**Classroom Teacher** collects background info (i.e., OSR, Report Cards and Documentation file, talk to past teachers, etc.)

- Classroom teacher must communicate concerns and collect parental input (i.e., vision/hearing screening, medical history, family/social concerns, etc.)
- Classroom teacher makes, records and monitors evidence-based accommodations
- Classroom teacher ensures universal supports are in place
- Resource Teacher records in eLite (Student Profile)

**Classroom Teacher** ensures ongoing communication with parent

- Classroom Teacher requests a SBTM with Resource Teacher and Administrator
- Classroom Teacher implements and records additional evidence-based classroom accommodations based on the SBTM
- Resource Teacher records in eLite (Student Profile)

**Classroom Teacher** continues with items in Step 1

- Classroom teacher ensures ongoing communication with parent
- Resource Teacher implements informal academic testing (Brigance, CAT4)
- Hold a SBTM
- Classroom Teacher implements and records additional evidence-based classroom accommodations
- Classroom teacher monitors and consults with Resource Teacher
- Develop an IEP if appropriate
- Resource Teacher records in eLite (Student Profile)

**Classroom Teacher** and **Resource Teacher** implement informal academic testing (Brigance, CAT4)

- Classroom teacher ensures ongoing communication with parent
- Resource Teacher implements informal academic testing (Brigance, CAT4)
- Hold a SBTM
- Classroom Teacher implements and records additional evidence-based classroom accommodations
- Classroom teacher monitors and consults with Resource Teacher
- Develop an IEP if appropriate
- Resource Teacher records in eLite (Student Profile)

**Classroom Teacher** ensures ongoing communication with parent

- Hold an additional SBTM
- Consultation with Special Education Coordinator
- Consider Multi-Disciplinary Team consultation
- Consultation with school Psychoeducational Clinician
- Consider referral to Modifications Committee
- Resource Teacher to record in eLite (Student Profile)

**Classroom Teacher** and **Special Education Coordinator** hold an additional SBTM

- Consultation with Special Education Coordinator
- Consider Multi-Disciplinary Team consultation
- Consultation with school Psychoeducational Clinician
- Consider referral to Modifications Committee
- Resource Teacher to record in eLite (Student Profile)

**Step 5**

- Classroom teacher ensures ongoing communication with parent
- Hold an additional SBTM
- Consultation with Special Education Coordinator
- Consider Multi-Disciplinary Team consultation
- Consultation with school Psychoeducational Clinician
- Consider referral to Modifications Committee
- Resource Teacher to record in eLite (Student Profile)

**Potential Outcomes to Consider**

- Regular resource support
- Referral through your Coordinator to: Student Support, High Needs, or Early Years Support
- Referral to Psychology Department
- IPRC referral, if appropriate
- Potential change in placement (ALLP, MF, CTCC, ABLE, SAL, Intensive Support Class)

**More Intensive Interventions as Student Continues to Have Difficulties**

Ongoing Parent Consultation Throughout the Process