

GEORGIA DEPARTMENT OF JUVENILE JUSTICE	Transmittal # 16-3	Policy #13.31
Applicability: { } All DJJ Staff {x} Administration { } Community Services {x} Secure Facilities (RYDCs and YDCs)	Related Standards & References: ACA Standards: 4-JCF-5C-02, 4-JCF-5D-01, 02, 03,	
Chapter: 13: EDUCATIONAL SERVICES	Effective Date: 2/9/16 Scheduled Review Date: 2/9/17	
Subject: RESPONSE TO INTERVENTION (Replaces SST)	Replaces: 4/1/12 Education and Re-Entry Services APPROVED:	
Attachments: A – Response to Interventions Manual	 <hr/> Avery D. Niles, Commissioner	

I. POLICY:

Department of Juvenile Justice Schools - Georgia Preparatory Academy shall provide all students the opportunity to access the general education curriculum. Students requiring interventions to meet individual expectations will receive support through a systemic and purposeful process.

II. DEFINITIONS:

Formative Assessment: An evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress towards mastery.

Pyramid of Intervention: Levels of instructional intensity within a tiered delivery model.

Response to Intervention (RTI): A practice of academic and behavioral interventions, designed to provide early, effective assistance to underperforming students.

Response to Intervention Committee: A multi-disciplinary team, which utilizes the review of academic, behavioral, and intervention data to investigate the educational needs of students who are experiencing academic, social, and/or behavioral difficulties.

Summative Assessment: An evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments), and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the Georgia Standards of Excellence.

III. PROCEDURES:

A. The Regional Principal, Principal, or Lead Teacher shall appoint a Response to Interventions (RTI) Committee at each school site. The committee will consist of the

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appropriate education staff which may include the Principal, teachers of all content areas, counselors, and school psychologists, where applicable.

- B. The Regional Principal, Principal, or lead teacher will appoint a RTI Chair at each school site to lead the RTI Committee in analyzing achievement and behavior/discipline data from both formative and summative assessments to determine criteria for expected growth. The criteria for expected growth will be based on specific interventions to support the learner.
- C. The RTI Committee will screen students in middle and high school students no later than 35 school days after the youth's admission to the school.
- D. The RTI Committee will meet at least two times per month each semester, in months with more than 15 school days. In the months of April, November, and December, only one meeting must occur.
- E. Each school will use and follow the DJJ Response to Intervention Manual (Attachment A) to implement the RTI process with fidelity.
- F. The RTI Committee will utilize data collected on each student to make decisions regarding progression on the Pyramid of Interventions.
- G. If there is evidence through documentation that a student has not progressed on Tier 3 of the Pyramid of Interventions within twelve weeks, the committee may request parental consent to have a psychological evaluation completed. The RTI chair will ensure the referral process is completed appropriately.
- H. The Regional Principal will provide ongoing monitoring and evaluation through teacher observations, review of RTI documentation, and program feedback. The Regional Principal will arrange for staff development when the need is evident and documented during site visits.
- I. The Regional Principal will ensure that teachers use all instructional materials provided to them as strategies for implementation of the RTI process as outlined in the RTI Manual. The Regional Principal will document findings in the site visit report.
- J. The Office of Education will provide staff development activities to ensure the adequate training of teachers and administrators to implement the RTI process.
- K. The Office of Education Director of Instructional Programs will conduct an annual school and system-wide report of achievement and behavior data (scores) to document the impact of the RTI process. The Director of Instructional Programs will forward the report to the Associate School Superintendent within 60 days after the last day of the academic calendar.
- L. The Director of Student Support Services will ensure that the RTI process and the RTI Manual will be revised annually and as needed to remain current with standards established by the Georgia Department of Education.

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IV. LOCAL OPERATING PROCEDURES REQUIRED: YES