

## **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. The district utilizes 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.

The district's process identifies students' challenges early and provides appropriate instruction by ensuring that students are successful in the general education classroom. In implementing the RTI process, the district will 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 classroom instruction.

The superintendent will develop procedures to implement student interventions, using teacher observations, and classroom, school, or district assessments to identify students who are at-risk of academic problems and in need of scientific research-based interventions.

Intervention will consist of two levels of assistance that increase in intensity. The three levels will include:

- A. Screening and classroom interventions;
- B. Targeted small group intervention, with progress monitoring.

Cross References:                    3123 - Withdrawal Prior To Graduation  
   2162 - Education of Students With Disabilities Under Section  
   504 of the Rehabilitation Act of 1973  
   2161 - Special Education and Related Services for Eligible  
   Students

Legal References:                    Chapter 392.172A WAC Rules for the Provision of Special  
   Education  
   WAC 392-172A-03060 Process based on a student's response  
   to a scientific research-based intervention

Management Resources:            Policy News, December 2007 Response to Intervention (RTI)

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