

Academic Intervention

It is the district's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, intervention supports matched to student needs. The district uses systematic assessment, decision-making and a multi-tiered services delivery model to improve educational and behavioral outcomes for all students.

The district's process identifies students' challenges early and provides appropriate instruction to promote success in the general education classroom. In implementing this process, the district will apply:

- A. Scientific, research-based interventions in the general education setting;
- B. Monitor student progress; and
- C. Use data to inform instruction.

The superintendent will develop procedures to implement student interventions, using teacher observations, and classroom, school, or district assessments to identify students who are at risk of academic or behavioral problems and in need of scientific research-based interventions.

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

- A. Screening and classroom interventions;
- B. Targeted small group intervention; and
- C. More intensive interventions, as appropriate

Cross References:	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-03060 Process based on a student's response to a scientific research-based intervention
Management Resources:	Policy News, December 2007 Response to Intervention (RTI)

Adoption Date: October 10, 2018
Classification: **Essential**
Revised Dates: