

# The LFDCS Letter for Parents

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## Welcome to the First Parent Newsletter!

In these letters, my goal is to let you know what is going on at LFDCS from a teaching and learning viewpoint. Every week I send out a newsletter for the staff. The staff newsletter contains upcoming events and assessments. I also include a Quote of the Week, a Poem of the Week, and a Word of the Week. The main part of the newsletter is usually an article about a current topic related to teaching and learning. I will model this newsletter after the staff's. Your newsletter will have an article or informational topic, too. Sometimes I will include a quote or poem for you too. You can share it with your children! I hope you enjoy the newsletters! *Sue*

## Have you ever been frustrated when hearing a word related to school because you do not know what it means?

Every occupation has its own language, but it can be embarrassing when you feel like everyone knows something that you do not. I have included on this website a *What Does it Mean?* paper with some common educational words and a definition in English and Spanish. You will be a star when you use these words in conversations with teachers!



## Quote

At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.

Jane D. Hull



## Response to Intervention (RtI)

You may have heard a teacher talking about **RtI**. It means **Response to Intervention**. RtI is a process and practice that is a large factor in why our students do so well at LFDCS. Every 6 weeks or so a grade level team meets to discuss students' individual and plan interventions (actions that will help a student with his/her specific needs) to support students who need more or a different way to learn. Every teacher who works with that grade will attend, along with the Head of School and me. Because we have 10 grade levels we will have 10 RtI meetings in one week - five each morning and 5 each afternoon! I go to every one because it is a good opportunity to see and hear how teachers are discussing a student's strengths and needs, and how our students are growing. I learn so much about every student and our teachers during these weeks. You would be proud listening to a teacher talk about a child's strengths and progress.

Identifying the specific skill for which a student needs help is the start of the problem-solving process. The teachers bring work samples for the students they will discuss as evidence for how he/she completes and understands the work. Teachers will talk about how to use a strength or interest to build up a student's weaker areas. It is so encouraging to hear teachers sharing what interventions that they have used and ideas on what they will do next. This year our main focus is on student growth. Many times, educators look only at student achievement: for example, a student moved from a 75 to an 80 in math, and is doing better than 70% of their classmates. That information is important, but student growth tells us so more. Maybe a student is only getting a 70 in math, but he was at a 60 last meeting, so he grew by 10% in 6 weeks. A student getting an 80 is doing well, but maybe he has stayed at 80 in the last 6 weeks. It is important we make sure that this student grows, too.

The National Center for Learning Disabilities shared their vision for RtI. They agree with that LFDCS that RtI is the best problem-solving process to help us make decisions about what each student needs to grow more and be successful. We look at our instructional materials and teaching strategies so that we can develop a plan that is customized to each student's learning needs.

Most importantly, we go to the table in RtI with the belief that **all students can learn**.

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