Parent Brochure

NOTE:
The next two pages are the front and back of a tri-fold Parent Brochure. They should be printed back to back and folded so the Lee County Seal is on the top and the blank page is on the back of the brochure.
Response to Intervention (RTI)

The approach described in this brochure is called Response to Intervention (RTI). This is a way of organizing instruction that has two purposes:

1. To identify children needing help in reading, math, writing, and behavior and to prevent the development of serious learning problems;

2. To identify children who make very limited progress, even when they get extra help. Research has shown that these children sometimes have learning disabilities.

If you have any questions about this information, please contact your child’s teacher or school administration.

The School Board of Lee County, Florida

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Understanding Response to Intervention

Lee County School District is committed to ensuring that each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing. Teacher teams in your school use this process, called Response to Intervention. Look inside to see how this process can help your child.
* How we determine who needs additional interventions.

In Lee County School District, we review all students’ progress 3 times per year. Students’ achievement in reading is monitored especially carefully. Math, writing and behavior are also tracked.

In some cases, all students are given a short assessment. Other times, a team of professionals simply reviews existing academic, behavior, and attendance information. The teams use the data to decide which students are doing well in the standard classroom instruction, which students may need supplemental instruction, and which students may need more intensive instruction.

When students receive strategic small group or more individualized intensive instruction, we check their progress frequently and determine whether the student needs to have a different kind of supplemental instruction.

The key idea is to make changes when instruction is not working for a student.

The first step is to provide small group interventions for a student. If, after a period of instruction, there is still concern, we will then plan more intensive interventions. You will be invited to participate in this process. During intensive interventions, we monitor the student’s progress each week.

* Parent participation

Parents are essential to their child’s success in school. When a child needs supplemental instruction, we will describe that instruction to you. We will also ask you to tell us about anything you think might affect your child’s learning. For example, it is important for us to know if your child has missed a lot of school, experienced a trauma, or is having problems with friends at school. These types of problems may affect a student’s progress, and if we know about them, we can design an intervention more effectively.

Parents frequently partner with the school to provide extra practice to develop skills. If you do want to provide extra support at home, you can work with the school to make yourself part of your child’s program.

* When students continue to have difficulty

The school will tell you whether your child begins to make sufficient progress, or if your child has continued difficulty. If you and the school have tried all appropriate interventions under the RTI process and progress is still limited, you may be asked to give your consent for an evaluation. The purpose of such an evaluation is to determine your child’s educational needs, and possibly to consider whether he or she might have a learning disability.