

BSD Intervention Process

Loose and Tight

Student progress is shared with parents throughout this process.

1. All Students Engage in Responsive and Differentiated Quality Core Instruction and Assessment

2. Academic Proficiency Assessment Committee
or similar process:
2-3 Times a year all school identify students who need academic or behavior interventions

3. Intervention Meeting
June/September (or as needed)
Green File w/ Intervention Questionnaire and Intervention Record
Identify a student's intervention needs based on comprehensive assessments*

4. 1st Small Group Intervention Begins Early Sept

- Initial Parent Contact by Classroom Teacher (in person or phone call)
- Baseline Data Recorded
- School Secretary Alerted
- CUM File Alert Document Inserted
- Progress Monitoring Continues

Student makes inadequate progress, contact parents

5b. 2nd Small Group Intervention Begins

- Focus/Strategy Changed and/or
- Time Increased
- Instructor Changed
- Smaller Group Size
- Progress Monitoring Continues
- Parent contact

Student makes adequate progress! Communicate strategies to parents and teachers!

Student makes inadequate progress, parent contact made about possible SPED referral

6. Referral Meeting Prep:

- Collect Green File
- Consult w/ Learning Specialist
- Inform Principal

Comprehensive Assessments:

- Behavior, Attendance, Mobility
- Teacher Input
- Reading: Accuracy, Fluency, Comprehension
- Math: Content, Number Fluency
- ELL Profile
- Written Language
- Hearing or Vision checks if needed

