

MSBA Core Manual  
Basic Policy Management Services

**Policy IGAB: INSTRUCTIONAL INTERVENTIONS**

**Status: ADOPTED**

**Original Adopted Date:** 01/23/2020 | **Last Revised Date:** 04/01/2023 | **Last Reviewed Date:**  
04/01/2023

July 10, 2023

The district is strongly committed to creating an environment that promotes high achievement for all students. The board directs classroom teachers to employ a variety of evidence-based instructional interventions at the classroom level to assist students who may be at risk of falling below grade-level expectations. In addition, the board requires districtwide compliance with the instructional interventions detailed in this policy, as required by law.

### **Reading Improvement Instruction**

The district will provide a reading success plan designed to remediate identified areas of reading deficiency to students who need reading assistance, as required by law. The plan will include intensive instructional services and supports as appropriate according to the student's needs. The services and supports may include additional scientific, evidence-based reading instruction and other strategies prescribed by the district.

The district will provide a reading success plan to students who:

1. Exhibit a substantial deficiency in reading that creates a barrier, based on teacher observation or reading assessment, to reading progress; or
2. Have been identified through the statewide dyslexia screening as being at risk of dyslexia or have a formal diagnosis of dyslexia.

A substantial reading deficiency exists when a student is one or more grade levels behind in reading or reading readiness.

The district will notify parents/guardians of students identified for reading success plans and give their students the opportunity to attend district summer school programs when offered. The district will provide strategies that parents/guardians may use to help the student obtain reading proficiency including, but not limited to, the promotion of parent-guided home reading.

### **Dyslexia and Related Disorders**

In accordance with law, the district will screen students for dyslexia and related disorders and provide the appropriate classroom support in accordance with guidelines developed by the Department of Elementary and Secondary Education (DESE).

The district will provide screening results to the student's parents/guardians and district employees who have a legitimate educational interest.

A screening that indicates the possibility of dyslexia or a related disorder is not a diagnosis and is not sufficient to determine whether the student has a disability, as defined in law, that requires accommodation or special education. However, the district may use the information to provide additional classroom support and collect additional data to determine whether the student may need to be evaluated for special education or other accommodations in the future.

The district will annually offer all teachers a minimum of two hours of in-service training on dyslexia and related disorders.

## Remediation as a Condition of Promotion

Students identified by the district as failing to master grade-level skills and competencies must remediate those skills and competencies before they are promoted to the next grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what remediation is appropriate. The district may operate remediation programs outside the regular school day, including summer school. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels. The district will pursue all available state or federal aid for such programs.

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Version IGAB-C.1B (04/23)

Dent-Phelps R-III School District, Salem, Missouri

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### Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<b>State</b>	<b>Description</b>
§§ 162.670-.999, RSMo.	<a href="#">State Statute</a>
§167.268, RSMo	<a href="#">State Statute</a>
§167.340, RSMo.	<a href="#">State Statute</a>
§167.640, RSMo.	<a href="#">State Statute</a>
§167.645, RSMo	<a href="#">State Statute</a>
§167.950, RSMo.	<a href="#">State Statute</a>
§633.420, RSMo.	<a href="#">State Statute</a>
<b>Federal</b>	<b>Description</b>
20 U.S.C. § 1232g	<a href="#">Family Educational Rights and Privacy Act</a>
20 U.S.C. § 1400-1417	<a href="#">Individuals with Disabilities Education Act</a>

29 U.S.C. § 794

[Section 504 of the Rehabilitation Act of 1973](#)

34 C.F.R Part 104

[Section 504 of the Rehabilitation Act of 1973](#)

42 U.S.C. §§ 12101-12213

[Americans with Disabilities Act](#)

**Cross References**

**Code**

**Description**

GCL

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