

Core Beliefs about RtI

We are committed to the success of all children in District 90.

We believe that a strong academic foundation includes the need for differentiation to meet the needs of diverse learners in the general education classroom.

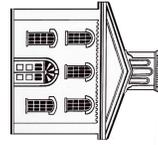
We believe that a process of ongoing assessment improves learning outcomes for all children.

We believe that a focus on high-quality instruction in a well-differentiated classroom, with supplemental services matched to children's needs, can both prevent learning problems and reduce the need for special education referrals.

We believe that children who demonstrate unique learning needs and challenges deserve supplemental services and supports, which can be delivered in the classroom through a carefully defined system of assessment and support.

We believe parents are our partners in the delivery of high-quality instruction, the understanding of assessment, and the engagement of a problem-solving process when indicated.

We believe that an individual child's performance on classroom-based assessments and curriculum-based measurements will inform decision-making about instructional approaches needed to assure learning success, including differentiation, targeted interventions, and specialized services.



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**RIVER FOREST
PUBLIC SCHOOLS
DISTRICT 90**

**Response to
Intervention
Providing All
Children with
the Tools They
Need
to Succeed**

A Guide for Parents

What Is Response to Intervention?

Response to Intervention, or **RtI**, is an educational approach that focuses on providing high-quality, researched-based instruction and behavior supports within the general-education setting. RtI is about helping all students achieve their full potential, from adding enrichment activities for more advanced learners to providing various supports for students with special needs.

At the heart of RtI is a belief that promptly providing support for students is more effective than waiting for a student to fail before intervening. Three key characteristics distinguish RtI:

- A three-tiered model of supports
- The use of data to inform decision-making
- A problem-solving approach to making decisions about interventions

The Three-Tiered Model

RtI is organized as a three-tiered model of increasingly intense interventions that are matched to the needs of the students.

Tier I: Involves differentiating all students in the classroom, matching instruction to readiness, learning style and interests.

Tier II: Provides practice and skill building, often in small groups or with specialized personnel, when monitoring shows insufficient progress in a specific area of the curriculum.

Tier III: Involves individualized, specialized instruction, sometimes as an alternative to the regular curriculum.

Data-Informed Decision-Making

Determining whether a student requires intervention is based on data, primarily from two types of assessments: AIMSweb and MAP.

AIMSweb is a web-based system that provides the framework for RtI and multi-tiered instruction. Designed specifically to screen and monitor progress, AIMSweb uses brief, valid and reliable

General Outcome Measures of reading and math performance for grades K-8 that can be used with any curriculum. Students are screened three times per year.

MAP, or Measures of Academic Progress, are given to second through eighth grade students two times a year. It measures students' progress in reading and math skills. MAP tests help teachers identify the skills and concepts each student has learned, diagnose instructional needs, and monitor academic growth over time. One notable benefit of MAP assessments is that results are available within just 48 hours.



Problem-Solving Approach

At District 90, we take a group problem-solving approach to RtI. In every case the goal is the same: Ensuring that every student is successful.

Three times per year, all the grade-level teachers, including support-team members, meet to review assessment data, other diagnostic measures of progress, observations of behavior, and other variables for every student.

This approach leads to rich conversations about improving instruction. For some students, these sessions affirm that they are receiving exactly the right amount of instruction and/or intervention. For other students, group problem-solving may reveal that intervention is no longer needed. For still others, the team may decide that increased intervention is warranted. Together, the team members determine the interventions that are most likely to be effective.

Parents' Role in RtI

Parents are key partners in the RtI process. When the educational team recommends intervention for a student, parents are notified, followed by progress reports on a regular basis. Parents often support interventions at home and partner in their child's success.

If at any time you have questions about whether intervention may be appropriate for your child, or about intervention currently being provided, please do not hesitate to contact your child's classroom teacher.