Perquimans County Schools Student Problem Solving Process

A teacher, parent, or other individual observes academic, social, emotional, or behavioral concerns with the A parent has the right to student that inhibits learning while receiving Core (Tier 1) instruction within the whole school setting. request, in writing, an evaluation for special education at any time. If the parent makes this Student is referred to the Problem-Solving Team within the school. Parents are notified, in writing, that their student requires request, the student must be intervention beyond Core (Tier 1). The Problem-Solving Team will review data and make recommendations for Tier 2 referred to the IEP team while interventions. The team must consider whether the student's lack of progress is the result of a suspected disability. interventions continue. If a parent verbally requests an evaluation; staff should advise the parent to make the request The school implements Tier 2 interventions with fidelity and progress monitors to in writing and send it to the evaluate the effectiveness of the interventions used. principal. The Problem-Solving Team meets to evaluate the success of the interventions that were put in place for the student. The team will review data and must consider whether the student's lack of progress is the result of a suspected disability. If a disability is suspected, the student must be referred to the Individualized Education Program (IEP) Team and interventions must continue concurrently while the issue of a Interventions are succesful: Interventions are unsuccesful: Problem-Solving suspected disability is resolved. Continue as needed. Team makes a recommendation for Parents are notified, in implementation of Tier 3 Interventions. Parents writing, of succesful are notified, in writing, of the need for more response to intervention. intense intervention. Student Student Student does qualifies for a qualifies for The school implements Tier 3 interventions with fidelity and progress monitors to not qualify. 504 Plan. EC services. evaluate the effectiveness of the intervention strategies and progress. Continue Provide An initial Interventions accomodations placement as needed. and continue meeting is interventions held and The Problem-Solving Team meets with parents to review data, evaluate as needed. parent signs the success of the interventions that were put in place for the student, and consent prior consider if a disability is suspected. to beginning services. Interventions are unsuccesful: The Problem Solving Team makes a Copies of Parent Notification Interventions are succesful: recommendation for continued of Intervention must be Continue as needed. implementation of Tier 3 Interventions retained in the student's Parents are notified, in AND refers student to IEP Team for writing, of succesful cumulative folder. evaluation. Parents are notified, in response to intervention. writing. Adopted May 2021