

**Instruction**

**Response to Intervention and Instruction**

The Board of Education 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.

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 Intervention (RtI) system, based on examination of indicators of District and school wide student achievement.

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

The District's RtI 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 RtI system indicate that a student may have a specific learning disability, the student may be referred for evaluation for special education or other services.

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

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.

Legal References: Education Code  
56329 Assessment, written notice to parent  
56333-56338 Eligibility for specific learning disabilities  
56500-56509 Procedural safeguards  
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  
United States Code, Title 20  
1400-1482 Individuals with Disabilities Education Act  
1416 Monitoring, technical assistance, and enforcement  
6316 School improvement  
6318 Parent involvement  
6319 Highly qualified teachers  
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>

Policy  
adopted: 11/15/77  
revised: 01/06/81  
revised: 07/05/88  
revised: 12/08/98 (Renumbered from 6142)  
revised: 02/16/10