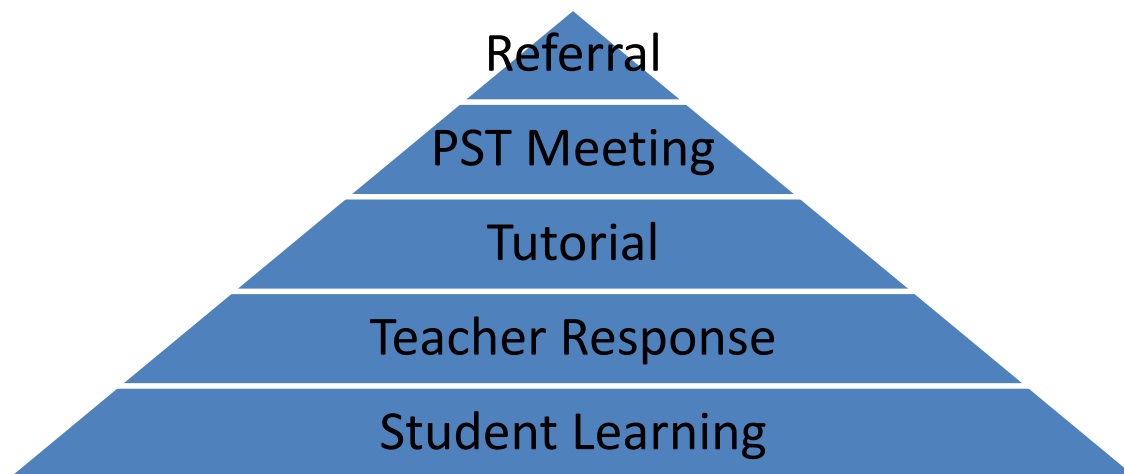


AP 360 APPENDIX B – HOLY ROSARY PYRAMID RESPONSE TO INTERVENTION



Student Learning – The Basis of the Pyramid

What drives the structure of this pyramid are the questions:

- ◆ Is the student learning?
- ◆ What do we do if the student is not learning?

Student learning is displayed when the student “demonstrates an understanding of curricular outcomes and indicators”. This means different things in different classes. It is not all about an assignment or a test.

Teacher Response – Second Level Intervention

Signs that a student is not learning:

1. Work not handed in
2. Poor scores on tests and assignments
3. Poor effort/ motivation
4. Distracted
5. Attendance
6. Behavioral Problems

What do we, as teachers, do when a student does not learn?

- ◆ Collect info about the problem.
- ◆ Meet with student and set a plan to complete work.
- ◆ Provide extra support for student.
- ◆ Progress Reports

Tutorial – Third level Intervention

This level is designed to provide students with structured time in a controlled environment that will assist students with learning. Tutorials are NOT PUNISHMENT, rather additional, guided support for students who are experiencing difficulty completing work or need extra time to learn.

A student is assigned a tutorial when all efforts by the teacher using the following:

- ◆ Student Organizers
- ◆ Progress Reports,
- ◆ Visual assignment reminders in the classroom,
- ◆ Discussions with the student (collecting info) setting a mutually agreed upon plan,
- ◆ Parent contacts.

... has not produced the desired outcome of student learning.

Problem Solving Team (PST) Meeting Stage – Fourth Level Intervention

This level is meant to bring all stakeholders of the particular student together to formulate and execute a formal plan that will address the learning needs of the student. The idea around the TEAM approach is to ensure that the communication links are open and that a complete picture of the student and his/her difficulties are presented and understood.

The Referral Stage – Fifth Level Intervention

The main purpose of the Referral Stage is to provide specialized services when we have exhausted all school level strategies. The Referral Stage: takes time, requires contact with parent/guardian, often requires written parental consent. The Referral Stage is implemented based upon findings at the Problem Solving Team Meeting Level. Learning Assistance Teachers (LAT's) will serve as coordinators at the Referral Stage; keeping all teachers informed.