RtI Flow Chart

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

Teacher collaborates with grade level or core team and relevant staff to identify differentiated strategies/activities that may help the student begin to succeed at expected level. Begin to document supplemental Tier I strategies at this time onto BASIS.

Tier I strategies are successful.

Problems persist.

Teacher seeks more input from relevant staff and tries new strategies to meet the student's needs. Teacher continues to document strategies on BASIS.

Tier I strategies are successful.

Problems persist.

Parents are notified prior to proceeding to Tier II.

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

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

Teacher submits referral to the Collaborative Problem Solving (CPS) team in BASIS for consideration of Tier II intervention process, or determination of next steps.

5 - 10% of students

RtI facilitator conducts CPS team meeting.
Teacher provides all necessary data for the first meeting and meets with appropriate CPS team members. Complete the initial meeting notes on BASIS.

A Tier II record is developed during a CPS team meeting and documented onto BASIS.
The plan is communicated to necessary teachers and parents. A "Follow-up" meeting is scheduled.

Plan implementation (6-9 Weeks):
Interventions, Progress Monitoring (CBMs) every two weeks, Data Analysis, and Graphing. Teacher follows up with RtI facilitator regarding data every two weeks and information is documented onto BASIS.

"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.

Plan Implementation (6-9 Weeks)
Follow plan implementation procedures as listed above and enter in BASIS.

1 - 5% of students

Insufficient Progress:
Student moves to Tier III. Repeat steps above using intensive interventions and consult with special services staff. Communicate plan and involve parents in decision-making. If insufficient progress persists, determine necessity for referral for Special Education Services.