

Parent Notification when using RTI under the Individuals with Disabilities Education Act

Response to Intervention (RTI) is a way of organizing instruction and assessment that has two purposes:

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

Changes in federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier within the general education setting. These new laws emphasize the importance of providing high quality, scientifically research based instruction and interventions and hold schools accountable for the adequate yearly progress of all students.

RTI (Response to Intervention) is a process designed to help schools focus on high quality interventions that are matched to student needs and monitored on a frequent basis. The information gained from an RTI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program.

Perhaps the greatest benefit of an RTI approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting.

General education services to be provided and strategies for increasing student learning

The Crook County School District uses a multi-tiered, prevention-based intervention system to support and address the academic and social behavioral needs of all students. There are standard intervention protocols, decision making guidelines and a commitment to the continued and ongoing application of research proven practices for academics and behavior. Typically, our general education programs provide RTI support at the universal and targeted intervention levels.

Universal level (Tier I): The district level adoptions and research based interventions are used to instruct all students at a particular age or grade level.

Targeted level (Tier II): Research based interventions are used with students whose progress places them at some risk for not meeting instructional goals and whose deficiencies are easily grouped with other students with similar deficiencies.

The school district has decision rules regarding the amount and nature of student performance data that will be collected as part of our screening and progress monitoring guidelines. Screening and progress monitoring is conducted on a schedule that:

- Allows comparison of the child's progress to the performance of peers
- Is appropriate to the child's age and grade placement
- Is appropriate to the content monitored and
- Allows for interpretation of the effectiveness of the intervention.

Data from these screenings and progress monitoring is collected and reviewed by grade level or academic teams. These teams utilize the data collected to decide which students need supplemental instruction and or intervention support.

Students are provided with small group instruction, using researched based programs. Progress is monitored more frequently and data is collected and compared to expected grade level performance. Changes to programs or intensity of interventions are made according to data gathered about the student's progress.

Parent participation:

Parents are essential to children's success in school. When a child needs supplemental instruction, school staff will describe that instruction to you. School staff will also ask you to tell them about anything you think might affect your child's learning. For example, it is important for the school 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 partner 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:

The 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 education need are, and to consider whether he or she might have a learning disability.

As a portion of the special education evaluation, the special education staff will work with you to help design a more individually targeted intensive intervention.

Intensive level (Tier III): Research based interventions are used with students whose progress places them at high risk for not meeting instructional goals and whose deficiencies are so unique as to require individualized instructional approaches.

Parent request for evaluation:

A parent may request an evaluation for special education at any time, including during any stage of the RtI process. To request a special education evaluation, please make the request in writing to district special education director.