

1.22.18 Example RTI/MTSS Letter to Foster Parents: November enrollment, Daily Tier 3 Reading Intervention provided by a reading specialist. (Reading level of letter is 7.2 overall)

**Barbara Jordan Elementary School**  
**Address**  
**Address**

November 16, 2017

Re: Alicia Jordan

Dear Mr. and Ms. Casey,

Barbara Jordan Elementary School uses Response to Intervention (RTI) to help students be successful. We assess all students several times a year to be sure they are working on grade-level. The assessment helps us know who needs help. Teachers plan interventions to close students' learning gaps. We offer two tiers of intervention, Tier 2 and Tier 3. Teachers monitor students' progress in the interventions. When students close their learning gaps, they no longer need intervention. We keep parents informed at every step.

When Alicia enrolled in November, we assessed her with the *Third Grade Texas Primary Reading Inventory*, or *TPRI*. Alicia has several gaps in reading skills that we need to work on closing. She needs to work on decoding (letter-sound) skills. She reads only 35 words correct per minute. Third graders are expected to read 71 words correctly in one minute in the fall. Her slow reading rate makes it hard for her to understand what she has read.

To help Alicia improve her reading, Mr. Garcia will give her intervention instruction in a small group for 30 minutes every day. He will record the strategies Alicia learns, and check her progress weekly. He will share this information with her classroom teacher. Alicia will receive intervention for at least 10 weeks.

Mr. Garcia will send you a progress report every six weeks. He will discuss Alicia's progress on parent conference days. You can also ask to meet with Mr. Garcia another time.

Sometimes students do not close their gaps in learning quickly enough. When this happens, our teachers meet to review the student's progress. They suggest additional intervention strategies to try. We hope you can give your ideas to the teachers. If the student still does not make expected progress, the student may have a disability. If a disability is suspected, the student is referred for an evaluation for special services. You will be notified.

If you think Alicia's learning problems are due to a disability, you have the right to request an evaluation for special education at any time. To do this, give a written request for the

evaluation to the school. Your rights will be explained. The school must respond to your request in 15 school days:

1. If the school agrees that a disability is suspected, it will begin the evaluation process. You will receive information about your rights. You will give written consent. *Your child can continue to receive intervention.*
2. If the school does not agree, it will not evaluate your child. You will get a written explanation about why a disability is not suspected. *Your child can continue to receive intervention.*

If you need more information, please contact Mr. Garcia. We are so happy to have Alicia in our school!

Sincerely,

[TITLE]

Cc: Ms. Kris Jones, CPS Caseworker ←*The caseworker needs a copy for CPS records*  
CPS Student Education Portfolio (Green binder) ←*This is an important reminder to the foster parents to keep this documentation.*