

The Three-Tier Model

District 204 uses a color-coded, 3-Tier Model to guide instructional planning and supports.

Tier 3: Intense Interventions (RED)

Approximately 5% of students will require more intense interventions in order to make adequate progress. These students continue to benefit from Tier 1 and 2 instruction.

Tier 2: Supplemental Interventions (YELLOW)

Approximately 15% of students will require more focused, supplemental instruction in skill areas in order to make adequate progress. These students continue to benefit from the core curriculum or Tier 1.

Tier 1: Core Curriculum (GREEN)

100% of the student population participates in the core curriculum. The core curriculum provides all students the instruction necessary to prepare students for academic and social success.

Approximately 80% of students will meet district guidelines by experiencing core instruction. Others will require interventions in order to achieve success.

How Can Parents be Involved?

- ❖ Communicate with your child's teachers frequently.
- ❖ Attend school functions, such as Curriculum Nights and Parent-Teacher conferences.
- ❖ Monitor your child's homework assignments and assist your child when necessary.

Who do I contact if I have questions about RtI?

- ❖ Irma Boldt, Student Services Coordinator:
irma_boldt@ipsd.org
428-6706
- ❖ Jennifer Broz, Interventionist:
jen_broz@ipsd.org
428-6730
- ❖ Tulin Akin, Psychologist:
Tulin_akin@ipsd.org
428-6715 (Watts/Cowlishaw)

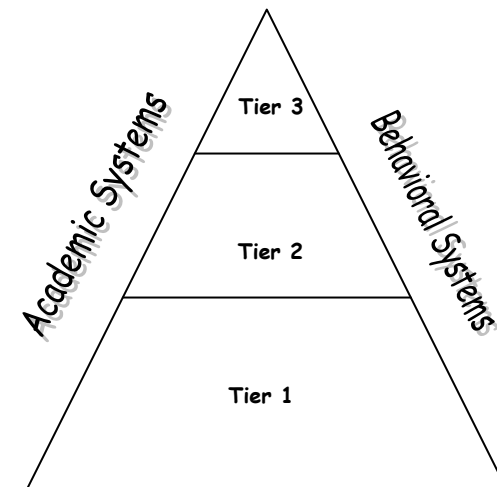


May Watts School



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Parents' Guide to Response to Intervention (RtI)





Why RtI?

Recent state and federal guidelines require schools to use the RtI model for supporting student learning. RtI parallels **No Child Left Behind** and is consistent with District 204's tradition of excellence in education.

RtI emphasizes:

- ❖ High-quality, scientifically-based instruction and interventions.
- ❖ School accountability for the adequate yearly progress of students.



May Watts is proud to implement RtI in order to best meet the needs of all our students!

What is RtI?

RtI, or Response to Intervention, is a systematic, data-based method for determining the degree to which a student has responded to an intervention. It includes the use of interventions and data about students' learning in order to make significant educational decisions.

Implementation of RtI requires the following three components:

- 1) **A Multi-Tiered Model** for instructional planning and supporting student learning (See "The Three-Tier Model").
- 2) **A Problem Solving Process** is a team approach that uses the skills of professionals from different disciplines to develop, lead, and evaluate intervention plans.
- 3) **A Data Collection System** that consists of frequent quick assessments of students in order to track the progress of all students.

How does RtI address Special Ed evaluations for Learning Disabilities (LD)?

- Struggling students receive interventions and their progress is monitored frequently.
- If a student is not making adequate progress or if a student's needs require more intensive interventions than are available in general education, a meeting will be held with parents.
- At the meeting, parents and school staff members determine if an evaluation for special education is necessary.
- When all the necessary data has been reviewed, an eligibility meeting is held whereby a decision is made in regards to special education services.
- For students who qualify, an **Individualized Education Plan (IEP)** is developed and the child's intervention plan is reviewed and modified if necessary.
- Students who do not qualify for special education return to the **Problem Solving Process** of RtI and the child's intervention plan is reviewed and modified.

