

Response to Intervention

It is the district's policy to provide all students with high quality, scientific, research-based general education core instruction and, as appropriate, additional services and interventions at increasing levels of intensity matched to student needs. The district utilizes the essential components of the Response to Intervention (RTI) process which combines systematic assessment, data based decision making and a multi-tiered approach to providing instruction in order to improve educational outcomes for all students.

To achieve improved student outcomes, the district will use a process that will identify students' challenges early and provide appropriate instruction in the general education classroom. In implementing the process, the district will utilize:

1. Universal Screening
2. Progress Monitoring
3. Multi-level Prevention System
4. Data Based Decision Making

Procedures to implement student interventions shall be developed. Teacher observations, and classroom, school, district, and state assessments may be used to identify students who are at risk of academic, behavior, or language acquisition problems and thereby in need of scientific research-based interventions.

Interventions shall consist of three levels that increase in intensity:

1. The general education core curriculum and classroom instructional design with benchmark assessments three times a year for screening;
2. Targeted instruction which may include more time, smaller groups, and/or extended curriculum in addition to the core curriculum along with biweekly monitoring of progress; and when appropriate, an individualized plan (I-plan);
3. Individualized, intensive instruction which may include explicit, systematic replacement curriculum, small groups, or accelerated curriculum. Receiving this level of intervention will be monitored weekly.

The district shall inform parents regarding the use of scientific, research-based interventions, include the state and district policies regarding the amount and nature of students' performance data collected and the general education services provided; strategies used to increase the student's rate of learning; and the parental right to request a special education evaluation at any time. Nothing in this policy shall be construed to delay an appropriate evaluation of a student suspected of having a disability. (we don't provide all of this to parents initially)

LEGAL REFERENCE

IDAPA 08.02.03.102 (Instruction)

IDAPA 08.02.03.103.01 (Instruction Grades 1-12)

IDAPA 08.02.02.140 (Accreditation)

IDEA Regulations 34 CFR 300.226 (Early intervening Services)

Adopted: February 8, 2011

Revised: