

# ***RESPONSE TO INTERVENTION PROCESS***

## ***Gorham School Department Gorham High School***

### **Tier One**

#### **4 – 6 weeks duration**

Classroom Teacher, Parent or student identifies academic and/or social, emotional, behavioral concerns for *students who are not meeting the standard(s)*.

Classroom teacher reviews file; seeks resource personnel to help determine classroom intervention(s).

- Colleagues
- Team Leaders
- School Counselor
- Instructional Strategist
- School Psychologists
- Literacy Specialist
- Social Worker
- Special Educators
- Alternative Education Teacher
- Administrators

The classroom teacher works with student, monitors progress, communicates with parents. The teacher documents progress using Student Support Intervention Form.

If this intervention is successful, the form is given to the Guidance Counselor and placed in the cumulative folder. If the intervention is not successful, this form is attached to the RTI Referral Form and given to the Instructional Strategist.

### **Tier Two**

#### **6-8 weeks duration**

The RTI Team convenes to determine student needs and next steps. The referring teacher brings data on strategies implemented and student progress to the team meeting. For example:

- Progress Reports
- Student Work Samples
- Parent Communication
- Report Card
- Attendance Data
- Discipline Data
- Assessment Data

Team members may include:

- Referring Teacher
- Instructional Strategist
- School Counselor
- Administrator
- Social Worker
- Literacy Specialist
- Regular Education Teacher
- School Psychologist

If needed, the team will develop a personal learning plan to address the identified needs and monitor progress. A Tier Two contact person will be designated. The team will review progress every four weeks to determine next steps. At least two interventions will be attempted prior to Tier Three. Parents will receive copies of paperwork and progress.

### **Tier Three**

The team reconvenes to discuss student(s) who continue having difficulty after at least two interventions on their personal learning plan. Parents are invited to this meeting.

During this meeting, the team reviews data and considers whether a referral for a special education evaluation is needed to determine if a disability exists.

If a Special Education referral is made, the team identifies a referral question and the regulatory special education process is followed.

