

Graves County Schools

Response To Intervention Notification

Form A

Introduction

Graves County Schools recognize that all students learn differently, believe in providing the highest quality of education for every student, and commit to helping all students succeed. To meet this goal, a three-tiered approach to instruction is implemented, known as Response to Intervention (RTI).

What is RTI?

RTI is a process that schools use to help students who are struggling educationally. Through RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. Research-based interventions target specific areas of concern and are provided by trained school personnel based on the individual needs of the student. Progress monitoring data helps guide instruction. This process helps identify students with disabilities.

(National Center on RTI)

- Tier I interventions include the core content instruction that is provided to all students in the whole-group setting.
- Tier II interventions include supplemental interventions provided in a small group setting, in addition to core content instruction, and target specific areas of concern. Progress is typically monitored weekly.
- Tier III interventions include intensive interventions provided in an individual or small group setting, in addition to core content instruction, and target specific areas of concerns. Progress is typically monitored weekly.

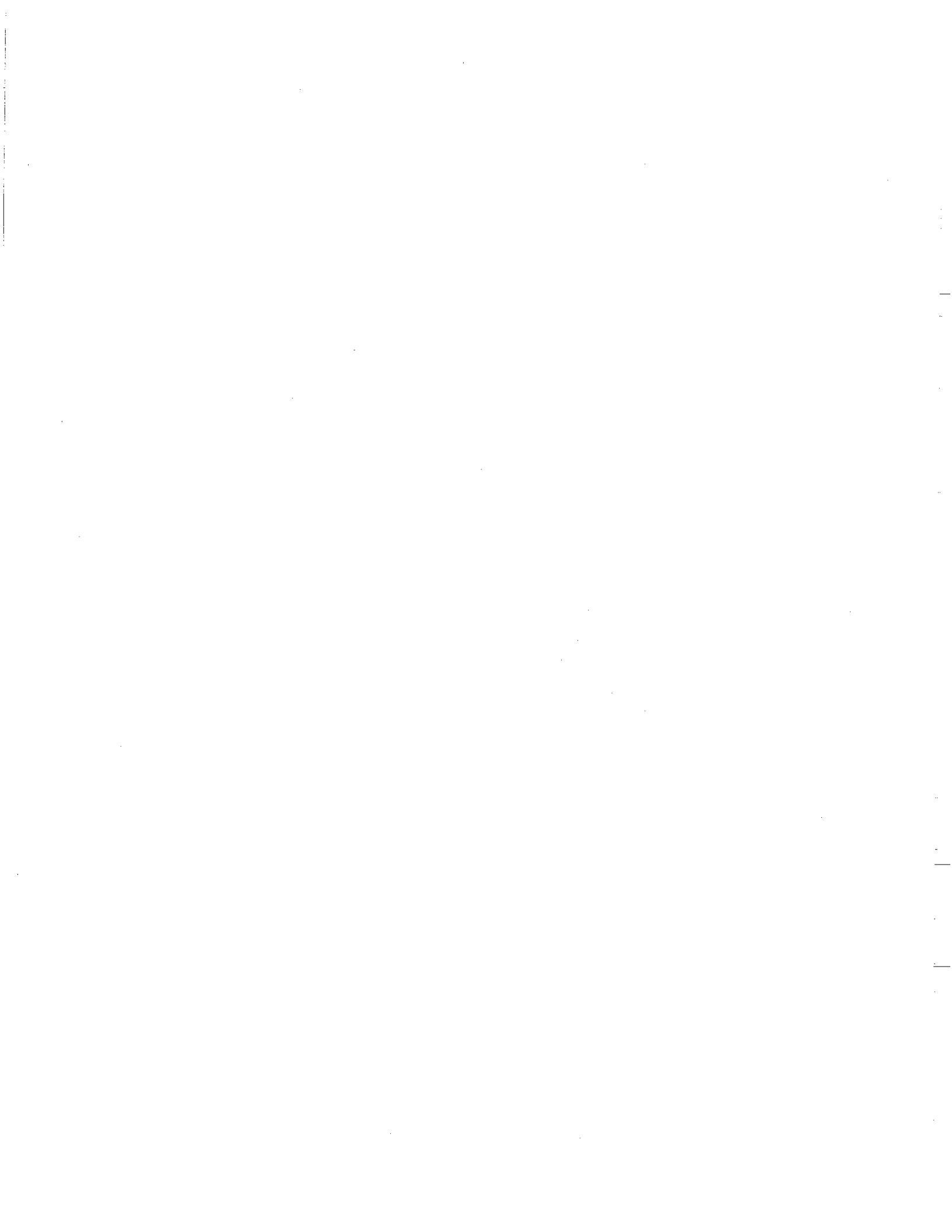
What is the Goal of RTI?

The goal of RTI is to implement and monitor core instruction with 80%-90% of students achieving 80%-90% proficiency. This goal can be applied to any assessment administered from the district level to the classroom level. Data is used to dynamically inform, group, and adjust instruction in Tier I, and to help determine additional resources and instructional supports to be provided in Tier II and Tier III for students performing at or below the 25th percentile nationally.

How is RTI implemented?

RTI is primarily a regular education responsibility; however, collaborative teaming plays a key role in implementation. Each school has grade level RTI teams that meet monthly to review student progress. These teams may consist of the principal, guidance counselor, regular education teacher(s), interventionist(s), and other district personnel as needed.

RTI requires an ongoing process of self-evaluation, and RTI discussions lead to areas of improvement and professional development. For example, schools should consider questions such as, "Where is the school now?" and "What steps are necessary to move RTI forward to the next level?"



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Date: _____

Dear Parent/Guardian:

Your child, _____, has been recommended to receive extra reading, math, and/or behavior support during the regular school day. This support is given in addition to the core instruction that a student receives in grade-level reading and math classes. Selection for extra interventions and support is based on teacher recommendation and/or individual assessment data.

Reading, math, and/or behavior support to increase student's rate of learning are provided in the following ways:

- a) small group, supplemental curriculum that focuses on strategies and skills practice in student's targeted area (Tier 2)
- b) small group intensive reading, math, and/or behavior strategies (Tier 3)
- c) one-to-one intensive reading, math, and/or behavior strategies (Tier3)

The time, frequency, and location of the above support may vary depending on the needs of your child. Your child will be receiving interventions in the following area(s):

Reading _____ Math _____ Behavior _____ Other _____

Your child will be monitored in the above area(s) and may receive more or less support or additional screenings depending on the progress that he/she is making. Progress data will typically be collected weekly and typically analyzed monthly to determine student response to interventions.

Your child's Response to Intervention will help determine the need for specialized instruction.

- If your child is not making enough progress after receiving effective intensive intervention or only making progress due to very intensive supports, this may indicate your child may require further screenings or an evaluation may be necessary.
- In RTI, just because your child receives additional supports does not mean that he/she is a student with a disability or needs special education. As a parent you have a right to make a referral at any time to request an evaluation for special education. However, the data collected through these interventions will be critical in helping us determine the specific needs of your child, and will help support decisions in terms of special education eligibility. These requests should be submitted in writing to the building principal.

If you have any questions about the interventions your child is receiving, please don't hesitate to contact the homeroom teacher.

Please check all that apply:

____ I understand that my child is receiving interventions and support in the above area(s).

____ I would like more information on what strategies are being used to help my child reach grade-level or developmentally appropriate expectations in the above area(s).

____ I would like information on what I can do at home to help my child work towards making progress in the above area(s).

Parent Signature

