Our schools and classrooms strive to foster a learning environment that encourages positive student behavior and responsibility. This is accomplished through the use of proactive and positive supports that teach, support and reinforce appropriate behavior.

**Classroom Supports**—All students receive instruction focusing on empathy, impulse control, problem solving and anger management.

**Strategic Supports**—Some students may need additional support through a check-in and out system. This support targets specific behaviors that are interfering with student learning. The student receives daily feedback from teachers.

**Intensive Supports**—A Student Success Plan may be developed for students needing individualized support. This plan focuses on re-teaching behaviors and providing students with frequent feedback and positive reinforcement.

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**OUR VISION**

“We are a premier school district that inspires remarkable achievement, and empowers students to succeed and contribute in a changing world.”

**OUR MISSION**

“To foster the talents and interests of a community of life-long learners through a meaningful education that challenges students to reach their unlimited potential.”

**QUESTIONS**

If you have specific questions about your child, contact your child’s teacher or your school principal. If you have questions regarding district policy contact Student Services at 541-842-3628.

Dr. Brian Shumate, Superintendent
Tania Tong, Director of Special Education & Student Services
Response to Intervention (RTI) is the practice of providing high-quality instruction and interventions matched to student need. Progress monitoring is used to make decisions about changes in instruction or goals and applying child response data to important educational decisions.

The essential components of RTI include:

**Multi Tiers**—Instruction is delivered using a 3-tiered model of additional and increasingly intense instruction to students.

**Full Use of School Resources**—Instruction and interventions may be delivered by someone other than the classroom teacher.

**Interventions**—Small group or differentiated instruction will vary in duration, frequency and time.

**Team Approach**—Grade-level and school-level teams will use a problem-solving model to develop and evaluate interventions.

**ACADEMIC SUPPORTS**

All students will be provided with high-quality instruction, frequent monitoring of progress and lesson activities that are designed to match student needs. Unique student needs will be addressed through the use of accommodations, modifications and differentiated instruction.

**Accommodations**—Academic or behavior supports that do not change the level or content of instruction. Examples of accommodations include: allowing a student more time to complete an activity, frequent teacher checks for understanding and seating a student away from distractions.

**Modifications**—Changes and/or alterations to the level or content of instruction provided to a student and/or performance standards. Examples of modifications include: providing a student with different spelling words, allowing a student to listen to text on tape and reducing the amount of assigned work. This is only available to students in grades K-8 and high school students working toward something other than a standard diploma.

**Differentiated Instruction**—Classroom instruction is designed to meet the unique needs of all students. Teachers develop instruction and activities that are based on students interests and strengths while allowing students to select from a range of activities to demonstrate their performance and understanding of the material.

**Benchmark Instruction**—All students will receive core instruction at grade-level standards in the classroom. Teachers will provide accommodations and modifications as needed to differentiate the classroom instruction.

**Strategic Interventions**—These interventions are provided for students who may need more small-group or differentiated instruction and supplementary materials in the classroom to make adequate and expected progress toward grade-level standards.

**Intensive Interventions**—These interventions are provided for students who need an additional dose of instruction or supports in addition to the core classroom instruction.

**Universal Screenings**—All students participate in school-wide screenings for reading and mathematics. This allows school staff to assign students to appropriate instructional groups and classes. For appropriate school behaviors a school-wide system called Positive Behavior Intervention and Supports (PBIS) is used.

**Progress Monitoring**—Students receiving strategic interventions will have their progress monitored at least one time per month. Students who are participating in intensive interventions will have their progress monitored twice a month.