

ELEMENTARY STUDENT SUPPORT

Cache County School District (CCSD) uses the Utah Core Standards as a guide to provide quality instruction for all elementary students. Response to Intervention (RtI) is an approach which supports children in need of additional instruction in reading and math. This tiered instructional approach consists of:

- Tier 1 - Grade level instruction throughout the day
- Tier 2 - Targeted instruction aligned to student needs
- Tier 3 - Intensive individualized instruction

Throughout the year, student progress is monitored and instruction is adjusted as needed. State and district assessments, including Acadience Reading (formerly DIBELS), are used to measure student achievement.



PARENTAL SUPPORT

Parents are essential to a child's success in school. To keep parents well-informed, teachers will provide regular updates on student progress. When a child needs additional support, parents may be invited to share insights about factors influencing their child's learning. This open communication will foster a healthy relationship between school and home.

CHILDREN EXPERIENCING DIFFICULTIES

If a child's progress remains limited despite multiple interventions, further examination may be necessary. This process begins with a school team review of existing information. If a need for more individualized testing is determined, parents will be asked to give written consent beforehand. The purpose of such an evaluation is to identify a child's cognitive, academic, and/or behavioral strengths and weaknesses. Information collected will be shared with parents and used to determine qualification for more intensive intervention through special education services.

In addition, parents who suspect their child may require substantial support may request a meeting by contacting the teacher to discuss options. Prior to any evaluation, a testing consent form must be signed by a parent or legal guardian.

READING

To ensure all students become skilled readers, quality instruction is vital. All students are provided with whole group grade-level instruction (Tier 1). Students are also provided with support in small groups to strengthen essential skills, typically 30-45 minutes daily (Tier 2). Ongoing reading instruction and progress monitoring will be evaluated by the teacher and the literacy support team. If a student has made limited progress, information will be shared with parents and additional interventions will be considered to meet student needs (Tier 3).

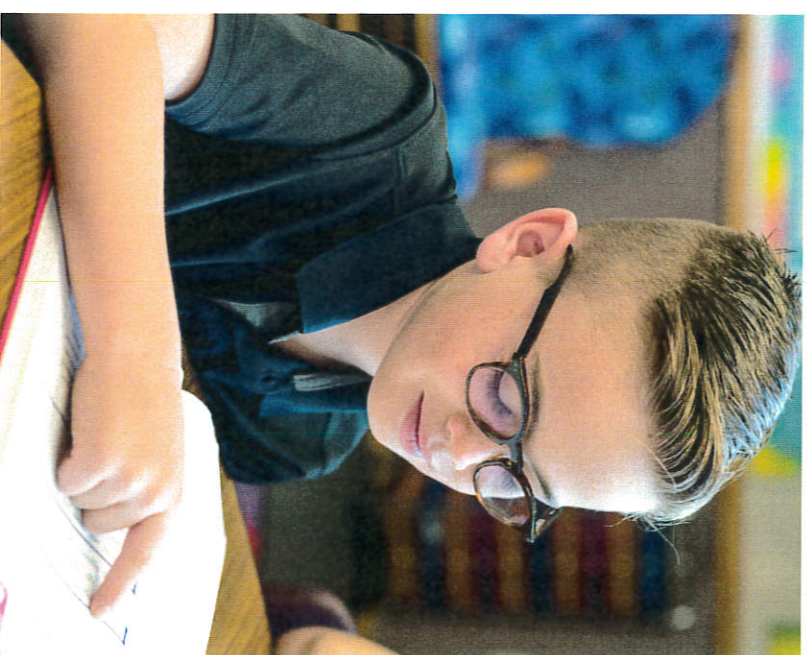
Please visit our website for more ideas about helping your child at home:

<http://www.ccsdut.org/elementaryliteracy>



MATHEMATICS

Key foundational skills in math include computation (+, -, \times , \div) and flexible thinking about numbers and their relationships. CCSD uses a rigorous math curriculum to assist all students in mastering these skills. Enrichment and/or reteaching supports student learning. Grade-level curriculum and state assessments are used to measure student achievement and growth.



FOR MORE INFORMATION

Twice annually, Parent-Teacher Conferences are held for the purpose of reviewing the academic progress of each student with their parents/guardians. If you would like information in addition to these scheduled conferences, please contact your child's teacher. Contact information can be found on our website (listed by school)

www.ccsdut.org.

