Response to Intervention Overview

RtI is a school-wide, three-tiered model of instructional intervention and support to ensure that a student's learning needs are addressed in a focused manner. The tiers are represented by a pyramid addressing reading, mathematics, and behavior systems.

➢ **Tier I** refers to school-wide intervention through quality core instruction. The instructional approaches within the general education setting should result in academic and/or behavioral progress for 80-85% of students.

➢ **Tier II** refers to targeted group intervention. In addition to Tier I core instruction, 10-15% of students may require focused, researched-based strategies or programs delivered by the classroom teacher and/or an interventionist or specialist.

➢ **Tier III** refers to intensified individual or small group instruction which typically involves 5-10% of students who do not respond adequately to Tier I and Tier II interventions.

The principal is responsible for the RtI process and serves as or appoints a campus RtI Coordinator. The RtI team is multi-disciplinary and includes but is not limited to an administrator/counselor, the general education teacher, other professionals whose expertise/knowledge contribute to the problem-solving process, the student's parent/legal guardian, and the student, as appropriate.

RtI is…
- A process targeted to assist a student who is struggling in reading, mathematics, and/or behavior.
- A collaborate team of school-based educators and professionals who share responsibility for the student.
- A pro-active, problem-solving process that ensures fidelity to the core curriculum and recommended interventions.
- A collaborative team which includes the parent.

RtI is not...
- A one person committee.
- An automatic referral to special education or a collection of signatures to complete referral paperwork.
- A process that excludes parents.

RtI should…
- Meet on a regularly scheduled basis.
- Provide support to teachers who request assistance.
- Define, clarify, and prioritize concerns.
- Provide strategies or interventions for both academic and behavioral issues.
- Use progress monitoring data to evaluate the recommended intervention.
- Include the parent in the process.

Rti should not…
- Make decisions without documentation or conduct a cursory review of data.
- Exclude parents from the process.