

## Response to Intervention

It is the district's policy to ensure that all students receive high quality, research-based grade level 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 (also referred to as "Response to Instruction"), 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. Research-based interventions in the general education setting;
- B. Measurement of the student's response to intervention; and
- C. Use of data to inform 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 or behavioral problems and in need of scientific research-based interventions.

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

- Tier I Core Instruction with classroom interventions and additional screening, if needed;
- Tier II Targeted small group interventions; and
- Tier III Intensive interventions

The district will inform parents regarding the use of research-based interventions.

Cross References: Board Policy 3123 Withdrawal Prior to Graduation

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

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

**Adoption Date: 07.09.12**  
**Clover Park School District**  
**Revised:**  
**Essential**