

# Excerpt from South Dakota Guidance on Response to Intervention

*The State of South Dakota has developed a Response to Intervention (RTI) model, eligibility criteria and technical assistance guide. The entire DRAFT document can be accessed online at [www.doe.sd.gov/oess/specialed/forms/pdf/RTI.DRAFT.5.17.07.PDF](http://www.doe.sd.gov/oess/specialed/forms/pdf/RTI.DRAFT.5.17.07.PDF). Listed below is an excerpt from their guidance pertaining to Title I and RTI.*

## **Administrative Considerations in Implementing the RtI Model**

Consider possible funding sources: General funds, Special Education, and NCLB Title I Part A, Title I Part B, Title II A, Title II B, Title III, Title IV, and Title V.

**Special Education** – Districts may spend up to 15% of their Part B funds for implementing the RtI model in their elementary and secondary schools.

**Title I Part A** – Title I services can be considered one of the tiers within the RtI model. There are two kinds of Title I Part A programs: **School - wide** and **Targeted Assistance**. Both programs can support the RtI model, but there are slight differences in the way each might contribute. Both programs are eligible to be provided in elementary and secondary schools. The district identifies the schools within the district that are Title I eligible and which ones receive those funds.

**School - wide** – In schools operating a school wide program, the entire school operates as a Title I program and bases the operations of the school on its school - wide plan. All students are considered Title I students and all teachers are considered Title I teachers. RtI would have to be part of the school's school - wide plan. The school would not be required to specifically identify a student, as Title I. Students must be taught to the same challenging content standards required for all children. Aides must work under the direct supervision of a highly qualified teacher.

**Targeted Assistance** – In a school operating a targeted assistance Title I Part A program, Title I funds may only be used to provide assistance to well-identified Title I students. Staff paid with Title I funds can only work with well-identified students. Aides must work under the direct supervision of a highly qualified Title I teacher. Title I services could be considered as one of the tiers in the RtI model. Students would have to be identified as a Title I student and all program requirements met. Students must be taught to the same challenging content standards required for all children.

**General considerations** – Title I funds must supplement, not supplant, local and state funds. Comparability must be maintained across schools within the district.

**Title I Part B** – Reading First

**Title II A** – These funds are for professional development and can be used for all teachers and paraprofessionals in the district. Professional development for SBR instructional classroom strategies, specific academic interventions, and behavior interventions could be provided to all staff.

**Title II D** – These funds support the use of technology, software, hardware, and professional development for technology use and integration. Assessment, progress monitoring, and data analysis might be supported with these funds.

**Title III** – Funds could be used to support interventions for LEP students and for professional development for those interventions.

**Title IV** – Funds could be used to support PBIS.

**Title V** – There are a list of 27 activities that are allowable with these funds. Tutoring is an allowable activity.

**REAP** – Districts that meet the eligibility requirements can combine Titles II A, IID, III, IVA, and V funds to support allowable activities under Title I A, IIA, IID, III, IVA, and V. All but about 40 districts in the state use the flexibility provisions provided through REAP.

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