

# Board Policy

BP 6120

## Response To Instruction And Intervention

### Instruction

\*\*\*Note: "Response to intervention" (RTI) is a strategy of organizing instruction and support resources in the general education program to help close the achievement gaps for all students, including students at risk, students with disabilities, and English language learners. In this strategy, a student who is suspected of having a learning disability or who is showing academic delays is provided intensive instruction and intervention for a specified period of time before the educational problems increase in intensity and special education seems the only viable option. During this period, the student's academic progress is frequently measured to see if the interventions are sufficient to help the student catch up with his/her peers. If the student fails to show significant progress, this failure to "respond to intervention" can be viewed as evidence of a specific learning disability, thus qualifying the student for evaluation of the need for special education services.\*\*\*

\*\*\*Note: The California Department of Education (CDE) has expanded the term RTI to "response to instruction and intervention" (RtI2) to include the full spectrum of instruction to meet the academic and behavioral needs of students and as a method to reduce the disproportionate representation of certain subpopulations of students identified as needing special education. RtI2 is consistent with the accountability goals of the No Child Left Behind Act (20 USC 6318, 6319) and the identification of students under the Individuals with Disabilities Education Act (20 USC 1400-1482). According to the CDE, RtI2 integrates resources from general education, categorical programs, and special education into a comprehensive system of core instruction and interventions to benefit every student. As part of the state's Quality Assurance Process, the CDE will examine whether districts have a disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.\*\*\*

\*\*\*Note: The following policy is optional and should be modified to reflect district practice.\*\*\*

The Governing Board desires to provide a high-quality, data-driven educational program to meet the learning and behavioral needs of each student and to help reduce disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance shall receive intensive instruction and intervention supports designed to meet their individual learning needs.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6000 - Concepts and Roles)

(cf. 6011- Academic Standards)

The Superintendent or designee shall convene a team of certificated personnel, other district staff, and parents/guardians, as appropriate, to assist in designing the district's Response to Instruction and Intervention (RtI2) system, based on an examination of indicators of district and schoolwide student achievement.

(cf. 0500 - Accountability)  
(cf. 0520.1 - High Priority Schools Grant Program)  
(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 0520.3 - Title I Program Improvement Districts)  
(cf. 4115 - Evaluation/Supervision)  
(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)  
(cf. 6171 - Title I Programs)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6179 - Supplemental Instruction)

The district's RtI2 system shall include instructional strategies and interventions with demonstrated effectiveness and shall be aligned with the district curriculum and assessments.

(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6142.91 - Reading/Language Arts Instruction)  
(cf. 6142.93 - Mathematics Instruction)  
(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)  
(cf. 6190 - Evaluation of the Instructional Program)

\*\*\*Note: The CDE has identified core components of the RtI2 model. The remainder of this policy reflects these core components and should be modified to reflect district practice.\*\*\*

The district's RtI2 system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; ~~universal-screening~~ and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

When data from the RtI2 system indicate that a student may have a specific learning disability, the student may be referred for evaluation for special education or other services.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.5 - Student Success Teams)  
(cf. 6164.6 - Identification and Evaluation Under Section 504)

The district shall provide staff development to teachers regarding the use of assessments, data analysis, and research-based instructional practices and strategies. In addition, the district's RtI2 system shall emphasize a collaborative approach of professional learning communities among teachers within and across grade spans.

(cf. 4131 - Staff Development)  
(cf. 4331 - Staff Development)

Staff shall ensure that parents/guardians are involved at all stages of the instructional and intervention process. Parents/guardians shall be kept informed of their child's progress and provided information regarding the services that will be provided, the strategies being used to increase the student's rate of learning, and information about the performance data that will be collected.

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 6020 - Parent Involvement)

Legal Reference:

EDUCATION CODE

56329 Assessment, written notice to parent  
56333-56338 Eligibility for specific learning disabilities  
56500-56509 Procedural safeguards

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:  
1416 Monitoring, technical assistance, and enforcement  
6316 School improvement  
6318 Parent involvement  
6319 Highly qualified teachers

CODE OF FEDERAL REGULATIONS, TITLE 34

300.307 Specific learning disabilities  
300.309 Determining the existence of specific learning disabilities  
300.311 Specific documentation for eligibility determination

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Response to Instruction and Intervention, 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

CSBA 7/09  
CVUSD 9/09