

RESPONSE TO INTERVENTION (RTL)

CTA believes Response to Intervention (Rtl) is a general education systemic reform. Rtl is an early identification and intervention process for all students. The Rtl approach is designed to identify at-risk children early, to provide access to needed interventions and to help identify students with disabilities.

CTA believes the effective implementation of Rtl includes the following essential elements:

- General educators use research-based curriculum and interventions, to identify, intervene and continuously monitor progress of students whose acquisition of academic skill is delayed as compared to their peers. Progress is monitored as students respond or do not respond to interventions. As appropriate, interventions intensify up to and including referral for assessment for Special Education services.
- Students receive high-quality instruction in their general education classroom by appropriate personnel. Instruction is given in the core curriculum with the goal of achieving the state's grade level standards.
- General educators use formative and summative assessments that are aligned to the California Content Standards.
- Universal screening and progress monitoring are used to determine the effectiveness of student responses to intervention as well as to inform decisions of placement of students.
- General educators use continuous progress monitoring of all students. Educators can readily identify those learners who are not meeting the benchmarks or other expected standards and can adjust instruction and interventions accordingly.
- All school staff receives ongoing high-quality professional development in research-based, best instructional practices, interventions, assessments, behavior modification and data analysis. Site teams use a collaborative approach to monitor students and analyze data in order to develop and implement interventions.
- Effective implementation requires the delivery of content and instructional strategies in a consistent manner.
- The involvement and active participation of parents at all stage of the instructional and interventional process is essential to improving the educational outcomes of their students.
- The Rtl approach may be one component in the determination process of a Specific Learning Disability as addressed in the IDEA 2004 and accompanying regulations. Rtl is not a mandated federal program. School districts are under no state or federal requirement to implement Rtl. (SEC: 09-01)