

## Responding to Intervention

The Olmsted Falls City Schools strives to meet all students' individual needs, recognizing that all students have differing strengths, and learning styles. In addition, the district recognizes that the most effective student learning occurs through a home-school partnership. Through the systems that have been set up in each school building our aim is to improve the outcomes for all Olmsted Falls students with the goal to maintain students in a general education curriculum setting to the fullest extent possible as they make expected academic progress. Response to intervention is a preventative technique that looks to provide immediate support to students.

As students progress in school, our teachers continually monitor their performance through a feedback process that involves screening and "progress monitoring." This is essentially keeping track of a student's learning progress towards those things they want students to know and be able to do in each grade. If a teacher informally identifies an area of need for a student, the teacher will consider how it is affecting the student's academic performance in the classroom. The teacher may collaborate with colleagues, check the student's permanent file for past school performance, seek parent input and/or provide interventions within the classroom. At this point the teacher begins collecting baseline data within the activities in the classroom. The goal is to identify supports for the student, if needed, to make progress in the curriculum and perform at grade level expectations. As it relates to this concept of an intervention system, think of a pyramid divided into 3 sections—Tier I, Tier II and Tier III. All instruction begins in Tier I and as students demonstrate the need for additional supports (academic, behavior, social, etc.) they are provided. Students receiving supports in Tier I need less and those in Tier III require more. Progression could occur in the following manner:

Sometimes students do not make expected progress and require more frequent monitoring of their performance. If the data indicates that the identified concern has an impact on the student's academic progress the teacher will initiate Tier I intervention independently, documenting data. Continued parent contact and input will be sought by the teacher. The goal is to meet the needs of the student in the general education environment and provide supports within that setting.

With the collected data, the teacher will meet with a team of educators to discuss the area of concern and current strategies implemented. The teacher will continue to implement interventions and collect data.

If progress is not being made, the teacher and other instructional specialists will develop Tier II interventions. These interventions may include services being provided outside of the classroom with an instructional specialist assisting with the student's identified need. These services will be implemented for a short period of time then reviewed. The building's intervention assistance team will meet to review interventions and analyze the data to determine if the student is making progress and can discontinue service, making progress but needs to continue, or not making progress and additional services need to be considered. Parent's input will be sought as part of this review.

If it is determined that more intensive services need to be considered, the team will hold a meeting with the parents to review the student's current progress and to receive consent for evaluation to determine if the student has a disability. This evaluation will be conducted by a certified school psychologist and utilize standardized assessments. The results of the assessments will be reviewed by a team of educators and the parents to determine if the student qualifies for Tier III, special education services. If the student qualifies the team, including the parents, will develop an individual education plan (IEP) specifying the services and supports determined necessary for the student.

Should you like more information about the district's intervention system please contact your student's building principal.