

### **RESPONSE TO INTERVENTION (RTI) PROCESS**

Response to Intervention (RTI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with DPI, the School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RTI) process applicable to all students K-12. For students suspected of having a potential learning disability, the District will provide appropriate RTI services pursuant to DPI regulations prior to a referral to Special Education for evaluation.

### **Minimum Requirements of District's RTI Program**

The District's RTI process shall be implemented K-5 and will include the following minimum requirements:

a) Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel; Instruction in reading, per DPI, shall mean scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;

b) Screenings shall be provided to all students in the class three times per year to identify those students who are not making academic progress at expected rates in accordance with the District's Intervention Services Plan.

c) Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;

d) Repeated assessments of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards;

e) The application of information about the student's response to intervention to make educational decisions about changes in goals (i.e., goals for all students, not just Individualized Education Program (IEP) goals), instruction and/or services and the decision to make a referral for special education programs and/or services; and the teams of qualified personnel will be responsible for reviewing such student information and applying the information to make decisions concerning student academic progress and further intervention strategies.

f) Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:

1. The amount and nature of student performance data that will be collected and the general

education services that will be provided as enumerated in Commissioner's Regulations;

2. Strategies for increasing the student's rate of learning; and
3. The parents' right to request an evaluation for special education programs and/or services.

### **Structure of Response to Intervention Program**

The District will utilize a three-tier RTI model to be implemented in grades K-12. The designated RTI Teams will be primarily responsible for implementation of the District RTI policy.

The District's RTI program will consist of multiple tiers of instruction/assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

Teams of qualified personnel, whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading and math coordinators, designated administrators, and other individuals deemed appropriate by the District, will be available for each building/grade level classification to address the implementation of the District's RTI process.

The student support team's responsibilities shall include, but are not limited to, the following:

- a) Determining the level of interventions/student performance criteria appropriate for each tier of the RTI model;
- b) Analyzing information/assessments concerning a student's response to intervention and making educational decisions about changes in goals, instruction and/or services;
- c) Determining whether to make a referral for special education programs and/or services.

### **Criteria for Determining the Levels of Intervention to be Provided to Students**

The District will utilize multiple measures of student assessments in reading and mathematics for both general outcomes and progress monitoring.

Targeted interventions will be provided to students on a tiered system. Students will receive services based on established guidelines as specified in the District's Academic Intervention Services Plan.

The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

It is expected that use of the RTI Level of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

**Adopted: May 2013**