
RESPONSE TO INTERVENTION

It is the District's policy to ensure that, in the general education program, all students receive high-quality core instruction and, as appropriate, scientific, research-based strategic and intensive intervention supports matched to student needs. Response to Intervention (RtI) supports students who are at risk of academic or behavioral problems, and potentially in need of research-based interventions. At the discretion of the Superintendent or designee, the District may utilize the principles of the 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 Superintendent shall develop procedures for implementation of the RtI process and will determine whether and how the RtI method will be used.

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

- A. Use 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

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

- A. Universal screening and classroom interventions;
- B. Targeted small group intervention; and
- C. Strategic and intensive interventions

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

If evidence exists to suspect a disability, a student cannot be required to progress through strategic or intensive interventions before being referred for consideration for special education evaluation.

Legal Reference: WAC 392.172A Rules for the Provision of Special Education