Core Review Meetings

Time: September, January, May

Team: Grade level team, principal, Literacy Specialist and

any other specialists as appropriate

Tasks: (1) School and Grade Data review and analysis

(2) Examine core program effectiveness

(3) Plan for needs of ALL student groups

Outcomes: Grade level goals and action plans established and shared. Instructional Program Brochure sent home

with every student

Data Review Meetings

Time: Generally after 20 - 30 days of instruction in intervention.

Team: Grade level team, principal, Literacy Specialist and any other specialists as appropriate

Tasks: (1) Focus on groups of students in intervention

- (2) Follow district decision rules
- (3) Focus on time, design, and delivery of intervention

Outcomes: Decisions are made about student intervention needs and recorded on the Student Intervention Profile.

Parents are notified that their child has been placed in an intervention.

III all intervention.

Progress

- * Continue in intervention
- * De-intensify or discontinue intervention

No Progress

- * Consider all factors
- Consider a substantial change (review options)
- No less than two substantial changes must be made before an Individualized Intervention meeting

Individual Planning Meeting (IPM)

Time: Happens after an intervention has had at least two substantial changes, based on individual student need and team decisions.

Team: Parent, classroom teacher, principal, Literacy Specialist, Special Education teacher and any other specialists as appropriate.

Tasks: (1) IPM Team meeting notice sent home prior to meeting and copy placed in file (typically by office manager)

- (2) Developmental History completed prior to meeting (by Intervention Specialist)
- (3) Individual Student File Review completed prior to meeting (by classroom teacher)
- (4) At the meeting, review all information (data, strengths, concerns, modifications tried)
- (5) Team establishes a desired outcome and an action plan to achieve
- (6) Assign case manager

Outcomes: Individual Planning Meeting form completed and communicated to parent.

After one highly structured individualized intervention

(look at subject matter decision rules for duration)

Progress

Options: (1) Continue in intervention, review student progress at data review meetings, and reintegrate into general education curriculum.

(2) Heavy dose of intervention that cannot be maintained long-term with the current resources-consider <u>SPED</u> referral.

No Progress

Options: (1) Difficulties appear to be related to other factors (e.g., behavior, attendance, other), continue targeted interventions and develop plan to target identified issues, review process at data review meeting.

(2) Progress is <u>not</u> adequate - consider <u>SPED</u> referral.

If SPED Referral

Team: IEP Team under leadership of case manager

Tasks: (1) Team meeting notice (IDEA) can be given at meeting - parent can waive 10 day notice.

(2) Team convenes to review all the data and completes Evaluation Planning Packet in Power School SP

SPED Determination

After SPED evaluation is complete, team will determine if SPED eligibility is appropriate. Protocols and forms should be completed.

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