



RTI Flow Chart



If there is a behavioral concern or a student has not reached or has exceeded academic benchmarks...

The student's issues are severe & clearly beyond the classroom teachers ability to address. Parent permission is obtained.

Teacher collaborates with grade level or core team & relevant staff to identify differentiation strategies/ accommodations that may help the student begin to succeed at expected level. Begin to document any **Tier I** strategies at this time with data on site specific Rtl Form.

Teacher requests meeting with the **Problem Solving Team** for the **Tier II** intervention process.

5%-10% of kids

RTI FACILITATOR is assigned to the teacher. The Facilitator is provided all necessary data for the first **PST** meeting

Interventions are successful.

Problems persist.

Tier II plan is developed at **Problem Solving Team** meeting. The plan is communicated to necessary teachers and parents. A "Follow-up" meeting is scheduled.

Teacher seeks more input from relevant staff and tries new interventions to meet the student's needs. Teacher continues to document data & strategies on site specific Rtl Form.

Plan Implementation (4 to 6 Weeks): Interventions, Progress Monitoring (CBMs) every 2 weeks, Data Analysis. Teacher follows up w/ Facilitator regarding data every 2 weeks & requests support as needed

Interventions are successful.

Problems persist.

"Follow-up" meeting is held. If showing success, interventions continue. If not, new interventions are planned. Progress and plan are communicated to teachers and parents regardless.

Parents are notified prior to proceeding to **Tier II**.

Plan Implementation (4 to 6 Weeks): Interventions, Progress Monitoring (CBMs) every 2 weeks, Data Analysis

Tier II interventions are successful. Interventions are continued and/or weaned off as appropriate.

Insufficient progress...Student moves to **Tier III**. Repeat steps above using intensive interventions and consultation with special services staff. Communicate plan and involve parents in decision making. Determine necessity for referral for Special Education Services.

1%-5% of kids