

GOALS of Rtl

GOALS:

- Address students' academic and behavioral needs in proactive manner
- Identify & implement research-supported strategies that work for students
- Support student success within general education classrooms

Is Rtl the Same in all Schools?

The philosophy of Rtl and the four-tiered model is standard in the Syracuse City School District.

IN CLOSING:

This brochure is a brief introduction to the Rtl process. For further information or if you have questions or concerns, please contact the principal at your child's school.

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Syracuse City



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Syracuse City School District
Syracuse, New York



R T I - Academic & Behavioral Problem-Solving and Intervention

Introduction:

The Individuals with Disabilities Education Act (IDEA) is the federal law that defines and explains special education in this country. Within the revised IDEA law (2004), there is one emerging issue that has a significant and direct impact on service delivery in our school system - Responsiveness to Intervention (Rtl).

The focus of this brochure is to explain the Rtl process and how it is used to address students' academic and behavioral needs.

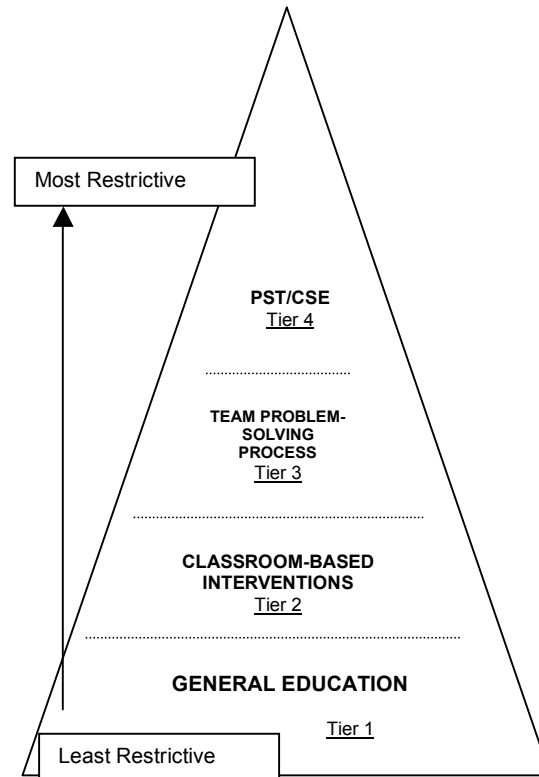
What is RtI?

Response to Intervention involves providing research-based instruction that meets student's needs and is provided by qualified staff. Evidence of student progress is monitored on a frequent and regular basis. The information gathered is used to make decisions regarding students' educational programs. The goal of the RtI process is to find and use methods of instruction that best address the academic and/or behavioral needs of students.

The RtI Process:

RTI in the Syracuse City School District is a Four-Tiered Intervention Model, with all students beginning in Tier 1 (least restrictive):

Modified from Gresham, 2003



RtI Process (continued)

GENERAL EDUCATION

Tier 1

Appropriate instruction provided by qualified teacher(s).

CLASSROOM-BASED INTERVENTIONS

Tier 2

If a student is not successful with Tier 1 program, classroom-based interventions involving extra instruction and practice are provided in identified areas. This may include small group instruction, Academic Intervention Services (AIS). Peer tutoring, and/or consultation by specialists. Student progress is monitored.

TEAM PROBLEM-SOLVING PROCESS

Tier 3

If a student is not successful with Tier 1 and Tier 2 programming, team-based problem solving occurs. This includes planning, monitoring, and revising of individualized student interventions. Depending on the school your child attends, problem-solving and support may be provided by any of the following teams:

- School- Based Intervention Team (S-BIT)
- Support Team for At-Risk Students (STARS)
- Child Study Team (CST)
- Instructional Support Team (IST)

Parents must be informed in writing of the plan and students' progress.

PST/CSE

Tier 4

If the student is not successful in Tiers 1-3, further evaluation may be recommended. This may include a referral to the Committee on Special Education (CSE) to determine the presence of an educational disability and the possible need for special education services. Parent consent for evaluation is required.