

Helen Keller Elementary School

Primary Years Programme

Special Educational Needs Policy

Response to Intervention (Rtl)

Helen Keller Elementary implements an instructional approach, Response to Intervention (Rtl) that applies the Primary Years Program (PYP) utilizing inclusive teaching techniques, which provides all students with the instruction they need for learning success. The goal of Rtl is to intervene early, when students begin to struggle with learning, to prevent them from falling behind and developing learning difficulties. Teachers design the optimal learning experiences for all students, including all those who have special educational needs, so that the PYP framework is experienced. Differentiated instruction shapes the curriculum and instruction to maximize learning potential for all students in different ways.

Our Rtl is a framework for providing high-quality instruction built on these essential components with fidelity and in a rigorous manner:

- **High-quality classroom instruction:** All students receive high-quality, research-based instruction in the classroom.
- **Ongoing student assessment:** All students' progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum.
- **Tiered instruction:** A multi-tiered approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to the individual student needs. Our school response to Rtl is a multi-tiered approach that creates a well-balanced system of support for diverse student learners.

Tier 1: High-quality classroom instruction, screening and group interventions

Within Tier 1, all students receive high-quality instruction by highly qualified personnel to ensure their difficulties are not due to inadequate instruction or curriculum. All students

are screened on a periodic basis to establish both academic and behavioral baselines and to identify struggling learners.

Tier 2: Targeted interventions

Students not making adequate progress in the classroom are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention.

Tier 3: Intensive Interventions

At this level, students receive individualized interventions that target the student's skill deficits. Intensive, individualized interventions through Tier 3 are usually implemented for a period of approximately 9 weeks with evidence of regularly scheduled curriculum based monitoring.

Referral:

At any point in the Rtl process, to meet the needs of students with disabilities a federal law, Individuals with Disabilities Act (IDEA) is designed to protect the rights of students with disabilities and to provide a Free Appropriate Public Education (FAPE). State and Federal laws must be adhered to and the appropriate accommodations must be made. The United States government guarantees each preschool and school age child an education in the least restrictive environment which aligns to the IB philosophy. Special education services address the individual needs of students with disabilities that may include individual or small group instruction, curriculum or teaching modifications/accommodations, and physical/ occupational/speech therapy, regular classroom, instruction through special teaching, or instruction through approved contracts. Instruction shall be supplemented by the provision of related services when appropriate. Education Code 29.003(a)

• **Parent Involvement:** Provide parents information about their child's progress, the instruction and interventions used.

Review:

The Special Educational Needs policy will be reviewed annually at staff development.

For further information, go to our Royal Oak District webpage.

<https://sites.google.com/site/royaloakinstructionoffice/>

