

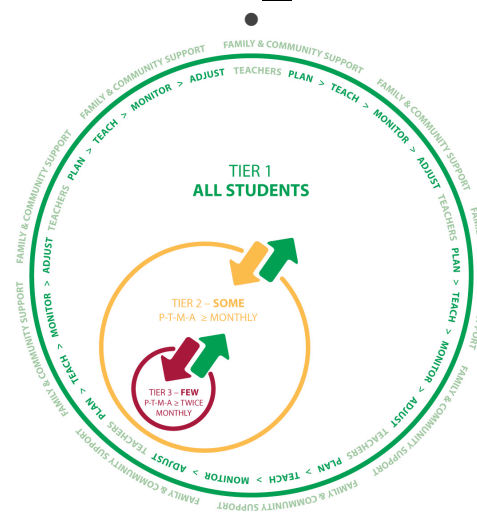
## What can parents do if they have concerns about their child's academic or behavioral progress?

- Notify your child's teacher or counselor and ask if a "standard intervention" exists within the school to meet your child's needs. If not, request a Problem-Solving Team\* meeting.
- Gather information related to your child's specific strengths and challenges. Any information you can provide, such as skill levels, attitudes about school, test scores, previous school experiences, or peer relationships can be helpful.
- Participate in problem-solving discussions with the school staff about your child's specific strengths and needs.
- Become a partner with your child's school in monitoring his/her progress and measuring the effectiveness of selected interventions.

**Note: Special education eligibility may be considered at any time throughout the RtII process when a disability is suspected or when data supports the need for ongoing intensive interventions. Your permission is required for special education eligibility determination.**

\*Problem-Solving Teams may use another name at your child's school, such as FLEX or CARE team.

The Cherry Creek School District uses the RtII process to improve educational outcomes for all students.



Colorado's Policy Statement

The *Response to Intervention (RtI): A Practitioner's Guide to Implementation* (Colorado Department of Education, 2008) indicates that a school's problem-solving team, in consideration of student need, will determine the type of student performance data collected and the intervention services provided. The type and intensity of those interventions will depend on several factors, including the age/grade of the student, the specific skill being addressed, and the significance of the achievement gap. The type and frequency of student performance data collected will also vary. As the intensity of the intervention increases, the frequency of progress monitoring will typically need to increase. Individualized focused assessment may be necessary to assist in the determination of a student's specific instructional and intervention needs.

If a student is provided services through *RtI/Problem-Solving*, the school has the responsibility of informing parents of:

- The specific targeted or intensive interventions (instructional strategies used to increase the child's rate of learning) to be provided for their child, and
- The performance data to be collected

Adapted from CDE, 2008

Brochure developed by RtI Central  
With special thanks to Dr. Eleanor Harrison  
[rticentral@cherrycreekschools.org](mailto:rticentral@cherrycreekschools.org)  
720-554-4544



Dedicated to Excellence  
Cherry Creek Schools

## An Overview of the Response to Instruction and Intervention RtII/Problem Solving Process

For Cherry Creek Families and Community Members



### Your School Contact Person

\_\_\_\_\_ Name

\_\_\_\_\_ Phone

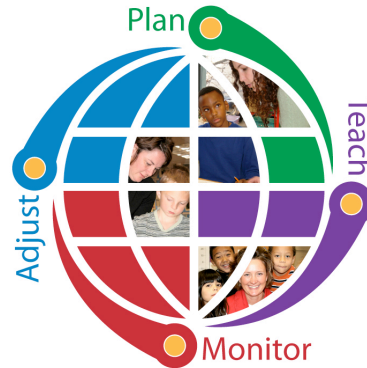
\_\_\_\_\_ email

Interventions for my child:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Revised January 2010

## What can parents expect when their child is referred for a Problem Solving Team Meeting?



### The Response to Instruction and Intervention (RtII)/Problem-Solving Process

aligns with Cherry Creek Schools Teaching-Learning Cycle

#### Before the meeting -

- Your child's teacher will contact you to discuss concerns and to schedule the meeting.
- You will be sent an invitation and asked to complete and return an information sheet to aid in planning.

#### During the meeting -

- There may be anywhere between 4-10 staff members present.
- The meeting will focus on improving educational outcomes for your child (what your child knows or is able to do).

#### Potential Outcomes -

- All students are scheduled for a follow-up meeting (usually within 6-10 weeks)
- Some students will meet their target goals and exit the process after an initial intervention.
- Some will need to continue their intervention while others will need to try a new intervention.
- Some may be considered for Special Education determination.\*
- Some may be considered for Section 504 Accommodation.

\* Parent permission is required for special education eligibility determination.

- ☐ **Plan:** The team gathers and analyzes school data along with home input to identify a student's strengths and needs-- selecting a specific concern on which to focus, drafting a clear and measurable target goal, and brainstorming options to both meet that goal and monitor progress toward it.
- ☐ **Teach:** The team develops and implements the plan, frequently monitors student's progress, and collects data for review and follow-up.
- ☐ **Monitor:** The team re-convenes to measure the student's responsiveness and evaluate the intervention's effectiveness.
- ☐ **Adjust:** The team uses the monitoring data collected to assess whether the student reached or exceeded the target goal and to make important "next step" decisions including whether to continue, modify, or end the plan.

## Essential RtII Vocabulary

**Data-Driven Decision Making:** The process of planning for student success (both academic and behavioral) through collecting and discussing student data.

**Focused Assessment:** Brief diagnostic or informal assessment designed to answer specific questions about a student's academic and/or behavioral need(s).

**Intervention:** Instruction targeted to a specific skill and explicitly designed to accelerate growth. (Some interventions will be pre-developed and assigned standard interventions and some will be customized through a problem solving process).

**Tier 1:** Universal and differentiated strategies that support all students.

**Tier 2:** Supplemental interventions targeted to the needs of struggling learners

**Tier 3:** Intensive interventions individualized for those who have not been responsive to tier 1 or 2 interventions

**Family-School Partnerships:** Parents and staff share ideas and work together to develop solutions for students; parents are included in data collection and decision-making through agreement and participation in the RtII process.

**Problem-Solving Team:** A collaborative team, including parents, educators and specialists, who implement the RtII/Problem-Solving process to improve outcomes for students of concern.

**Progress Monitoring:** Collecting and analyzing data about student progress over time to make important educational decisions.

**Response to Instruction and Intervention (RtII):** The practice of providing high-quality, research-based instruction with additional intervention and progress monitoring given for students who fall behind. This monitoring data is used to determine if students are making adequate gains and to make important educational decisions.