

You should have consulted/completed Flow Map 1: *Supporting Individual Student Success* prior to this process.

Student Support Team (SST) Process

Educational staff recommends the student to the Student Support Team (SST). Continue actively partnering with families. Set date for initial SST meeting.

Student Improvement Plan (SIP) is developed at the initial meeting following the 4-step problem solving process. The intervention design will include who delivers supports, progress monitoring tools, and oversight. A follow up meeting is scheduled to evaluate the plan's progress.

Responsible parties implement interventions as outlined in the Student Improvement Plan (housed in eduClimber). Data is collected to determine the student's progress.

Review is held. If successful, interventions continue or are faded. If necessary, new interventions are planned or more intensive interventions are discussed and developed.

Interventions are successful and *may be faded*. IF not faded, interventions continue with accurate documentation by educational staff. Student's progress is not actively-monitored *by SST*; however, the school teams will still have information accessible for decision-making.

Need persists

Responsible parties implement interventions as outlined in the Student Improvement Plan (housed in eduClimber). Data is collected to determine the student's progress.

Progress toward goals is insufficient after implementation of intensive interventions. SST will *consider if a referral* for a special education evaluation is warranted.

Referral for Special Education- Special education eligibility must be determined *at any time* a student is suspected of having an educational disability as defined by IDEA. For students already participating in the RtI process, evidence of a significant academic/functional skill deficit and insufficient progress, even when provided with researched intervention, could indicate the need for a referral for special education evaluation. **Caution must be taken not to delay a referral for special education evaluation beyond the point when the team suspects a disability.**

C
O
N
T
I
N
U
E

T
I
E
R

1

L
E
A
R
N
I
N
G

S
U
P
P
O
R
T
S