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 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 Alpine). 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 Alpine). 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.**