

Response to Intervention

It is the policy of the Grandview School Board to ensure that all students receive high quality, research-based general education core instruction and, as appropriate, strategic and/or intensive intervention support matched to student needs. The district utilizes the core principles of the Multi-tiered Systems of Support (MTSS) process which combines systematic assessment, decision-making and a multi-tiered services delivery model to improve educational and social and emotional behavioral outcomes for all students. Under this model, students receive support through differentiation in core classroom instruction and small group instruction in class or during additional intervention time.

The district's process identifies students' challenges early and provides appropriate instructions by ensuring students are successful in the general education classroom. In implementing the MTSS process, the district shall apply:

- A. Data-driven academic and behavioral interventions in the general education setting;
- B. Measure the student's response to intervention; and
- C. Use multiple assessments and progress monitoring to inform instruction.

The Superintendent is authorized to develop procedures to implement student interventions; and use teacher observations and classroom, school, or district assessments to identify students who are at risk of academic or behavioral problems and thereby in need of scientific research-based interventions.

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

- A. Screening and classroom interventions;
- B. Targeted small group intervention; and
- C. Intensive interventions

Parent/Guardian Involvement in the MTSS Process

The district shall inform parents/guardians regarding the use of scientific, research-based interventions, including: a) the state's policies regarding the amount and nature of student's performance data collected and the general education services provided; b) strategies used to increase the student's rate of learning; c) and the parents/guardians' right to request a special education evaluation.

Cross Reference: Policy No. 3123- Withdrawal Prior To Graduation
2161-Special Education and Related Services for Eligible Students
2162-Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References: Chapter 392.172A WAC Rules for the Provision of Special Education
WAC 392-172A-3060 Process based on a student's response to a scientific research-based intervention

Management Resources: *Policy News*, December 2007

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