

CORE RTII PRINCIPLES



We believe that...

All students can learn and achieve high standards as a result of effective teaching.

All students must have access to a rigorous, standards-based curriculum and research-based instruction.

Intervening at the earliest indication of need, either academically or behaviorally, is necessary for student success (pre K-12).

A comprehensive system of tiered intervention is essential for addressing the full range of needs.

Student results improve when ongoing academic and behavioral performance data are used to inform instructional decisions.

Collaboration among educators, families and community members is the foundation to effective problem-solving and instructional decision-making.

Ongoing and meaningful involvement of families increases student success.

All members of the school community must continue to gain knowledge and develop expertise in order to build capacity and sustainability.

Effective leadership at all levels is crucial for the implementation of RtII.

"Response to Instruction and Intervention (RtII) is the practice of providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions."
(NASDSE, 2005)

Website Resources

www.nasdse.org

www.rtinetwork.org

www.swis.org

www.pbis.org

<https://dibels.uoregon.edu>

www.fcr.org

www.nationalreadingpanel.org

www.ed.gov/MathPanel

www.rti4success.org

www.nasponline.org



For more information contact:

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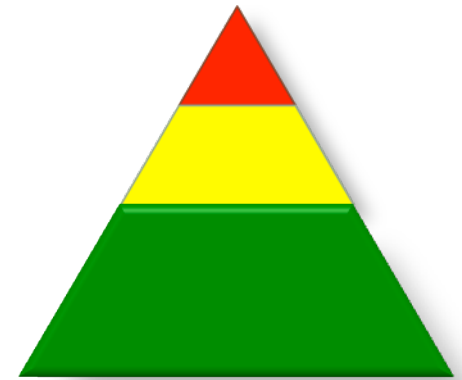
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RESPONSE TO INSTRUCTION AND INTERVENTION



Implementation of Response to Instruction and Intervention (RtII)

The General McLane School District is committed to providing high quality instruction so that each child can make academic progress. To do this, we periodically review information that tells us how each child is progressing. Teacher teams in your school use the process, called **"Response to Instruction and Intervention"** or **"Three Tiered Instruction."**

What Is RtII?

RtII is a way to provide support and instruction for children who are struggling to learn due to academic and/or behavioral difficulties. Most students thrive in general education classrooms. For those who don't, teachers provide a second tier or level of support that focuses on the area(s) in which the child struggles. A child's progress is studied and findings are used to make decisions about teaching and other learning supports. A third more intensive tier of support is provided if the student does not make progress in the second tier.

The RtII framework has three "tiers." Each tier provides differing degrees of support.

Tier III

General education and/or support staff provide more individualized instruction for children who need the most support.

Tier II

General education provides help for children who need more support than they are receiving from the typical general curriculum.

Tier I

All children receive high quality curriculum and instruction in the general education classroom or program.

How We Determine Who Needs Additional Interventions

In the General McLane School District, we are implementing the process to review elementary progress three times per year. This is referred to as universal screening. Teams use performance data to decide which students are achieving with the standard classroom instruction (Tier I), which students may need supplemental instruction (Tier II), and which students may need individualized instruction (Tier III).

When students receive supplemental small group or individualized instruction, we check their progress frequently and use assessment data to monitor student progress. The key idea is to make changes when instruction is not working for a child. The first step is to provide small group or enrichment interventions. This is referred to as Tier II interventions. If after a period of Tier II intervention, the student does not respond adequately, a more intensive, individualized intervention may be developed. This begins the Tier III intervention period. Additional progress monitoring will be conducted during the Tier III intervention process. If no change occurs and the school has tried several interventions, you may be asked to give your consent for a multidisciplinary evaluation. This multidisciplinary evaluation cannot be conducted without written parent consent.



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 may affect your child's learning. For example, it is important for us to know if a child has a particular learning style or strength, likes or dislikes school, moved frequently, missed a lot of school, experienced a trauma, or is having problems with friends at school. These types of characteristics or concerns 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 or enrichment to develop skills. If you do want to provide extra support at home, you can work with the school to make yourself part of your child's program. The school will share the progress your child makes.

Questions Parents Can Ask the Teacher

- What is my child being taught in his/her classroom?
- How are lessons designed to meet my child's varying needs?
- What are the teaching strategies that my child's school is using if he/she is struggling in the classroom?
- How can I help my child with learning and/or behavior at home?
- How will I be told about my child's progress so I know more about his/her skills and not just average grades?
- What happens if my child continues to struggle and the intervention strategy is not working?

Things Parents Can Do

- Make reading an everyday habit.
- Talk with your child's teacher(s) regularly.
- Check homework assignments and provide guidance when necessary.
- Review regularly provided progress reports.
- Celebrate your child's strengths, talents, interests and successes.
- Learn more about what is being taught and how it is being taught at your child's school.
- Encourage appropriate school behaviors.
- Participate in parent-teacher-student conferences and other school functions with your child.