

Response to Instruction and Intervention (RTI²)

The approach described in this brochure is called Response to Instruction and Intervention (RTI²). This is a way of organizing instruction that has two purposes:

1. To identify children needing help in reading, math, and writing, and prevent the development of serious learning problems.; and
2. To identify children who, even when they get extra help, 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 conference with you, and your written consent.

If you have any questions about this information, please contact your school's Principal.

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Your Child's Instruction program in the Ontario School District

Ontario School District is committed to ensuring each child makes significant academic progress.

We frequently review information that tells us how each child is progressing.

School teams that include your child's teacher use a process called "Effective Behavior and Instructional Support".

This brochure will explain how this process can help your child.

February 2013

How we determine who needs additional instruction

In Ontario School District, we review all elementary student's progress three times a year. In middle and high school we screen students when they enter school, and we review assessment, attendance, grade, and behavior data throughout the year. We track students' achievement in reading, math, and writing.

In some cases, all students are given a short assessment. Other times, a team of professionals simply reviews existing academic, behavior, and attendance information. The teams use the data to decide which students are doing well in the standard classroom instruction, which students may need supplemental instruction, and which students may need individualized instruction.

When students receive supplemental small group or individualized instruction, we check their progress frequently. We use "decision rules" to look at the students' progress and decide if the

child needs to have a different kind of supplemental instruction.

The key idea is to make changes when instruction is not working.



When children continue to have difficulty

The school will tell you whether your child begins to make sufficient progress, or if your child has continued difficulty. 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.

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 a learning disability.

Parent participation

Parents are essential to their children's success in school. When a child needs supplemental instruction, we will describe that instruction to you.

We will also ask you to tell us about anything you think might affect your child'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 if we know about them, we can design an intervention more effectively.

Parents frequently partner with the school to provide extra practice to develop skills. If you do want to provide extra support at home, you can work with the school to make yourself part of your child's program.