

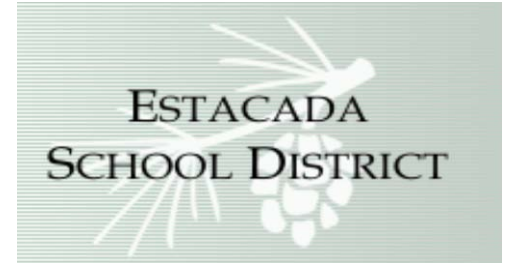
The information in this brochure describes a process called . . .

RESPONSE TO INTERVENTION (RTI)

In the Estacada School District, RTI is a way of organizing instruction in order to accomplish the following goals:

1. To instruct all children using an evidence-based reading program.
2. To identify students who need help in reading and prevent the development of reading problems.
3. To identify students who, even with extra help, make limited progress.

If you have questions about the information in this brochure, please feel free to contact your school's principal or district reading specialist.



READING and your CHILD

Estacada School District is committed to ensuring each child makes significant academic progress in reading. This brochure provides information on the process used to assist each student in their journey to becoming a better reader.



**Estacada School District
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Estacada, OR 97023
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Response to Intervention



Assessing Your Child's Progress

In the Estacada School District, the reading skills of all K – 6th grade students are assessed at least 3 times a year. A team of professionals reviews this information throughout the year.

Determining Who Needs Additional Instruction

These professionals use academic, behavioral, and attendance data to determine which students are doing well in the standard classroom and which students need additional reading instruction.

When a student receives supplemental instruction, his/her progress is monitored on a frequent basis. Decision rules are used to decide if a student is doing well with his/her current instruction or if the instruction needs to be modified to best serve that child.

Small Group Intervention

If a student's data shows he/she is not making satisfactory progress in the regular reading program in the classroom, the student's teacher will provide an extra 20-30 minutes of daily reading instruction for that child in a small group setting. In addition, if that intervention is not sufficient, a student may receive another 30 min. of small group instruction in the Learning Center, as well.

During small group intervention, a student's progress is assessed anywhere from 1 to 4 times a month, depending on his/her need for monitoring. If a child does not seem to be responding favorably to the reading intervention, based on the assessments given, then the intervention will be changed to fit the student's needs.

When A Child Continues To Have Difficulty

If a student continues to make limited progress, even after several changes in the interventions, then further evaluation will be considered. The school will notify the parents if their child continues to have difficulty. If the home and the school have tried several interventions and progress is still limited, the parents may be asked to give consent for evaluation. The purpose of the evaluation is to determine a child's educational needs and to consider if he/she might have a learning disability. Please note that no evaluation will be conducted without a parent's written consent.

Parents Are Crucial To A Child's Success In School

Education is a partnership between the home and school. Please keep us informed of anything that might affect your child's learning. Knowledge of such issues could help us to design your child's intervention more effectively. Please feel free to call, email, or write a note if you have concerns or questions. We value your role as a parent and partner in educating your child and are committed to keeping you informed of important changes.

CONTACT INFORMATION

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