

Response to Instruction/Intervention (RTI)

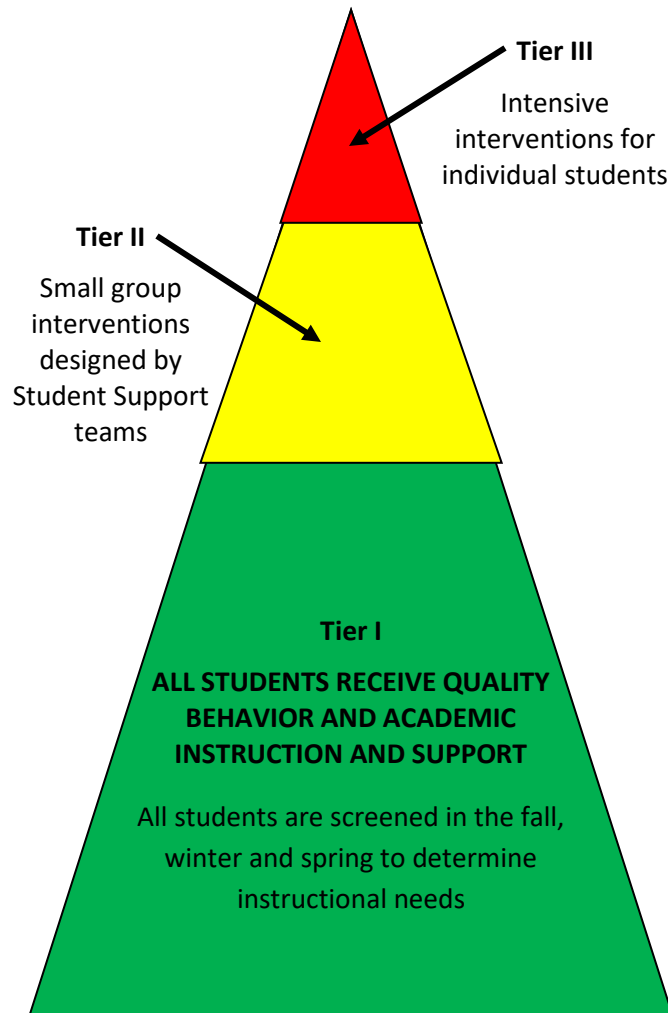
The approach described in this brochure is called Response to Instruction/Intervention (RTI). This is a way of organizing and providing instruction that has two purposes:

1. To identify children needing reading and math support to prevent the development of serious learning problems; and
2. To identify children who, even with extra support, 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 would take place without a meeting with you, and your written consent.

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

Three Tiers of Intervention



Your student's instructional program in the Ashland Schools

Ashland School District is committed to ensuring each child makes significant academic progress. To do this, school data teams continuously review information that shows how each student is progressing. Through a Response to Instruction/Intervention system, instructional teams in your student's school use data-based decision-making to most effectively target your child's educational program. Look inside to see how this process can help your child.

Response to Instruction/Intervention

The Ashland School District is committed to providing your student with excellent educational opportunities. We use an approach called Response to Instruction/Intervention (RTI) to ensure that all students receive excellent academic instruction targeted to their needs.

All students are given short assessments that are skills indicators. A team of educational professionals regularly reviews this and other academic, behavior, and attendance information. The teams use the data to decide which students are growing as expected with general classroom instruction, which students may need supplemental instruction, and which students may need some form of individualized instruction.

When students receive supplemental small group or individualized instruction, their progress is monitored more frequently. We use “decision rules” to look at the student’s progress and decide if they may need supplemental instruction. This is done so changes can be made when instruction is not working as predict it would for a student.

The first step is to provide small group interventions for a student. This may be sufficient to enhance the student’s skills and they may be able to successfully participate in general classroom instruction without ongoing support. If after a period of intervention there is still concern, the team will consider ways the intervention may be adjusted to better meet the student’s needs. Throughout intervention periods, student’s progress is monitored frequently, in some cases, as often as once per week. If adaptations to the student’s instructional program/intervention have been made and the student continues to make limited progress, we may ask for your permission to conduct an individual evaluation. This evaluation might result in the identification of a learning disability. No evaluation would be conducted without your knowledge, participation, and written consent.

When Children Continue to have Difficulty

The school will tell you whether your child begins to make sufficient progress. If you and the school have tried 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 more specifically identify your child’s educational needs, and to consider whether they might have a learning disability as defined by the State of Oregon.

Parent Participation

Parents are essential to children’s success in school. You will be notified if your student needs supplemental instruction. You may be asked to tell us about anything you think might affect your student’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 having this information will help us help your student. Parents often work with the school team to provide extra practice at home that help develop skills. If you want to provide extra support at home, you can work with the school to make yourself part of your student’s program.

Need Additional Information?

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