

I am concerned that my child is struggling with his or her academic skills or behavior. Who do I contact to discuss my concerns?

Parents concerned about their child's academic skills and/or behavior should request a parent-teacher conference to discuss the student's current progress and response to instruction. A conference with the school's counselor or administration can also be requested at any time.

What is a Multi-Tiered System of Supports (MTSS)?

MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is provided to students at varying levels of intensity based on student need. The goal is to prevent problems and intervene early so that students can be successful.

What is the difference between a Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)?

MTSS is a more accurate term that refers to one seamless framework that provides varying levels of academic and behavior supports to students based upon their needs. RtI refers to the step of the problem-solving process in which school-based teams determine how well students have responded to the instruction and interventions that have been provided. Schools may choose to refer to their system (MTSS) as an RtI framework.

How does the Response to Intervention (RtI) process work?

The Response to Intervention (RtI) process is designed to help schools focus on interventions that are matched to student needs and monitored on a regular basis to help students be successful in school. The information gained from the RtI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program.

If a classroom teacher has a concern about a student's progress in a certain area, he/she will employ interventions (additional instruction) intended to improve the student's performance. There are a variety of methods a teacher may choose to accomplish this result. If the student continues to have difficulty, the teacher will meet with other school staff and parents to discuss the child's needs, consider other interventions and outline a method to carefully monitor the student's progress. The insight and expertise of the various school staff members and parents is brought together in what is called the Collaborative Problem Solving (CPS) Team.

How are parents involved in RtI?

Parents play a critical role in supporting what their child is learning in school. The more parents are involved in their child's learning, the more likely students will be successful in school. Through the CPS Team, parents will be informed about interventions planned for their child. They will see levels of support (academic and/or behavioral) that increase or decrease in intensity depending on the student's needs. Additionally, parents will receive regular progress monitoring reports about how their child responds to the interventions provided.

What do I do if my child is not improving?

Parents concerned about their child's response to instruction/intervention should contact the RtI Contact or school administration at their child's school to request a meeting with the CPS Team to review the current interventions being provided and the student's progress.

Parents concerned about their child's progress toward academic and/or behavioral goals on their IEP should contact the ESE Specialist or school administration to request an IEP meeting to review the current services being provided and the student's progress.

What steps do I take if I believe my child is a student with a disability?

Parents with questions regarding the process for determining if their child is eligible as a student with a disability should contact the ESE Specialist at the school their child attends. If the child is not yet school-aged, parents can contact the district's Preschool Diagnostic and Child Find Services office at 754-321-7200. Parents of students attending private schools should contact the district's Private School Services office at 754-321-3400.

Is it ever too late to start the RtI process or request an evaluation?

Parents can bring concerns regarding their child's academic and/or behavior concerns to the ESE Specialist at their child's school at any time of the school year, regardless of their child's age or grade level placement.

Do I have to wait for the RtI process to be completed before an evaluation can be requested?

No. A parent has the right to request that an evaluation be conducted at any time. This request should be put in writing and addressed to the ESE Specialist, RtI Contact, or school administration.

Does my child have to be failing in order to receive an evaluation or consideration for services?

No. At any time when school staff or a parents feel that a student is struggling and not responding to the interventions being provided, the team can meet and request that an evaluation be conducted.

Is there a time frame for completing an evaluation?

Yes. Once consent for evaluation is received, the school has 60 calendar days, excluding specific school breaks and extended student absences, to complete the evaluation.

Can a school refuse to conduct an evaluation?

In the event that the school district has already conducted an evaluation within a year, the school can refuse to evaluate again. Also, if the school has sufficient data/evidence that the student is making progress and is responding positively to interventions that have been put in place, it is possible for the school to refuse to conduct an evaluation. If a school refuses to conduct an evaluation, the parent will receive written notice outlining the reason(s) for refusal. The parent has the right to review the data that the school has collected to make the decision to refuse to conduct an evaluation.