

# Rtl (Response to Intervention and Instruction)

**Purpose:** The overarching purpose of Rtl implementation is to improve learning for all students.

**Definition:** Rtl is an approach that promotes a well-integrated system connecting general, gifted and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs.

**Central Components:** A continuum of evidence-based, tiered interventions with increasing levels of intensity and duration is essential. Collaborative educational decisions among educators, families and community members are based on data derived from frequent monitoring of student performance and rate of learning. All students have access to a rigorous, standards-based curriculum and research-based instruction.

**What it is not:** Rtl is not a program. It is not a single model. It is not solely used to identify students with learning disabilities. It is not a special education identification initiative. It is not a model with a set of easy to implement parameters.

**What it is:** Rtl is an integrated, collaborative process between educators, families and community members. It is a shift from the distinction between regular education, gifted education, and special education programs to an educational program that helps all students learn at higher levels. Tiered interventions (universal, targeted and intensive) are available for all students. Teachers and support staff use data (achievement and behavioral) to determine educational modifications in instruction, in supervision and in behavioral management.

## Core Principles and Beliefs:

- We believe that we can effectively teach all children.
- We will intervene early.
- We will use a tiered system of resources and practices.
- We will use research-based interventions and instructional practices.
- We will use an effective and collaborative decision-making process within a multi-tiered instruction/intervention model.
- We will use various types of assessment according to the purpose.
- We will use student data to inform our instructional practices.
- We believe that effective building wide leadership is essential to the success of Rtl.