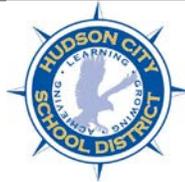
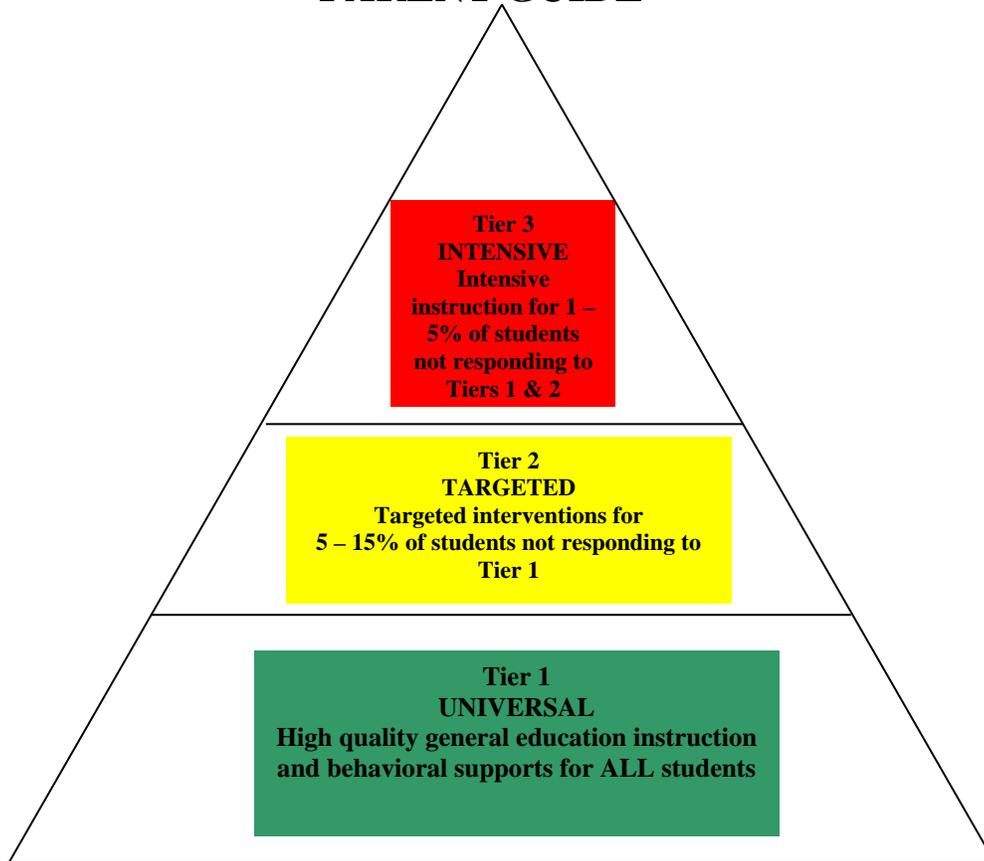


**Response to Intervention (RtI)
3 - Tier Structure
PARENT GUIDE**



Hudson City School District
Office of School Improvement
April M. Prestipino, Assistant Superintendent
215 Harry Howard Avenue
Hudson, NY 12534
518-828-4360 Ext. 2134

What is RtI?

Response to Intervention (RtI) is a State *required* general education practice. As of **July 2012**, high-quality instruction and intervention will be matched to the needs of the student. Progress is closely monitored and changes in instruction are based on data collected from on-going assessment. RtI represents an educational strategy to close achievement gaps for all students, by preventing smaller learning problems from becoming insurmountable gaps (NASDSE, 2006). In an RtI process, a student who is struggling receives **additional instructional support** matched to his/her individual needs through a **multi-tiered, problem-solving approach**. Each level, also known as a tier, provides instruction with increasing levels of intensity.

RtI focuses on the early prevention of academic difficulty, particularly in the areas of reading and math by:

- Ensuring **appropriate instruction** for all students;
- **Monitoring students' progress**; and
- Providing **additional levels of instructional assistance** as needed

What are the RtI steps?

1. Screening is conducted for all students.

What is screening?

Screening is a quick assessment that measures a student's skills or behaviors expected for his or her grade level. Screenings will be given three times per year.

How are the results of the screening used?

Screening for all students helps schools to identify students who are considered at-risk of not learning the necessary skills expected for the student's age or grade level. Depending upon the results of initial screening, we may recommend that a student be provided additional instructional support to address the areas of need.

2. All students receive appropriate instruction.

What is a Tier?

Tier is another word for level or rank. There are **3 Tiers** in the RtI process.

What is Tier 1?

An RtI process begins with providing **appropriate, universal instruction to all** students by the classroom teacher in the general education class.

What is appropriate instruction?

Appropriate instruction means that the methods and materials a classroom teacher uses are **based on research** that shows most students will be successful if taught in this manner. Since students learn in different ways, it is important for a teacher to use a **variety of effective methods and materials** to meet the needs of all students in his/her class.

3. Additional instructional support is provided for students, based upon screening and ongoing measurement of progress.

How will additional instructional support be provided?

Students identified through screening as needing **additional instructional support** receive assistance **designed to meet their needs**. This assistance is called **targeted** intervention. Targeted intervention includes the teaching method or strategy the teacher will use, how often, and for how long the intervention will be provided.

Within the RtI model, **targeted intervention** is provided with increasingly intense levels or tiers of support. **Increased intensity** can mean more time, smaller groups and/or more instruction focused on the specific areas in which the student is having difficulty.

What is Tier 2 Intervention?

Tier 2 intervention is **in addition to the student's regular classroom instruction** and may be provided within the classroom or in a separate room. Tier 2 interventions are provided by the classroom teacher as well as support staff when necessary.

Tier 2 intervention usually means that a student is:

- Taught in a **small group**;
- Receiving **additional instruction time**; and/or
- Taught using **various instructional methods** such as more opportunities for practice and more intensive instruction on difficult concepts

What is Tier 3 Intervention?

For students who are still not progressing with Tier 2 interventions, Tier 3 interventions may be provided. **Customized** instruction at this level is **intensive** and may be **more frequent**, within a **smaller group** and/or for a **longer period of time** than that provided in Tiers 1 or 2. Tier 3 interventions are provided by the classroom teacher as well as specialists in the specific area of skill deficit.

4. Who determines the level of support (Tiers 2, 3) for each student?

If a student is identified as needing instructional support, the **Student Support Team (SST)** may meet to review information from the student's classroom work, screenings, and State and district-wide assessments. This team typically includes the student's classroom teacher(s) and other staff. The team will recommend what type of instructional support the student needs, how often, and for how long the instructional support will be provided. The team will also decide on how often the student's progress will be monitored to determine if he/she is improving.

What is progress monitoring?

Progress monitoring involves a frequent assessment of student performance in specific skill areas. Progress monitoring is used to determine whether the specific instructional support is working and to provide information to the student's teacher on how to adjust instruction to meet the needs of the student.

Progress monitoring also helps school staff know if the instructional support that is being provided needs to be changed by showing the level of student response to the instruction/intervention.

What information will parents receive in the RtI process?

All parents will receive screening results from the school, as well as regular updates on their child's progress in the classroom. Progress monitoring information will also be made available to parents of students receiving Tier 2 or 3 levels of intervention.

Parents of students requiring Tier 2 or 3 support must be provided with information describing the:

- **Amount and type of student performance data** that will be collected and the **general education services** that will be provided;
- **Strategies** for increasing the student's rate of learning; and
- **Parents' right to request an evaluation** for special education program and/or services.

How Parents/Guardians can support at home:

Reading is Fundamental

(Tips adapted from Reading is Fundamental (www.rif.org))

- Invite your child to read with you every day.
- When reading a book, point word by word as you read.
- Read your child's favorite book over and over again.
- Read many stories with rhyming words and repeated lines.
- Discuss new words and ideas.
- Stop and ask about the pictures and what is happening in the story and encourage your child to predict!
- Read from a variety of materials including fairy tales, poems, informational books (non-fiction, magazines, and even comic strips.)
- Let your children see you reading for pleasure in your spare time.
- Take your child to the library and explore an area of interest together.
- Scout for things your child might like to read and use your child's interests and hobbies as starting points.

