

STUDENT INSTRUCTION

Response to Instruction (RTI)

It is the District's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive instructional supports matched to student needs. The District will strive to utilize the core principles of the Response to Instruction (RTI) process, which combines systematic assessment; decision-making and multi-tiered services delivery models to improve educational and behavioral outcomes for all students.

Implementation

When using the RTI model, the District will utilize a process that identifies students' learning needs early and provides appropriate instruction to support students' successful learning in the general education classroom. In implementing the RTI process, the District shall apply:

1. Scientific, research-based instructional strategies in the general education setting;
2. Measure the student's response to instruction;
3. Use data to inform instruction; and
4. Employ highly-qualified teaching staff.

The Superintendent shall develop procedures to implement research-based instructional strategies that meet students' learning needs. The Superintendent shall 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 instructional strategies. The District shall inform parents regarding the use of scientific, research-based instructional strategies in accordance with state and federal law.

Legal Reference: 20 USC §§ 6312, 6612 No Child Left Behind
34 CFR 300.309 Identification of Child with Specific Learning
Disabilities
10.16.3125, ARM Child Find

Cross References:

Policy History:
Adopted on: 2.28.2012
Revised on: