



Response to Intervention (RTI), Academic Referrals, and Eligibility for Accommodations

“Our Lady of Lourdes School exists as a ministry of the Catholic Church to proclaim the Gospel message. Recognizing that each person is a unique creation of God, we endeavor to provide a strong spiritual, academic, and emotional foundation enabling students to realize their full potential.”



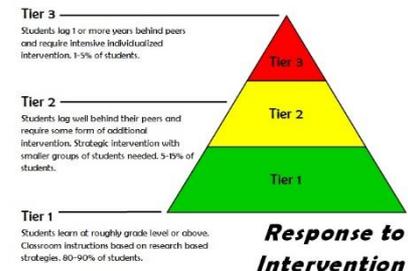
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Response to Intervention (RTI)

- RTI is a multi-tier approach to the early identification and support of students with learning needs
- RTI is used to identify learning impairments in students who demonstrate they are struggling in one or more core subjects
- RTI includes high-quality, scientifically-based interventions and ongoing student assessment
- RTI may be implemented in the general education classroom or in a small group in a separate location





Academic Referral for Support

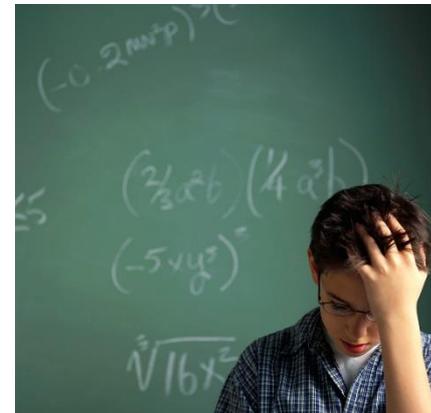
- An academic referral is a parental or teacher request for one of the following:
 - pull-out or push-in small group services that target a specific skill deficit
 - to begin the RTI process
 - for suggestions on research-based academic interventions or differentiation strategies for use in the classroom





Eligibility for Accommodations

- The Diocese of Orlando has mandated that a student must have one of the following documents in order to be eligible for accommodations:
 - An Individualized Education Program (IEP) or 504 Plan from Brevard Public Schools that states accommodations
 - The IEP or 504 Plan is valid throughout the student's schooling
 - A written report from a Licensed Educational Psychologist stating recommended accommodations
 - The report is valid for 3 years
- It is up to the school to determine which accommodations they are able to provide





RTI Process

1

- Teacher or parent refers student who is struggling to Student Services.
- Student Services and teacher meet with parents to review progress, grades, IOWA scores, and STAR Testing.

2

- If student demonstrates severe deficits in reading or math, a baseline assessment is given to determine eligibility for the RTI process.
- If the student scores below the 25th percentile, the RTI process begins.

3

- A goal of improvement is set and an intervention targeted for a specific skill deficit begins.
- The student is assessed weekly (called Progress Monitoring) until they meet their goal of improvement.



RTI Process Continued

4

- If the student meets their goal of improvement, the intervention may be continued but progress monitoring is concluded.
- If the student fails to meet their goal of improvement within 6 weeks, the data is sent to Brevard Public Schools.

5

- Brevard Public Schools calls a meeting with the school and the parents to open up a case on the student. Brevard Public Schools has 60 school days to complete additional testing.
- Brevard Public Schools sends a licensed psychologist to perform academic testing and another staff member to complete hearing and vision testing. Additional information is requested from the school including test scores, IOWA scores, STAR Testing Scores, and grades.

6

- A second meeting is called by Brevard Public Schools to meet with the school and parents.
- Based on the results of testing, the Progress Monitoring of the intervention, classroom tests, STAR Testing, IOWA testing, and grades the student is determined to be **eligible** or **ineligible** for an Individualized Education Program.
- If eligible, an Individualized Education Program is created.



Evaluation by a Licensed Educational Psychologist

1

- Teacher or parent refers student who is struggling to Student Services.
- Student Services and teacher meet with parents to review progress, grades, IOWA scores, and STAR Testing.

2

- If student demonstrates severe deficits in reading or math, the student receives intervention through pull-out or push-in services.
- The parent is provided with recommendations of nearby Licensed Educational Psychologists.

3

- The Licensed Psychologist conducts academic testing to determine whether the student has an underlying condition or disability that is effecting learning.
- The Licensed Psychologist lists recommendations and suggestions for accommodations (if needed) to aide the student in the classroom.



Summary

- The RTI Process and an evaluation by a Licensed Educational Psychologist are two ways to determine an underlying condition or disability that is affecting learning
- The result of the RTI Process is an Individualized Education Program (IEP) that may or may not include accommodations
- The result of an evaluation from a Licensed Educational Psychologist is a report that may include recommendations and/or accommodations
- An IEP is valid for the duration of the student's schooling
- An evaluation by a Licensed Educational Psychologist is valid for 3 years