

## Role of a Parent

- ◆ Attend team meetings. Remember, you are part of the team!
- ◆ Ask what interventions are being used for academic and/or behavioral concerns.
- ◆ Use the same strategies or interventions at home.
- ◆ Ask teachers what tools or interventions they are using for progress monitoring.
- ◆ Ask teachers to continue to communicate updates as needed.
- ◆ Praise your child for any progress or general improvement in the area(s) of concern.
- ◆ Make suggestions for strategies or interventions based on what you know works well at home.
- ◆ Always ask questions when things are not clear!

## The RTI Team

- ◆ Classroom teacher(s)
- ◆ Parent(s)/Guardian(s)
- ◆ Student (may include)
- ◆ School Counselor
- ◆ School Psychologist
- ◆ Building administrator
- ◆ Other relevant educational personnel

## RTI Team Process

- ◆ Define area(s) of concern, assess and measure concern
- ◆ Analyze the concern, validate the concern, identify variables
- ◆ Develop plan, implement plan as agreed, monitor progress, modify as necessary
- ◆ Follow-up conversation if needed

If you believe that your child is in need of special education services, you have the legal right to ask that the school evaluate your child to determine whether he or she is eligible to receive special education services. *You can ask the school to consider an evaluation of your child at any time, regardless of where we are in the RTI process.*



# Response to Intervention

## Building and Sustaining Success

Granville Exempted Village School District (GEVSD)

130 North Granger Street

Granville, Ohio 43023

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## What is RTI?

Response to Intervention (RTI) is a process that incorporates and provides assessment, intervention and educational support to all students at increasing levels of intensity based on their individual needs. The goal of GEVSD is to recognize and identify potential concerns and collaboratively intervene early so that students can be successful.

## What does RTI look like?

The GEVSD RTI Framework uses three levels or tiers of support for all students. Throughout the tiers of support, all students are provided access to grade-level curriculum and behavioral supports.

**Tier I** supports **all** students. Emphasis is placed on the delivery of high-quality, standards-based instruction that is differentiated to meet the individual needs of students.

**Tier II** supports students who are not meeting grade-level academic or behavioral expectations with Tier I supports. Based on detailed information about a student's academic and behavioral performance, a team of teachers, parents, and other building professionals begin to create and implement a plan of interventions.

**Tier III** supports students who demonstrate ongoing lack of sufficient progress or growth. A team continues to implement intervention plans for the student although it is highly individualized and very intense. Continued insufficient progress may lead to the team recommending the student for evaluation for possible special education services.

\* Examples, not limited to these bullet points

	Areas of Concern * (*example issues)	Possible Responses and Interventions* (*example solutions)
TIER 1	Academic	<ul style="list-style-type: none"> <li>Doesn't complete work</li> <li>Complains schoolwork is too hard or too easy</li> <li>Assignments are missing/lost</li> </ul>
	Behavioral	<ul style="list-style-type: none"> <li>Makes poor choices</li> <li>Is disruptive in class</li> </ul>

	Areas of Concern	Possible Responses and Interventions
TIER 2	Academic	<ul style="list-style-type: none"> <li>Is not mastering content-based material</li> <li>Needs a lot of extra help</li> <li>Struggles more than other students</li> </ul>
	Behavioral	<ul style="list-style-type: none"> <li>Teachers re-teach behavioral expectations and ensure they are visual</li> <li>Provide incentives at home and/or school</li> <li>Student provided time alone with a trusted adult</li> <li>Home and school behavior intervention plan coordinated</li> </ul>

	Areas of Concern	Possible Responses and Interventions
TIER 3	Academic	<ul style="list-style-type: none"> <li>Is getting more frustrated with school every day</li> <li>Does not understand what the teacher expects</li> <li>Struggles to understand grade-level concepts</li> </ul>
	Behavioral	<ul style="list-style-type: none"> <li>Behavior disrupts the learning of the student and others</li> <li>More frequent behavioral issues</li> </ul>