

## **06 Serving Students with Special Needs**

The TRCS Leadership Team submits the following statement concerning special needs students. TRCS will provide educational services to special needs students who are enrolled. TRCS defines special needs as any pupil who, because of physical, emotional, socioeconomic, or cultural factors, is less likely to succeed in a conventional educational environment. These students may include those with Individual Educational Programs, Section 504 plans, Individual READ plans, Gifted/Talented Plans, and English Language Learners. A Free and Appropriate Education for students with disabilities shall be provided to the maximum extent appropriate to the needs of age eligible students.

TRCS will hire one full-time special education teacher whose primary responsibilities will be to facilitate fulfillment of Individual Education Program, IEP plan implementation. The special education teacher will help identify students who potentially need additional services. He/she will lead the Rtl student team, which will focus on interventions, remediation, and modifications for students struggling to be successful through core instruction. The special education teacher will assist in the evaluation process for special education identification. In addition, the special education teacher will teach with colleagues using the push in method.

At this point, because TRCS is not chartering through RFSB RE-1, the Charter School Institute will pass through to TRCS all federal and state special education funds for which TRCS is eligible pursuant to the IDEA, and the ECEA. With this funding, TRCS will contract with Mountain BOCES to obtain services with school psychologists, occupational therapists, physical therapists, and speech/language therapists to provide services to students as determined by their IEPs (See Appendix 9). Whenever possible, contracted services will be done with an individual who speaks the students' home language, especially if the student is identified as having a disability as well as being an English Language Learner. Once students have been formally admitted to TRCS and students have been identified as needing additional services through IDEA, TRCS will contact CSI with preliminary numbers so as to begin the funding process with surplus funds that CSI has allocated for schools in their first year of enrollment. Once a licensed special education teacher has been hired and a Request for Funds (RFF) has been established, funds will be released to TRCS in order to service those Special Needs students.

TRCS will be responsible for providing special education instruction according to the IEPs, for each student with a disability enrolled. TRCS will deliver special education instruction primarily within the regular classroom using the push-in delivery plan. The general education teacher will co-teach with the special education teacher to differentiate lessons and assignments using appropriate accommodations and modifications. Within this framework, TRCS will provide all necessary accommodations and instructional/curricular modifications as required by student IEPs. TRCS acknowledges and understands that it is not exempt from special education credentialing requirements under the IDEA and the ECEA.

TRCS' initial enrollment application form will not ask a parent to state whether his or her child is on an IEP or a Section 504 plan. However, at the time that a child is accepted for enrollment at TRCS, the parent will be asked those questions.

If a child is on an IEP, TRCS will immediately request the child's special education records from the child's last school district of attendance. An IEP transition meeting will be scheduled to determine whether TRCS can provide the child with a FAPE. The child's IEP team will make all placement decisions, including any decision to exit the child from special education or any determination that TRCS is not an appropriate placement for the child. TRCS will invite the classroom teacher, Special Education teacher, Academic Coach, Head of School, and parent/guardian(s) to attend the IEP transition meeting.

If a child's IEP transition meeting cannot be scheduled prior to the onset of the academic school year, TRCS and the State will provide the special education and related services specified by the child's current IEP, unless the child is a transfer student from another school district or public agency, in which case the procedures for transfer students set forth below, will be followed.

When a student on an IEP developed by a school district or public agency enrolls at TRCS, TRCS will immediately notify the Charter School Institute as soon as TRCS knows that the student is a child with a disability. In such case, special education services for that student will be provided (1) in accordance with the child's current IEP, or (2) if the child's IEP is unavailable, interim services agreed to by TRCS and the child's parents will be provided for the child. Such interim services will continue to be provided until the child's IEP is received from the sending school district or public agency, at which time the services specified by the IEP will be provided. In any event, if the child's IEP from the sending school district or public agency has not been received within a reasonable amount of time, the child will be referred for assessment. The referral and assessment process will be initiated so as to allow the completion of the IEP within 30 school days from the date enrollment was requested.

Alternatively, TRCS may choose to immediately refer the child for a complete assessment and IEP planning. During the assessment and planning period, special education services will be provided as specified by the child's last agreed upon IEP or as agreed to by the parents and TRCS. The assessment and planning process will be completed within 30 school days.

Services for transfer student will begin (1) immediately if the services are available, (2) within 3 school days of requested enrollment if the services need to be developed, or (3) pursuant to other options agreed to in writing by the parent(s).

TRCS is predisposed to providing all students including those learners with special needs with the level of attention and extra help that they need as an individual. TRCS believes that if a child needs special attention or assistance it is brought to the child, whereas in the conventional method the child is removed from the environment to receive the help needed. TRCS will see this portion of the philosophy through to its fullest as well as make all necessary efforts to go beyond as required by the student.

It is also assumed that prior to the 2014-2015 school year, TRCS representatives, consisting of board members and administrators will meet (1) to discuss in detail how special education is funded through the Charter School Institute, (2) to develop effective procedures for conducting the December special education count day, (3) to develop effective record-keeping and reporting procedures on required student, staff, revenue and expenditure data, and (4) to obtain copies of all State Charter special education policies, procedures, guidelines and other resource documents. A major purpose of this dialogue will be to establish a joint understanding about how the Charter School Institute will pass through to TRCS the federal and state special education funds for which TRCS is eligible.

## **6.1 Response to Intervention**

In order to provide the most effective education for all students, TRCS will utilize the RtI process which is a three-tiered approach providing varying levels of support beyond that used as the core curriculum. Response to Intervention, RtI, at TRCS begins with the formation of RtI Support Team, RtIST team. This team will be lead by the special education teacher and will have membership from each of the grade levels, the Head of School, and the Academic Coach. The primary responsibility of the RtIST team will be to support students with various academic and/or behavioral needs and aide in their success in our school. These needs range from the remedial to gifted, ELL to behavioral, and can be ongoing or for specific lengths of time. The RtIST team will meet regularly to collaboratively problem solve to identify individual student needs, implement targeted interventions, and analyze data to measure progress made as a result of the implemented interventions.

When a student is referred to the RtIST team, the referring staff member will complete a Request for Assistance form. This form contains sections the staff member will complete pertaining to the reason for the request and listing the student's strengths, and exceptions to the behavior. The staff member will also indicate if conversations with the parent/guardian of the student have occurred and whether the parent/guardian was notified that a request for assistance was being submitted. Next, the special education teacher calls a meeting of the RtIST team, the referring staff member, and the parent/guardian. The staff member is encouraged to share the reason for assistance, student strengths, what strategies have been tried in the classroom, and what has been successful thus far. The parent/guardian is also part of the conversation and shares what they are seeing at home, what the student's strengths are, etc. When defining the problem or problems, they will be objective and measurable. The problem will be described in measurement terms (frequency, rate, duration, magnitude). The discrepancy between the student's actual performance and desired performance will be discussed. Information will be discussed that was gathered in the form of a direct observation, interview, rating scale, curriculum-based measures of academic skills, and review of records. These will be collected from the student, parent, peers, teachers, and administrators. The team will brainstorm additional strategies to address the problem. Strategies will be in groups of four quadrants: classroom, school, home and family, and community. The team will determine strategies to support the student that can be implemented in all four quadrants. The team will reconvene to review the plan and reevaluate after a student has been given intervention

programs and strategies for 6-8 weeks, review the progress monitoring data, and adjust the plan if necessary. At any point in the RtI process, if a student is suspected as having a learning disability, they will immediately be directed to the special education teacher for evaluation.

TRCS also intends to utilize child study teams using the RtI process to assess and monitor a pupil's progress throughout the year. The staff will stay apprised of all individual students' needs in weekly meetings and will strive to be proactive using the RtI process, particularly in the early grades, in addressing concerns before students are referred for special education evaluations. Grade-level team teachers will make adjustments through interventions in their classrooms for each individual student based on those weekly meetings and assess the impact of those interventions together to determine the next course of action. Teachers will document the impact of the interventions in the Alpine Achievement, Inc. system in order to track the success or failure of the interventions, thereby ensuring the student's individual needs can be met currently and in the future. This documentation also provides evidence to help determine need for further meetings. Parents/guardians are key to the success of interventions being implemented in the classroom. Therefore, parents/guardians will be included in meetings with teachers to determine the interventions to be supported at school and at home. When these actions fail to address the problem adequately, a meeting will be scheduled to discuss possible next steps including assessing the student to determine if he or she is eligible for special education services. This process will also ensure that parents have a defined plan and are clear as to the progress expected.

The RtI process is made up of three levels of instruction. Tier 1 instruction at TRCS will be the curriculum and instruction that all students will receive every day, the core instruction. In this tier, teachers will use high-quality, research-based core class instruction aligned with Common Core State Standards. This tier is crucial to the foundation of the RtI instructional model. Within Tier 1, staff members will ask themselves these questions to drive their instruction. 1) How will we instruct and engage students every day? 2) What are they supposed to know and be able to do? 3) How will we assess their knowledge? How will we know if they have learned the desired skills/objectives? The delivery of core curriculum for all students is given through environment, instruction, and assessment.

The standards that TRCS will follow when administering Tier 1 support are:

- Research-based reading instruction and curriculum that emphasize the five critical elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- Core reading program occurs for at least 90 minutes each day
- Professional development focuses on improving instruction methods

Tier 2 instruction includes supplemental instruction in addition to the core instruction, which includes programs, strategies, and procedures designed to supplement, enhance, and support Tier 1 activities. These students are identified for individual or small group intervention. This instruction is implemented to meet the needs of students not progressing at expected levels

with Tier 1 instruction only. Staff members will ask these questions for students in Tier 2 interventions. 1) How will we know if they have mastered the skill/objective? What will we do if they haven't mastered the skill/objective? If Tier 2 support is not successful after 6-8 weeks of intervention, or if a student is identified initially as needing significant support, they will receive Tier 3 intervention support. This might move them from a small group to individual support with close monitoring of progress. Tier 3 instruction includes much more specific and targeted instruction that focuses on specific skills and needs, which may be accelerated or remedial. Staff members will ask the same questions here as in Tier 2.

The standards that TRCS will follow when administering Tier 2 and Tier 3 support are:

- Interventions are research-based
  - Comprehension Intervention The Primary Comprehension Toolkit
  - Accelerated Reading
  - Accelerated Math
  - Leveled Literacy Intervention
  - English in a Flash
- Interventions differ from Tier 1 instruction
- Interventions begin as soon as possible after identification of those not responding to Tier 1 instruction
- In addition to Tier 1 instruction, students receive at least 30 minutes of Tier 2 and Tier 3 supplemental support for 6-8 weeks
- Size of instructional group is no more than a 1 to 5 teacher to student ratio
- Decisions about students repeating or continuing Tier 2 and Tier 3 instruction is based on progress monitoring data
  - STAR Assessment data
- Appropriate instructional settings are designated throughout the school
- Students may have more than one Tier 2 or Tier 3 intervention cycle

When a child is receiving Tier 2 and Tier 3 support, the RtI team will create an Intervention Plan. This plan will be created by discussing the following essential topics. The team will decide what the intervention will look like, including *steps and procedures*. *Materials and resources* will be identified, and resources not available will be found. *Roles and responsibilities* will be established with respect to intervention implementation. A *schedule* will be created to identify when and where the intervention will take place. Lastly, the team will decide how the intervention and outcomes will be *monitored and analyzed*. This will include timelines for implementing objectives and for achieving desired goals. Information will be documented on Alpine Achievement under Student Plans. After receiving Tier 2 or Tier 3 support, the team will make a decision regarding whether the Intervention Plan should be revised or the goals adjusted. A team meeting would include the following actions:

- Define the reason for student referral

- State the specific problem
- Discuss and record related areas of strength
- Review current supports or intervention strategies
- Analyze the problem and look at data: What is the student’s growth over time? Are there recurring patterns related to the problem?
- Make recommendations: Set/Revise learning goal and intervention

In order to facilitate an RtI framework that is successful, TRCS will ensure that the following key components are in place. Research-based instruction will be the driving force of all curriculum. Instruction at all tiers will be differentiated so that intervention can be delivered immediately. In the daily schedule there will be a sufficient amount of engaged time for each subject so that students have the opportunity to be successful and learn necessary skills. Teachers will allow enough time for practice of key skills. In addition to allotted blocks of time for literacy and math, place-based projects also allow time for students to practice and use the skills taught in each content area. Frequent, research-based assessments will be given annually, tri-annually, and monthly to ensure students receive proper screening and monitoring throughout the year. These assessments include Star Early Literacy, STAR Reading, STAR Math, and PARCC. Teachers will make decisions based on data to drive the instruction. Instructional strategies will be used and improved to adapt to students’ needs. Parental involvement is essential to a successful RtI program and this is one of the pillars of school design for TRCS. Parents will be involved at every step in facilitating each student’s progress.

The RtI process ensures that all children will have access to high quality instruction and that struggling learners will be identified, supported, and served early and effectively. Driven by reliable data, RtI implementation will result in more effective instruction, increased student achievement, more appropriate identification, increased professional collaboration, and overall school improvement. All school personnel have a responsibility to ensure that the RtI process is successful.

**TIER 1 ROLES AND RESPONSIBILITIES**

<b>General Education</b>	<b>Specialist/Support Staff</b>	<b>Administration</b>
Provide research-based core instructional programs (Sundance/Newbridge Literacy, Comprehension Tool Kits, Regie Routman’s Reading/Writing Connections, Saxton Math, 6+1 Writing Traits) Support implementation	Support implementation of school-wide screening  Collaborate with general education teachers to monitor student progress and assist in analyzing progress monitoring results to determine which students need	Ensure that research-based core instruction is provided for all general education teachers  Ensure implementation of a school-wide screening program  Ensure progress monitoring of students  Ensure that measures to monitor fidelity of Tier 1 interventions are in place

<p>of school-wide screening (STAR)</p> <p>Monitor student progress through interim and diagnostic STAR assessments</p> <p>Use data to inform instructional decision-making: use progress monitoring data from STAR assessments to identify at-risk students who require more intense instructional support</p> <p>Participate in relevant and rigorous professional development</p> <p>Collaborate with designated staff to formulate plans for at-risk students (students who move into Tier 2 and beyond)</p>	<p>more instructional support</p> <p>Participate in relevant and rigorous professional development</p>	<p>Oversee analysis of progress monitoring results</p> <p>Ensure that teachers are provided with relevant and rigorous professional development opportunities</p>
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**TIER 2 AND TIER 3 ROLES AND RESPONSIBILITIES**

<b>General Educator</b>	<b>Specialist/Support Staff</b>	<b>Administrator</b>
<p>Implement Tier 1 instruction with fidelity</p> <p>Conduct progress monitoring of all students</p> <p>Evaluate students in need of Tier 2 or Tier 3 support</p> <p>Continue progress monitoring of Tier 1 students within Tier 2 and 3 for comparison of growth with supplementary</p>	<p>Provide Tier 2 and Tier 3 instruction to small groups</p> <p>Monitor progress students within Tier 2 and analyze results for consideration of continuation of intervention, exit, or movement to increasingly intense levels of instruction</p> <p>Collaborate with general education teacher to</p>	<p>Provide resources for Tier 2 and Tier 3 support, including appropriate intervention program, trained staff, system for progress monitoring for all tiers, and time for staff collaboration to make decisions about movement of students within the tiers.</p>

<p>instruction and when supplementary instruction is discontinued</p> <p>Collaborate with Tier 2 interventionists on instructional methods used in Tier 1 and incorporate some intervention strategies in the classroom to continue to provide support to targeted students</p>	<p>understand the Tier 1 instructional program and provide supplemental activities that can be embedded within Tier 1 to provide additional support to targeted students</p>	
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## 6.2 Monitoring Progress

When staff members ask the question, “How will we know if they have mastered the skill/objective?” they will be looking at data gathered from assessments that have been administered. These can include, but are not limited to, formative assessments designed in the classroom and tied to the standards, screening, progress monitoring, diagnostic assessments using components provided in STAR Early Literacy, STAR Reading, STAR Math (Renaissance Learning), summative assessments such as PARCC, school culture/behavior data and pre-assessments. Based on the data collected from these various tests, interventions will utilize programs such as Leveled Literacy Intervention, Comprehension Intervention, English in a Flash, Accelerated Reader, and Accelerated Math (also from Renaissance Learning).

*Renaissance Learning* is an endorsing partner of the Common Core State Standards. The STAR reading and math assessments are research-based and technology-based. They provide a quick and efficient mode of identifying students that need supplemental support. Based on the performance of each student, it uses their achievement data to accelerate learning and bridge any gaps if necessary. Each question of both reading and math assessments include Common Core aligned items that strive for a specific purpose and goal. The STAR reports provide actionable information to move toward the next instructional steps and prerequisite skills necessary to develop personalized instruction. Interventions are created to target specific populations of students, including ELL (specifically English in a Flash), and students needing RtI support (all interventions).

<p>Assessment Star Early Literacy</p>	<p>Pre-K through 3<sup>rd</sup> grade</p>	<p>Targets emergent readers through screening and progress monitoring Assesses 41 skill sets in 10 different domains Monitors progress towards mastery of the Common Core</p>
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		State Standards
Assessment STAR Reading	Grades 1-12	<p>Provides skill-specific data to target instruction and intervention</p> <p>Adjusts difficulty level of each question according to individual student's ability</p> <p>Provides instructional planning support, progress monitoring, and benchmarking</p> <p>Allows for intervention groups to keep their fluidity throughout the year to meet the specific needs of each student</p>
Assessment STAR Math	Grades 1-12	<p>Immediately adjusts difficulty level as student progresses through the test</p> <p>Requires only a small number of questions needed in order to get an appropriate assessment of achievement level</p> <p>Allows teacher to personalize instruction, practice, and provide appropriate interventions</p> <p>Baseline information is collected which gives an initial basis for placement</p> <p>Results indicate groups of students that are struggling with the same objectives so that small groups can be utilized more efficiently</p>
Supplemental Support Accelerated Reader	Tier 1, Tier 2, Tier 3	<p>Assists teachers in steadily increasing the complexity of texts (mostly informational), setting personal goals, and raising comprehension levels</p> <p>Provides a variety of fiction</p>

		<p>and non-fiction texts to select depending on each student's interest and ability level</p> <p>Computerized quiz to assess whether they can progress to a more difficult text or if they need to practice that specific level again</p> <p>Not only increases student knowledge, but also a love of reading with such a personalized mode of learning</p>
Supplemental Support English in a Flash	Tier 2, Tier 3	<p>Focuses on content-area and conversational vocabulary</p> <p>Improves listening, speaking, reading, and writing skills in English</p> <p>Students learn components of grammar and sentence structure</p> <p>Individual words are put into context as phrases and eventually sentences</p> <p>Bridges the gap with ELLs and other struggling readers</p>
Supplemental Support Leveled Literacy Intervention	Tier 2, Tier 3	<p>Small group instruction</p> <p>Intensive lessons in reading, writing, phonics</p> <p>instruction/word study</p> <p>Sequenced set of books</p> <p>Spiraled skill sets</p>
Supplemental Support IXL Math	Tier 2, Tier 3	<p>Detailed data for each skill-set</p> <p>Suggestions for student practice in order for students to achieve standards mastery</p> <p>Individual practice with immediate results</p>

After students have been provided with these additional intervention strategies for a 6-8 week period, the RtI team will assess whether these interventions are achieving the desired goals set during the initial RtI meeting. Progress monitoring data will be reviewed and targeted skills will be analyzed for improvement and progress. If a student is responding to intervention support but have not yet achieved the desired outcome, they will be recommended for another cycle of intervention support for another 6-8 weeks. If a student has reached the desired outcome set

in the Intervention Plan, they will be placed back on Tier 1 support with close monitoring by the classroom teacher and support staff.

### **6.3 Identifying and Serving Students with Special Education Needs**

In accordance with IDEA, TRCS will follow guidelines included in the Child Find Mandate. TRCS will make every attempt possible to find children who are in need of special education services. If at any time a child is not responding to RtI support, or a staff member suspects a disability, a student can be referred for a special education evaluation. In this case, TRCS must get informed consent from a parent/guardian, and if the parent/guardian agrees with moving forward with an evaluation, TRCS will have 30 days to give the evaluation. This evaluation will be technically sound and in the student's first language. The instructor giving the evaluation (special education teacher) will be trained in the chosen assessments. More than one assessment will be given to ensure multiple sources of information are produced. If the student received RtI instruction, information from this process can be used to support the special education evaluation, in addition to specific assessments. If the evaluation produces results that show the student needs special education services, an IEP will be created by the Special Education teacher and services will begin. The student will be reevaluated once every three years, unless an earlier reevaluation is requested by the parent or teacher.

If a student does not qualify for special education services, they may be eligible for a 504 plan. The 504 plan protects students with disabilities and ensures that they have equal access to an education. If a student qualifies for a 504 plan, accommodations will be written and implemented in the classroom by the classroom teacher. These accommodations will be monitored to ensure that they are appropriate for the student and helping them to progress towards grade level expectations.

### **6.4 Identifying and Serving Students with a Significant Reading Deficiency**

In accordance with the Colorado Read Act, TRCS will use STAR Early Literacy and STAR Reading (if approved per the Read Act guidelines later this year) as diagnostic and interim assessments. This assessment will be given within the first thirty school days. If a student receives a score at or below the cut-off score, they will be assessed again within 30 school days to identify if a specific student has a significant reading deficiency (SRD). If an SRD is established, the student will need a READ plan created. To ensure that a comprehensive plan is put into place, the student will be given the STAR Early Literacy assessment, which is an approved diagnostic assessment (and expected to be an approved interim assessment as well). This test assesses oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. The test will determine the student's specific reading skill deficiencies and this information will be used to write the student's Reading to Ensure Academic Development (READ) plan. This plan will include a description of the student's specific reading skill deficiencies, goals and benchmarks for student's growth in attaining competency, specific interventions and instruction the teacher will use to help student progress, and specific strategies the parent(s) can use at home to help with reading progress. If the student is still on a READ plan within 45

days of the end of the school year, a discussion will be had with parents regarding retention. The teacher and parents will discuss whether the student should or should not advance based on the likelihood of maintaining adequate academic progress in the next grade level. All students will be subject to possible retention, other than students on an IEP, ELLs who are struggling readers due to language barriers, or students who have been in the same grade for 2 years. The Head of School will take recommendations from parents and teachers and will make the ultimate decision whether retention is the most advantageous to that student. Students identified as having a disability impacting progress in developing reading skills, reading intervention and strategies will be integrated into the IEP to address deficiencies in place of the READ plan. For Kindergarten students, if they are identified as having an SRD, the READ plan will be used as a component of their individual School Readiness Plan, not in lieu of. A student's READ plan can also be in place of an Rtl plan as long as interventions and strategies are in place to help the student achieve grade level benchmarks. Each student's READ plan will be updated annually. Students will stay on their READ plan until they achieve grade level competency.

## **6.5 Identifying and Serving English Language Learners**

Due to the language diversity of our community and the goal of creating a school that reflects the community's diversity, it is important to support teaching methods with a dedicated ELL specialist. We have budgeted for an ELL staff person at a minimum of a .5 position. This teacher will be Highly Qualified and will conduct ELL assessments, ACCESS, and W-APT, accessed through WIDA (World Class Instructional Design and Assessment). W-APT will be administered to new students to identify ELLs and to place them in the appropriate program. ACCESS will be administered annually to assess ELP progress. TRCS will utilize membership through WIDA to utilize professional development opportunities, programs, and assessments. TRCS will follow WIDA's Guiding Principles of Language Development to better understand and reach the ELL community. These Guiding Principles are as follows:

- Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
- Students' home, school, and community experiences influence their language development.
- Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
- Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
- Students learn language and culture through meaningful use and interaction.
- Students use language in functional and communicative ways that vary according to context.

- Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
- Students' development of academic language and academic content knowledge are inter-related processes.
- Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
- Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

Upon enrollment, students will complete a home language survey indicating the language spoken at home. The ELL staff person will be responsible for screening students whose home language is not English to determine ELL service eligibility. This will be done within the first two weeks that a student attends TRCS. Once ELL eligibility and level is determined, the student will begin to receive services from the ELL teacher. Much like the special education teacher, the ELL teacher will use the push-in model for the majority of the work with ELL students. There may be opportunities throughout the day for the ELL teacher to meet with ELL students in small groups for language support as well.

As stated above, students in need of language support will spend most of their time in the general education classroom. The ELL teacher will use the "push-in" model and will help these students during core instruction within the confines of their classroom. Assistance will be in the form of specific content areas, or instructional areas, such as literacy. This support will help students access grade level content, skills, vocabulary, and academic language so that they develop success in school. For students who have newly arrived to the U.S. or are in the early stages of developing English, they will participate in classes with the ELL teacher outside of the classroom. The ELL teacher will adjust the level and quantity of English so students can understand and access materials better. Students will learn subjects such as math, science, social studies, and literacy. Students that utilize these supplemental blocks of time with the ELL teacher will spend the rest of their day in their classroom with other native English speaking students to keep them a part of the classroom and school community. This allows them to continue developing their English skills from their peers. ELL students will also spend time with the English in a Flash program by Renaissance Learning. This program targets ELL students and allows them to practice content-area and conversational vocabulary in order to increase their literacy skills. This intervention only takes 15 minutes out of the day, so classroom engagement time is not sacrificed. Students will be monitored for two years before they can exit from the ELL program. During this time, the ELL and classroom teacher closely monitor the student's academic growth. ELL teachers mentor the classroom teachers to use instructional strategies that support ELL students. After two years of close monitoring, if the student is achieving academic success, they will be exited from the ELL program and fully integrated into the general education curriculum without ELL services.

## 6.6 Identifying and Serving Gifted and Talented Students

TRCS will support their gifted and talented students through Advanced Learning Plans, ALPs, designed with the student, parent/guardian, teacher, Head of School, Academic Coach, and GT teacher. GT students will be formally identified using 3 or more pieces of qualifying evidence within four different areas. These areas consist of Intellectual Ability, Behaviors/Characteristics, Demonstrated Performance, and Achievement. Evidence can take the form of observations, standards-based assessments, summative assessments, CogAT, portfolios, rubrics, and classroom work. The referral can come from various sources such as classroom teachers, specialists, parents, and community members. Formal identification can occur at any time during the year as long as evidence is collected. Eligibility is determined by a team consisting of the parent(s), student, teacher, Academic Coach, and GT teacher. The evidence will be reviewed and if the student qualifies as a gifted and talented student, an ALP will be developed and implemented. These plans will address the student's interests as well as accommodations or challenge the student may need support with. In addition, compacting of lessons will be used to streamline the curriculum, allowing students to move at a quicker pace. The goals of compacting are to create a challenging learning environment, guarantee proficiency in basic curriculum, and buy time for enrichment and acceleration. Compacting occurs when a teacher establishes the specific students to identify who would benefit from compacting within the unit. The teacher establishes procedures for compacting, including what types of assessment evidence will be collected from the student(s). The teacher also reviews the student tasks within the unit and marks the most difficult examples. The student(s) participating in the lesson compaction complete the marked items first to demonstrate mastery or understanding of the content or skill. Once mastery is determined, the student(s) are free to select alternative activities that enrich or accelerate their learning. Funding from CSI will be used to address the educational needs of these students, in addition to activities, materials, and equipment necessary for the enhancement of the GT program. TRCS will ensure that all LEP students will be just as eligible for gifted evaluation as non-LEP students. Teachers will be educated in specific characteristics that may lead to a referral of an LEP student. These characteristics include:

- Successful history in previous school settings
- Advanced developmental history based on information provided through parent interview
- Rapidity of learning
- Ability to solve problems that are not dependent on English
- High academic performance in tasks using heritage language
- Successful history in environments where heritage language is required

In addition to teaching methods, TRCS acknowledges and understands that it is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability. This includes the Individuals with Disabilities Education Act (IDEA), the Colorado

Exceptional Children's Educational Act (ECEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), and the READ Act.

TRCS will be accountable to the state Charter School Institute for purposes of assuring compliance with federal and state special education and disability laws. TRCS also acknowledges and understands that TRCS is responsible for assuring that all special education students attending TRCS receive a free appropriate public education (FAPE) under the IDEA and the ECEA.

**Initial Referral to the Rtl Team**

Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
Date: \_\_\_\_\_ First Referral: \_\_\_\_Y \_\_\_\_N Repeat Referral: \_\_\_\_Y \_\_\_\_N  
Student receives Section 504 Accommodations: \_\_\_\_Y \_\_\_\_N  
Student served by SPED \_\_\_\_Y \_\_\_\_N

TO: Rtl Team

I request that the above named student be reviewed by the Rtl Team to assist in providing interventions in an effort to improve his/her overall performance.

**TIER 1 INTERVENTIONS:**

I have observed problems that interfere with his/her educational progress in the following area(s):

Specific	Area	of	Concern:
Initial	Level	of	Performance (baseline):
Intervention			Goal:
Current	Level	of	Performance:

As the teacher bringing the student to the committee, I will provide all of the following documentation:

- \_\_\_\_\_ Grades/Report Card
- \_\_\_\_\_ Diagnostic /Baseline Assessment Results
- \_\_\_\_\_ Lesson Plans
- \_\_\_\_\_ Intervention and progress monitoring data
- \_\_\_\_\_ Attendance Records

Have concerns been discussed with parent/guardian? \_\_\_\_Y \_\_\_\_N

Has the parent/guardian been notified of this referral \_\_\_\_Y \_\_\_\_N

**Notice of Rtl Meeting**

To: (Teacher) \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
\_\_\_\_\_

The following student is being referred to the Rtl Team:	
Name: _____	Grade: _____

Purpose of meeting: _____ <input type="checkbox"/> Initial Referral to RtI Team <input type="checkbox"/> Review	Meeting Date: _____ Time: _____ Location: _____
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*Please complete the following and return to RtI Team by*

\_\_\_\_\_  
 I will be able to attend the meeting:  YES  NO

**Check all areas of concern that apply:**

<b>Environment:</b>	<b>Instruction</b>	<b>Assessment</b>
<input type="checkbox"/> Frequent tardies declined	<input type="checkbox"/> Fails to complete	<input type="checkbox"/> Progress has
<input type="checkbox"/> Frequent absences standard	homework/assignments	<input type="checkbox"/> Not meeting
<input type="checkbox"/> Frequent bathroom/nurse visits based	<input type="checkbox"/> Turns assignments in later	on curriculum
<input type="checkbox"/> Often lacks supplies	<input type="checkbox"/> Participates reluctantly in	assessments
<input type="checkbox"/> Change in appearance/dress benchmark	classroom activities/discussion	<input type="checkbox"/> STAR
<input type="checkbox"/> Unusual weight gain or loss	<input type="checkbox"/> Fails to respond to small group	scores below standard
<input type="checkbox"/> Appears fatigued or overly active	instruction	<input type="checkbox"/> Other
<input type="checkbox"/> Frequent physical injuries	<input type="checkbox"/> Disrupts class by talking out	
<input type="checkbox"/> Cries easily	<input type="checkbox"/> Demonstrates weaknesses in	
<input type="checkbox"/> Isolates self from others	_____	
<input type="checkbox"/> Change in peer group	<input type="checkbox"/> Other	
<input type="checkbox"/> Uses obscene language and gestures	_____	
<input type="checkbox"/> Other		
_____		

**Teacher Comments:**