



# Parent Informed

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Field Guides to RtI Prepared by  
Wayne County RtI/LD Committee

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## Table of Contents

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<b>1</b>	Parent Informed	3
<b>2</b>	Child Engagement in Rtl	4
<b>3</b>	General Education Screening Is Not a Special Education Evaluation	4
<b>4</b>	Sample Parent Information Letter	5
<b>5</b>	Parent Invitation	6
<b>6</b>	Sample Student Progress Report—for Parent	7
<b>6</b>	Sample Student Progress Report—for Student	8
<b>7</b>	References	9

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## Parent Informed

Parents need to know how their children are doing in school and they need to know what is being done to help their children improve. When a team decides to engage in a RtI process, this does not mean that the team has initiated a special education evaluation procedure. The special education referral is based on information from a variety of sources, including parent input, teacher recommendation, RtI data, student performance with State standards for age, and other relevant information. A special education referral requires specific notice to parents, leads to a comprehensive evaluation, and creates a 30 day timeline leading to IEP.

To be informed, the parent would need to have information about the RtI model used by the school, whether their child will be individually monitored and receiving supplemental interventions as a struggling learner. The following documents may serve as a helpful resource in planning communication with parents.

EVENT	HOW TO INVOLVE PARENTS
<p><b>Start of the school year for all students</b></p>	<p>Provide generic notice (e.g. in school handbook) to all parents of the district's commitment to teaching all children (e.g. the district utilizes a tiered intervention process that includes universal screening, differentiated instruction, supplemental and/or intensive instruction, conferences)</p>
<p><b>Tier I data collection:</b></p> <ul style="list-style-type: none"> <li>• Universal screening and progress monitoring e.g.: Curriculum-based assessments</li> </ul>	<ul style="list-style-type: none"> <li>• If the child has been identified "struggling learner", contact the parent to inform the parent that the child will be receiving accommodations and/or differentiated instruction in the general classroom</li> <li>• Provide contact information if parent has questions or needs clarification</li> </ul>
<p><b>At the conclusion of Tier 1:</b></p> <ul style="list-style-type: none"> <li>• Review progress monitoring</li> <li>• Identify Tier 2 interventions, if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Provide results of progress monitoring to parents</li> <li>• If the student needs supplemental interventions at Tier 2, contact the parent and describe who will be working with the child, how often, on what skill, and when progress will be reported to them.</li> <li>• Involve parent in the intervention process (Note: If teaching in a different way or teaching a targeted skill, the parent should know about this and be guided in helping the student at home to the extent the parent is willing and able.)</li> </ul>
<p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>• Review progress monitoring</li> <li>• Team meeting to review progress and make instructional decisions</li> <li>• Identify Tier 3 interventions if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Provide results of progress monitoring to parents</li> <li>• Invite parents to participate in meetings to review progress and make instructional decisions regarding need for continued supplemental instruction at Tier 2 and/or more intensive interventions at Tier 3. If the parents are unable to attend, solicit their input in written form. Provide a follow-up communication describing the outcome of the meeting.</li> <li>• If it is suspected that the student has a disability under IDEA, follow special education procedures for parent notice and consent</li> </ul>

## Child Engagement in RtI

Research has demonstrated that children need frequent and specific feedback about their learning to improve. The RtI is a model that is rich in data and feedback to students. Including students in the tracking of their progress can help them to improve. Research has shown that students take more responsibility for their learning when learning targets are clear to them and they know how they are improving. RtI also holds the promise to the child of keeping the student in the general education curriculum.

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## General Education Screening Is Not a Special Education Evaluation

The educational screening procedures of Response to Intervention (RtI) are not to be confused with special education evaluation procedures. IDEA 2004 has clarified the distinction between general education screening assessments for instructional purposes and special education evaluation:

§ 300.302 Screening for instructional purposes is not evaluation.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

(Authority: 20 U.S.C. 1414(a)(1)(E))

This statement is necessary to clarify that the data collection of RtI is within the arena of expected practice in general education. The State regulations will define the data from RtI processes that will be required if a student is referred for a special education evaluation. This means that general education and special education will need to collaborate in the design of the RtI data collection methods that will yield reliable, valid, appropriate data for instructional planning and meet documentation requirements.

## Sample Parent Information Letter—School-Wide Notice

Date

Dear \_\_\_\_\_ (Parent or Legal Guardian):

Our school has begun an early intervention program to help our students develop and increase their skills in reading, math, writing, and communication. This program involves the classroom teachers, speech and language pathologists, resource room teachers, teacher consultants, as well as reading specialists.

The students are administered screening assessments [ insert DIBELS or name of screening assessment here ] three times a year and student progress is measured throughout the year.

Your son/daughter [ Insert Student Name Here ] is being recommended to receive small group instruction to help improve his/her reading skills. A Student Assistance Team meeting is scheduled to meet on [ insert date, time, and location here ] to explain this program to you. We hope you are able to attend this important informational/planning meeting. If you have questions, please feel free to contact your child's classroom teacher.

Thank you.

*Principal*

*School Interventionist*

**Parent Invitation:  
Student Progress Review Meeting**

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Student ID#: \_\_\_\_\_ Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Please plan to attend a meeting to discuss your child's progress. The meeting is scheduled at the following date and time:

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Place: \_\_\_\_\_

If you have questions or concerns, please contact:

Person: \_\_\_\_\_ Position: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Parent contact:

Date: \_\_\_\_\_

Parent communication:

Letter     Phone     Email

# Sample Student Progress Report to Parents

Student: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Your child's progress has been monitored. The following table shows your child's performance in comparison to the class. The Percentile score provides a ranking of your child's performance, see below:

- 75 – 100..... Superior
- 50 – 75..... High Average
- 25 – 50..... Low Average
- 10 – 25..... Below Average
- 0 – 10..... Considerably Below Average

Class Average Score								
Student Score								
Student Percentile Score								
	Date	Date	Date	Date	Date	Date	Date	Date

Based on your child's demonstrated progress, your child has been provided with additional instruction. The instruction plan for your child is summarized below:

Target Skill	Instructional Plan	Dates of Contact	Time	Teacher / Tutor

Based on your child's progress, the following recommendation is made:






- Planned intervention was successful in meeting child's needs. This intervention will be continued in the current setting.
- Planned intervention was not successful in meeting the child's needs.  
Another instructional intervention will be conducted to attempt to meet child's needs.
- Planned intervention was not successful in meeting the child's needs.

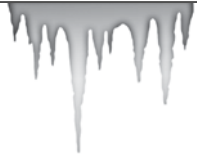




# Sample Student Progress Monitoring Report

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Test Day: \_\_\_\_\_ Test Topic: \_\_\_\_\_

Hot!	Very Warm	Warm	Chilly	Cold
				

We are learning...	Date 1	Date 2	Date 3	Date 4	Date 5
<b>Addition:</b> single-digit numbers $1+1=$					
<b>Addition:</b> double-digit numbers: $10+10=$					

KEEP UP THE GOOD WORK!



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