

Response to Instruction (RtI)

The student support approach described in this document is called Response to Instruction (RtI). This is a way of organizing instruction for two purposes:

1. Identify children in need of support in reading, math, writing, or behavior preventing the child from developing serious learning problems and
2. Identify children who have been provided with supplemental support and have made limited progress. Research has shown some of these children may have a learning disability and require special education support.

Parents who suspect their child may qualify for special education support may request an evaluation by contacting the school. Prior to an evaluation, a conference with school personnel and parents and/or a written testing consent must occur.

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Tiered Instruction and RtI (Response to Instruction)

Cache County School District

A Parent's Guide

CCSD

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Response to Instruction in CCSD

Student Support

In Cache County School District, all elementary students' progress is reviewed three times yearly using data from state assessments, DIBELS (Dynamic Indicators of Basic Literacy Skills), in addition to classroom performance in reading, math, writing, and behavior. Teachers use this information to locate students who may be in need of enrichment, supplemental instruction, or behavioral support.

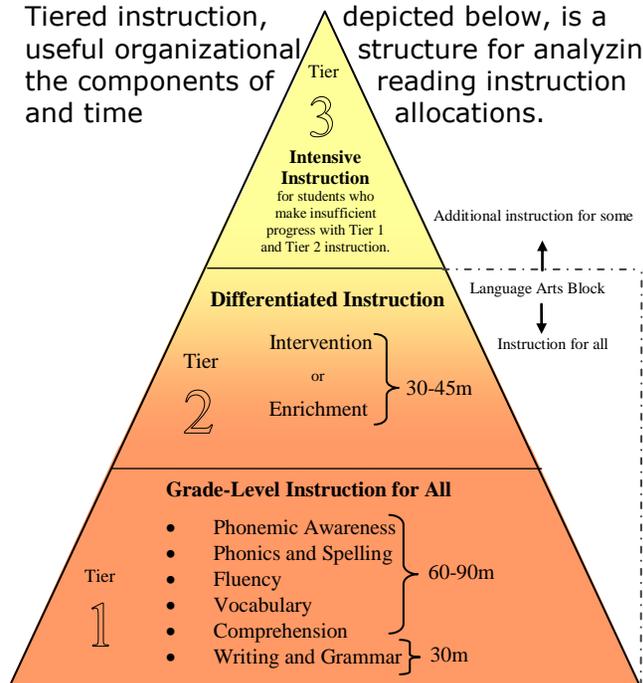
Students needing supplemental instruction receive support in small groups with a focus on essential skills needed. The progress of those students is monitored regularly to ensure adequate achievement.

Following supplemental instruction and progress monitoring, if a student has made limited progress the teacher may contact the parent to discuss progress and identify possible solutions.

All students participate in *Tier 1* (grade-level instruction), and *Tier 2* (differentiated instruction). Assessment then supports achievement by measuring student growth.

Reading

To ensure all students become readers, the amount and quality of instruction are vital. Tiered instruction, depicted below, is a useful organizational structure for analyzing the components of reading instruction and time allocations.



Mathematics

The Utah Core Standards guide mathematics instruction. Grade-level assessments and a state assessment are used to measure student achievement and mastery. Support to students needing additional instruction is provided in a variety of ways such as small group supplemental instruction, before or after school offerings, or individualized instruction.

Behavior

Each school has guidelines for student behavior. These guidelines identify procedures for monitoring and encouraging appropriate behavior in school. Students needing behavioral support will typically have an individual plan designed by a school team.

Parent Support

Parents are essential to their child's success in school. When a child needs supplemental instruction, parents will be asked to share insights that might affect their child's learning. For example, it is important 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 often affect a child's progress, so if the school knows about them the child can be better supported.

Children also benefit from parents partnering with the school to provide extra practice to develop skills. Parents are encouraged to coordinate with the child's teacher to strengthen their child's learning.

Please visit our literacy website for more ideas about helping your child:

www.cachedistrictliteracy.org

Children Experiencing Difficulties

If parents and the school staff have tried several interventions and a child's progress remains limited, parents may be consulted and asked to give consent for an evaluation. This process begins with a review of existing information. If more individualized testing is needed, parents will be asked to give written consent beforehand. The purpose of such an evaluation is to determine what a child's educational needs are and to consider whether he or she might have needs that require more intensive intervention.