

Teacher identifies student who needs additional help in the classroom.

Response to Intervention Flow Chart

Teacher attempts and documents classroom interventions on eRTI. Parents are called.

Was the intervention successful?

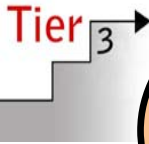
Yes: Teacher continues the intervention

No: Teacher changes the intervention and the teacher documents all accommodations and information in eRTI

Teacher completes the eRTI Referral Application and submits a copy of the form to the RTI team leader.

RTI team leader sets up classroom observation and meets with teacher to make suggestions.

Team leader schedules meeting if necessary with the RTI Team. Parents are contacted by the team leader at least 1 week before scheduled RTI team meeting.

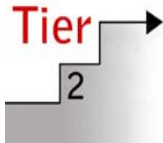


If **No:** committee determines either:

- (1) Revise intervention plan and implement for an agreed amount of time
- (2) Student Moves to Tier III: More time, Smaller Group Sizes
- (3) If students are successful, continue interventions at Tier III or move to Tier II.
- (4) If students are not successful after all interventions have been tried, consider Referral for evaluation (either special education or 504) or other services/supports

If **Yes:** Continue Interventions

Were the interventions met with adequate success?



RTI team meets, reviews packet of information and develops intervention strategies and data collection procedures

Intervention strategies are implemented and monitoring data is collected with an initial review within 6 weeks (Suggested)

RTI Committee reconvenes to discuss progress

