

Is the student's rate of learning significantly less than expected, i.e., is the student's learning rate or growth toward target skills substantially below the rate demonstrated by peers; and, based on progress monitoring data, can a reasonable rate of progress be projected when the student is provided supplemental intervention instruction at a high level of intensity and frequency. Yes  No

Comments:

**Summarize the student's needs in the area of instruction, curriculum, environmental and other learning supports that will enable learning to occur.**

*Based on intervention and assessment results as well as collaborative problem solving, describe the instructional approach that will enable learning as well as the specific skills and concepts the student needs to learn. Include also adaptations to procedures, schedules, routines, behavioral expectations, room or seating arrangements that the student needs and family, school or community supports that are essential for improved results. (Attach additional sheets if necessary)*

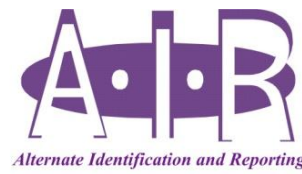
**Considerations for selection for services through an IEP:**  
 Questions 1, 2, and 3 must all be answered "yes" for Question 4 to be answered "yes".

1. Does the student have a significant skill deficit, a health or physical condition, a demonstrated limitation, a pattern of behavior or a learning profile that adversely affects the student's level and rate of learning? Yes  No
2. Do the educational needs of the student require instructional services and support that are intensive in nature and anticipated to be needed frequently over an extended period of time? Yes  No
3. Is specially designed instruction required to meet the student's educational needs? Yes  No
4. Does the group select the student to receive educational services through an IEP and the protections of the Individuals with Disabilities Education Improvement Act (2004)? Yes  No

Date of Selection Decision \_\_\_\_\_

An IEP will be developed within 30 calendar days from this selection decision

Development of the IEP will be coordinated by \_\_\_\_\_



**Alternative Identification and Reporting Project  
 Selection for IEP Services**

The purpose of this meeting is 1) to consider the student's level and rate of learning as demonstrated throughout a schedule of interventions 2) to review those interventions that allowed the student to be successful and that are anticipated to be appropriate for the student to continue progressing and 3) to agree that the student warrants the protections of the Individuals with Disabilities Education Improvement Act (IDEA) and continued services through an Individualized Education Program (IEP).

A student will be selected for services through an IEP when there is:

- a skills deficit which is determined by assessing both rate and level of learning throughout a period of interventions and their associated assessments and
- a need for specially designed instruction.

Selection for services through an IEP will be based on review of multiple data, including, for example, interventions, relevant assessments, work samples, school records, interviews, observations and reports from other sources.

**Student Information:**

Last Name: \_\_\_\_\_ First name: \_\_\_\_\_  
 WVEIS No. \_\_\_\_\_ Birth Date: \_\_\_\_\_  
 County: \_\_\_\_\_ School Name: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

**Parent Information:**

Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
 Address: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
 E-mail: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Individuals contributing information\*

Name	Position/Relationship to Student
	Chairperson
	Educator
	Parent
	Student (when appropriate)
	Assessment/Evaluation Specialist
	Other

\*Composition of this committee is consistent with persons listed in Policy 2419, Chapter 4, Page 21.

**Student Information: Educationally relevant information for decision making**

The student demonstrates strengths in:

Data revealed concerns in the following areas:

- Components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension)
- Written expression
- Demonstrated behaviors
- Components of math

	Yes	No
Have these concerns been noted across different times and in different settings?		
Are these concerns the result of:		
• Limited English Proficiency?		
• A lack of appropriate instruction in reading, including the 5 essential components of reading?		
• A lack of instruction in math?		
• Vision, hearing or health concerns that affect the student's educational performance or participation in age appropriate activities?		
• Ecological factors (e.g., race ethnicity, culture, language, or life circumstances) that affect the student's educational performance in the areas of concern?		

**Level of Learning:** Level of learning is performance when compared with students of the same age, grade or other established standards.

Data Source (s):

**Individual Performance:** The individual performance includes multiple sources of data for reading, math, or behavior as described below.

**Expected Performance:** The expected level of learning should be considered in relation to the WV Content Standards and Objectives (CSOs), benchmark assessments, standardized grade level norms and other established measures of knowledge and skills for the student's grade level.

Is there a marked difference between individual and expected performance, i.e., does the difference suggest that the student currently lacks significant grade level skills? Does the student demonstrate low academic performance compared to peers in response to general classroom instruction that includes grade level learning experiences and appropriate targeted interventions? Yes  No

Comments:

**Rate of Learning:** Rate of learning is performance over time. In addressing rate of learning, the team considers data collected about the student's performance and response in relation to the interventions that have been provided.

Summarize the interventions implemented as part of the RTI process and the student's rate of learning.

Intervention	Tier II (Duration of interventions and frequency)	Tier III (Duration of interventions and frequency)	Data that address impact of the intervention, i.e., the degree to which the rate of learning was affected