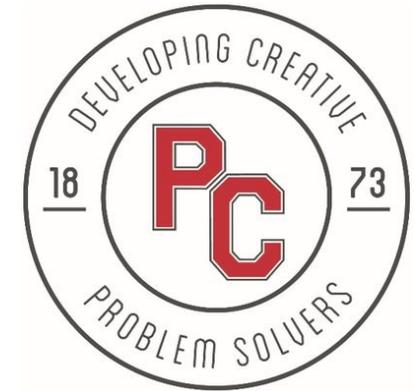


What is the role of the parent in Rtl?

Parents have an important role throughout the Rtl process. Teachers will communicate concerns regarding their student and invite parent participation in telephone conversations and/or conferences. Parents provide insight into a child's learning and development. Parents should contact their child's teacher with any concerns regarding academics or behavior.

Things a Parent Should Know:

- Parental permission is required to conduct screening assessments; however, informal assessments may be conducted by your child's teacher or other educational professionals. Parental consent is not required for the SST to meet, discuss, or observe a student; nor is permission required for the implementation of SST interventions.
- Parents or guardians will be invited to participate in meetings of their child's SST and will be encouraged to participate in the development of any specialized interventions for their child.



PIKE COUNTY ELEMENTARY

Parent Guide: Response to Intervention (Rtl)

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What is Response to Intervention (RtI)?

RtI refers to a process that monitors how well students respond to change in instruction. This process is a way of providing assistance to students before they fail. The goal is to quickly identify those students in need of help, provide interventions that have shown to be effective with other children and that match the student's needs. Then regular monitoring of progress will determine if the intervention(s) is/are working. If an intervention is not working, a different intervention will be implemented and monitored for effectiveness. The information gathered by this approach will be used to make decisions about the student's educational program.



Introduction

Changes in federal laws (NCLB, 2001; IDEA, 2004) have directed schools to improve instruction for ALL children. These laws emphasize the importance of providing high quality, scientifically-based interventions to ensure that ALL students meet standards of learning.

Its emphasis is to identify and address problems for students who are “at-risk” in the early school years in order to intervene early with research based strategies before a child fails and becomes so far behind that he/she requires special education services.

The focus of this guide is to explain an initiative called “**Response to Intervention**” (**RtI**) as it pertains to students who are “at risk” for academic and/or behavioral problems.

Important terms:

Interventions— specific strategies, techniques, and/or programs used, in addition to the general classroom instruction, to improve the student's academic performance.

Progress Monitoring— practice used to assess a student's academic skills to determine the effectiveness of the intervention used to help a student.

RtI Tier Level Descriptors:

Tier 1: *Standards-Based Classroom Instruction*
All students participate in instruction that is standards-based, differentiated, research based, and guided by progress monitoring and balanced assessments.

Tier 2: *Needs-Based Instruction*
Students referred to tier 2 participate in instruction that is in addition to tier 1. Instruction provides enhanced opportunities for extended learning.

Tier 3: *Intensive Interventions*
Students referred to tier 3 participate in instruction that is in addition to tiers 1 & 2. Tier 3 utilizes flexible/small groups and more frequent progress monitoring.

Tier 4: *Specially Designed Instruction*
Students participate in specialized programs, adapted content, methodology, or instructional delivery; consent is required for the school to evaluate or implement special services; the school must notify you if they propose to change or not change your child's eligibility, services or placement; active participation in all Individualized Education Programs (IEP) meetings.