

Response to Intervention- District Policy Jasper Co. R-V School District

The policy of this district regarding the process that will be used to determine a child eligible under the category of Specific Learning Disability (SLD) is based on the DESE (Missouri Department of Elementary and Secondary Education) criteria for learning disabilities as cited in the Standards and Indicators manual and the Missouri State Plan for special education.

The procedure this district will use to determine eligibility for Specific Learning Disability will be to use Response to Intervention unless the parents have requested an initial evaluation for eligibility determination and there is not sufficient intervention data to make the determination using RtI, or the student support team upon review of existing data determines that the discrepancy model is the appropriate means for determining eligibility.

The district model for Response-to-Intervention (RtI)

Response to Intervention (RtI) is a process that provides immediate intervention to struggling students at the first indication of failure to learn. Through systematic screening of all students, classroom teachers identify those who are not mastering critical skills and provide differentiated intervention to small groups of students. Students' responses to these interventions allow teachers to adjust and differentiate instruction accordingly. In addition, RtI allows teachers to identify students in need of additional targeted intervention(s). RtI is an integrated service delivery approach for all students and should be applied to decisions in general, remedial, and special education.

For **all** K-12 students, key components of the District RtI model include:

1. A Solid Three-Tier Instructional Model
The Three-Tier model is a prevention model intended to identify students before they fail and to provide the supports they need to learn. Each tier represents an increasing intensity of services matched to the level of current student need.
2. Evidence-Based Common Curriculum and Methodologies
The curriculum and methodologies are defined by Missouri approved grade level standards. The curriculum materials used to support the grade level standards must be evidence-based. The Missouri Grade Level Standards determine the sequence in which the curriculum materials must be used.
3. Ongoing Assessment
Ongoing assessment includes an initial, universal screening; the use of a curriculum based measure to determine student needs; and an assessment to monitor progress.
4. A Problem-Solving System to Define Movement within Tiers
School based teams will use Missouri problem-solving guidelines to make data based decisions to determine intensity of intervention.

Intervention selection criteria- Interventions will be research or evidence-based. The district will select interventions that have been shown to be effective interventions for the child. The effectiveness will be monitored throughout the intervention through curriculum based assessments. The district will maintain evidence that the intervention was effective for the particular problem being addressed and for the type of student for which the intervention is being used.

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The instructional interventions will be chosen based on the specific learning problem of the individual student and will not consist of accommodations and/or modifications of classroom work.

Number of interventions required – The minimum number of interventions will be two. The student support team may determine that additional interventions are appropriate.

Number of intervention sessions required prior to referral for special education- A minimum of 24 intervention sessions for separate interventions must be documented. Sessions should be frequent (daily would be best) and must be pre-specified, structured and planned.

Documentation of intervention integrity- Documentation will be maintained to show the interventions were carried out correctly and as planned by qualified personnel. Evidence will include assessment data, graphs, checklist, and written observations.

Frequency and duration of progress monitoring – Data will be collected and documented at least once a week. A minimum of six data collection points will be assessed during the intervention phase for each intervention. The information gathered will provide sufficient data to ensure that a reliable and valid decision can be made for each student.

Criteria for determining a student's responsiveness to intervention –

The emphasis will be on targeting children in kindergarten, 1st and 2nd grade who are not progressing in reading, math, or written expression in spite of being exposed to scientifically based instructional strategies. Procedures to determine if the student is responding to the interventions and must include both a) the rate of student improvement during instruction (rate of progress) and b) adequate final performance at the end of instruction (academic skill level). State approved curriculum-based measurements will be used to assess rate of progress and whether performance is adequate.

Decision rules for a referral for a special education evaluation –

The criteria will be based on whether the child is progressing in accordance to the district criteria as cited above. The support team will consider these and other factors which may be impacting the student's ability to learn and achieve at a rate commensurate with his/her grade level peers.

Notification of parents

A notification will be given to parents in the form of a letter when the decision is made to move the student from general classroom interventions (Tier I) to more targeted group or individual interventions (Tier II).

The notification will include the agency's policies regarding:

1. The strategies that will be used to increase the student's rate of learning;
2. The frequency, duration and schedule that the strategies will be provided.
3. The parents' right to request an evaluation at any time during the RtI process.