

Intervention Support System for Students:

The Bevier C-4 School District will implement a multi-tiered system of support for students who are struggling in various areas. The school has supports in place for

- Reading
- Speech
- Math
- Emotional/Social Support
- Special Education

The following are the supports Bevier C-4 will implement:

Bevier C-4 Title I Reading Intervention:

- All students in kindergarten through fifth grade are screened for dyslexia at the beginning, middle and end of each school year. The Department of Elementary and Secondary Education requires that kindergarten through third grade students be screened.
 - Students are screened with I-Ready assessments. Each grade level has its own set of assessments.
- At the beginning of the year, the Title I teacher, along with classroom teachers, review the beginning of the year I-Ready scores, as well as any other data/observations/information to determine if a student has the need for reading intervention.
 - Students that are identified as at risk get diagnostic assessments by the Title I teacher to provide more detail for targeted literacy instruction.
- Students begin small group intervention instruction with the Title I teacher on a daily basis for 15-30 minutes based on the diagnostic assessment needs.
- All students who are considered at some risk or at risk get monthly progress monitoring with I-Ready screening assessments. This information is used to guide instruction.
- Title I small group instruction is flexible. Students can move in and out of the Title I program as needed based on their instructional needs.

Bevier C-4 Speech Response to Intervention Program:

Speech Responses to Intervention Services (RTI) are appropriate and shall be used for students exhibiting:

- Sound errors
- Fluency difficulties
- Voice differences

That have no adverse educational impact.

Bevier C-4 RTI Speech Services will be provided by a Speech-Language Pathologist under the Regular Education TIER 3 model and shall be called "Speech Intervention Services".

The district shall use the following guidelines when determining eligibility for Speech Intervention Services:

Student receives a speech screening by a Speech-Language Pathologist (SLP) and the SLP recommends services in one of the following areas:

- o The SLP determined the student has sound errors judged to be of concern based on the students age and using the Sound System Disorder Missouri Designated Normative Data Chart.
- o The SLP determined that the student has fluency difficulties that require instruction by an SLP.
- o The SLP determined that the student has voice differences that can be helped by and require instruction by an SLP however this decision will only be made following ENT consultation and medical referral from ENT.

Parents will be contacted over the phone to discuss results of screening and Request for Parent Permission to Provide Speech Intervention Services Form will be sent home and signed by the parent/guardian PRIOR to the provision of RTI Speech Intervention Services for each student. After the form is signed and returned, the SLP shall scan it and import it in the student's electronic file. The SLP shall also keep a physical copy and place it in a student file the SLP created specifically for these services.

RTI Speech Intervention Service files shall be held and maintained in a lockable filing cabinet in the SLP's room. Then those files will be kept for 10 years. Following 10 years the files shall be destroyed.

A new Parent Permission Form must be signed to increase or decrease service minutes however

the SLP can add new sounds to the students goals as a child becomes eligible to work on those sounds as based on the Missouri Designated Normative Data for Sound Development Chart without obtaining a new Parent Permission Form.

At the end of each school year, the Speech-Language Pathologist will complete a Caseload Report and turn it in to the Superintendent's office. This list shall include all students that the SLP serves including IEP and RTI Speech Intervention Service students.

Progress Notes:

Progress notes shall be sent home quarterly by the SLP at the end of each quarter of the school year.

Dismissals:

When a student is dismissed from Speech Intervention Services, a Dismissal letter and final progress note will be placed in the students file.

Students can be dismissed from RTI Speech Intervention Services for meeting their goals or for lack of progress with no expectation of improvement. These services are provided to students whose speech issues have no adverse educational impact.

Bevier C-4 School determines that lack of progress with no expectation of improvement shall be when a student has not made progress on their goals for a period of at least three quarterly reporting periods.

Change from Service Plan to IEP:

When a student has received at least one quarter of TIER 3- RTI Speech Intervention Services AND is one year delayed as determined by the State of Missouri's Designated Normative Data AND progress is expected AND the classroom teacher reports that the students speech is having

an adverse affect on their educational performance, the district shall start the Special Education paperwork process to see if the student qualifies for a Speech Impairment identification and Speech Therapy under an IEP.

Other policy notes:

RTI Speech Intervention Services will not be implemented with a student already receiving the same speech services through an IEP. (This includes transfer students.)

Students who meet eligibility for an IEP in another area that also have or need RTI Speech services but who are not yet a year delayed in sound production will have RTI Speech Intervention services.

Students who meet eligibility for an IEP in another area AND are a year delayed in their speech sounds AND who have been in RTI Speech Intervention Services shall have their speech services

added as a related service to their IEP based on screening results, data collection from therapy sessions and recommendation of SLP without conducting standardized testing and their Regular

Education RTI Speech Intervention time will be discontinued.

Students who are seen under a Regular Education RTI Speech Intervention plan do not have the

protections provided under the procedural safeguards of Part B of the Individuals with Disabilities Education Act (IDEA).

Bevier C-4 Math Support:

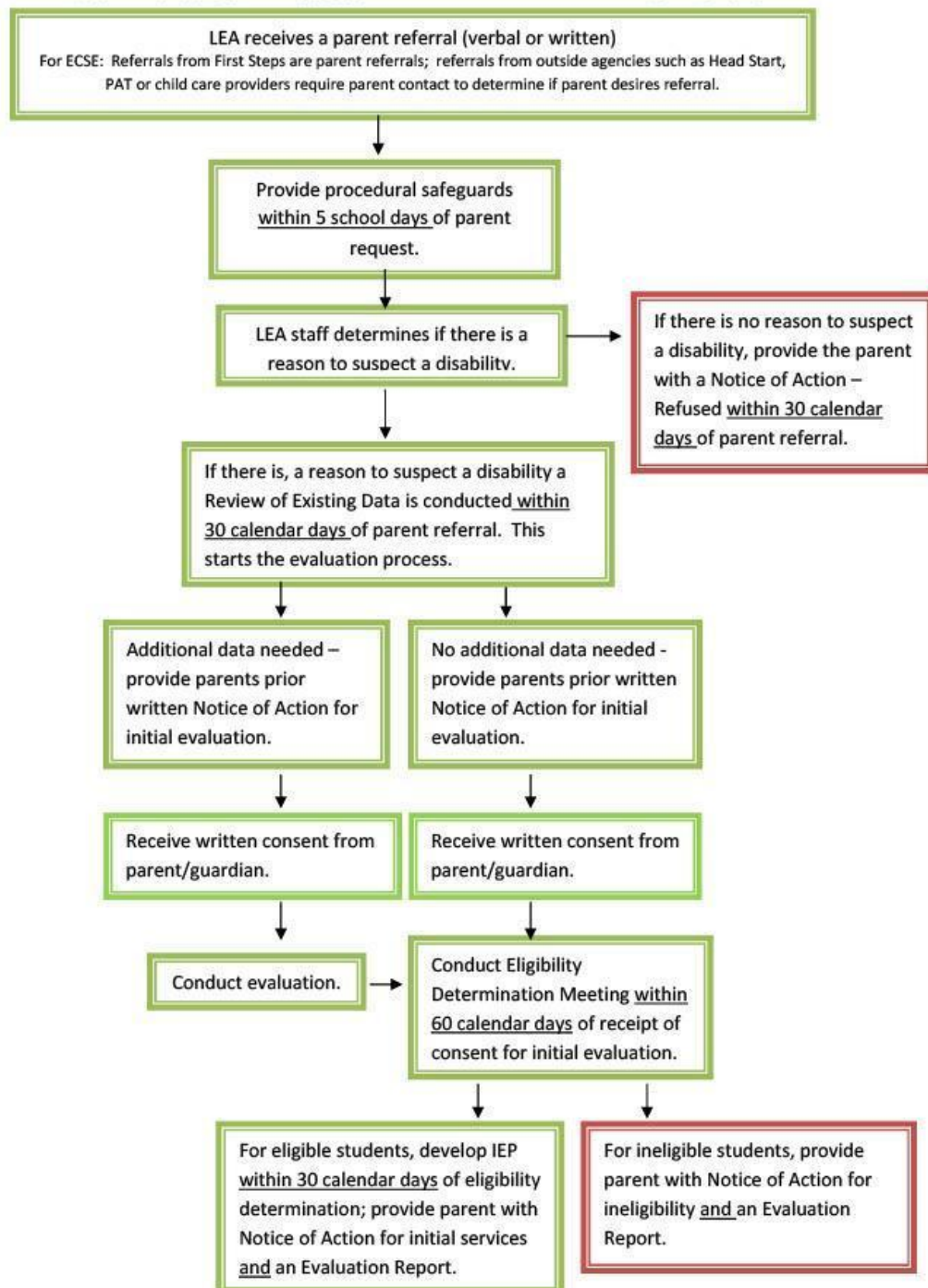
- Students who are identified as struggling in the area of math by the classroom teacher will have the opportunity to receive additional tutoring if needed.
- In certain cases, a student can be screened for any learning deficiencies. If deficiencies are found, the student may be eligible for an IEP. Students will have to qualify for an IEP by obtaining a qualifying score on a state screening test.

Bevier C-4 Emotional/Social Support System:

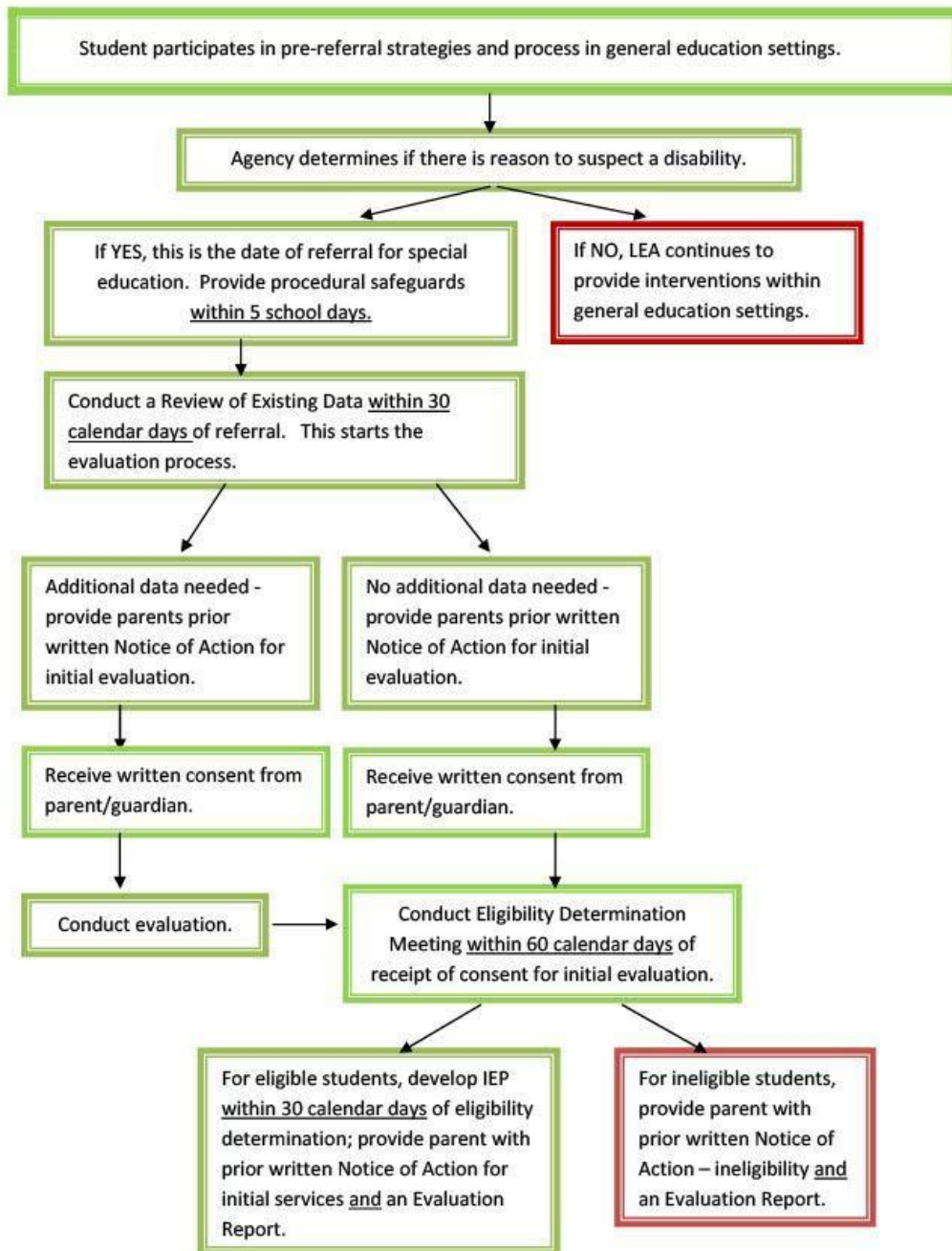
- ❖ Weekly Academic/ Career/ Personal & Social Development lessons are given to grades PreK-5 by the school counselor
- ❖ Referrals are made to outside agencies (Mark Twain, Preferred, LPC's, etc.) if any student needs to see the school counselor more than three times each week due to trauma or severe behavioral issues
- ❖ Individual counseling is provided to students needing help with organization, academic, career and/or personal & social development
- ❖ Students are able to speak to the school counselor throughout the day in person or through email
- ❖ Mark Twain counselors come to the school to speak with students (that meet specific qualifications) two days a week
- ❖ The school counselor provides clothing, food and hygiene products to any student in need (PreK-12)

Bevier C-4 Special Education Supports:

Initial Evaluation Process – PARENT REFERRAL Flow Chart



Initial Evaluation Process – AGENCY REFERRAL Flow Chart



REEVALUATION Process Flow Chart

