

RESPONSE TO INTERVENTION

It is the district's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. At the discretion of the superintendent, the district may utilize the core principles of the Response to Intervention (RTI) process, which combines systematic assessment, decision-making, and a multi-tiered services delivery model to improve educational and behavioral outcomes for all students.

When the RTI process is utilized, students' challenges are identified, and appropriate instruction and interventions are used first in the general education setting. When the district utilizes the RTI process, the district shall apply:

- A. Scientific, research-based interventions in the general education setting;
- B. Measure the student's response to intervention; and
- C. Use RTI data to inform instruction.

The superintendent shall develop procedures for implementation of the RTI process as appropriate. In determining when and how the RTI method will be implemented, the superintendent shall consider teacher observations and use classroom, school, and/or district assessments. When students who are at risk of academic or behavioral problems, and potentially in need of scientific research-based interventions, are identified, the superintendent or the superintendent's designee will determine whether and how the RTI method should be used.

When RTI is in use, intervention shall consist of three levels of assistance that increase in intensity. The three levels shall include:

- A. Screening and classroom interventions;
- B. Targeted small group intervention; and
- C. Intensive interventions

Parent Involvement in the RTI Process

The district shall inform parents regarding the use of scientific, research-based interventions, as required by State and federal law.

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