

Big Hollow Rtl FAQ Document

How was my child identified?

Baseline screening assessments were given to all students within the first few weeks of school. This data was used to identify areas that your child may be in need of additional support in the classroom. These screening assessments are performed three times per year (fall, winter, and spring) to ensure students are obtaining adequate yearly progress.

What is the criterion that allows my child to receive support?

If your child was performing below the 50th percentile (in comparison to other students within the same grade nationally) in more than one of the screening measures they are placed within one of the Rtl tiers that best suits their needs (either Tier I, II or III).

What is the difference between the tiers?

Tier I interventions are provided by the classroom teacher. Interventions range from 10-20 minutes in a small group setting.

Tier II interventions are provided by an Rtl interventionist. Grades 1-4 interventions are scheduled during a designated non-instructional time during the day. Kindergarten interventions are scheduled to not coincide with core academic instruction to the best of our ability. Interventions are for approximately 30 minutes in a small group setting, possibly within an alternate setting or classroom to provide a quiet and focused environment.

Tier III interventions are provided by an Rtl interventionist or reading specialist. Tier III interventions are provided in two 30-minute instructional sessions. The first instructional setting is for approximately 30 minutes in a small group setting, possibly within an alternate setting or classroom to provide a quiet and focused environment. An additional 30 minute intervention session is provided in an even smaller group size, no more than 2-3 students, to focus on specific student skills and needs. Tier III interventions are provided in an alternate setting or classroom. Tier III interventions are scheduled to not coincide with core academic instruction to the best of our ability.

How will I know how my child is doing?

Progress monitoring data will be sent home to keep you informed on your child's progress at school.

Tier I: once per month by the classroom teacher

Tier II & III: Every three weeks by the Rtl interventionist

Will my child be missing other academic subjects?

The Rtl framework at Big Hollow has been structured to ensure grades 1-4 Tier I and Tier II support is provided within a designated non-instructional time and Kindergarten support is provided during times within the day that do not coincide with the core instruction to the best of our ability. Tier III support is provided within a non-instructional time to the best of our ability. Parents will be notified if scheduling of Tier III support services coincide with another academic content area.

I do not feel additional support is necessary for my child.

As RtI is a federal and state initiative, laws have been developed to emphasize the importance for school to provide high-quality education and interventions that are matched to students needs. The RtI process is structured to align support for student based upon their classroom performance and diagnostic screening measures. Progress monitoring data is collected through the tiered process. Additional support within the tiers will cease when student performance meets on-grade level criterion within the curriculum.

I prefer my child not receive additional support.

In efforts to provide high-quality education to all students, this initiative is altering the traditional special needs education process for providing support to identified students. Parent consent or refusal of support services is no longer a requirement.

What is the support structure for high-achieving students?

As this national initiative has been recently mandated, steps are being taken to build a comprehensive support structure for all learners, those performing below grade level as well as those performing above grade level. At this juncture, Big Hollow has built the foundation of our new RtI program. It is being implemented in stages. Our beginning focus targets reading as well as ensuring our student population is performing at grade level within that subject area. Support within other academic areas and advanced learning are projected to be incorporated into this structure in increments following the complete implementation of the reading component.