

STUDENT SUPPORT FLOWCHART

Classroom Teacher

General education teachers use the [articulated curriculum](#) to engage all students in [evidence-based universal instruction](#) to meet individual needs.

Schools follow [Assessment Calendar](#) for reading, math, and [Social-Emotional-Behavioral Learning](#) 3x per year for all students and analyze the results to identify [trends and patterns](#).

Classroom teacher makes [adjustments](#) to instruction or classroom management strategies and [consults](#) with colleagues. Implements strategies from TRG (Teachers Resource Guide.)

If student continues to struggle, teacher provides [Double Dose](#) of evidence-based instruction to address skill deficits. Teacher also implements strategies gained from [Instructional Data Team \(IDT\)](#), or PLC/grade-band meetings; discussions with MTSS coaches and/or specialists for additional in-class support for 4-6 weeks. Teacher brings data to meetings.

If student continues to struggle and is not showing sufficient growth, the classroom teacher implements [targeted support\(s\)](#), using [Intensification Strategy Checklist](#) in small group inside or outside the classroom.

If student continues to struggle and is not showing sufficient growth, the Instructional Data Team can request assistance from the [Educational Support Team \(EST\)](#) using the [request for assistance form](#) and submit it to the building-based EST Coordinator. If applicable, an Individual Health Plan (IHP) can be initiated. The parent is contacted.

EST reviews student data from multiple sources; brainstorms ideas and specific strategies to increase support for student in class. The team records decisions in a formal EST plan in [eduCLIMBER](#) with measurable goals. Teacher and interventionist(s) implement the plan for one intervention cycle and progress monitor in [eduCLIMBER](#). The intensity, duration and/or frequency of interventions are increased as needed determined by progress monitoring data.

EST reviews student progress, fidelity and effectiveness of the plan frequently to assess the need for continuation/revision/adaptation/intensification or phase-out of the plan. If the student still has difficulty and a disability is suspected, EST may request further diagnostic assessments at any point or a [Special Education Evaluation](#) after at least three intervention cycles.

Evaluation Team conducts
[Special Education Evaluation](#)
after parental consent

No disability
found

Eligible for
Special Ed

Not eligible
for special
education,
but a
disability
was found

[Refer](#) student to
504 Coordinator

IEP is developed
and monitored

504 Plan is
developed and
monitored

Does not qualify
for Section 504
protection

Our aim is to
provide the
appropriate
level of
support to
ALL students
when they
need it.

Classroom Teacher & Specialist