

Purpose of Response to Intervention Process (RTI)

The Response to Intervention process is a way of organizing instruction and screening assessments with the following purposes –

- 🐾 Allows for early identification of students in need of help and identifies struggling students before they fall behind or fail.
- 🐾 Assesses students on an ongoing basis, throughout the academic years.
- 🐾 Provides for supplemental instruction to prevent or alleviate academic and/or behavioral difficulties.
- 🐾 Ensures a systematic approach for providing student interventions.
- 🐾 Serves students who require occasional additional instruction or support as well as students who require long-term support.
- 🐾 Provides an avenue of supplemental instruction for students who do not require special education services but who consistently fall behind



Levels of Support in the Response to Intervention Process

The New Albany School District provides research-based interventions at *universal*, *targeted*, and *intensive* levels. Standard intervention and problem-solving practices are provided for each level of intervention.

1. *Universal level (Tier I):* Interventions used with all students at a particular grade level (core program).
2. *Targeted level (Tier II):* Supplemental interventions used with students whose progress places them at some risk for not meeting instructional goals and/or behavioral expectations. (These interventions may be provided in small group instruction and/or through the use of a computer-based program at least two times a week.)
3. *Intensive level (Tier III):* Interventions used with students whose progress places them at high risk for not meeting instructional goals and/or behavioral expectations. (These interventions may be provided individually, in small group instruction and/or through the use of a computer-based program with an increase in the amount of time and/or number of days per week)

Progress Monitoring Data

Within the Response to Intervention levels, progress monitoring data is collected on a schedule that: –

1. Allows for the comparison of your child's progress to the performance of peers,
2. Is appropriate to the content monitored, and
3. Allows for interpretation of the effectiveness of the intervention.

New Albany School District

Parent Guide and Notification of Early Intervening and Response to Intervention



“Leading the Way for Excellence in Education”

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Our Commitment

The New Albany School District is committed to ensuring each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing. The process used by teachers in your child's school is called *Response to Intervention* or the *Three-Tier Process*.

What is Response to Intervention (RTI)?

Response to Intervention is based on the concept of providing evidence-based instructional and behavioral strategies by highly qualified staff that is matched to student needs and monitored on a frequent basis. The information gathered by this approach is used to make decisions regarding the student's educational program. Parents are invited to participate in this process.

How We Assess Your Child's Progress

At least three times a year, screening assessments will be conducted to increase overall achievement of students and to identify those students who need help to meet academic and/or behavioral expectations within the school environment.

In grades K-8, the reading and math skills of students are assessed. At the secondary level, selected skills of students related to Algebra I and English are assessed. For behavior, each school reviews the number and types of disciplinary infractions as well as classroom behaviors.

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How We Determine Who Needs Additional Instruction

School teams use academic, behavior and attendance data to decide which students are doing well in the standard classroom, which students may need supplemental instruction, and which students may need more individualized instruction.

When our data show a child is not making satisfactory progress in the standard classroom program, we provide supplemental instruction through small group or individual interventions within the general education program. We assess student progress twice a month.

After a period of instruction, if data show that a student continues to be at high risk for not meeting instructional goals, we plan an intensive individualized intervention. During this intervention period, we assess student progress once a week.

When a student makes limited progress during intensive individualized instruction, we may ask parents for permission to conduct an individual evaluation. This evaluation might result in identification of a disability and the need for special education. No evaluation will be conducted without parents' written consent.

Parents are asked to provide a request for an individual evaluation if their child is at high risk for not meeting instructional goals.



Parents Are Essential to Children's Success in School










Education is a partnership between home and school. When a child needs supplemental or individualized instruction, we will describe that instruction to you. We value parent involvement at every level and encourage you to partner with us.

A good partnership includes good communication. Please feel free to call or write

a note if you have concerns or questions about your child's education or if you would like to provide extra practice at home.

How Can Parents Assist?

Parents can assist their child's general education teacher(s) by:

-  • Frequently communicating with your child's teacher.
-  • Ask to see your child's progress results.
-  • Attend school functions, such as back to school night and parent-teacher conferences.
-  • Ask your child about their school day.
-  • Monitor and assist with homework assignments.
-  • Support and reinforce the classroom teacher.
-  • Meet with your child's teacher if your child starts to experience difficulties.
-  • Praise your child for good work and discuss issues that are problems.
-  • Assist teams with any accommodations needed.