

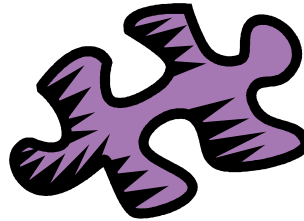
What If My Child Is Referred To The School's "Problem Solving Team"?



- Attend team meetings. Remember, you are the expert of your child!
- Ask what interventions are being used for academic and/or behavioral problems.
- Ask what techniques are being used to monitor student progress and effectiveness of the implemented interventions.
- Ask your school to provide you with regular progress monitoring reports.
- Praise your child for any progress or general improvements in the area(s) of concern.
- Implement or reinforce any strategies or interventions at home.
- Always ask questions when things are not clear!

How Can Parents Be Involved?

- Frequently communicate with your child's teacher.
- Attend school functions such as parent-teacher conferences.
- Monitor and assist with your child's homework assignments

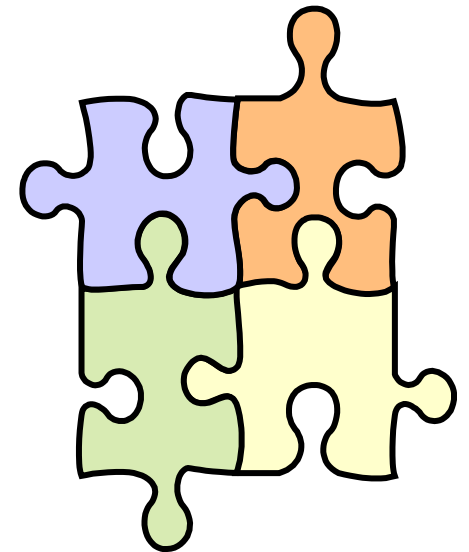


What If My Child Is Having Difficulty With Academics Or Behavior In School?

- Talk with your child's teachers about your questions and concerns.
- Ask about your particular school's RTI process and how it could help your child.
- Gather home information related to your child's specific strengths, attitude about school, previous school experiences, peer relationships and any other relevant information.

**For More Information Contact:
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A Parent's Guide to Response to Intervention



**Laurens County
School District
2012—2013**

Laurens County School District Key Beliefs and Principals

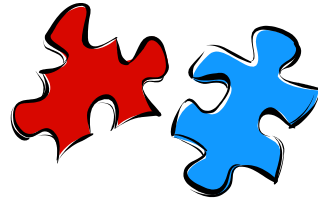


We Believe That.....

- All students can learn and achieve high standards as a result of effective teaching.
- All students must have access to a rigorous, standards based curriculum and research based instruction.
- Intervening at the earliest indication of need is necessary for student success (Pre K-12).
- A comprehensive system of tiered intervention is essential for addressing the full range of needs,.
- Student results improve when ongoing academic and behavioral performance data are used to inform instructional decisions.
- Collaboration among educators, families and community members is the foundation to effective problem-solving and instructional decision making.
- Ongoing and meaningful involvement of families increases student success.
- All members of the school community must continue to gain knowledge and develop expertise in order to build capacity and sustainability.
- Effective leadership at all levels is crucial for the implementation of RtI.

What Is RtI?

RtI is a process designed to help schools focus on high quality interventions that are matched to student needs and monitored on a frequent basis. The information gained from an RtI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program.



What Are The Benefits Of RtI?

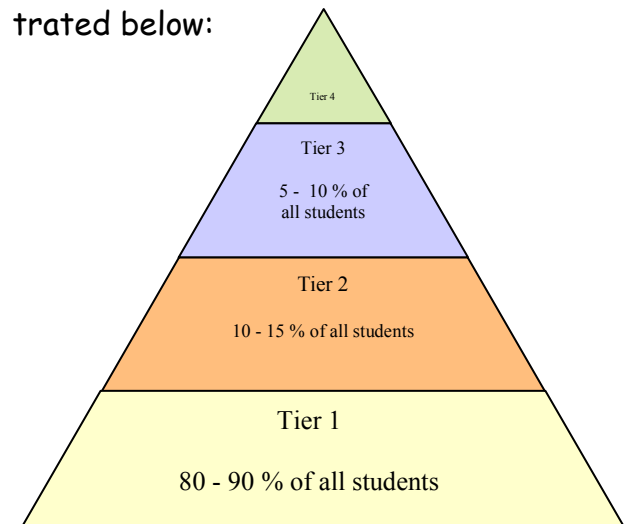
Perhaps the greatest benefit of an RtI approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting. As soon as assessment data indicates a problem area for a student or a group of students, interventions are put into place to address these concerns.

While the interventions are taking place, school staff monitor any progress that these students are making in their problem areas.

These progress monitoring techniques used within the RtI process provide information that allows teachers to better evaluate student needs and match instruction, resources and interventions appropriately.

What Is The RtI Process?

The Georgia RtI system is divided into a four-tiered intervention model as illustrated below:



Tier 1 - Core Curriculum
Whole Group/Core Instruction
Standards Based, Differentiated Instruction

Tier 2 - Small Group Interventions
For At-Risk Students

Tier 3 - Intense Interventions
Customized for Individualized Students
For Students at Significant Risk

**** If data indicates continued lack of progress, team may refer to special education department for psychological testing.**

Tier 4 - Specialized Instruction
For Students with an Individualized
Education Plan (IEP)