

Instruction

RESPONSE TO INSTRUCTION AND INTERVENTION

BP 6120

The Governing Board desires to improve learning and behavioral outcomes for all students by providing a high-quality, data-driven educational program that meets the learning and behavioral needs of each student and reduces disparities in achievement among subgroups of students. RtI is integrated with California's Multi-Tiered Support System (MTSS), an ideal framework to support the academic, behavioral, and social-emotional needs of students. Students who are not making academic progress pursuant to district measures of performance and/or are struggling behaviorally shall receive intensive instruction and intervention supports designed to meet individual learning needs, with progress monitored. While the purpose of the RtI² system is to support struggling students, MTSS and RtI² shall not interfere with or replace special education evaluation and the district's child-find obligation.

The Superintendent or designee shall convene a team that may include, as appropriate, staff with knowledge of curriculum and instruction, student services, special education, and instructional and behavioral support, certificated personnel, other district staff, and parents/guardians 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 and social-emotional well-being.

The district's RtI² system shall include instructional strategies and interventions with demonstrated effectiveness and be aligned with the district curriculum and assessments. The Superintendent or designee may conduct ongoing screening to determine student needs, analyze data, identify interventions for students not making adequate academic progress, monitor the effectiveness of the interventions, and adjust interventions according to efficacy.

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.

Additionally, the districts RtI² system shall provide for:

Instruction

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1. High-quality classroom instruction
2. High expectations
3. Assessments and data collection
4. Problem-solving systems approach
5. Research-based interventions
6. Positive behavioral support
7. Fidelity of program implementation
8. Staff development and collaboration, which may include training in the use of assessments, data analysis, research-based instructional practices and strategies and emphasize a collaborative approach of professional learning communities among teachers within and across grade spans
9. Parent/guardian and family involvement, including collaboration and engagement

The Superintendent or designee shall ensure that parents/guardians are involved at all stages of the instructional, intervention, and progress monitoring process. Parents/guardians shall be kept informed of the services that have and will be provided, the strategies being used to increase the student's rate of learning, the supports provided to improve behavioral difficulties, and the performance data that has and will be collected.

10. Consideration of further evaluation utilizing RtI² data

The RtI² system may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

Policy Reference Disclaimer:

Instruction

RESPONSE TO INSTRUCTION AND INTERVENTION

BP 6120

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
<i>Ed. Code 1416</i>	<u><i>Monitoring, technical assistance, and enforcement</i></u>
<i>Ed. Code 56329</i>	<u><i>Assessment, written notice to parent</i></u>
<i>Ed. Code 56333-56338</i>	<u><i>Eligibility for specific learning disabilities</i></u>
<i>Ed. Code 56500-56509</i>	<u><i>Procedural safeguards</i></u>

Federal	Description
<i>20 USC 1400-1482</i>	<u><i>Individuals with Disabilities Education Act</i></u>
<i>34 CFR 300.307</i>	<u><i>Specific learning disabilities</i></u>
<i>34 CFR 300.309</i>	<u><i>Determining the existence of specific learning disabilities</i></u>
<i>34 CFR 300.311</i>	<u><i>Specific documentation for eligibility determination</i></u>

Management Resources	Description
<i>California Department of Education Correspondence</i>	<u><i>Response to Instruction and Intervention, 2008</i></u>
<i>Website</i>	<u><i>California Department of Education</i></u>
<i>Website</i>	<u><i>CSBA</i></u>
<i>Website</i>	<u><i>U.S. Department of Education</i></u>

Cross References

Policy	Description
<i>0000</i>	<u><i>Vision</i></u>
<i>0200</i>	<u><i>Goals For The School District</i></u>
<i>0500</i>	<u><i>Accountability</i></u>
<i>4115</i>	<u><i>Evaluation/Supervision</i></u>
<i>4115</i>	<u><i>Evaluation/Supervision</i></u>
<i>4131</i>	<u><i>Staff Development</i></u>
<i>4331</i>	<u><i>Staff Development</i></u>

Instruction

RESPONSE TO INSTRUCTION AND INTERVENTION

BP 6120

Policy	Description
5020	<u>Parent Rights And Responsibilities</u>
5020	<u>Parent Rights And Responsibilities</u>
5123	<u>Promotion/ Acceleration/ Retention</u>
5123	<u>Promotion/ Acceleration/ Retention</u>
5147	<u>Dropout Prevention</u>
6000	<u>Concepts And Roles</u>
6011	<u>Academic Standards</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6141	<u>Curriculum Development And Evaluation</u>
6141	<u>Curriculum Development And Evaluation</u>
6142.91	<u>Reading/ Language Arts Instruction</u>
6142.93	<u>Science Instruction</u>
6162.5	<u>Student Assessment</u>
6162.51	<u>State Academic Achievement Tests</u>
6162.51	<u>State Academic Achievement Tests</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6171	<u>Title I Programs</u>
6171	<u>Title I Programs</u>

Instruction

RESPONSE TO INSTRUCTION AND INTERVENTION

BP 6120

Policy

Description

6174

Education For English Learners

6174

Education For English Learners

6179

Supplemental Instruction

6190

Evaluation Of The Instructional Program

Policy

Adopted: May 21, 2015

Revised: March 24, 2022

PASADENA UNIFIED SCHOOL DISTRICT

Pasadena, California