

PARENT PARTICIPATION

Parents are essential to the success of their children in school. When a child needs supplemental instruction to provide enrichment or support, we will describe that instruction to you. Parents frequently partner with the school to provide extra practice and support at home. We encourage you to work with the school to be an active part of your child's educational program.

What is my involvement in Tier 1?

Tier 1 is the general education classroom with differentiated instruction from qualified staff. Parent involvement includes, but is not limited to, the following:

- ▶ Communicate frequently with teacher
- ▶ Ask to see your child's work samples and assessment results
- ▶ Attend school functions, such as open houses
- ▶ Support and reinforce classroom/school rules
- ▶ Meet with the teacher if your child begins experiencing difficulties
- ▶ Praise your child for good work and discuss issues that are problems

What is my involvement in Tier 2?

If your child is struggling academically or behaviorally, it might be necessary for the school to implement targeted academic and/or behavioral interventions. In many cases, this will be enough to get your child "back on track." Your involvement could include the following:

- ▶ Ask to be notified about team meetings and progress on the intervention and attend the team meetings if necessary
- ▶ Discuss interventions and strategies with teachers
- ▶ Implement and reinforce strategies at home
- ▶ Reinforce your child as he/she improves
- ▶ Maintain records of the attempted interventions and their results

What is my involvement in Tier 3?

If attempts are unsuccessful in Tiers 1 or 2, it is sometimes necessary for your child to receive even more intensive interventions.

Tier 3 is designed around your child's needs using targeted research-based interventions. It also includes frequent progress monitoring and analysis of student response to intervention(s).

In addition to parent involvement strategies in the previous tiers, parents may participate in the following ways:

- ▶ Consider providing required parent consent for the school to evaluate or implement special services
- ▶ Participate if the school proposes to change (or not change) your child's eligibility services or placement

What is my involvement in Tier 4?

Tier 4 provides instruction that is targeted and specialized to meet your child's needs. This tier provides additional supports and possible eligibility criteria for special education.

- ▶ Actively participate in all Individualized Education Program (IEP) meetings
- ▶ Review the special education "Parent Rights" which will better explain your involvement and rights with regards to special education.

QUESTIONS?

If you have concerns or questions, please contact your child's teacher, counselor, and/or principal.

Response to Intervention



Parent's Guide to RtI





INTRODUCTION

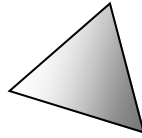
Changes in federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier within the general education setting.

These new laws emphasize the importance of providing high quality, research-based instruction and interventions, and hold schools accountable for the adequate yearly progress of all students.

This new process of providing interventions to students who are at risk, academically or behaviorally, is called RtI (Response to Intervention).



A PROBLEM-SOLVING TEAM PROCESS



Response to Intervention, or RtI , is based on the concept of providing evidence-based instruction and behavioral strategies by highly qualified staff that is aligned to the needs of a student and monitored on a frequent basis.

All students are monitored to make sure that they are learning in the instructional environment. If they experience difficulty, RtI provides them with the support needed to learn.

IN THOMAS COUNTY, WE BELIEVE THAT...

- ▶ All students can learn and achieve high standards as a result of effective teaching and learning.
- ▶ 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 success.
- ▶ A comprehensive system of tiered intervention is essential for addressing the full range of needs.
- ▶ Student achievement improves when ongoing academic and behavioral performance data is 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.

GOALS OF RtI

- ▶ Prevent unnecessary academic failure
- ▶ Implement evidence-based interventions for students at risk
- ▶ Prevent unnecessary referrals to special education
- ▶ Be proactive rather than reactive to student academic and behavioral difficulties
- ▶ Increase parent involvement at all four tiers
- ▶ Encourage teachers to use data to make instructional decisions



PROGRESS MONITORING

The progress of every student in Thomas County Schools (K-8) is monitored three times a year through universal screening assessments. When students receive supplemental, small group or individualized instruction, their progress is checked more often at regular intervals. This is done to determine if the instruction is working, or if the child needs to have a different kind of supplemental instruction.

