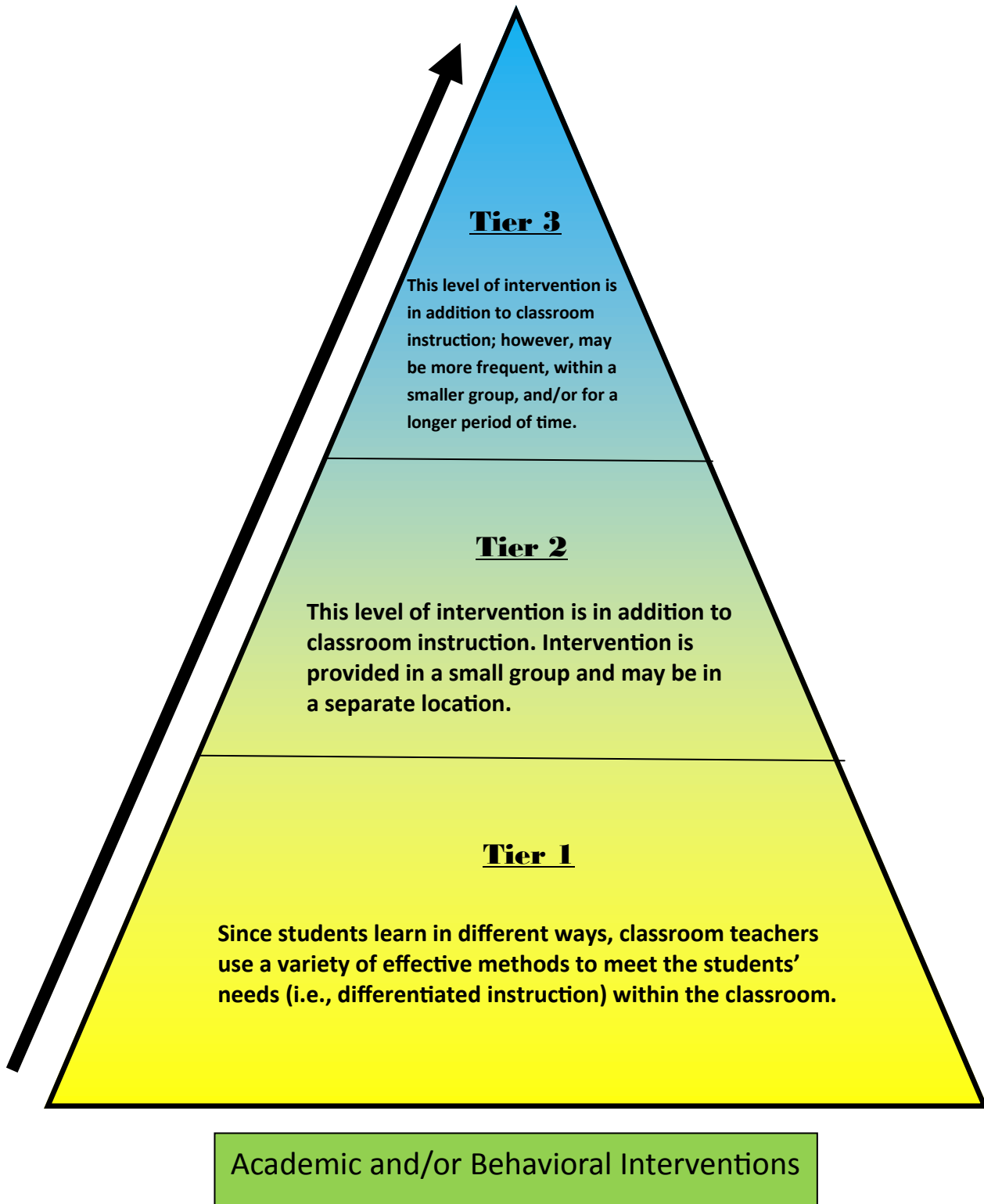


Greenville Central School District

Response to Intervention (RtI) Pyramid



Greenville Central School District

Response to Intervention: A Parent's Guide

What is Response to Intervention (RtI)?

RtI is a data-driven process used to determine if a student is responding to classroom instruction and progressing as expected. In an RtI process students receive individualized academic or behavioral support. Multiple tiers (levels) of support increase in intensity and are matched to the student's specific needs as determined by student data (e.g., screening, classroom assessments, state assessments). Interventions are implemented as early as possible to promote student success.

What is screening?

Screening is a brief assessment that measures a student's academic skills or behaviors expected for his or her grade level. At Greenville, screening is completed in order to collect information on skills within the areas of reading and math. All students in grades K-8 will be screened three times per year (fall, winter, spring). In addition, during RtI team meetings, interventions that address other student needs (e.g., behavioral) may be recommended. It is important to note the purpose of screenings. Screenings are used for the purpose of initially identifying students who are not making academic progress at expected rates and who may need intervention or closer monitoring. They are not instructional tools such as Fountas and Pinnell benchmarking and the K-5 Journeys Program assessments which inform and guide instruction.

Will a parent be notified of his/her child's screening results?

Parents are notified if the RtI team recommends that a student receive additional instructional support beyond what is provided to all students in the class.

How are the results of screening used?

Based on the results of screenings, the RtI team may recommend that a student be provided additional instructional support to address the student's areas of need.

What instruction and support is provided?

An RtI process begins with the classroom teacher providing appropriate instruction to all students. Additional intervention is provided for some students based on data obtained through screening and ongoing measurement of progress. This support is called targeted intervention and is provided with increasingly intense levels or tiers of support.

Who determines the level of support for each student?

The RtI team reviews screening data, attendance records, classroom assessment data, state assessments, and behavioral observations. Based on this information, the team recommends students for appropriate levels of intervention matched to their specific need. The RtI team may include administrators, guidance counselors, school psychologists, reading specialists, and classroom teachers.

What information will parents receive in the RtI process?

Parents will receive notification if their student is receiving RtI support. Each parent of a student participating in an RtI process is encouraged to meet regularly with teachers and school staff who are providing instructional support to the student in order to review the student's goals and progress.

Teachers may ask a parent to help support the student's progress in a number of ways. They may ask that the parent read to his/her child, have him or her read to you and/or engage in other activities that promote positive growth in skills.

What if a student is not making progress even when provided with the most intense interventions at Tier 3?

There is a small percentage of students who do not make the expected progress and who may require further evaluation to determine other reasons for the lack of progress. Whenever there is concern that a student might have a disability affecting his/her ability to progress, the school will seek the parent's consent to conduct an individual evaluation to determine if the student needs special education services. The information gathered through the RtI process will be considered as part of this evaluation.

If, at any time, a parent thinks that his/her child may have a disability, the parent should make a written request to the school to have the student evaluated for special education services. This written request could be given to the student's teacher, the school's special education office or the building principal.