

IGB-R Student Support Teams/Response to Intervention

1/16/25

RATIONALE/OBJECTIVE:

The Cobb County School District (District) has established criteria to address the requirements of the Student Support Team (SST) as outlined by Georgia Board of Education Rule IGB (Student Support Team) (Rule 160-4-2-.32) and provide accelerated interventions to all students at risk for poor learning and/or behavior outcomes. The procedures of this rule will be applied for students in Grades Pre-K-12 to help assure that tiered support and SST are consistently applied.

RULE:**A. DEFINITIONS:****1. Differentiated Instruction:**

Instructional strategies designed to meet individual student learning needs by adjusting the content, process, products, or learning environment through ongoing assessment and flexible grouping.

2. Early Intervention Program (EIP):

Instructional programming designed for students in grades kindergarten through fifth who are at risk of not reaching or maintaining their academic grade level based on their performance on state or national assessments or performance measures in English Language Arts/Reading, Mathematics, or both to help them meet grade-level expectations within the shortest possible time. EIP is established by State Board Rule 160-4-2-.17 with guidance from the *Georgia Department of Education's Early Intervention Program (EIP) Guidelines*.

3. Remedial Education Program (REP):

Instructional programming designed to provide individualized basic skills instruction for students in grades 6-12 who have identified deficiencies in reading, writing, or mathematics. REP provides a structure for additional instruction and evidence-based interventions to ensure students meet grade level expectations at the middle and high school level. REP is established by State Board Rule 160-4-5-.01 with guidance from the *Georgia Department of Education Remedial Education Program Guidelines*.

4. Tiered Support:

A structured framework consisting of multiple levels designed to address the academic and behavioral needs of students. This approach is proactive and preventive, utilizing data and tailored instruction to address students' academic and behavioral requirements, facilitating their overall growth.

5. Student Support Team (SST):

An interdisciplinary team that uses a systematic process to address learning and/or behavior problems of students, K-12, in a school. This team develops an intervention plan that is progress monitored and located in the District-provided platform (see the District's intervention guidance documents). The SST program is established by State Board Rule 160-4-2-.32 with guidance from the *Georgia Department of Education Student Support Team Resource Manual*.

B. ASSESSMENT AND IDENTIFICATION:

1. The District shall provide a universal screener in reading and math conducted three times per year for students in grade K-8 to help identify students who may be at risk for poor outcomes across one or more domains (i.e., reading and math).
2. In grades K-3, the universal screener will also serve as the state-mandated dyslexia screener.

3. Interventions:

- a. K-12 students at risk for poor learning outcomes based on available assessment data, including but not limited to universal screeners, will receive interventions through tiered support.
- b. For K-3 students scoring significantly at-risk on the reading universal screener, an intervention plan shall be developed within fifteen (15) school days of the assessment.
- c. Parent(s)/guardian(s) shall be notified of the intervention plan which will begin within thirty (30) days of the assessment.

C. EARLY INTERVENTION PROGRAM (EIP):

1. Eligibility:

Entrance and exit criteria for EIP eligibility are established by the Georgia Department of Education.

2. Interventions/Monitoring:

- a. Early intervention programming shall include targeted, evidence-based interventions and frequent progress monitoring.
- b. Students qualifying for EIP will receive evidence-based interventions that are supplemental to core instruction and delivered to small groups or individually.

3. Parental Notification:

- a. Parent(s)/guardian(s) shall be notified when their student qualifies for EIP support and offered the opportunity to be involved in EIP decisions.
- b. Schools shall provide a 10-day notice of opportunity to conference about a potential EIP student's performance and EIP.

D. REMEDIAL EDUCATION PROGRAM (REP):

1. Eligibility:

Eligibility criteria for REP is established by the Georgia Department of Education.

2. Interventions/Monitoring:

- a. Remedial programming shall include additional instruction and/or evidence-based interventions and progress monitoring.
- b. Students qualifying for REP will receive instruction and/or interventions that are supplemental to core instruction and delivered to small groups or individually.

E. SST/TIERED SUPPORT:

District schools will provide evidence-based academic and behavioral interventions that target the area(s) of need with increasing frequency, intensity, and duration. Student progress will be monitored and analyzed to assess the effectiveness of interventions and adjustments made accordingly.

1. Tier 1:

Schools will provide high-quality, school-wide academic and behavioral instruction and supports to meet the diverse needs of all students through differentiated instruction.

2. Tier 2:

Students whose screening results and/or other data sources indicate academic and/or behavior risks, including risk for significant reading deficiencies and/or characteristics of dyslexia, receive evidence-based small group intervention that targets the students' area of need and supplements core instruction and supports provided at Tier 1. Parents will be notified that their student is receiving intervention(s) in the area of need.

3. SST/Tier 3:

Each school's SST shall establish support team procedures. Identified students will receive intensive and individualized evidence-based interventions provided with more intensity, frequency, and duration than Tier 2 interventions, as determined by the SST. Interventions are provided in addition to core instruction and the supports provided at Tier 1. Parents will be invited to participate in the interdisciplinary meetings, in which an intervention plan is developed, and progress is discussed.

F. FEDERAL/STATE PROGRAMS

1. Nothing in this Rule shall be interpreted to supplant services provided to students under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

2. Nothing in the Rule shall be interpreted to supplant services provided to students under State Board Rule 160-4-5-.02 (Language Instruction Program For English Learners).

Revision Timeline*:

Adopted: 2/13/13

Revised: 10/14/15; 1/16/25

**Administrative Rules and Board Policies are reviewed on a regular basis. Dates indicate when revisions were made, not the dates of document review.*

Division: Academics (Teaching & Learning)

Legal Reference

O.C.G.A. 20-2-152

Rule 160-4-2-.17

Rule 160-4-2-.32

Rule 160-4-5-.01

Rule 160-4-7-.04

Special Education Services

Early Intervention Program

Student Support Team

Remedial Education

Evaluations and Re-evaluations