

It is the district's policy to provide all students with high quality, scientific, evidence research-based general education core instruction and, as appropriate, additional services and interventions at increasing levels of intensity matched to student needs. The district utilizes the essential components of the Multi-Tiered System of Support (MTSS) Framework Response to Intervention (RTI) process which combines systematic assessment, decision making and a multi-tiered approach to providing instruction and/or behavior interventions in order to improve holistic educational outcomes for all students.

Multi-Tiered System of Support (MTSS) Framework

The MTSS Framework is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. The Minidoka School District's MTSS encompasses academic support through Response to Intervention (RTI), Special Education, English Language Learner (ELL), and Gifted and Talented (GT), programs. Behavior and social needs are provided through Positive Behavioral Intervention Support (PBIS). These programs and others function under the MTSS umbrella framework to ensure all students get the support they need.

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Response to Intervention (RTI)

To achieve improved student outcomes, the district will use an RTI process at all schools that will identify students' challenges early and provide appropriate instruction in the general education classroom. In implementing the process, the district will utilize:

1. Scientific, evidence researched-based interventions in the general education setting to the extent possible;
2. Measurement of the student's response to intervention; and
3. RTI data to inform instruction.

~~Procedures to implement student interventions using the RTI process shall be developed at all sites and part of an ongoing improvement process. Teacher observations, and classroom, school, district, and state assessments will be used to identify students who are at risk of academic or language acquisition problems and thereby in need of scientific evidence researched evidence researched based interventions to the extent possible.~~

~~Intervention shall consist of three levels that increase in intensity:~~

- ~~1. Tier I The general education core curriculum and classroom instructional design with benchmark assessments three times a year for screening;~~

2. Tier II Targeted instruction which may include more time, smaller groups, and/or extended curriculum in addition to the core curriculum along with biweekly monitoring of progress; and when appropriate, an individualized learning plan (RTI Plan);
3. Tier III Individualized, strategic instruction which may include explicit, systematic replacement curriculum, very small groups, or accelerated curriculum. Students' progress in a replacement curriculum will be monitored weekly. These interventions are typically handled through the Special Education Department.

The district shall inform parents regarding use of scientific, researched evidence based interventions, including the state's and district policies regarding the amount and nature of students' performance data collected and the general education services provided; strategies used to increase the student's rate of learning; and the parental right to request a special education evaluation at any time. Nothing in this policy shall be construed to delay an appropriate evaluation of a student suspected of having a disability.

Special Education Program

The district has adopted the Idaho Special Education Manual as policy and will adhere to IDEA in providing supports to student who qualify for services will provide programs for all students to receive a quality. Some students learn in individualized ways. These students will be allowed to access the curriculum through the special education program.

Definition – Special education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA)

Services will be provided as determined by the individual students needs. An Individual Education Plan will be written specifically for each student.

Limited English Proficient Program

Students who enter the district with Limited English Proficiency will be given the opportunity achieve through programs developed especially for them for students whose are not proficient in the English language.

Definition – Language instruction for Limited English Proficient (LEP) program is to help ensure that children who are LEP including immigrant children and youth attain English proficiency, develop high levels of academic achievement and meet the same challenging state academic content and achievement standards as all children are expected to meet.

Services will be provided by individual schools.

Gifted/d and Talented (GT) Support

Transition statement The focus of the Gifted/Talented program is to give students with exceptional talents the time, support and resources to explore, invent, experiment, create and perform. ~~who achieve above and beyond the majority of students an education that is high quality. This program will allow for these identified students to make progress with their individual strengths and talents.~~

Definition – Gifted/Talented children are those who possess demonstrated or potential high abilities in one or more of five talent areas and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities. 98th percentile on assessment

Description of services

Student needs will be met individually at each elementary school. Higher level course differentiation will serve students at secondary schools.

Positive Behavior Intervention System (PBIS)

While RTI and GT focus on educational achievement , in order to support the whole child in their developmental needs, the PBIS program focuses on their behavioral development and needs.

Definition

~~PBIS is a prevention-oriented framework or approach for academic and social behavior outcomes for all students~~ PBIS is a prevention –oriented framework or approach for academic and social behavior outcomes for all students.

Description of services

Individual schools will provide a continuum of social and behavioral supports with differing levels and intensity based on individual student need.



LEGAL REFERENCE:

IDAPA 08.02.03.102 (Instruction)

IDAPA 08.02.03.103.01 (Instruction Grades 1-12)

IDAPA 08.02.02.140 (Accreditation)

IDEA Regulations 34 CFR § 300.226 (Early Intervening Services)

[IDAPA 08.02.03.109 \(Special Education Students\)](#)

[IDAPA 08.02.03.171 \(Gifted/Talented\)](#)

[IDAPA 08.02.03.112.02 \(Accountability\)](#)

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