

Response to Instruction & Intervention (RTIi)

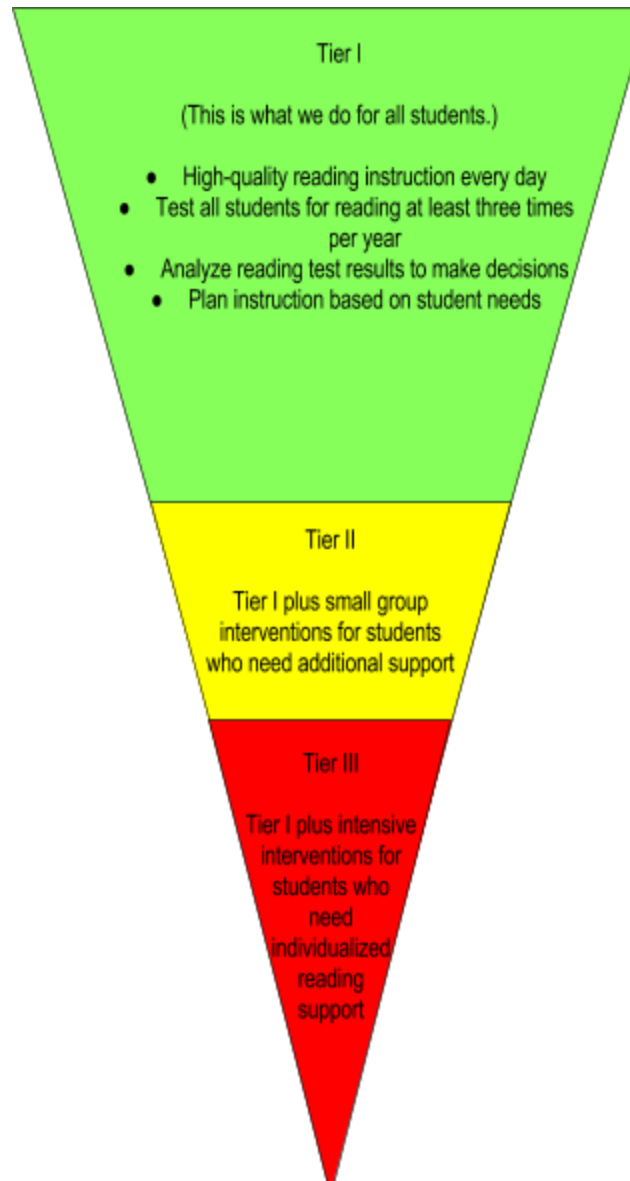
The approach described is called Response to Instruction & Intervention (RTIi). This way of organizing instruction has two purposes:

1. To identify students needing help in reading, and prevent the development of serious learning problems; and
2. To identify students who, even when they get extra help, make very limited progress. Research has shown that these children sometimes have learning disabilities.

You may also request an evaluation at any time if you think your child may have a disability. No evaluation will take place without a conference with you, and your written consent.

If you have any questions about this information, please contact your school's reading specialist or principal.

The following diagram shows the three tiers:



Your child's instructional program in the Hood River County School District

The Hood River County School District is committed to ensuring that each student makes significant academic progress. To do this, we continuously review information that tells us how each student is progressing. Teacher teams in your school use this process, called "Effective Behavior and Instructional Support Systems (EBISS)". Look inside to see how this process can help your child.



Response to Instruction & Intervention (RTIi)

Hood River County School District is committed to providing your child with excellent educational opportunities. Our district uses an approach called Response to Instruction & Intervention (RTIi) to ensure that all students receive excellent reading instruction.

All students are given a short assessment. Other times, a team of professionals simply reviews existing academic, behavior, and attendance information. The team uses the data to decide which students are doing well in the general classroom instruction, which students may need supplemental instruction, and which students may need individualized instruction.

When students receive supplemental small-group or individualized instruction, we check their progress frequently. We use “decision rules” to look at the students’ progress and decide if they need to have a different kind of supplemental instruction. The key idea is to make changes when instruction is not working for a child.

The first step is to provide small-group interventions for a student. If, after a

period of instruction, there is still concern, we will plan an individualized intervention. You are invited to participate in this process. During individualized interventions, we monitor the student’s progress each week. If a student makes limited progress during an individualized intervention, we may ask for your permission to conduct an individual evaluation. This evaluation might result in the identification of a learning disability. No evaluation will be conducted without your written consent.

Parent Participation

Parents are essential to their children’s success in school. When a child needs supplemental instruction, we will describe that instruction to you. We will also ask you to tell us about anything you think might affect your child’s learning. For example, it is important for us to know if a child has missed a lot of school, experienced a trauma, or is having problems with friends at school. These types of problems may affect a student’s progress, and if we know about them we can design an intervention more effectively.

Parents frequently work with the school to provide extra practice to develop skills. If you do want to provide extra support at home, you can work with the school to make yourself part of your child’s program.

When children continue to have difficulty

Your school will tell you whether your child begins to make sufficient progress, or if your child has continued difficulty. If you and the school have tried several interventions and progress is still limited, you may be asked to give your consent for an evaluation. The purpose of such an evaluation is to determine what your child’s educational needs are, and to consider whether they may have a learning disability.

Questions

If you have any questions about RTIi, your child’s progress, or educational supports, please contact your child’s teacher or the principal.