

## IF THERE ARE CONCERNS ABOUT YOUR CHILD'S PROGRESS, THIS IS WHAT WE DO IN DISTRICT 15:

We work diligently to support students needs EARLY.

- ⇒ First, we do something extra in the classroom (e.g., re-teaching, supplemental curriculum, extra practice).
- ⇒ Next, we try interventions, such as small groups and additional time for instruction, sometimes with an ELL teacher, a reading specialist, or a learning specialist.
- ⇒ If the student has not made adequate gains, we meet to do problem solving to determine what else might be provided to help your child progress.

You are encouraged to participate in this process at any time. Parental involvement in a student's education has been proven to be highly effective in improving classroom performance.

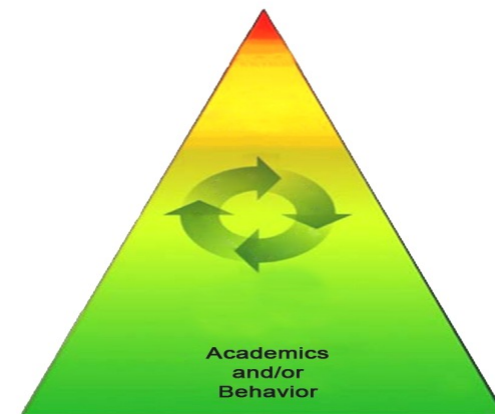
If you would like further information or want to discuss your child's progress, please contact your child's teacher or an administrator in your child's school.



COMMUNITY CONSOLIDATED  
SCHOOL DISTRICT 15

580 North First Bank Drive  
Palatine, IL 60067  
Phone: 847-963-3000

## RESPONSE TO INTERVENTION



Community Consolidated School District 15 is committed to ensuring each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing and **provide early intervening services** as needed. This process is called **Response to Intervention**.

While the specific details will vary between District 15 schools, the general standards and principles are the same across the District. Look inside to see how this process can help your child achieve in school.

---

## ASSESSING YOUR CHILD'S PROGRESS

In District 15, academic skills of all students in Grades K-8 are assessed at least three times a year. Teachers review the test results to identify struggling students throughout the year.



## WHEN DOES A STUDENT NEED ADDITIONAL INSTRUCTION?

School teams use academic, behavior, and attendance data to decide which students are doing well in the standard classroom program, which students may need supplemental instruction, and which students may need individualized instruction.

When students receive supplemental small group or individualized instruction, we check their progress frequently. We use *decision rules* to look at student progress and decide if a student needs a different kind of instruction. The key is to make changes when current instruction is not sufficient for a child.

When our data shows that a child is not making satisfactory progress in the

standard classroom program, we provide small group interventions. If, after a period of instruction, there is still a concern, we plan an individualized intervention. Parents are encouraged to participate in this process.

During small group intervention, we assess student progress at least twice a month. During individualized intervention, we assess progress *approximately* once a week. If a student makes limited progress during individualized instruction, we may ask parents for permission to conduct an individual evaluation. This evaluation might result in identification of a learning disability. No evaluation would be conducted without parents' written consent.

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

Education is a partnership between home and school. If your child needs supplemental instruction, we will describe that instruction to you. We will also ask you to tell us anything you think may affect your child's learning. For example, it is important for us to know if a child has missed a lot of school, experienced a trauma, or is having problems with friends at school. Any of these issues may affect a student's progress and if we know about them, we can design an intervention more effectively.

We value parent involvement at every level and encourage you to partner with us. A good partnership includes good communication. Please feel free to call, write a note, or e-mail if you have concerns or questions about your child's education or if you would like to provide extra practice at home.

## WHEN CHILDREN CONTINUE TO HAVE DIFFICULTY

The school will tell you if your child begins to make sufficient progress, or if your child continues to have difficulty. If you and the school have tried several interventions and progress remains limited, you may be asked to give consent for an evaluation. The purpose of this evaluation is to determine what your child's educational needs are and to consider if he or she might have a learning disability.

