RESPONSE TO INSTRUCTION AND INTERVENTION

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. 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.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0415 - Equity)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 6000 - Concepts and Roles)
(cf. 6011 - Academic Standards)

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.

(cf. 0500 - Accountability)
(cf. 4115 - Evaluation/Supervision)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5147 - Dropout Prevention)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Learners)
(cf. 6179 - Supplemental Instruction)

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.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6190 - Evaluation of the Instructional Program)

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
RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

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:

1. High-quality classroom instruction
2. High expectations
   
   (cf. 6173 - Education for Homeless Children)
   (cf. 6173.1 - Education for Foster Youth)
   (cf. 6173.2 - Education of Children of Military Families)
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
   
   (cf. 4131 - Staff Development)
   (cf. 4231 - Staff Development)
   (cf. 4331 - Staff Development)
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.

   (cf. 5020 - Parent Rights and Responsibilities)
   (cf. 6020 - Parent Involvement)
RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

10. Consideration of further evaluation utilizing RtI\(^2\) data

The RtI\(^2\) system may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

(cf. 6159 - Individualized Education Program)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.5 - Student Success Teams)
(cf. 6164.6 - Identification and Education Under Section 504)

Legal Reference:

EDUCATION CODE
56329  Assessment, written notice to parent
56333-56338  Eligibility for specific learning disabilities
56500-56509  Procedural safeguards
UNITED STATES CODE, TITLE 20
1400-1482  Individuals with Disabilities Education Act, especially:
1416  Monitoring, technical assistance, and enforcement
CODE OF FEDERAL REGULATIONS, TITLE 34
300.301-300.11  Evaluations, reevaluations, and additional procedures for identifying children with specific learning disabilities
COURT DECISIONS
M.M. v. Lafayette School District (9th Cir. 2014) 767 F.3d 842

Management Resources:

CSBA PUBLICATIONS
Best Practices in Special Education, Governance Brief, May 2019
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Disproportionality Calculation Methodologies
NATIONAL COUNCIL ON DISABILITY PUBLICATIONS
IDEA Series: Every Student Succeeds Act and Students with Disabilities, February 2018
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021
A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
National Council on Disability: https://ncd.gov

Policy
Adopted: November 16, 2011
Revised: November 17, 2021

OXNARD SCHOOL DISTRICT
Oxnard, California