



## Evidence of Progress Monitoring

### School District of Indian River County

#SDIRCStrongerTogether

<b>Date:</b>	9/30/2020
<b>School/Department:</b>	Strategic Planning & Support Services
<b>Action Step # and Description:</b> (If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)	<p>Action Step 3.3 – Rule-Out Factors-SPSS</p> <p>Action Step:</p> <p>Monitor the implementation of professional development for problem solving teams in the identification and differentiation of disabilities, including “rule-out” factors. “Rule-out” factors are those factors which present barriers to learning for a student and are not due to an underlying disability (e.g. patterns of attendance, lack of exposure to needed instruction, and language acquisition). These factors must be “ruled-out” as the primary reason for a student’s learning difficulties prior to identifying a student with a disability.</p>
<b>Explanation of Evidence:</b>	Professional development attendance roster scheduled for 11/18, pre/post assessment, site-based data review comparison of the number of students referred w/ eligibility and number of students referred who did not meet eligibility.
<b>Results of Action Taken:</b>	After providing professional development and training to site-based staff our goal is to be able to identify and support accurately and provided supports as appropriate.

## Action Step 3.3 - Rule-Out Factors – SPS

### Action Step:

Monitor the implementation of professional development for problem solving teams in the identification and differentiation of disabilities, including “rule-out” factors. “Rule-out” factors are those factors which present barriers to learning for a student and are not due to an underlying disability (e.g. patterns of attendance, lack of exposure to needed instruction, and language acquisition). These factors must be “ruled-out” as the primary reason for a student’s learning difficulties prior to identifying a student with a disability.

1. Professional Development will be provided to our site-based LEA’s related to tiered interventions as it relates to eligibility criteria for students with disabilities.
2. Professional Development Session is scheduled for 11/18 from 9-11.
3. A pre/post assessment will provide individualized data to ensure all stakeholders (LEA’s) have acquired the necessary skills.
4. Data collection will include a comparison of the number of students referred and have been found to meet eligibility for exceptional student education and those students referred and have been found to not meeting eligibility for exceptional student education.