

RESPONSE TO INTERVENTION

A. The District's RTI process shall include, at a minimum, the following components:

1. Problem solving processes and problem solving teams;
2. Instructional changes driven by data based decision making;
3. Parent notification regarding the amount and nature of student performance data collected; and
4. Multi-tiered interventions, including:

Tier 1: Universal interventions. State content standards-aligned core instruction and school-wide positive behavior interventions and supports are provided to all students in the general education core curriculum. Interventions include:

- a. High quality, effective instruction designed to engage and challenge students;
- b. Clear and high expectations for student learning and behavior;
- c. Effective support to enhance student engagement in the learning process and to promote school completion; and
- d. Periodic progress monitoring.

Tier 2: Strategic Interventions. Academic and behavioral strategies, methodologies and practices designed for some students who are not making expected progress in the State content standards-aligned instructional system who are at risk for educational underachievement. Strategic interventions include:

- a. State content standards-aligned instruction with supplemental, small group instruction;
- b. Use of standard protocol interventions; and
- c. Minimum of twice-monthly progress monitoring.

Tier 3: Intensive Interventions. Academic and behavioral strategies, methodologies, and practices designed for students who are significantly below established grade-level benchmarks in the State content standards-aligned instruction. Intensive interventions are:

- a. Determined and selected through an individual problem-solving process;
 - b. Explicit and skill specific;
 - c. Individualized or provided in small groups (3 to 5 students) instruction;
 - d. Increased by frequency of intervention sessions and minutes per session; and
 - e. Progress monitored at least weekly.
- B. In order to be identified as a student with a Specific Learning Disability, the data collected during the Response to Intervention process must demonstrate the following:
- 1. The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:
 - a. oral expression
 - b. listening comprehension
 - c. written expression
 - d. basic reading skill
 - e. reading fluency skills
 - f. reading comprehension
 - g. mathematics calculation
 - h. mathematics problem-solving; and
 - 2. The child does not make sufficient progress to meet age or State-approved grade-level standards in one of the areas identified in paragraph 1 above when using a process based on the child's response to scientific, research-based intervention.
- C. In order to determine the existence of a Specific Learning Disability, the team must confirm:
- 1. That the child's underachievement is not primarily the result of:
 - a. cognitive impairment;

- b. emotional disability;
 - c. cultural factors;
 - d. environmental or economic disadvantage; or
 - e. limited English proficiency.
- 2. That the child's underachievement is not due to lack of appropriate instruction in reading or math as verified by:
 - a. data that demonstrate that prior to, or as part of, the special education referral process, the child was provided appropriate instruction in regular education settings, delivered by highly qualified personnel; and
 - b. data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.
- D. RTI is only one component of the process to identify children as eligible for special education.
- E. RTI does not replace the need for a comprehensive evaluation.
- F. A child's eligibility for special education services cannot be changed solely on the basis of data from an RTI process.
- G. Each group member must certify in writing whether the report reflects the member's conclusion. If it does not, the group member must submit a separate statement presenting the member's conclusions.

Adopted: June 14, 2011