

Aux Sable Elementary School

“Thursday News”

October 25, 2007

Response to Intervention

On October 23, 2007, the Aux Sable Elementary School Response to Intervention Team met for the purpose of designing a comprehensive plan to more fully meet the needs of our students.

Response to Intervention is an educational [intervention](#) which includes, but is not limited to: [reading tutoring](#), [peer tutoring](#), and [phonics](#) interventions. After the intervention, collecting of data on the changes in performance is undertaken. The RTI model is based on frequent data collection and changes in instruction based on the results of these interventions. [Curriculum Based Measurement](#) (CBM) is often used to collect [data](#) on interventions and their effectiveness. Response to intervention is based on discovering what works best for an individual student, not what might be the 'best' intervention for everyone. Additional methods are tried until students 'respond' to the intervention and improve their skills.

RTI provides an alternative or additional means of gathering information to be used when seeking to assist students in learning. When a student is identified as having difficulties in school, a team provides interventions of increasing intensity to help the child catch up with the rest of his or her peers. RTI is a way to ensure each student is afforded the opportunity to learn.

Reading for Meaning

Children become curious about printed symbols once they recognize that print, like talk, conveys meaningful messages that direct, inform or entertain people. By school age, many children are eager to continue their exploration of print.

One goal of our curriculum is to develop fluent and proficient readers who are knowledgeable about the reading process. Effective reading instruction should enable students to eventually become self-directed readers who can:

- construct meaning from various types of print material
- recognize that there are different kinds of reading materials and different purposes for reading
- select strategies appropriate for different reading activities
- develop a life-long interest and enjoyment in reading a variety of material for different purposes

Keep Reading!

Upcoming Events

October 31st – Halloween Parties
November 2nd – End of First Quarter
November 13th - Report Card Day
November 16th – Early Release
11:35 a.m. (Staff Development)
November 19th – Early Release
1:35 p.m.
November 19th – Parent/Teacher
Conferences
4:00 p.m. – 7:00 p.m.
November 20th – Early Release
1:35 p.m.

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November 20th – Parent/Teacher
Conferences
4:00 p.m. – 7:00 p.m.
November 21st – No Student Attendance
Parent/Teacher Conferences
8:00 a.m. – 11:30 a.m.

**Illinois Department of Public
Health News**

Recently, the Illinois Department of Public Health (IDPH) has received increasing reports of both outbreaks and sporadic cases of Community-Associated Methicillin Resistant *Staphylococcus aureus* (CA-MRSA) infections among student athletes. A similar increase is being reported nationally.

To limit the spread of staphylococcal infections, including MRSA, among student athletes, IDPH has developed guidance for health care providers regarding MRSA infections, available at:

http://www.idph.state.il.us/health/infect/MRSA_Provider.htm

Halloween News

With Halloween on the way, please be reminded that costumes at school must be in good taste and that masks are not allowed. Makeup as part of a costume is also not allowed. Students wearing inappropriate costumes will change into school-appropriate clothing.

Have a great week.

Mr. Martin