

# REFERENCE COPY

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## EXPLANATION: INSTRUCTIONAL INTERVENTIONS

MSBA has created this NEW policy to address instructional interventions. This policy includes several instructional interventions that are required or allowed under state law.

The newest legal requirement comes from § 167.950, RSMo. Beginning in the 2018–19 school year, districts will be required to screen students for dyslexia and related disorders in accordance with guidelines developed by the Department of Elementary and Secondary Education (DESE). In addition, the district will be required to *offer* two hours of training on dyslexia and related disorders to all practicing teachers in the district. At this time, there is no DESE requirement that teachers must take the training.

MSBA moved language applicable to instructional interventions from policy IGC to this new policy.

<i>MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.</i>					
	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor	X	Special Education
	Transportation		Public Info/Communications		Technology

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## INSTRUCTIONAL INTERVENTIONS

The Raytown C-2 School District is strongly committed to creating an environment that promotes high achievement for all students. The Board directs classroom teachers to employ a variety of evidence-based instructional interventions at the classroom level to assist students who may be at risk of falling below grade-level expectations. In addition, the Board requires districtwide compliance with the instructional interventions detailed in this policy, as required by law.

### Reading Improvement Instruction

#### *Reading Intervention Plans for Students in Grades K–3*

Students enrolling in or currently attending grades K–3 who are reading below grade level or otherwise failing to meet the district's objectives will be provided a reading intervention plan that includes reading improvement instruction designed to assist the student to read at grade level by third grade. All students enrolling who are identified as reading below grade level will receive an individual plan of reading intervention. The plan may include individual and group activities, and the parents/guardians may be consulted. Hours of reading improvement instruction that fall outside normal school hours may be counted in the calculation of average daily attendance for state aid.

#### *Reading Improvement Plans for Students in Grades 3–6*

The district will administer reading assessments and implement reading improvement plans for students in grades three through six in accordance with law. Reading improvement plans will include at least 30 hours of additional reading instruction or practice outside the regular school day. Such instruction may be provided during the summer or during the regular school term.

The district shall establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students with a reading improvement plan in grades three through six.

### Dyslexia and Related Disorders

In accordance with law, the district will screen students for dyslexia and related disorders and provide the appropriate classroom support in accordance with guidelines developed by the Department of Elementary and Secondary Education (DESE).

Screening results will be provided to the student's parents/guardians and district employees who have a legitimate educational interest.

A screening that indicates the possibility of dyslexia or a related disorder is not a diagnosis and is not sufficient to determine whether the student has a disability, as defined in law, that requires accommodation or special education. However, the district may use the information to provide additional classroom support and collect additional data to determine whether the student may need to be evaluated for special education or other accommodations in the future.

The district will annually offer all teachers a minimum of two hours of in-service training on dyslexia and related disorders.

**Remediation as a Condition of Promotion**

Students identified by the district as failing to master grade-level skills and competencies must remediate those skills and competencies before they are promoted to the next grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what remediation is appropriate. The district may operate remediation programs outside the regular school day, including summer school. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels. The district will pursue all available state or federal aid for such programs.

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*Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted:

Cross Refs: GCL, Professional Staff Development Opportunities  
JO, Student Records

Legal Refs: §§ 162.670 - .999, 167.268, .340, .640, .645, .950, 633.420, RSMo.  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g  
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417  
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794  
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213, §§ 5 - 7  
34 C.F.R. Part 104

Raytown C-2 School District, Raytown, Missouri