

The information in this brochure describes a process called:

## RESPONSE TO INTERVENTION (RTI)

RTI is a way of organizing instruction that has two purposes:

1. To identify children needing help in reading, writing, math and behavior in an effort to prevent the development of serious learning problems.
2. To identify children who, even when they get extra help, make very limited progress.

*If you have any questions about the information in this brochure, feel free to contact the school's principal.*



### Buffalo-Hanover-Montrose Schools

Parkside Elementary (763) 682-8500

Montrose Elementary (763) 682-8345

Northwinds Elementary (763) 682-8800

Hanover Elementary (763) 682-0800

# Response to Intervention

Buffalo-Hanover-Montrose  
Schools

**Buffalo-Hanover-Montrose Schools are committed to ensuring each child makes significant academic progress. To do this, information is continuously reviewed that shows how each child is progressing. The process used by teachers in your child's school is called **Response to Intervention. (RTI)****



## HOW SCHOOLS DETERMINE WHO NEEDS ADDITIONAL INSTRUCTION

School teams use academic, behavior and attendance data to decide which students are doing well, which students may need supplemental instruction, and which students may need interventions.

When students receive supplemental small group instruction or individualized instruction, teachers check their progress frequently. Data is used to look at student progress and decide if a student needs a different kind of instruction. The key is to make changes when classroom instruction is not meeting the needs of the child. During this intervention time student progress is monitored.

## There are 3 levels, or tiers, of intervention that students may receive.

### Tier 1

- Best practice instruction that works for 80%-90% of students.
- 1-minute tests done three times a year to monitor progress.
- All students receive Tier 1

### Tier 2

- Small group instruction outside of core instruction times.
- Students are identified if they score at or below the 25<sup>th</sup>ile on 2 or more assessments in the areas of math or reading.
- Monitor the progress of the students every two weeks.
- Works for 10%-15% of students

### Tier 3

- Intensive small group instruction
- Problem solving team\* works with the teacher to decide on the intervention to be used.
- Progress is monitored weekly.
- If no progress is made further evaluation may take place.

*\*Problem Solving Team consists of teachers, support staff, and administration*

## PARENTS ARE ESSENTIAL TO CHILDREN'S SUCCESS IN SCHOOL

Education is a partnership between home and school. When a child needs extra help, parents are partners in the process. We value parent involvement at every level and encourage you to partner with us. Please feel free to contact your child's school with any information, questions or concerns about this process.

## WHEN CHILDREN CONTINUE TO HAVE DIFFICULTY

If several interventions have been tried and little progress has been made a more formal evaluation may be appropriate. Research has shown that children sometimes have learning disabilities.

*WE ARE COMMITTED TO BE PARTNERS WITH YOU IN PROVIDING YOUR SON OR DAUGHTER THE BEST EDUCATION POSSIBLE*

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