RTI and Special Ed Referral Process

RTI (Response to Intervention) is not a special education service. It focuses on the early prevention of academic difficulty, especially in the areas of math, reading, writing, and/or behavior. RTI consists of three levels, known as tiers. Tier 1 is instruction based on research that shows that most students taught in this manner will be successful. Tier 1 is instruction provided by the classroom teacher in the general education classroom to all students. RTI is to be implemented prior to any special education referral/or during the evaluation process (**see special note below). You cannot skip any part of this process. When a child does not learn at a rate that is consistent with same age peers while receiving Tier 1 level of instruction, and/or you suspect a child may have a disability, proceed as follows:

1) The general education teacher will begin a ***RTI Referral*** packet; complete the first two pages.

2) The general education teacher will look at the universal screening data to determine level of performance. Universal screenings are any tests administered to all students such as **CATS, CTBS, T-PRO, DIBELS, STAR, G-MADE,** etc.

3) The general education teacher along with support of RTI team will determine areas of deficiency (reading comprehension, math calculations, etc.). Use data from universal screenings and classroom data to determine areas of concern. Every area of concern must be identified on the RTI Referral packet (page 2). Interventions must be applied for each area of concern; record on the Intervention Strategy Sheet. These are the areas you must target and monitor.

4) Once the areas to be targeted are determined for Tier 2 interventions, classroom teacher will send home ***RTI Letter to Parent.***

5) Begin Tier 2 interventions with targeted students of 5 or less at least 2 days per week for 30 minute sessions using research-based strategies (for a minimum of 6-9 data points); document student results. Tier 2 can be implemented by the general education teacher and/or staff assigned for RTI intervention strategies. If progress is shown, continue with current intervention in Tier 2; if no progress is shown, modify intervention. If after 6-9 data points of new Tier 2 intervention if little to no progress, then proceed to Tier 3.

6) Begin Tier 3 interventions with targeted students of 3 or less at least 3 days per week for 30 minute sessions using research-based strategies for 6-9 data points. RTI team will review results to determine if Tier 3 should continue or if a special ed referral is needed. Classroom teacher will bring RTI Referral form, the Intervention Strategies sheets and any other support documentation (DIBELS, STAR, T-PRO, GMADE, etc.) to this meeting. Classroom teacher should make copies of this documentation for their own records. If Tier 3 continues, RTI team will review results again in 6-9 weeks to determine if student should remain in Tier 3, exit the program, or move to special ed referral.

7) After all 3 tiers of RTI have been implemented for the required time frame with little or no student progress shown, classroom teacher can make a special ed referral. At this time, the general education teacher should complete the RTI referral packet, attach intervention strategy sheets for Tier 2 and Tier 3 interventions along with graphed progress data. After completing the Response to RTI packet, submit it to the guidance counselor along with any other documentation of student interventions. The Guidance Counselor will schedule a review where DoSE, principal, Guidance Counselor, regular education teacher, and special education teacher will review the RTI data and determine if there is enough documentation to move forward with referral to special education. The DoSE will work with the Special education teacher assigned as case manager to input RTI documentation (Special Education Referral) into IC.

Special Note:
** If there is documentation from parent or school staff that suggests that a student has a disability, such as medical information, genetic disorder, etc…, then a referral may be accepted while interventions are being implemented – In such cases, the general education teacher, principal, Director of Special Education and a special education teacher will review the documentation and concerns. Typically, an ARC team meeting will be held to determine if there is enough data to move forward with the referral while interventions are being conducted.