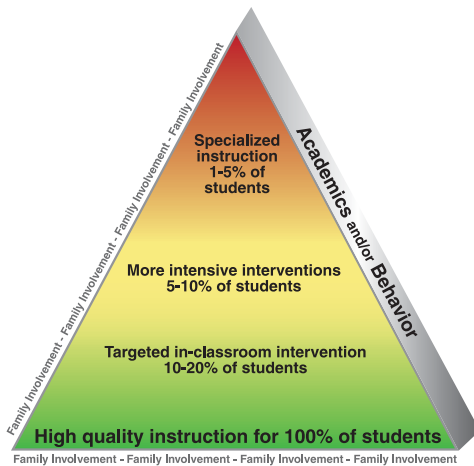


# Response to Intervention

## What is RtI?

Response to Intervention is an educational model promoting early identification for students who are struggling academically or behaviorally. RtI involves intervention tiers of increasingly intense levels of instruction for students based on student need. Most students will thrive with the general education instruction. For those who don't, interventions are targeted, based on the student need, and will be implemented in the student's classroom. As the students' needs dictate, more tiers of interventions are available for students as the diagram below indicates.



## The Right Thing to Do!

The laws leading to this change include the No Child Left Behind Act (NCLB) of 2001 and the Individuals With Disabilities Education Improvement Act (IDEA) of 2004. Both laws underscore the importance of providing high quality, evidence-based instruction and interventions, and they hold schools accountable for the progress of all students in terms of meeting grade level standards.

# BVSD's Belief Statements

- Cultural proficiency underlies all decisions and actions.
- Every child can learn and achieve high standards as a result of effective teaching.
- Every child must have access to a rigorous, relevant, standards-based curriculum and evidenced-based instruction.
- Intervening at the earliest indication of need is necessary for student success in our age 3-21 system.
- A comprehensive system of tiered interventions is essential for addressing the full range of students' academic and behavioral needs.
- Engagement in the full cycle of inquiry (TIES), used as a school improvement process, will inform our instructional decisions and result in improved academic and behavioral outcomes for every student.
- Ongoing and meaningful engagement of families/guardians increases student success.
- Every member of the school community must continue to gain knowledge and develop expertise in order to build capacity and sustainability.
- Effective leadership at all levels is crucial for the implementation of RtI.

For further information, please go to the BVSD Student Success website:  
[www.bvsd.org/studentsuccess](http://www.bvsd.org/studentsuccess)

# RtI

## BVSD Response to Intervention

**BVSD DEPARTMENT FOR STUDENT SUCCESS**  
English Language Learners  
Title I  
Talented and Gifted  
Special Education Services

The overarching purpose of RtI is to improve educational outcomes for **every** student.



## Fall 2008 PARENT GUIDE

Parental Involvement happens when schools and teachers build trusting relationships and create a welcoming climate.

Plan to attend one of these public forums to learn more about RtI, intervention strategies and timelines being implemented in BVSD.

**FALL 2008**  
Wednesday, October 8,  
3:45 - 5:30 p.m.  
Birch Elementary  
Science Lab  
  
Monday, November 17,  
6:30 - 7:45 p.m.  
BVSD Education Center  
6500 Arapahoe Rd.,  
Aspen Conference Room

**SPRING 2009**  
Monday, February 2, 3:45 - 5:30 p.m.  
Centaurus High School Library  
  
Monday, March 2, 3:45 - 5:30 p.m.  
Manhattan Middle School Library  
  
Monday, April 20, 6:30 - 7:45 p.m.  
Foothills Elementary School Library

## Parent Partnership

Home-School Collaboration

### Great Home-School Partnerships Have the Following Qualities:

- A student-focused approach
- Collaboration to support all students in their academic, social, behavioral and emotional success
- Shared responsibility for educating and socializing children
- Two-way communication between families and schools
- Preventative and solution-oriented interactions



Home-school collaboration is a preventative, problem-solving approach focused on supporting learners. Home-school collaboration reflects the belief that both families and educators are critical for socializing learners. Working with parents is an attitude-not solely an activity to be implemented.

## Contact Information

Student Success

### Executive Director for Student Success

Karen Daly, 303-447-5145  
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### Director, Student Success: Literacy & Language

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### Assistant Director,

Francis Schneeweiss, 303-447-5073  
francis.schneeweiss@bvsvd.org

### Assistant Director, Student Success:

#### Family Involvement and Title 1

Catalina Martis, 303-447-5883  
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### Assistant Director, Student Success:

#### Special Education

Kim Bane, 303-447-5152  
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### Assistant Director, Student Success:

#### Elementary Special Education

Norma Lou Eitemiller, 303-447-5260  
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### Assistant Director, Student Success:

#### Secondary Special Education

Dave Krassowski, 303-447-5151  
david.krassowski@bvsvd.org

### Coordinator of Advanced Academic Services

Jennifer Barr, 303-447-5087  
jennifer.barr@bvsvd.org

### Parent Professional Partnership:

#### Special Education Parent Support, Information & Resources

Anna Stewart, 303-245-5918  
anna.stewart@bvsvd.org

## What should you do if you have concerns about your child's academic or behavioral progress?

- 1 Notify your child's teacher, counselor or principal and ask for a problem-solving team meeting.
- 2 Gather homework samples and information related to your child's specific strengths. Find out his or her attitude about school, test scores, previous school experiences, peer relationships, and challenges.
- 3 Participate in problem-solving discussions with the school staff about your child's specific strengths and needs.
- 4 Develop interventions with school staff and monitor your child's progress towards meeting specific, measurable goals.



While most situations can and should be handled with your child's teacher, team or principal at the school, sometimes it may become necessary to discuss a situation with a district level administrator. While their contact information is included in this brochure, it is always best to solve most situations at the school level. Schools are all at varying levels of implementing this new educational model and it may look different from one school to the next. All schools are expected to have a plan of implementation in place for the 2009-10 school year.

