

# Response Through Intervention Process

## Tier One

### Classroom Interventions

#### 3-6 week cycles

Classroom Teacher or 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). Personnel can include:

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

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

This form is given to the RTI Team Coordinator. If interventions have been successful, it is placed in the student's cumulative folder and interventions at this tier may continue. If it has not been successful, a referral is made to Tier Two.

## Tier Two

### Small Group Interventions

#### 8-12 week cycles

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 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

# Response Through Intervention Process

## Tier Two (Cont.)

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 30 days 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

### Individualized Interventions

12+ week cycles

If needed, the team will develop a **Tier Three Personal Learning Plan** to address the identified needs and monitor progress.

If a student has not made adequate growth with Tier Two interventions, the team reconvenes to discuss next steps.

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. Parents are invited to participate. If a Special Education referral is made, the regulatory special education process is followed.

