

Buffalo Grove High School

Response to Interventions Tier I

2008-2009

Interventions applied when students receive D's / F's in class

Level I Initial Interventions

How BGHS responds when D/F problems initially emerge?

Required and Suggested TEACHER interventions

- **Conference/Conversation with the student (Required)**
- **Conversation/Correspondence with parent after being on the D/F list for two weeks; encourage parent to speak with student (Required)**
- **Marking weekly eligibility (Required)**
- **If student is in special education or an ELL student, contact the case manager or the ELL Coordinator (Required)**
- Provide one on one guidance with the student
- Frequently update Mygradebook.com (every two weeks)
- Set consequences for problematic behaviors in the classroom and develop interventions to modify behavior(s) eg. change seat
- Check Assignment Notebook on daily basis (teacher sign-off)
- Mutually agreeable learning (academic or behavioral) contract between student and teacher
- Use of Guided Study and other resource areas
- Develop a homework club
- Contact Counselor to initiate weekly monitoring sheet
- Contact Counselor
- Discuss issues with co-curricular coach
- Academic co-curricular study session (Library)
- Ask the Division Head for assistance
- Contact Dean to find out if there are behavioral issues
- Possible SST Referral
- Goal Setting with students

Required and Suggested COUNSELOR interventions

- **Conference with student after student is on the D/F list for two weeks (Required)**
- **If special education, case manager should converse with counselor (Required)**
- Recommend contact with parent after student is on the D/F list for two weeks
- Contact teacher(s) when appropriate to gain more information to assist teacher/parent
- Discuss with teacher/parent possible referral to guided study assignment
- Request consideration of level change if a core class
- Social Worker/Psychologist Involvement
- Possible SST Letter
- Contact Dean
- Initiate weekly monitoring sheet
- Goal Setting with students
- Connect to support group

What is the DEAN expected to do?

- Goal Setting with students
- Parent phone call
- Contact teacher when necessary
- Assign detentions for misbehavior
- Close lunch period and assign student to in-school lunch with a security guard
- Subject-Oriented Guided Study
- Involve coaches when necessary
- Implement a weekly or daily monitoring sheet/teacher signature process
- Loss of privilege
- Connect to support group

What is the PARENT expected to do?

- Parent meeting participation when invited by teacher/counselor
- Monitor student grades with student using Mygradebook.com
- Encourage students to communicate with teacher
- Helps student respond to school's offer for help
- Help develop an environment suitable for doing homework and studying
- Collaborate with teacher to promote student growth
- Hold students responsible for weekly monitoring sheets

- ***What is the STUDENT expected to do?***
- Respond to teacher's offer for help or assistance by meeting with teacher as requested
- Respond to school's offer for help or assistance by going to Thursday/Saturday school
- Arrive ready to work in all learning environments
- Be in class and arrive on time
- Monitor grades and progress on Mygradebook.com
- Be Proactive – Seek Help

Moving a Student from Tier 1 to Tier 2

Student Name:

Student ID #:

Teacher Name:

Course Name:

Period #:

Semester:

Directions: Teacher, please check all of the interventions, which have been attempted with the above student and the date they were completed. Please pass this document along to the student's counselor when deciding whether to move a student from Tier 1 to Tier 2. This decision will be a joint decision between the teacher and counselor.

Attempted Interventions

_____ Conference/Conversation with the student (Required) *Date Completed:* _____

_____ Conversation/Correspondence with parent after being on the D/F list for two weeks; encourage parent to speak with student (Required)
Date Completed: _____

_____ Marking weekly eligibility (Required)

_____ If student is in special education or an ELL student, contact the case manager or the ELL Coordinator (Required) *Date Completed:* _____

_____ Provide one on one guidance with the student

_____ Frequently update Mygradebook.com (every two weeks)

_____ Set consequences for problematic behaviors in the classroom and develop interventions to modify behavior(s) eg. change seat

_____ Check Assignment Notebook on daily basis (teacher sign-off)

- _____ Mutually agreeable learning (academic or behavioral) contract between student and teacher
- _____ Use of Guided Study and other resource areas
- _____ Develop a homework club: _____
- _____ Contact Counselor to initiate weekly monitoring sheet
- _____ Contact Counselor
- _____ Discuss issues with co-curricular coach
- _____ Academic co-curricular study session (Library)
- _____ Ask the Division Head for assistance
- _____ Contact Dean to find out if there are behavioral issues
- _____ Possible SST Referral
- _____ Goal Setting with students

In the space below, please list any other interventions you have attempted:

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Response to Interventions Tier II

2008-2009

Level II Secondary Interventions – The problem continues and/or more classes are impacted

Required and Suggested TEACHER interventions

AFTER COMPLETING LEVEL 1 REQUIRED INTERVENTIONS

- **Fill out document entitled, “Moving a Student from Tier 1 to Tier 2” and submit to counselor (Required)**
- **Teacher should contact the counselor to formulate the next steps to be taken. This could include.... Student being referred to Guided Study, Thursday School or Saturday School (Required).**
- **In conjunction with the counselor, determine who will coordinate and schedule a parent (with student) meeting. If student is a special education student, case manager needs to be a part of the parent/student meeting. If student is an ELL student, ELL Coordinator needs to be a part of the parent/student meeting (Required).**
- **Create an Academic or Behavior Intervention Contract when meeting with parent**
- **Target Instruction to deficit areas**

Required and Suggested COUNSELOR/DEAN interventions

- **Look over document entitled, “Moving a Student from Tier 1 to Tier 2” which was submitted by the teacher (Required).**
- **Work with teacher to determine if student should be assigned to Guided Study, Thursday School or Saturday School (Required)**
- **Initiate weekly monitoring sheets (Required)**
- **Take closer look at privileges - Closed Lunch/Community Service (Required)**
- **In conjunction with the teacher, determine who will coordinate and schedule a parent (with student) meeting. If student is a special education student,**

case manager needs to be a part of the parent/student meeting. If student is an ELL student, ELL Coordinator needs to be a part of the parent/student meeting (Required).

- Add a study hall in place of dropped class
- Perform cumulative file review if going to SST meeting
- Possible referral to SST
- Assign to counseling support group if applicable
- Summer School for failures
- Class or ability level change
- Loss of Part of Lunch Hour – Resource Room/Guided Study
- Specialist referral
- Possible GWAYO recommendation if applicable
- Parent Support Group Recommendation
- Credit Recovery Program
- Follow up with Nurse to see if student has medical problem, or needs glasses, hearing aide.
- Ask student to meet with Police Counselor
- Contact student’s therapist, case worker, or probation officer

What is the PARENT expected to do?

ALL OF THE INITIAL INTERVENTIONS CITED IN LEVEL I AND

- Attend any meetings scheduled by teacher or counselor
- Begin utilizing weekly monitoring sheet
- Check weekly progress using Mygradebook.com or communicate with teacher
- Begin to look at community based resources for help
- Be responsible for making sure student is at school

What is the STUDENT expected to do?

- Participate in any scheduled meetings with teacher and counselor
- Develop collaborative plan with teacher and counselor
- Attend assigned student interventions including Guided Study, Thursday School, or Saturday School
- Check weekly progress using Mygradebook.com or communicate with teacher
- Complete weekly monitoring sheet
- Fulfill contract obligations if applicable
- Attend class on a daily basis
- Continue to ask for help
- Priority One is getting the help you need to be successful

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Response to Interventions Tier III

2008-2009

Level III Intensive Interventions – Interventions instituted before referral for a screening

Required and Suggested TEACHER interventions

- **Participation in SST meeting (Required)**
- **Complete Screening Information Forms (Required)**
- **Continue to work with counselor and case worker (if Special education) or ELL Coordinator (if ELL) - (Required)**
- **Continue to monitor progress and provide work for Guided Study, Thursday School, or Saturday School. (Required)**
- Attend counselor/parent meeting if applicable
- Analyze performance data cumulatively within your class
- Seek assistance from necessary resources
- Maintain communication with SST's
- Continue to work with student one on one

Required and Suggested COUNSELOR/DEAN interventions

- **Refer to Screening Team (Required)**
- **Coordinate a parent/teacher meeting (Required)**
- Behavior/Attendance Contract Development
- Outside Program Discussion (Vanguard/Forest View/Project Reclaim/Night School) or consider special education change in placement
- Gather Quantifiable Data (Behavior Ratings/Reading Scores/cumulative file)
- Drop Class
- Formal Functional Behavioral Analysis – social worker/psychologist
- Outside Counseling Referrals

What is the PARENT expected to do?

- Participate in school meetings
- Help in development of next stage interventions
- Consider alternative placements
- Support or help implement contracts with students
- After screening consider case study if applicable

What is the STUDENT expected to do?

- Participate in school meetings
- Actively participate in plan

Post Screening Process – Possible Outcomes

Counselors present the student's case to the Screening Team. Team includes social worker, school psychologist, school nurse, school Deans, special education coordinator, and the APO. Data regarding attendance pattern, academic performance, standardized test performance, behavioral referrals, and teacher input regarding behavior in the classroom is examined. A complete cumulative file review of past performance is created.

Outcomes of the screening may include:

- Assessment for 504 eligibility
- Case study evaluation for special education eligibility
- Referral for Vanguard
- Continued monitoring and implementation of interventions
- Special Education placement
- Referral for outside services

Major Interventions as Needed or Applied Contingent on Situation

- Consult with administrator
- Suspension for repeated moderate or single major infractions
- Reinstatement conference after suspension (include dean, SST member)
- Assessment for Wraparound services (usually done initially as prevention)
- Home visits
- Refer family/student for outside counseling/therapy
- Emergency assessment for possible hospitalization
- Suspension
- Arrest
- Referral for hospitalization