Implement Tier 1 (core) academic curriculum (CRMs) & classroom management with differentiation. Administer universal screeners. Evaluate all available data. If more than 20% of class does not meet standard, reevaluate core instruction.

If adequate progress is not accomplished with academics and/or behavior after 2 – 6 weeks of differentiated and small group instruction, then discuss concerns with a campus-based problem-solving team to evaluate data. Create an individualized or roster-based plan in the e-Child Study Tool and contact parent/guardian to inform them of the intent to provide interventions.

During the school year, continue to provide Tier 1 (core) differentiated and small group instruction and add a supplemental research-based intervention for a period of 3-9 weeks. (For academics: a minimum of 10-30 minutes 3 times per week as developmentally appropriate & daily for behavior). Progress Monitor every 1-2 weeks (daily for behavior).

If adequate progress is not accomplished with current intervention, Revisit interventions with problem-solving team or campus CST.

During the school year, continue to provide Tier 1 (core) differentiated and small group instruction and add increased intensive research-based intervention for a period of 3-4 weeks. (For academics: a minimum of 20-45 minutes 3-5 times per week & daily for behavior). Progress Monitor weekly (daily for behavior)

If adequate progress is not accomplished, submit data to the campus-based Child Study Team that will then evaluate progress monitoring data and revise the individualized plan in eCST or determine next steps based on data.

During the school year, continue to provide Tier 1 (core) differentiated and small group instruction and add increased intensive research-based intervention for a period of 3-4 weeks. (For academics: a minimum of 20-45 minutes 3-5 times per week & daily for behavior). Progress Monitor weekly (daily for behavior)

If adequate progress is accomplished (on target to meet goals) with Tier 2 interventions

If adequate progress is accomplished (on target to meet goals) with Tier 3 Interventions

Adequate progress is accomplished with Tier 3 interventions

Adequate progress is NOT accomplished with current intervention. Revisit interventions with problem-solving team (campus CST).

Adequate progress is NOT accomplished with current intervention. Revisit interventions with problem-solving team or campus CST.

Continue intervention or select another intervention. Provide & monitor intervention 3-9 more weeks.

Continue intervention or select another intervention. Provide & monitor intervention 3-6 more weeks.

In rare cases where a student exhibits characteristics severe enough to warrant the suspicion of a disability and the educational need for immediate special education/504 services, refer to Special Education Operating Guidelines.

Campus-based Child Study Team meets to determine next steps based on data.