

Response to Instruction RtI

The approach described in this brochure is called Response to Instruction (RtI). This is a way of organizing instruction that has two purposes:

1. To identify children needing help in reading, math, writing or school behavior and prevent the development of serious learning problems: and
2. To identify children who, even when provided with extra help, make very limited progress. Research has shown that some of these students may have a learning disability requiring special education support.

You may also request an evaluation at any time if you think your child may need special education. No evaluation would take place without a conference with you or your written consent.

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This brochure is adapted from a brochure developed by Salt Lake City School District.

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Tiered Instruction and RtI

(Response to Instruction)
in
Cache County
School District

a parent's guide



Response to Instruction in CCSD

How we determine who needs additional support in grades K-5:

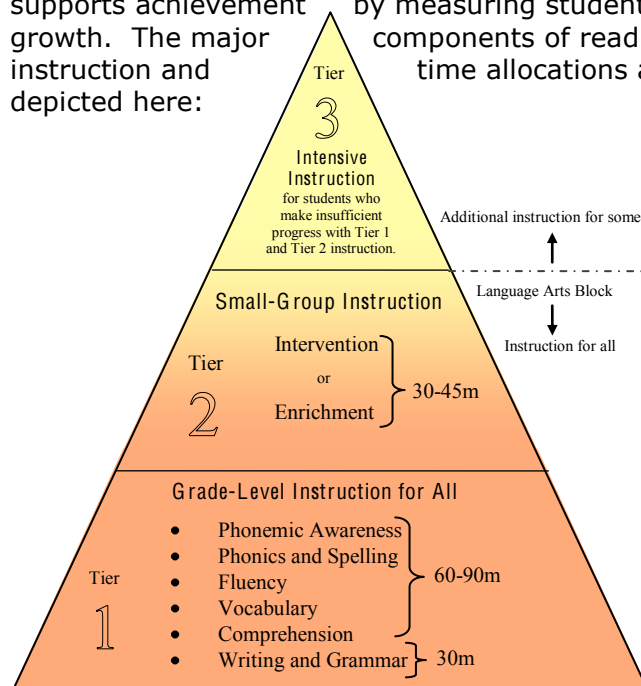
In Cache County School District, all elementary students' progress is reviewed three times a year using data from state assessments, DIBELS (Dynamic Indicators of Basic Literacy Skills), in addition to classroom performance in reading, math, writing, and school behavior. Teachers use this information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

Tiered instruction refers to supplemental instruction that is provided in small groups targeting essential skills. Progress is monitored frequently to ensure that the supplemental instruction is working for each student. Adjustments are made when instruction isn't working for a student.

After a period of instruction, if a student makes limited progress, your student's teacher may contact you to discuss progress and identify possible options.

Reading

To ensure all students become readers, amount and quality of instruction are vital. Assessment supports achievement by measuring student growth. The major components of reading instruction and time allocations are depicted here:



Math

The Utah Core Curriculum guides mathematics instruction. Assessment is used to measure mastery. Support to students needing supplemental instruction is provided by schools in a variety of ways such as small groups, individual instruction, or after school.

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 Participation:

Parents are essential to children's success in school. When a child needs supplemental instruction, you will be asked to tell us about anything that might affect your 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 student's progress, and if we know about them, we will work to design intervention more effectively. Parents frequently partner with the school to provide extra practice to develop skills. If you want to provide extra support at home, you are invited to coordinate with the school to strengthen your child's learning.

When children continue to have difficulties:

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. This process begins with a review of existing information. If more individualized testing is needed, you will be asked to give your written consent beforehand. The purpose of such an evaluation is to determine what your child's educational needs are and to consider whether he or she might have needs that require more intensive intervention.