

SDJR Response to Interventions – Behavioral and Academic

Level 1	Teacher	<p>Teacher - Student Process:</p> <ol style="list-style-type: none"> 1. Establish Expectations/Rules/Outcome 2. Explicitly Teach 3. Reinforce 4. Correct <p>Try multiple interventions for a minimum of 4 weeks</p> <ul style="list-style-type: none"> • Collect and track interventions and effect. • If data indicates no progress, move to level 2. 	<p>Checklist:</p> <ol style="list-style-type: none"> 1. Teacher-Student Conference (Enter in Encore) 2. Teacher-Parent Conference (Enter in Encore) 3. Teacher-Counselor Conference
Level 2	Counselor	<p>Counselor – Teacher – Student Process:</p> <ol style="list-style-type: none"> 1. Gather data from initial teacher 2. Review previous interventions 3. Review academic data 4. Contact other teachers on student’s schedule, gather data 5. Meet with student and gather data 6. Contact parent and gather applicable data 7. Review data with initial teacher <p>Try multiple interventions for a minimum of 4 weeks</p> <ul style="list-style-type: none"> • Collect and track interventions and effect. • If data indicates no progress, move to level 3. 	<p>Checklist:</p> <ol style="list-style-type: none"> 1. Counselor -Student Conference (Enter in Encore) 2. Counselor - Parent Conference (Enter in Encore) 3. Counselor – Teacher – Student - Parent Conference 4. Counselor – Admin Conference
Level 3	Admin	<p>Admin - Student Process:</p> <ol style="list-style-type: none"> 1. Gather data from counselor 2. Meet with student and review interventions 3. Contact parent and review interventions 4. Review data with applicable teacher(s) and counselor <p>Try multiple interventions for a minimum of 4 weeks</p> <ul style="list-style-type: none"> • Collect and track interventions and effect. • If data indicates no progress, move to level 4. 	<p>Checklist:</p> <ol style="list-style-type: none"> 1. Admin -Student Conference (Enter in Encore) 2. Admin - Parent Conference (Enter in Encore) 3. Admin – Counselor – Student - Parent Conference 4. Counselor – Admin Refer to LCMT
Level 4	LCMT	<p>LCMT Process:</p> <ol style="list-style-type: none"> 1. Counselor/Admin presents student 2. Review progress monitoring data 3. Discuss additional services/resources 4. Determine next steps/interventions/recommendations 5. Collect and track interventions and effect (report in future meeting). LCMT determines length of intervention. <p>If data indicates no progress, consider Special Ed referral, 504, or district referral. District LCMT recourses if needed.</p>	<p>Checklist:</p> <ol style="list-style-type: none"> 1. LCMT Initial Review (Enter in Encore) 2. LCMT Update Report (Enter in Encore) 3. Admin/Counselor contact parent with update (Enter in Encore) 4. Admin Refer to SPED, DCMT

SDJR Special Education Referral Steps

Step 1	<p>Counselor and School Administrator meet to review referral/request:</p> <ul style="list-style-type: none">• Parent may be contacted• Review student data• Initial intake• Document in Encore
Step 2	<p>Intervention Intake Meeting – All teachers for the student meet with counselor and administrator:</p> <ul style="list-style-type: none">• This meeting should take about 15 minutes and will be scheduled on early-out Fridays• An email invite will be sent to teachers. Teachers will be asked to review notes, assessments, and interventions prior to the meeting.• The At-Risk Intervention Documentation form will be used to record notes (counselor or admin will keep notes).• Each teacher will briefly report interventions and concerns related to student (1-2 minutes per teacher). Teachers could email additional information to counselor/admin after.• Admin/counselor admin documents in Encore
Step 3	<p>Admin, counselor, and special education teacher will review teacher reports and other data to determine if:</p> <ul style="list-style-type: none">• No interventions are needed (resources will be given to parent and student)• Uniform interventions should be attempted by all teachers for a length of time• A 504 should be implemented (parent, student, counselor meet with admin – LCMT approves)• An IEP should be implemented (referred to LCMT)• Document in Encore
Step 4	<p>The student is presented in LCMT for guidelines and approval:</p> <ul style="list-style-type: none">• Determine assessment and timeframe• Set timeline for report by SPED• Document in Encore