

Anna Community Consolidated School District #37

Response to Intervention Process

- Step 1: If the student's progress is a concern after providing universal supports, the general education teacher prepares for the Weekly Grade Level Team meeting chaired by the Student Support Team/RtI Coordinator.
- The general education teacher will document the research-based interventions and accommodations/modifications that have been provided to the student along with any measurable progress and/or outcome. Documentation will include grade reports, mid-term progress reports, data such as AIMSWEB, DIBELS, ISAT, ACCESS scores and PBIS reports. Parent contacts and input regarding strategies attempted at home are essential to the process.
 - The grade level team members recommend additional research-based interventions and accommodations/modifications.
 - Progress is monitored weekly or as often as needed based on student response to the interventions provided. The homeroom/general education teacher documents parent participation.
 - Students who positively respond to the interventions provided are placed on the "as needed" monitoring schedule. Those students, given more targeted interventions, who make little to no progress, will be referred to the Student Support/RtI Team for a more individualized meeting with the parents and grade level teachers.
- Step 2: If the student continues to experience academic and/or behavioral difficulties, the SST/RtI team (Student Support Team Coordinator, General Education teachers involved with the student, SLP, Social Worker, Reading Teacher and Parents) begins collecting, screening, and analyzing data.
- DIBELS, AIMSWeb CBM probes/progress monitoring, with parental consent-individualized academic screenings (KTEA-II), speech/language screening (i.e. CELF-4, SCAN).
 - Historical data from previously implemented interventions provides vital information when selecting interventions to address current student needs.
 - The RtI team recommends more targeted interventions based on data. A time-line and criterion are set to determine efficacy of the interventions.
 - Those students who positively respond to the targeted interventions will continue to receive the interventions and are monitored as frequently as necessary to maintain student progress and growth.
- Step 3: If the student fails to positively respond to the targeted interventions and accommodation/modifications, the SST/RtI team meets to assess student progress and determines further actions.
- If the student's progress indicates a lack of responsiveness to interventions, a learning-disability may be present.
 - The Student Support Team/RtI Coordinator discusses the special education eligibility determination process. Should parents agree to the process, the SST/RtI Coordinator contacts Tri-County Special Education

Joint Agreement to set up an Initial Needs Assessment (INA) meeting to determine which domains (health, cognitive, social-emotional, academic, communication, motor, and/or functional) require additional evaluation information to make a determination of eligibility. At this time, Anna District #37 will continue to utilize cognitive and academic achievement evaluation data to support all Response to Intervention data when making a determination of the eligibility of Learning Disabilities.

- Parents and the other members of the IEP team will utilize all Response to Intervention and Evaluation data to determine eligibility for Special Education services. If data supports the determination of a disability, the team will make appropriate decisions regarding the individual needs of the student and how to meet those needs through the IEP.
- Students found not eligible for Special Education Services will continue in the SST/RtI process. Utilization of interventions and close progress monitoring will continue in order to promote student success.