

RESPONSE TO INTERVENTION PROCESS

Gorham School Department Kindergarten to Grade Five

Tier One

3-6 week duration

Classroom Teacher or Parent 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).

- Other Teachers
- Team Leaders
- School Counselor
- Instructional Strategist
- School Psychologists
- Literacy Specialist
- Social Worker
- Special Educators
- Administrator
- Instructional Strategist

The classroom teacher works with student, monitors progress, communicates with parents. The teacher documents progress using the **Tier One Intervention Log**.

If this intervention is successful, the form is placed in the cumulative folder by the teacher. If the intervention is not successful, this form is attached to the **Tier Two Referral Form** and given to the Instructional Strategist.

Tier Two

8-12 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 include the referring teacher, an administrator/Instructional Strategist and either the math, literacy, or behavior specialist and may include:

- School Counselor
- Administrator
- Social Worker
- Regular Education Teacher
- School Psychologist
- Other personnel as needed

If needed, the team will develop a **Tier Two 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 to six 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 have been tried. 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(s) and the regulatory Special Education process is followed.

