

## **Parental Involvement**

### **How will parents learn about RtI?**

- Parent brochure describing what RtI is and how it is implemented in the District
- Parent presentations – PTA meetings
- RtI link on district website – parent letters, meetings schedule, resources
- Updates in school bulletins

### **How will parents be involved in the model of decision-making?**

- Parents and families are seen as key partners in all aspects of RtI.
- Each school has a documented method of informing parents about the RtI model.
- Parents will receive a letter informing them that their child is involved in the RtI process when a child is entering Tier 2 or Tier 3.

### **How will parents be informed about universal screening results and when their child receives Tier 2 or 3 services?**

Parents of students who are identified as at risk and who will be provided with supplemental intervention will receive written notification, consistent with section 100.2(ii) (1) (vi) of the Regulations of the Commissioner of Education which includes:

1. Amount and nature of data that will be used to monitor student's progress;
2. Strategies to increase the student's rate of learning; and
3. Parent's right to refer the student for Special Education services.\*

**\* In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYSRR §200.4(j)(1)(ii)(b))**

## **Parent Resources for Home/School Communication**

- Provide parents with a glossary of terms and frequently asked questions (with answers)

<http://www.readingrockets.org/article/18935>

- A Parent's Guide to Response to Intervention

<http://www.p12.nysed.gov/specialed/RTI/rti-pamphlet.pdf>

- Distinguishing Between the Tiers of TRI

<http://ncldtalks.org/content/interview/detail/1198>

## **Response to Intervention**

### **Frequently Asked Questions**

1. What is “Response to Intervention”?

**Response to Intervention** is a school-wide, multi-tiered, data-driven framework that allows teachers to assist any child identified as needing academic and/or behavioral support, whether they are working below grade level or are gifted and not meeting their full potential.

2. How do students move between Tiers?

Moving between tiers is a fluid process. There will likely be some fluctuation for many students depending on whether they exhibit academic and/or behavioral concerns. Students move among tiers based on the gap demonstrated through progress monitoring, as well as with the intensity level of the intervention.

3. What is an Response to Intervention (RtI) Team?

A Response to Intervention Team, or RtI, is a group of teachers and school staff who meets regularly to evaluate student data, plan interventions, and monitor student progress. Different staff members may be part of the team, depending on the needs of the student.

4. What is an intervention?

An intervention is an instructional strategy or curricular component used to enhance student learning. Interventions are systematic and targeted in the area of identified need and designed to improve student performance toward a measurable goal.

5. How do I know my child is progressing?

Response to Intervention uses short, frequent tests (about 1-3 minutes each) to find out whether a student is making progress. These assessments will provide valuable information about student progress and how he or she is performing in relation to a standard benchmark.

6. Is a student ever involved in more than one intervention at a time?

Typically, students participate in one intervention at a time for individual skill deficits. However, in some situations a student may participate in a standard protocol intervention such as a flexible reading group to address reading skills in general, but may also be in a more intense (Tier 3) intervention to address a specific skill deficit. Additionally, a student may participate in more than one intervention if there are a variety of skill deficits in different academic or behavior areas.

7. How will parents be involved in supporting the learning needs of their children?

- Parents and teachers are encouraged to communicate with the school staff member(s) who are providing instructional support to their child in order to review the child's progress.
- Parents should read with their child on a consistent basis and engage in other activities that promote positive growth in skills.
- Parents should read aloud to their child so he/she can hear what fluent reading sounds like.
- Parents should ask their child probing questions about a book and connect the events found in the book to real life events in their child's life.
- Parents should ask their child opinions about a text and demonstrate how to go back to the text to support his/her answers.
- Parents should discuss the meaning of unknown words and show a child how to use context clues to determine word meaning.
- Parents should use environment and technology to build their child's phonemic skills.

