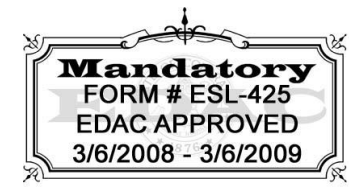


Implementation Plan: Response-to-Intervention Model & Determination of Specific Learning Disabilities



The *Colorado Rules for the Administration of the Exceptional Children's Educational Act* (effective December 30, 2007) set forth the requirement for all administrative units (AUs) and state-operated programs (SOPs) to submit a plan describing how the revised SLD criteria within an RtI model will be implemented.

This document is provided as a template for the formulation of this plan. The main purpose of the plan is to ensure that the identification of Specific Learning Disabilities...

- is based on the application of the criteria and other eligibility determination requirements as set forth in the *Rules for the Administration of the Exceptional Children's Educational Act* (December 30, 2007);
- aligns with the state guidance document: *Guidelines for the Identification of Specific Learning Disabilities*; and
- is legally defensible.

Essentially, this plan will describe how an AU/SOP will increase its capacity to collect data that becomes the body of evidence necessary to document academic skill deficits and insufficient progress in response to scientifically, research-based intervention, as well as data that will be used in addressing the other considerations required for an SLD determination and special education eligibility. (See the *Determination of Disability: Specific Learning Disability* page for required documentation, considerations, and determinations.)

The template is divided into 5 key areas considered critical to the application of the SLD Criteria and eligibility determination. Four of these are basic elements of a Response-to-Intervention model. The fifth area is specific to ensuring that key personnel are able to carry out the required procedures for making final disability/eligibility determinations.

These 5 key areas for implementation planning include:

- (1) Problem-Solving Process;**
- (2) Curriculum, Instruction & Intervention;**
- (3) Assessment/Progress Monitoring;**
- (4) Parent/Family Involvement; and**
- (5) SLD Determination**

"The criteria set forth in this Section 2.08(6)(b)(ii) may be used as of the effective date of these Rules but must be used by administrative units and state-operated programs no later than August 15, 2009. **No later than August 15, 2008, each administrative unit and state-operated program shall submit a plan to the Department describing how the administrative unit or state-operated program will implement the criteria set forth in this Section 2.08(6)(b)(ii) by August 15, 2009.**"

*- Rules for the Administration of the Exceptional Children's Educational Act
(December 30, 2007)*

An additional table has been provided should an AU/SOP want to indicate strategies for implementation that apply across the key areas listed above, such as general strategies/structures that address leadership, mentoring, and/or professional development.

Those involved in the development of the *Implementation Plan* may find it helpful to complete the *Self-Assessment: Implementation of the Revised SLD Criteria and Identification Process*. This optional tool is intended to assist in determining current status and in establishing specific priorities within each of the 5 key areas.

Team members with diverse areas of expertise should be involved in the development of this plan. It is especially recommended that this team include those with expertise in: special and general education administration; specific learning disabilities; curriculum and instruction/intervention (particularly in literacy and math); and assessment.

**Implementation Plan: Response-to-Intervention Model
& Determination of Specific Learning Disabilities**



Administrative Unit or State Operated Program: San Juan Board of Cooperative Educational Services (BOCES)

Date Submitted: August 15, 2008
(must be received by CDE no later than August 15, 2008)

The following constitutes the AU/SOP plan for implementation of a Response-to-Intervention model and the revised criteria for the determination of Specific Learning Disabilities as set forth in Section 2.08(6)(b)(ii) of the *Rules for the Administration of the Exceptional Children's Educational Act (December 30, 2007)*. In accordance with these *Rules*, the implementation of these criteria for eligibility determination will begin no later than August 15, 2009.

Please submit this cover page and the completed *Plan* by 8/15/08 to Diane Barranco at: barranco_d@cde.state.co.us

If preferred, a hard copy of the *Plan* may be mailed to:
Exceptional Student Leadership Unit, Attn: Diane Barranco
Colorado Department of Education,
201 E Colfax Avenue, Room 300
Denver, CO 80203

AREA OF FOCUS: PROBLEM SOLVING PROCESS

Baseline Data (Current Status): All member districts in SJ BOCES embrace the collaborative structures of PLC (Professional Learning Communities). All member districts are working toward definition of what they want students to know, how will they engage students in learning, how will they assess student learning outcomes, and what will they do about students who are not achieving. PLC teams currently meet to discuss student achievement issues in grade level teams. District teams are beginning to utilize assessment data and to make grade instructional decisions around curriculum, assessments, interventions and other topics involving student achievement.

Specific Outcomes	Implementation Strategies	Evidence of Outcomes (What data will be used to evaluate implementation?)	Implementation Timeline	Anticipated Resources (e.g., materials, professional development, personnel)	Person(s) Responsible to Oversee Implementation
<p>Utilizing PLC structures, 100% of the buildings in member districts will have an operational problem solving process to address student academic and behavioral concerns. This process will employ the four step Problem Solving Process:</p> <ol style="list-style-type: none"> 1) Define the problem; 2) Problem Analysis; 3) Design and Implementation of a Plan to address the problem; 4) Evaluation of the results of the plan to address the problem. <p>At each building, Problem Analysis Teams consisting of the principal, counselor, teacher, special education teacher, parent, school psychologist and other relevant team members as needed are available to review Problem Solving results and facilitate a process to look at root causes of a student's learning/behavioral difficulty.</p>	<p>Each district will be provided data tools to analyze student achievement data from which they can make informed instructional decisions. Training to use these tools will also be provided.</p>	<p>All Problem Solving/Problem Analysis activities will be logged into Alpine Achievement Systems' RtI Plan Builder. RtI plans will be routinely reviewed and professional development will be provided for patterns of consistent concern.</p>	<p>RtI processes have been solidly in place for two years in the San Juan BOCES. Consistency of procedures, documentation of decision making rules utilized, and evidence based interventions will be totally in place by August 15, 2009.</p>	<p>Provision of Data Structures and Professional Development in:</p> <ul style="list-style-type: none"> Alpine Achievement Systems CBM AIMSweb DIBELS Collaborative Inquiry Common Assessments NWEA 	<p>Superintendent Support BOCES Executive Director BOCES Director of Exceptional Student Services Principals General Ed Teachers Special Ed Teachers School Psychologists Counselors Parents Coaches</p>

AREA OF FOCUS: CURRICULUM, INSTRUCTION & INTERVENTION

Baseline Data (Current Baseline Data (Current Status): A variety of curriculums, instructional strategies and interventions are currently used across the SJ BOCES five member school districts. Teachers are generally knowledgeable about state content standards and the assessment frameworks.

Specific Outcomes	Implementation Strategies	Evidence of Outcomes (What data will be used to evaluate implementation?)	Implementation Timeline	Anticipated Resources (e.g., materials, professional development, personnel)	Person(s) Responsible to Oversee Implementation
<p>100 % of school sites will:</p> <ol style="list-style-type: none"> 1. Intervene at first indication of learning or behavioral difficulties utilizing universal screening, common assessments, or progress monitoring data; 2. Develop a tiered model of services delivered across general education settings to address academic and behavioral concerns; 3. Support districts in developing evidenced based instructional interventions in the Tier II & III instructional areas; 4. Establish Tier 2 standard protocol interventions to address areas of highest need and most frequent referral to Child Study; 5. Have at least 1 teacher trained in evidence based literacy and numeracy interventions appropriate for Tiers 2 and 3. 	<p>Professional development to support the effective use of student achievement data to early identify student learning and behavioral difficulties.</p> <p>Provide training in literacy and numeracy instructional programs and strategies.</p> <p>Provide data tools to monitor and assess the results of intervening instructional activities.</p> <p>LANGUAGE! trainer for Southwest Regional Consortium provides in-service training and onsite coaching.</p>	<p>Longitudinally monitor CSAP scores to disaggregate student growth.</p> <p>Monitor RtI Plans for viable curriculum indications, evidence based interventions, frequent progress monitoring processes.</p>	<p>By October 15, 2008, RtI plans will be utilized in Alpine Achievement Systems.</p> <p>By August 15, 2009, all staff will be trained in using Alpine Achievement systems to view relevant student CSAP data, sort, and determine levels of student progress from year to year.</p>	<p>Alpine Achievement access and training for all staff.</p> <p>Time for PLC Teams to work in collaborative groups to review data and make decisions around relevant student learning targets.</p>	<p>Superintendent Support BOCES Executive Director BOCES Director of Exceptional Student Services Principals School Psychologists Special Ed Teachers Counselors Parents Coaches Southwest Regional Consortium LANGUAGE! Trainer</p>

AREA OF FOCUS: ASSESSMENT/PROGRESS MONITORING

Baseline Data (Current Status): SJ BOCES member districts are using assessment data and progress monitoring structures to varying degrees. Some Districts are quite proficient, some are developing their capacity.

Specific Outcomes	Implementation Strategies	Evidence of Outcomes (What data will be used to evaluate implementation?)	Implementation Timeline	Anticipated Resources (e.g., materials, professional development, personnel)	Person(s) Responsible to Oversee Implementation
<p>Teachers collect accurate data and thoroughly document student growth patterns for academic and behavioral needs. Teachers meet in Student Intervention Teams to monitor interventions and make informed decisions around student needs.</p> <p>When comparing matched-cohort scale scores for CSAP, special education students will have approximately the same growth or better than students in general education.</p> <p>Should the general education population results indicate low growth or negative growth, the results for special education students must indicate at least one year's growth with an emphasis on making catch-up growth.</p>	<p>Train building level teams in the use of data tools and progress monitoring structures. Support teams in new procedures for identifying students with learning disabilities.</p> <p>Professional development will be provided to support the implementation of best practices in Tier 1, Tier 2, and Tier 3.</p> <p>A data tool will be provided to monitor the growth students make in scale scores on CSAP from one year to the next.</p>	<p>Reduction in the number of inappropriate referrals to special education.</p> <p>When comparing scale scores on CSAP, matched-cohort scores will indicate students in special education are showing the same or better growth than students in the general population.</p> <p>When the general education population's results indicate low growth or negative growth, the results for special education students will show at least one year's growth with an emphasis on making catch-up growth.</p>	<p>August 15, 2009</p>	<p>Training in AIMSweb, Alpine Achievement Systems, Collaborative Inquiry.</p> <p>Access to Alpine Achievement to harvest matched-cohort scores for previous CSAP years.</p> <p>Data tool to sort and filter CSAP scale scores by selected disaggregated groups to include, but not be limited to special education and general education students.</p>	<p>Superintendent Support BOCES Executive Director BOCES Director of Exceptional Student Services Principals School Psychologists Counselors Parents Coaches</p>

AREA OF FOCUS: PARENT/FAMILY INVOLVEMENT

Baseline Data (Current Status): Parental participation has been predominantly an involvement at the determination of disability phase of RtI in all member districts.

Specific Outcomes	Implementation Strategies	Evidence of Outcomes (What data will be used to evaluate implementation?)	Implementation Timeline	Anticipated Resources (e.g., materials, professional development, personnel)	Person(s) Responsible to Oversee Implementation
<p>100% of parents will be invited to participate in the RtI Structured Problem Analysis process.</p> <p>SEAC will host informational seminars on RtI and the structures that support it.</p> <p>Notified at first indication of concern.</p> <p>Invited to participate and/or give input to Child Study Meetings.</p> <p>Provided a handout to parents at Tier 2 explaining new identification process and how to understand graphs and information.</p>	<p>Member districts will be asked to notify parents as soon as learning issues become apparent in the classroom.</p> <p>Parents will become active participants in the RtI process.</p>	<p>Parent participation.</p> <p>Reduced complaints.</p> <p>Documentation of parent participation on RtI plans.</p>	<p>Fall of 2008.</p> <p>Parent Handout by January, 2009.</p>	<p>School Team Training.</p> <p>SEAC Sessions/Training.</p>	<p>Superintendent Support</p> <p>BOCES Executive Director</p> <p>BOCES Director of Exceptional Student Services</p> <p>Chair/SEAC</p>

AREA OF FOCUS: SLD DETERMINATION

Baseline Data (Current Status): SJ BOCES has been using a modified SLD Criteria for two years (attached). It conforms with the state recommended criteria.

Specific Outcomes	Implementation Strategies	Evidence of Outcomes (What data will be used to evaluate implementation?)	Implementation Timeline	Anticipated Resources (e.g., materials, professional development, personnel)	Person(s) Responsible to Oversee Implementation
<p>The SJ BOCES will use the new SLD criteria consistently and with fidelity.</p>	<p>Training of all educators on SLD criteria requirements. Additionally, building administrators and district superintendents will be trained in new state requirements around SLD criteria utilizing the Superintendent Advisory Committee, Administrative Leadership meetings and teacher in-services.</p> <p>Annual file review of randomly selected files to determine percent of SLD placements that used correct procedures.</p>	<p>Increase in the percent of file reviews that met SLD criteria established by SJBOCES</p>	<p>Ongoing implementation.</p> <p>100% of accurate usage of the SLD criteria by August 15, 2009.</p>	<p>Training materials including state approved SLD determination of disability form.</p> <p>Release time of staff to attend trainings.</p>	<p>School Staff Director of Exceptional Student Services School Psychologists Building Administrators School Teams</p>