



Response to Intervention in Multi-Tiered Systems of Supports Framework
for Weld RE-4 School District 2019-2020

Within each classroom in Weld RE-4 School District, we believe that EVERY student can succeed. By utilizing a variety of formal and informal assessments we are able to collaborate and problem solve how to meet each student's needs. The earlier a concern is addressed, the greater the chances that the student will meet or exceed grade-level expectations and/or performance goals. Each building has a support team of interventionists that offer classroom teachers and students support throughout the school year. Interventionists will work directly with classroom teachers to provide re-teaching and/or enrichment teaching opportunities for students when needed based on the student's specific academic or behavior needs. If a student is in need of an on-going intervention to close multiple skill gaps or advance their skills, the school will contact parents/guardians to communicate a more catered intervention plan with goals and services.

Please complete the form below for extended intervention services.

I understand that my child will be participating in targeted intervention with the appropriate school staff, which could include: Classroom Teachers, GATE Teachers, Instructional Aides, Title I or Literacy Teachers, Special Education/Resource Teachers, School Counselors and/or related Special Service Providers such as Speech/Language Therapists, School Psychologists or Occupational Therapists. I understand I will receive progress reports and am invited to discuss any concerns with the classroom teacher and/or interventionist.

Specific Areas of Concern (Check all that apply):

Reading:

- Basic Reading Skills
- Reading Fluency Skills
- Reading Comprehension

Math:

- Math Calculation
- Math Problem Solving

Other:

- Written Expression
- Behavior
- Oral Expression
- Listening Comprehension

Student's Name: _____ Parent/Guardian Signature: _____

Date: _____ School Contact Person: _____ Phone: _____