



How can parents be involved?

Parental insight into a child's learning and development provides valuable information. District 37 staff members value the partnership with parents. Teachers and parents have frequent opportunities to communicate regarding a child's progress at school. It is important for parents to attend parent-teacher conferences and discuss any concerns regarding their child's performance.

Quality teaching includes observing and assessing student progress and success every day. If a student receives additional instructional support outside of the classroom, the strategies used by the teacher will be discussed with parents so they will be able to provide support and encouragement at home.

What should I do if my child is struggling?

- Talk with your child's teacher.
- Review and assist with homework assignments.
- Ask for regular progress monitoring reports.
- Celebrate your child's successes.
- Learn more about the curriculum, assessments, and interventions being used in your child's school.
- Participate in conferences and other meetings about your child.
- Make a list of specific questions to ask when you meet with school personnel (e.g., What is working? What can I do at home?).

If you have questions about your child's progress, please contact your child's teacher or principal.



Response to Intervention Model

- High quality, research-based instructional and behavioral supports in general education.
- School-wide screening to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense, research-based interventions matched to the needs of students.
- Use of collaborative problem solving to develop, implement, and monitor interventions.
- Continuous monitoring of student progress to determine if instruction/interventions are effective in meeting the needs of students.
- Follow-up to ensure that the instruction/interventions were implemented as planned.
- Parent-school partnerships to strengthen the student support network.



Avoca School District 37
MAXIMIZING THE UNIQUE POTENTIAL OF EACH STUDENT

Avoca School District 37

RESPONSE TO INTERVENTION





Continuum of Student Services

Classroom Instruction in General Education Setting

Interventions in Small Group Setting

One-to-One Interventions

What is Response to Intervention?

The process of providing interventions to students who are in need of academic or behavioral support is called Response to Intervention (RtI).

Response to Intervention is a state mandated process designed to help schools provide high quality instruction and interventions to students who may be struggling with learning or underperforming. An intervention is a specific type of instruction that is used to help with a specific type of problem.

RtI provides a framework for prevention and early intervention that involves determining whether all students are learning, progressing and/or excelling when provided with high quality instruction and interventions in academics and behavior. RtI requires educators to shift their emphasis **from** student deficits or determining eligibility for special education **to** maximizing the learning of ALL students.

How are students impacted by RtI?

All students in District 37 receive instruction by highly qualified teachers who teach a core curriculum aligned to national and state standards. The delivery of instruction in the general education classroom is differentiated to meet a variety of learning needs, rates, and styles. When a student is identified as struggling or underperforming, the classroom teacher intervenes with differentiated instructional strategies.

RtI includes classroom instruction, small group interventions, and individual student interventions.

There are a myriad of research-based interventions that range from providing enrichment or extra reinforcement of the core curriculum to targeted instruction that focuses on the specific needs of the student. Interventions are provided in addition to core instruction in the classroom and may include supplemental resources and/or validated approaches.

What is the RtI Process?

District 37 provides a continuum of interventions that range in intensity and cross subject areas. A majority of students receive instructional interventions from their classroom teacher in the general education setting. Students requiring more intensive interventions are often grouped together for additional instruction, reinforcement, enrichment, extensions and/or support. These interventions may be delivered by the classroom teacher or other school support personnel.

Classroom teachers and support personnel meet periodically to review assessment data and student progress. At these meetings, students are identified for support and monitored for progress. These collaborative meetings are referred to as “problem solving”.

What is the Intervention Support Team (IST)?

Teachers and administrators are trained to use a specific problem solving method to support students and provide academic and behavioral interventions when needed. Problems are identified using several assessment sources such as AIMSweb, Measures of Academic Progress, Illinois Standards Achievement Test, teacher observations and other indicators.



- Define Problem, Directly Measure Behavior
- Analyze the Problem, Validate the Problem, Identify Variables
- Develop Plan, Implement Plan as Intended, Monitor Progress, Modify as Necessary
- Evaluate Response to Intervention