IGB-R   Student Support Teams/Response to Intervention
10/14/15

RATIONALE/OBJECTIVE:

The Cobb County School District (District) has established criteria to address the requirements of the Student Support Team (SST) as outlined by Georgia Board of Education Rule IGB (Student Support Team) (Rule 160-4-2-.32) and in consultation with Georgia Department of Education Student Support Team Resource Manual. The procedures of this rule will be applied for students in Grades K-12 to help assure that the SST/Response to Intervention (RtI) process will be consistently applied.

RULE:

A.   DEFINITIONS:
1. **Additional Instruction:**
   Academic instruction beyond regularly scheduled academic classes that is designed to bring students not performing on grade level, as defined by the Georgia Office of Student Achievement, to grade level performance. It may include more instructional time allocated during the school day, instruction before or after the school day, Saturday instruction, and/or summer/inter-session instruction.
2. **Data Teams:**
   School based teams that review student data in order to make adjustments or improvements to instruction.
3. **Differentiated Instruction:**
   Instructional strategies designed to meet individual student learning needs.
4. **Early Intervention Program (EIP):**
   A program designed to support students in need of additional assistance in the elementary grades with reading and mathematics.
5. **Response to Intervention (RtI):**
   A practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Researched-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. The student's response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced.
6. **Student Support Team (SST):**
   An interdisciplinary group that uses a systematic process to address learning and/or behavior problems of students, K-12, in a school.

B. RESPONSE TO INTERVENTION (RtI) PROCESS:
1. The Response to Intervention (RtI) Process is a problem-solving process in every school. Students requiring additional instruction to meet individual learning expectations will receive support through a systematic and purposeful RtI process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.
2. The Response to Intervention (RtI) process includes several key components:
   a. A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms.
   b. Evidence-based instruction as the core of classroom instruction.
   c. Evidence-based interventions of increasing levels of intensity based on progress monitoring.
   d. The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.

e. Data Teams in each school serve as the driving force for instructional decision making in the building.

f. Purposeful allocation of instructional resources based on student assessment data.

3. Interventions are recorded and progress is monitored at Tiers 2 and 3. Scheduled team meetings are held to either continue monitoring student progress or change/add interventions as needed. If the student is improving, the strategies may stay the same, continue or discontinue. If the student is not responding, problem solving continues and more intensive strategies for improvement are applied. If the student does not demonstrate adequate progress, a recommendation to conduct formal assessments to determine eligibility for Special Education Services or other programs may result.

C. RtI – APPLYING INTERVENTIONS:

1. Schools and teachers are to address the needs of students to the extent possible within the classroom through differentiation of instruction, activities, and support in grades K-12. Throughout the school year, student performance may increase, decrease or progress steadily due to a variety of factors. It is the responsibility of the teacher to assess and monitor student progress within the classroom and to identify when additional supports or scaffolding are needed. Teachers will identify students in need of additional classroom support early in the school year/course through observation, conversation, assignments, or assessments—formal and informal. Teachers should assure that multiple assessments/sources of evidence are used when identifying students in need of intervention strategies and/or services. Such assessments are not limited to, but may include:

   a. Developmentally-appropriate measures such as:
      (1) Diagnostic assessments;
      (2) Reading assessments/literacy profiles;
      (3) Assessment portfolios;
      (4) Performances/demonstrations; and/or
      (5) Assessments of content skills, concepts, and knowledge.

   b. Tests of demonstrated achievement such as:
      (1) Standardized, norm-referenced tests;
      (2) Standardized, criterion-referenced tests; and/or
      (3) Other commercially-prepared assessments.

   c. Review of:
      (1) Classroom performance (i.e., participation, student work/portfolios, homework completion);
      (2) Report card grades;
      (3) Early Intervention Program (EIP) assessments; and/or
      (4) Student records.

   d. Recommendations from teachers, administrators, counselors, other school staff, and parents/guardians.

2. For Tier 1, teachers may change their method of instruction, provide a student with individual assistance, offer extended learning opportunities, and/or other supports. If students continue to need additional assistance, a team approach may be applied to Tier 2 and SST/Tier 3 supports.

3. Each school shall have a minimum of one SST/RtI committee and shall establish support team procedures.

   a. The SST shall include at a minimum the referring teacher and at least two of the following participants, as appropriate to the needs of the student:
      (1) Principal
      (2) General education teacher
      (3) School counselor
      (4) Lead teacher
      (5) School psychologist
      (6) Subject area specialist
      (7) ESOL teacher
      (8) Special education teacher
      (9) School social worker
      (10) Central office personnel

(11) Section 504 coordinator

(12) Other appropriate personnel

 b. Parents/guardians shall be invited to participate in all meetings of their child's SST/Tier 3 and in the development of interventions for their child.

D. DOCUMENTATION OF SST/RtI ACTIVITIES:

Documentation of SST/RtI activities shall include the following:

1. Student's general information;
2. Names of team members;
3. Meeting dates;
4. Identification of student learning and/or behavior problems;
5. Any records of assessment;
6. Intervention plan and implementation results; and
7. Follow-up and, as appropriate, continuous evaluation.

In general, no student, who has shown a pattern of underachieving throughout the course of a school year, should be retained without being a part of an intervention process, which may include: identification, assessing, analyzing the results, providing intervention strategies, notifying parents/guardians and monitoring progress.

E. NOTIFICATION TO PARENTS/GUARDIANS:

1. Reasonable efforts should be made to keep parents/guardians informed and active in their child's education. When the student is identified as needing prescribed interventions for a specific concern, parents/guardians are to be notified in writing, through email or by phone. Parents/guardians are partners and play a strong role in the Response to Intervention (RtI) process and progress analysis. Once intervention strategies have been implemented, parents/guardians are to be kept abreast of progress or lack thereof through meeting notifications or regular progress updates.
2. Prior to any recommendations for retention, promotion or placement for students, refer to the established criteria in the Administrative Rule IHE-R (Promotion and Retention).