Ongoing: Implementing Best Practice for Core Instruction
Modify/Differentiate/Supplement – Use Whole Group and Small Group Instruction

RtI Level

Ongoing: Grade Level Assessments are Examined, Goals are Developed, and Best Practices are Implemented and Evaluated...

AND

Ongoing: Struggling students and their progress are briefly and occasionally discussed. These students may be receiving Title I/AOM, MN Reading Corps, Indian Education, or classroom interventions. Intervention progress should be recorded (i.e. with AIMSweb PM Schedules).

Occasionally: A teacher may determine that a student is still struggling despite best efforts at this level. TAT should be consulted.

TAT Level

Complete TAT Preparation Form (up to dotted line)

Meet with TAT, who will review student data and determine the next steps, including the planning of two pre-referral interventions.

*Complete the Intervention 1 and 2 sections of the TAT Preparation Form.

*Complete a student hearing and

*Notify Parents, and complete the "Parental Notification of Interventions" on the TAT Preparation Form.

vision screening if not completed

within last 6 months.

After interventions have been completed, meet again with TAT and determine results.

*Complete the "Intervention

Results" and "Group
Decisions/Actions" sections of the
TAT Preparation From.
If interventions weren't effective,
refer to CST.

CST Level

TAT prepares for a meeting with CST.

*With assistance from SE teacher, the TAT begins to complete the "Special Education Student Referral Review Form".

*A CST meeting is scheduled.

Review student data at CST meeting.
Complete the Special Education Student
Referral Review Form. Set up an
evaluation planning meeting with
parents if all agree.

Conduct special education evaluation.

Determine most appropriate programming for student, which may be special education services or continued general ed interventions.