



Introduction



Changes in federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier and in general education.

These new laws emphasize the importance of providing high quality, scientifically-based instruction and interventions, and hold schools accountable for the adequate yearly progress of all students.

This new process provides academic interventions to students, and then monitors their response to those interventions. As a result, this process is called RtI, or Response to Intervention.

The District RtI Plan is located on the District website (www.bville.org) under Departments and Curriculum & Instruction tab.

What is RtI?



RtI is a process designed to help schools focus on high quality interventions that are matched to student needs and monitored on a frequent basis. The information gained from an RtI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's general educational program.



How Will Parents Be Notified of Screening Results?

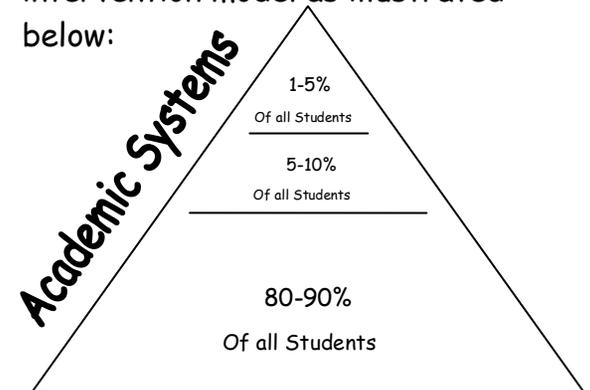
All K-7 students are screened three times a year (Sept/Jan/May) in the areas of reading & math. Parents will receive these results.

If the data indicates a problem area for a group, or an individual student that requires interventions beyond the classroom, parents are notified in writing about the additional support and interventions.

As the interventions are taking place, the Intervention Teams monitor the progress using the same tools as in the screening. The results of the progress monitoring are charted and shared quarterly with parents.

What is the RtI Process?

The RtI process can be shown visually using a three-tier intervention model as illustrated below:



Tier 1: Provides all students with whole group instruction using a core curriculum that is scientifically-based. The core curriculum should meet the needs of 80-90% of all students.

Tier 2: Provides supplemental interventions to small groups of students performing below benchmarks. These interventions are in addition to the core curriculum and, when combined with Tier 1, should meet the needs of an additional 5-10%.

Tier 3: Provides customized interventions to individual or small groups of students, in addition to Tier 1 and Tier 2 interventions. These interventions are designed for the most needy 1-5% of all students.



What If My Child is Referred to the School's Intervention Team?



- At the first meeting, the team will review your child's data, contact you if entering Tier 2 or 3 and make recommendations for additional interventions.
- Your participation in this process is very important as you are the expert of your child!
- Be sure to ask questions if something is unclear. You will receive Progress Reports throughout the year.
- Be sure to praise your child for progress and share the charts with him or her.
- Ask about how you at home can reinforce the interventions being completed at school.
- If progress is not demonstrated, despite interventions, the team may recommend an evaluation for special education eligibility. Your consent is required for the school to evaluate or implement any special education services.

How Can Parents Be Involved?



- Communicate frequently with your child's teacher.
- Know what your child has for homework every night and provide help as needed.
- Help your child study for tests and stay organized.



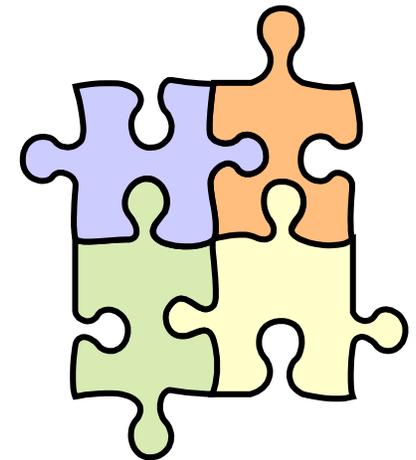
Questions? Need More Information?

Contact your child's teacher or school's psychologist, counselor or principal

Elden Elementary:	638-6118
McNamara Elementary:	638-6130
Palmer Elementary:	638-6127
Reynolds Elementary:	638-6124
Van Buren Elementary:	638-6121
Ray Middle School:	638-6106

A K-7 Parent's Guide
on

Response to Intervention



**Baldwinsville Central
School District**