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## Response to Instruction (RtI)

The approach described in this brochure is called Response to Instruction or RtI. This is a way of organizing instruction that has two purposes:

1. To identify children needing help in reading, math, writing, and behavior and to prevent the development of serious learning problems.
2. To identify children who make very limited progress, even when they get extra help.

If you have any questions about this information, please contact your child's teacher or school administration.

### AUGUSTA COUNTY SCHOOLS

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All students attending Augusta County Public Schools may participate in education programs and activities, including but not limited to health and physical education, music, vocational and technical education. Educational programs and services will be designed to meet the varying needs of all students and will not discriminate against any individual for reasons of race, color, national origin, religion, age, disability, or gender. Students and school personnel are protected against retaliation.

### AUGUSTA COUNTY SCHOOLS

*Putting Children First*

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## Response to Instruction RtI



## Understanding Response to Instruction

Augusta County Public Schools is committed to ensuring that each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing. Teacher teams in your school use this process, called Response to Instruction (RtI). Look inside to see how this process can help your child.



In Augusta County Public Schools, we review all students' progress three times per year using a Universal Screening assessment. Students' achievement in reading, math, writing, and behavior are monitored.

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 more intensive instruction.

When students receive strategic small group or more individualized intensive instruction, we check their progress frequently and determine whether the student needs a different kind of instruction. The key idea is to make changes when instruction is not working for a student.

## RESPONSE TO INSTRUCTION

The first step is to provide small group interventions for a student. If, after a period of instruction, there is still concern, we will then plan more intensive interventions. You will be invited to participate in this process. During intensive interventions, we monitor the student's progress each week.



## PARENT PARTICIPATION

Parents are essential to their child'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, we need to know if your child has struggled in other schools, 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. We encourage you to provide extra support at home. You can work with the school to make yourself part of your child's program.

## CONTINUED DIFFICULTY

The school will tell you whether your child begins to make sufficient progress, or if your child has continuing difficulty. If you and the school have tried all appropriate interventions under the Rtl process and progress is still limited, you may be asked to give your consent for an evaluation. The purpose of such an intensive, individualized evaluation is to better determine your child's educational needs.

