

How Is an Evaluation for Learning Disabilities Completed Using the Response to Intervention Model?

- Progress for children receiving interventions are documented.
- Documentation, displayed on a graph, illustrates the child's progress toward grade level.
- Parents will meet with the School Social Worker to discuss any concerns as well as to go over birth, health, and developmental history.
- We will have a Planning Meeting to determine whether or not more information is needed to complete an evaluation. If additional information is needed, we will ask you to sign consent.
- Following the evaluation, we will have a meeting to review the information and to answer questions that will include:
 - ◊ What progress has your child made?
 - ◊ Is your child closing the gap with grade level peers?
 - ◊ Can the current interventions be maintained in general education?
 - ◊ Is Special Education appropriate to meet your child's needs?
- If it is determined that your child has a learning disability, an Individualized Education Plan (IEP) will be developed for your child within Special Education.

How Can Parents Be Involved?

- ❖ Frequently communicate with your child's teacher(s).
- ❖ Attend school functions such as parent/teacher conferences.
- ❖ Monitor and assist with your child's homework assignments.

Who Can I Call If I Have Questions About RtI?

You should call:

☎ Ms. Twidell, RtI Coordinator,
667-4417

☎ Your student's Principal:
Mr. Olson, 667-4417
Superintendent:
Mr. Abney, 667-4790

☎ Your district's School Psychologist, Kevin Gallagher
815-433-2649, or School Social Worker, Kim Hiland 815-433-2649, from the LaSalle/Putman County Educational Alliance for Special Education Office in Ottawa, 815-433-6433

Parents' Guide to Response to Intervention (RtI)

Waltham C. C.
Elementary School
District 185

Building a Better Education through RtI

Waltham schools have always done a good job caring for and educating students. The tradition continues as we constantly strive to take into account current research and ever changing laws. New state and federal legislation mandate a new process called Response to Intervention (RtI) that goes hand in hand with No Child Left Behind/Race to the Top.

These new laws emphasize the importance of providing high quality, scientifically based instruction and interventions, and hold schools accountable for the adequate yearly progress of all students.

Through RtI, we will provide early interventions to students who are at risk for academic or behavioral problems.

What Is RtI?

RtI is a process designed to help schools focus on high quality interventions that are matched to student needs and are monitored on a frequent basis. School personnel and parents use research and data to adapt instruction and to make educational program decisions for students.

What Are the Benefits of RtI?

Perhaps the greatest benefit of an RtI approach is that it eliminates a "wait to fail" situation because students get help immediately within the general education setting. If screening data indicate a problem area for a student or group of students, interventions are put into place to address these concerns.

While interventions are taking place, school staffs monitor student progress. In the RtI process, teachers regularly review this data and use it to evaluate student needs. They are then able to match instruction, resources, and interventions appropriately to best serve Waltham students.

What Is the RtI Process?

Our system of RtI is layered into three tiers of instruction explained below.

