



FLOYD COUNTY BOARD OF EDUCATION
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Date: 4/10/2019

Consider/Approve: Consider/Approve an RII Policy for Floyd County that identifies and targets groups of students that are at risk for poor learning outcomes in reading, math, writing or behavior.

Applicable State or Board Policy: KRS 162.00 Powers and Duties of the Local Board of Education.

Background: This is a federal and state mandated request and identified in our CAP as an area to be addressed.

Alternative Action: none proposed

Recommended Action: Consider as presented

Rationale: To be current with the state and federal mandate for identifying at risk learners.

Contact Person(s): Larry Joe Begley, Director of District Wide Services (Special Education, 504) 606.886.5525


Superintendent


Director District Wide Services

DRAFT RESPONSE TO INTERVENTION POLICY

Floyd County

Purpose

The district shall implement a response to intervention system for students at risk for poor learning outcomes in reading, math, or writing, or who exhibit behavior at school that seriously interferes with learning. Interventions shall be designed to enhance student performance and focused on outcomes. An intervention may be instruction, a practice, a strategy, curriculum, or a program.

Kindergarten through Grade 3

Response to intervention services (RTIS) for Kindergarten through grade 3 shall include:

- 1) Multi-tiered systems of support, including differentiated core academic and behavioral instruction and targeted, intensive academic and behavioral intervention; and
- 2) Universal screening and diagnostic assessments to determine individual student needs and baseline performance.

Interventions shall be evidence-based, delivered by qualified staff, implemented with fidelity, and monitored through a comparison of baseline data collected prior to intervention and ongoing progress data.

Individual student reports shall be shared with parents that summarize skills in mathematics, reading; writing; the student's behavior; and any intervention plans and services being delivered.

Grades 4 through 12

Response to intervention services (RTIS) for grades 4 through 12 shall include interventions that are evidence-based, delivered by qualified staff, implemented with fidelity, and monitored through a comparison of baseline data collected prior to intervention and ongoing progress data.

Grades Kindergarten through 12

RTIS for all grade levels shall include data-based documentation of:

- (a) Assessments or measures of behavior;
- (b) Progress during instruction; and
- (c) Evaluation, at regular intervals, for continuous progress.