

## Response to Intervention (Rti)

### Rationale

It is the philosophy of District 70 to promote the academic and social-emotional growth of students by providing a safe and structured classroom environment where all student needs are supported. We recognize that students have a variety of challenges that require different levels of interventions. In an effort to support classroom teachers and students, a leveled approach to problem solving referral teams will be implemented.

### Rti Belief Statement

Response to Intervention is designed to promote academic success for struggling learners. In Libertyville District 70, we believe that . . .

- Children should be educated with their peers;
- All teachers are responsible for the success of all students;
- Our students benefit from consistency in curriculum, instructional methods, and language;
- All students can meet high expectations in a differentiated environment;
- Universal and regular assessments for all students drive instructional practice and interventions;
- Students benefit from a balanced literacy approach that includes students reading daily at their instructional levels;
- The organizational infrastructure is necessary to support effective literacy instruction; and
- Ongoing collaboration and professional development produce high quality instruction.

### Assertions

- Tier I** Classroom teachers regularly assess all students and are responsible for using those data to provide interventions within the regular education environment.
- Tier II** Tier I interventions continue. Students requiring additional assistance benefit from more intense intervention and progress monitoring from classroom teachers and intervention specialists, both within and outside of the regular education classroom.
- Tier III** Tiers I and II interventions continue. Students requiring additional assistance benefit from more intense targeted daily intervention from intervention specialists, consistent progress monitoring, and diagnostic and/or psycho-educational testing.

## **Making a Referral**

Reasons a classroom teacher may refer a student for assistance are:

- Low academic achievement as evidenced by:
  - The Universal Screening Tool
  - Failing or near-failing grades over multiple grading periods
  - Learning difficulties documented over a period of time
- Behavioral, such as:
  - Motivational
  - Homework issues
  - Willful disobedience
  - Frequent discipline referrals
- Social-emotional issue, including:
  - Poor peer interactions/relationships
  - Poor interactions with adults
  - Isolation
  - Actions following hospitalization
- Sensory and/or motor difficulties
- Language issues, including:
  - Formulation of language
  - Word finding
  - Vocabulary weaknesses
  - Auditory processing difficulties
- Special health or physical impairments

## **“Speech Only” Referrals**

“Speech only” referrals are made directly to the building’s speech and language pathologist (SLP). The SLP responds to the referral by using the Section 504 Process.

“Speech only” indicates demonstrated difficulties in any of the following areas:

- Articulation/phonology
  - The student’s sound system is not appropriate
- Oral motor skills/planning
  - The student’s ability to use the oral structure (palate, lips, tongue, muscles, etc.) to articulate sounds is not adequately developed
- Fluency
  - Stuttering, etc.
- Voice
  - Hoarseness, raspiness, inappropriate volume, etc.

***RTI Procedures  
Parent Referral***

1. Parent referral is reported to the Liaison immediately
  - Referral may be for resource, Section 504 evaluation and plan, or for an evaluation under IDEA
2. Parent completes Parent Referral Form and returns it to the team.
3. If the *referral is for action under Section 504*, the CRT manages the referral. CRT makes a decision: a) 504 action is necessary at this time; or b) no action is necessary (example: child is receiving interventions that are successful, progress being made is appropriate, etc.)
4. *If a parent makes a formal request for a Special Education evaluation, CRT will send the district's Intent to Evaluate form to the parent within 10 calendar days.*
  - CRT decides course of action from the following: a) initiate the special education evaluation; b) respond that no intervention is necessary; or c) document the progress of intervention being provided through RtI.
  - All decisions will be supported with documentation for the parent.