

Policy IGAB: INSTRUCTIONAL INTERVENTIONS

Status: DRAFT

Original Adopted Date: 11/15/2018

23B UPDATE EXPLANATION

MSBA has revised this policy due to Senate Bill 681 (2022), which resulted in an extensive rewrite of state statutes concerning reading. This bill increases state-level literacy support and requires high-quality, evidence-based reading instruction. The bill requires districts to assess the literacy skills of students in kindergarten through third grade and new students in first through fifth grade and provide reading success plans with intensive reading instructions to K-5 students who have substantial deficiencies. Further, the district will provide a reading success plan to students who have been identified as being at risk of dyslexia in the statewide dyslexia screening or have a formal diagnosis of dyslexia.

The 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.

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. The district will provide a reading success plan designed to remediate identified areas of reading deficiency to students who need reading assistance, as required by law. The plan will include intensive instructional services and supports as appropriate according to the student's needs. The services and supports may include additional scientific, evidence-based reading instruction and other strategies prescribed by the district.

The district will provide a reading success plan to students who:

1. Exhibit a substantial deficiency in reading that creates a barrier, based on teacher observation or reading assessment, to reading progress; or
2. Have been identified through the statewide dyslexia screening as being at risk of dyslexia or have a formal diagnosis of dyslexia.

A substantial reading deficiency exists when a student is one or more grade levels behind in reading or reading readiness.

The district will notify parents/guardians of students identified for reading success plans and give their students the opportunity to attend district summer school programs when offered. The district will provide strategies that parents/guardians may use to help the student obtain reading proficiency including, but not limited to, the promotion of parent-guided home reading.

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).

The district will provide screening results 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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Version IGAB-C.1B (04/23)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

§§ 162.670-999, RSMo.

§167.268, RSMo

§167.340, RSMo.

§167.640, RSMo.

§167.645, RSMo

§167.950, RSMo.

§633.420, RSMo.

Description

State Statute -
<https://simbli.eboardsolutions.com/SU/slshVClyWU73Tdpv4JZYxrPDw==>

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Federal References

20 U.S.C. § 1232g

Family Educational Rights and Privacy Act -
<https://simbli.eboardsolutions.com/SU/plusSLEkiEKYG9tr1Va3O8c8g==>

20 U.S.C. § 1400-1417

Individuals with Disabilities Education Act -
<https://simbli.eboardsolutions.com/SU/plusSLEkiEKYG9tr1Va3O8c8g==>

29 U.S.C. § 794

Section 504 of the Rehabilitation Act of 1973 -
<https://simbli.eboardsolutions.com/SU/plusSLEkiEKYG9tr1Va3O8c8g==>

34 C.F.R Part 104

Section 504 of the Rehabilitation Act of 1973 -
<https://simbli.eboardsolutions.com/SU/aJX5mfZD1pluss1btjflshfEmXA==>

42 U.S.C. §§ 12101-12213

Americans with Disabilities Act -

<https://simbli.eboardsolutions.com/SU/plusSLEkiEKYG9tr1Va3O8c8g==>

Cross References

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GCL-AP(1)

Description

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES -

<https://simbli.eboardsolutions.com/SU/KqPVwpXDjyC6LplusvUux6FEw==>

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES -

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