immediate support in instances of educational crisis. Decisions regarding layered interventions are made by the classroom teachers and support personnel closest to the students. A SAT meeting is not required to increase or reduce layered supports, or to move back and forth across layers in the MLSS process. Additionally, there are no documentation requirements for moving a student in or out of a layer of support, and general education teachers should use the data available to them when making decisions for learner supports.

Referral to the SAT is not required for assigning a student to layered interventions as part of New Mexico’s Multi-Layered System of Supports (MLSS). There are no documentation requirements for moving a student in or out of a layer of intervention beyond what is normally required by general education teachers. Appropriate interventions should be provided to all students regardless of referral to the SAT, and regardless of special education or gifted determination. Additionally, students in the SAT process are entitled to receive all appropriate Layer 1, 2, and 3 interventions. A high rate of SAT referral and/or retention recommendations suggests that the school or district leadership may wish to evaluate the school’s culture and climate, core instructional program, instructional practices, and behavioral expectations. SAT referrals require data and information from multiple sources. Additionally, if a student is referred for an evaluation and is not eligible for special education or related services, per the NM TEAM, the student is referred back to the SAT.

SAT Previous Role	SAT within MLSS
SAT referrals included: <ul style="list-style-type: none"> » Obvious disability » Gifted referral » Student has been retained » Student is in danger of being retained (must follow NMAC requirements) » Student has been exited from Special Education » Student has been restrained two or more times in a 30-day period 	SAT is only required for the situations specified by law: <ul style="list-style-type: none"> » Obvious disability » Gifted referral » Student has been retained » Student is in danger of being retained (must follow NMAC requirements) » Student has been exited from Special Education » Student has been restrained two or more times in a 30-day period
A parent who requests his/her child be in SAT or referred for an evaluation of a learning disability	A parent who requests his/her child be in SAT or referred for an evaluation of a learning disability
A student could only be referred to SAT in Tier 2	A student can be referred to SAT at any layer in MLSS
Tier 2 & 3 targeted interventions could only be accessed through SAT	Targeted interventions can be accessed at any layer
Teachers had to wait until the SAT meeting to change an intervention if ineffective SAT Intervention plans were monitored and adjusted for efficacy after a certain time period	Based on data, a teacher can adjust or change an intervention that is not effective at any time
The previous SAT process only allowed for interventions to be developed and placed on the Academic Intervention Plan, Behavior Intervention Plan (BIP) or Academic Improvement Plan (AIP)	Accommodations and interventions can be included in the Student Support Plan (Academic Improvement Plan or Behavior Intervention Plan)
The SAT team was usually the only place to study student performance and create interventions	Teacher PLCs collaborate weekly/biweekly to study student performance and create school-wide supports for interventions instead of just a SAT team doing this

Appendix E—Glossary of Terms

Academic Language: The language used in textbooks, in classrooms, and on tests; different in structure (e.g. heavier on compound, complex, and compound-complex sentences) and vocabulary (e.g. technical terms and common words with specialized meanings) from Standard English (Hollie, 2011).

Advisory School Council (ASC) 22-5-16, NMSA 1978): Council that supports the principal with school-based decision making. Membership should reflect an equitable balance between school employees, parents, and community members, and the school principal should be an active member. The ASC advises the principal on policies relating to instructional issues, curricula, budgets, and ways to involve parents in the school.

At-Risk Student: A student who is not experiencing success in school because he/she is struggling academically and/or behaviorally. This is not the same as “at-risk index.”

Behavioral Indicators: Observable behaviors that indicate the presence or absence of student behavior supporting academic achievement, classroom expectations, and classroom learning. Positive behavioral indicators (e.g., interacting positively with peers or teacher, focusing on individual or classroom activity, demonstrating awareness and understanding of classroom norms and expectations, etc.) support students in learning to initiate and complete tasks, to monitor and change behavior, and to plan future behaviors when faced with new situations.

Child Find: The district’s responsibility to maintain an ongoing program to find unserved students who might qualify for special education or Section 504 services.

Common Core Extended Grade Band Expectations (CEGBEs): Expectations designed to assist teachers in providing access to the general education curriculum for students with significant cognitive disabilities. For each standard, there are three levels of expectations from highest to lowest complexity. Instruction targets expectations appropriate to individual strengths which may vary across standards.

Common Core State Standards (CCSS): A set of high-quality standards in mathematics and English language arts (ELA) adopted by New Mexico. The CCSS also include reading and writing standards for social studies, science, and technical subjects.

Community School: As used in the Community Schools Act: A. "community school" means a public school that partners with families and the community, including tribal partners, nonprofit community-based organizations, and local businesses, to provide well-rounded educational opportunities and supports for student success through the implementation of a community school framework.

Community School Framework: As used in the Community Schools Act: The “community school framework” shall ensure the use of research- and evidence-based strategies and best practices that support students, families, and communities in ensuring student success and shall include:

1. integrated student supports that address non-academic and out-of-school barriers to learning through partnerships with social and health service agencies and providers that may include school-based or school-linked health care, case management services and family stability supports coordinated by a community school coordinator and that are culturally and linguistically responsive to the needs of students and their families.

2. expanded and enriched learning time and opportunities, including before-school, after-school, weekend, summer, and year-round programs, that provide additional academic support, enrichment activities and other programs that may be offered in partnership with community-based organizations to enhance academic learning, social skills, emotional skills and life skills and are aligned with the school's curriculum.
3. active family and community engagement that: (a) values the experiences of people from diverse backgrounds as empowered partners in decision making and encourages partnerships with parents or caregivers to develop and promote a vision for student success; (b) offers courses, activities and services for parents or caregivers and community members; and (c) creates structures and opportunities for shared leadership; and
4. collaborative leadership and practices that build a culture of professional learning, collective trust and shared responsibility using strategies that at a minimum include a site-based leadership team and a community school coordinator.

Coordinated School Health Model: An eight-component model designed to promote health and learning in schools. The eight components include health education; physical education; health services; nutrition services; social and emotional wellbeing; healthy and safe environments; staff wellness; and family, school, and community partnerships. This model has been expanded through the *Whole School, Whole Community, Whole Child (WSCC)* collaborative approach to promoting health and academic success.

Core Instruction: High-yield instructional strategies administered to all students, aligned with grade-level standards.

Core Math: A full year curriculum that addresses all the Common Core Standards for a given grade level or math course.

Culturally and Linguistically Responsive (CLR) Instruction: The validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society (Hollie, 2011). It is important to build upon what the student already knows through their culture and language to support holistic understanding.

Culture: Deep patterns of values, beliefs, practices, and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected (Muhammad & Hollie, 2012). This socially-acquired knowledge may be learned and is shared among individuals in the home, community, and/or institutions.

Differentiated Core Curriculum: The creation of multiple paths to learning for students so they all have equal and appropriate access to the core curriculum. Educators can develop these multiple paths by varying classroom instruction through content, processes, and product. (King- Shaver & Hunter, 2003).

Duration: The length (number of minutes) of a session.

Educational Crisis: An emotional or environmental situation that may be transitory or permanent in nature and that impacts the resiliency of a student and his or her potential for academic success. An educational crisis may be the result of social determinants of health. A crisis may be precipitated by school, community, and/or family factors including negative or unsafe school or community environment, a sustained lack of educational opportunity or rigor, food scarcity, lack of cross-cultural

sensitivity, suicidal ideation or suicide attempts, death of family or friend, student or family drug/alcohol addiction, domestic violence, child abuse, and/or homelessness/unstable housing, among others.

Eligibility Determination Evaluation Process: Process by which an individual, who by nature of his or her disability or giftedness, is determined to need special education and related services or gifted services in order to receive an appropriate education.

Eligibility Determination Team (EDT): A group of qualified professionals who use data from the multidisciplinary evaluation report, the SAT, and other data sources to determine a student's eligibility for special education, gifted, and/or related services.

English Learner (EL): A student whose first or heritage language is not English and who is unable to read, write, speak, or understand English at a level comparable to grade-level English proficient peers and native English speakers.³

English Language Development (ELD) Standards: Standards that represent the social, instructional, and academic language in which students need to be able to engage peers, educators, and the curricula in order to participate successfully in school. Five ELD standards serve as the framework for ensuring that ELs develop the language necessary for accessing and learning content.⁴

Expanded Grade Band Expectations: These establish pedagogical and assessment expectations for students with significant cognitive disabilities.

Fidelity: Occurs when education professionals use instructional strategies and deliver interventions in the manner they were designed to be used and delivered, and if evidence-based, the practice or process is delivered in the same manner as when it was identified as "evidence-based."

Flexible Grouping: A procedure allowing students to move among different groups based on their performance and instructional needs.

Formative Assessment: A planned, ongoing process used by students and teachers to elicit and use evidence of student learning to improve student understanding of intended learning outcomes and support students to become self-directed learners. Assessments are considered formative only if the educator utilizes the data to support student learning.

Frequency: The number of times a student receives an intervention in a given timeframe (e.g., daily, twice, weekly).

Gifted Student: A student who demonstrates a high degree of intellectual and/or creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who requires special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities. In New Mexico, a student classified as gifted receives services as prescribed in an IEP.

Group Size: Individual, small-group, or whole-group instruction can be used as an intervention format in any layer. Group size will vary by layer, school, and student need.

³ New Mexico Bilingual Multicultural Education Law (2004) and Regulation (2005)

⁴ WIDA's 2012 Amplification of the ELD Standards

High-Quality Instructional Materials (HQIM): HQIM are content-rich, fully accessible, free from bias, research-based, and aligned to New Mexico State Content Standards. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best suit the learning styles of all students while also encouraging inquiry and curiosity. HQIM may also provide a variety of relevant assessments to equip teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards.

Home Language: The language utilized by family members in the home and others in the community that is different enough from the parameters defined by language from Standard English (Hollie, 2011).

High-Quality Rigorous Core Instruction: An inclusive set of intentionally aligned, components- clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies - organized into sequenced units of study that serve as both the detailed road map and the high-quality delivery system for ensuring all students achieve the desired end (i.e., Attainment of their designated grade or course-specific standards within a particular content area) (Ainsworth, Rigorous Curriculum Design, 2010).

Implementation Fidelity: Determination of how well a program is being implemented in comparison with the original program design (i.e., Is the program being delivered as it was designed and implemented in its efficacy and/or effectiveness trials?). There are four primary components examined when considering program fidelity (Dane & Schneider, 1998):

1. Adherence refers to whether the program service or intervention is being delivered as it was designed or written, i.e., with all core components being delivered to the appropriate population. Staff are trained appropriately; using the right protocols, techniques, and materials; and in the locations or contexts prescribed.
2. Exposure may include any of the following: the number of sessions implemented, length of each session, or the frequency with which program techniques were implemented.
3. Quality of Program Delivery is the manner in which a teacher, volunteer, or staff member delivers a program (e.g., skill in using the techniques or methods prescribed by the program, enthusiasm, preparedness, and attitude).
4. Participant Responsiveness is the extent to which participants are engaged by and involved in the activities and content of the program.

Individualized Education Program (IEP): A written document that is developed, reviewed, and revised in accordance with IDEA or State rules that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability or who is gifted. It includes a statement of achievement and functional performance, a statement of measurable annual goals, and a description of how those goals are to be measured.

Individualized Healthcare Plans (IHP): A written plan developed by the PED licensed school nurse in collaboration with the student (when applicable), parent, and healthcare provider for a student requiring ongoing health services while at school.

Individuals with Disabilities Education Act (IDEA): Federal legislation that ensures students with disabilities are provided with Free Appropriate Public Education (FAPE) in the Least Restrictive Environment that is tailored to their individual needs so that they have the same opportunity for education as students who do not have disabilities.

Intensity: The frequency and duration of interventions.

Interim Assessment: Interim assessments evaluate students' knowledge and skills relative to a specific set of grade-level academic goals. They are administered at regular intervals during the year (e.g., beginning, middle, and end-of-year). The design of interim assessment may be serve different purposes: predictive (readiness for success on a state summative assessment); evaluative (to appraise ongoing educational programs); and/or instructional (to supply teachers with individual learner performance data).

Interventions: Evidence-based strategies that are designed to support a struggling student to succeed in the general education setting.

Job-embedded Professional Learning: Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school- or classroom-based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Multi-Layered System of Supports (MLSS): A framework that provides layered levels of support for students according to their needs. The goal is to provide high-quality instruction and interventions matched to student need. Student progress data should be analyzed frequently, and be used in instructional decision making. Though MLSS is sometimes used interchangeably with Response to Intervention (RtI), MLSS is more comprehensive, going beyond academics to include social and emotional supports and resources for implementation. MLSS is New Mexico's adaptation of MTSS (Multi-Tiered System of Supports). Additionally, nested within MLSS is the key "response to intervention" feature. That is, layer related interventions effectiveness are evaluated by student's responsiveness to them, as determined by an analysis of intervention data.

New Mexico Content Standards: Benchmarks of what students need to know and be able to accomplish at the end of each grade level. The New Mexico Content Standards include the Common Core State Standards in math and English language arts.

Parent:

1. A biological or adoptive parent of a child.
2. A foster parent.
3. A guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child.
4. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare.
5. A surrogate parent who has been appointed; or
6. A person identified through a judicial decree or order to act as the "parent" of a child.

Positive Behavioral Interventions and Supports (PBIS): A framework or approach for implementing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Positive to Corrective Feedback Ratio: The ratio of positive reinforcements to instances of corrective feedback or negative interaction with a student or classroom.

Progress monitoring: An evidence-based practice used to assess a student's academic progress and evaluate the effectiveness of instruction. Progress monitoring tells the teacher what the student has learned and what still needs to be taught. Progress monitoring can be implemented with individual students or an entire class. In progress monitoring, the teacher uses short tests to evaluate the student's progress in specific areas. The teacher may test the student often - every week or two.

Progress monitoring of Interventions: The formal, evidence-based process of assessing student progress or performance in areas in which the student is identified by universal screening assessment data as being at risk for failure and evaluating the effectiveness of instruction. A method used to determine students' benefit from core instruction and adequacy of progress, it informs teachers' development of effective interventions. Progress monitoring is a specific MLSS component for students not progressing as expected and can be distinguished from the informal process of monitoring student progress in which teachers are constantly involved for students who are progressing as expected.

School Culture and Climate: School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. School climate refers to the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students. [Click here for more information from ASCD.org.](#)

School Health Advisory Council: A school health advisory council is an advisory body consisting of parent(s), school food authority personnel, school board member(s), school administrator(s), school staff, student(s), and community member(s). The school health advisory council shall have the responsibility to make recommendations to the local school board in the development, revision, implementation, and evaluation of the district or state charter wellness policy consistent with New Mexico Administrative Code 6.12.6, School District Wellness Policy. The school health advisory council shall meet for this purpose a minimum of two times annually.

Short Cycle Assessments: Periodic, formative assessments (daily, weekly, bi-weekly, monthly) that provide regular, ongoing feedback based on which teachers adjust their instruction according to student results. Early literacy progress monitoring assessments are an example of short cycle assessments.

Small Group Instruction: Small group instruction is an intervention. Group size will vary depending on student need and the required intensity of intervention. In Layer 1, groups may consist of between three to twelve students. In Layer 2 or 3, groups should be smaller, consisting of two to three students.

Social Stories: Narratives that model appropriate social interaction to help students learn appropriate social norms by describing a situation with relevant social cues, others' perspectives, and a suggested appropriate response.

Student Assistance Team (SAT): A school-based group of people whose purpose is to provide additional support to students who are experiencing academic or behavioral difficulties that are preventing them from benefiting from general education because they are either performing below or above expectations. The SAT is comprised of a core group that anchors the team. Core members must have good communication skills and a solid working knowledge about a variety of supports (types of

interventions, educational and community resources, etc.). Core team members may vary by school, but should include at minimum: an administrator, regular education staff, and specialists in accordance with Section (J)(4) 22-2C-6 NMSA, 1978. Supports provided are discussed in the context of the existing language in NMAC 6.29.1.

Student-led Conferences: These provide students with the opportunity to reflect on learning and share their progress with their families. In the process, they build important communication skills and further their sense of responsibility for their own learning.

Summative Assessments: Assessments that support various types of determinations (e.g., proficiency, competency) at the end of a defined instructional period, such as a unit of instruction or a school year, to evaluate students' performance against a set of learning targets for that period.

Supplementary High-Quality Curricula: Innovative programs which are complementary to the core curriculum, utilizing evidence-based interventions, programs, practices and strategies, or activities and should reflect one of the highest three levels of evidence (Strong, Moderate, and/or Promising) defined in the Every Student Succeeds Act (ESSA). Its aim is to provide students with additional instruction which will help fulfil their learning potential.

Universal Screening Assessments: Common assessments administered multiple times during a school year to identify students who are at risk in the areas of general wellness, academics, or behavior. Examples of universal screening assessments include screenings for vision, hearing, general health, social and behavioral health, language proficiency, and academics.

Wrap-Around Services: Services often exemplified in community schools with a collaborative decision-making process that includes parents, school personnel, and community partners. Collaborative decision making creates a school community which can offer health, behavioral, and societal supports for students and families within the school environment. Personalized services are provided to support and strengthen the social, emotional, and behavioral needs of students and families. Examples of types of personalized services include school-based primary health, mental health, dental care, family engagement, including adult education, academic enrichment and out-of-school time learning opportunities, among others.