

Washington Latin PCS Referral/SIT/RTI Process

As an independent Local Education Agency (LEA) we are responsible under Federal laws to find, refer, and possibly deliver services for any student attending our school that may have a disability.

According to State and federal special education regulations, annual public notice to parents of children who reside within a local educational agency (LEA) is required regarding Child Find responsibilities. LEAs, including Washington Latin Public Charter School, are required to conduct child find activities for children who may be eligible for services under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

This policy provides guidance on how Washington Latin Public Charter School will locate and identify all enrolled children between the ages of 3 and 21 who may need special education and/or related services to address problems that may interfere with their future development and learning. This policy will also address how Washington Latin Public Charter School will meet its obligations to enrolled students who are transitioning from Part C (IDEA) to Part B of IDEA.

The primary means through which Washington Latin identifies students who may need support services is through **Response to Intervention (RTI)**.

Response to Intervention Response to Intervention (RTI) is a multi-tier approach to early identification and support of students with difficulties in all academic content areas. These include but are not limited to problems related to receptive and expressive language, conceptual understanding, dyslexia, dysgraphia, dyscalculia, vision impairment, hearing loss and other physical challenges.

The RTI model can be utilized for social/emotional/behavioral concerns as well. Common behaviors include, but are not limited to talking out, verbal outbursts, relational difficulties, impulsivity, and executive functioning challenges.

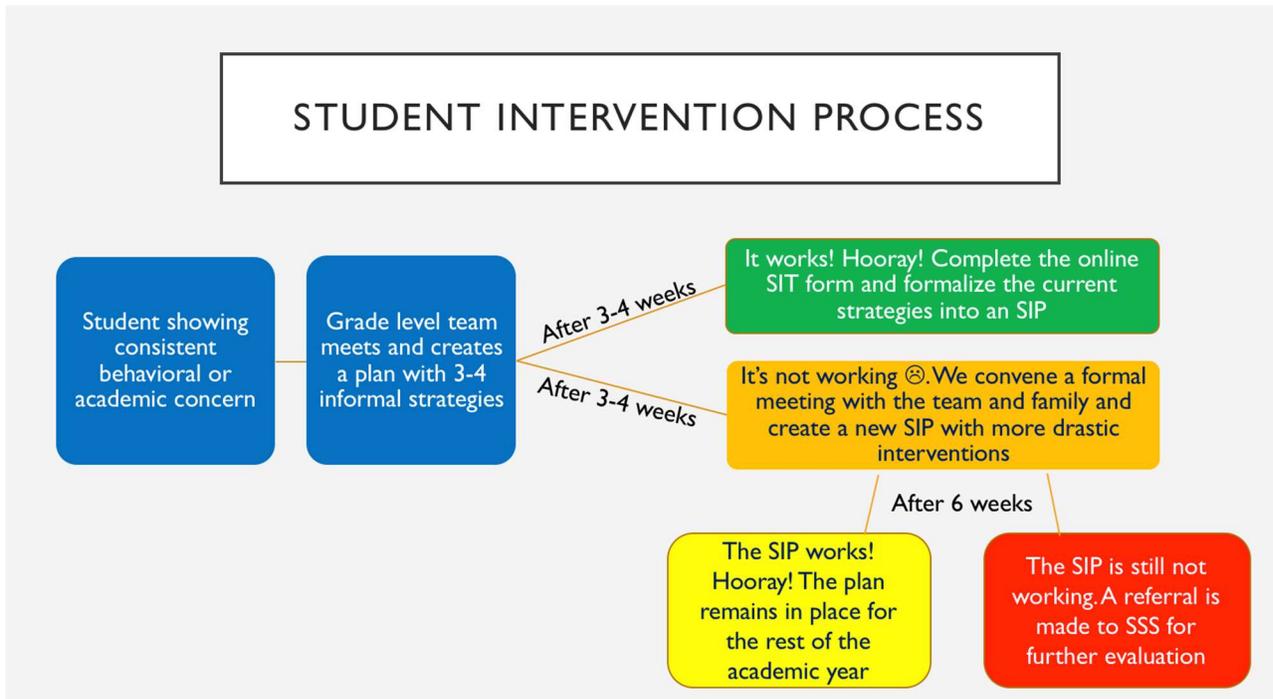
The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. High quality instruction allows for a natural process of identifying the learners who need additional support. These learners are then given supplemental assistance in the necessary areas. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. However, Washington Latin typically utilizes teacher support for the first two tiers of RTI. Academic and/or behavioral progress is also monitored during this phase.

If, during the process of delivering high quality instruction, a staff member is concerned about a student's ability to access the general education curriculum because of either academic or behavioral concerns, he/she and the grade level team completes the SIT referral forms (see detailed process below). Note that there are myriad opportunities for students to access the general education curriculum through differentiated instruction, tutorial sessions offered by teachers after school and one-on-one or small group support offered during study halls.

The chart below gives a high-level overview of the SIT (Student Intervention Team) process used by Washington Latin Public Charter School during the referral process to ascertain

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whether additional supports and structures are needed to ensure appropriate instruction for each student at Latin:



Public Awareness and Outreach Activities Training

Washington Latin Public Charter School conducts ongoing professional development activities and ongoing training for staff to ensure that Child Find, screening activities, and referrals for special education evaluations are carried out in a manner consistent with the timelines and requirements established by the IDEA and this manual. With a circulation adequate to notify parents throughout the school community, Washington Latin Public Charter School publishes and announces child identification activities, notify parents of their right to request evaluation and advise families of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible children.

Washington Latin Public Charter School accomplishes this goal through:

- Disseminating materials at regular parent and family conferences;
- Including relevant Child Find information in family recruitment and enrollment materials;
- Providing relevant Child Find information on the school website and in published materials;
- Providing relevant Child Find information at the school's front desk in the main office;
- Orienting the parent leadership team on the Child Find process.

Despite a rigorous Child Find Policy and Process, parents can request to bypass the Student Intervention Team process and move directly to evaluation. Once a referral for an evaluation is received, either through the SIT team or through a parent/staff request, Washington Latin Public Charter School follows the timelines established by OSSE, or 60 calendar days from referral to eligibility. The below chart outlines the RTI Process in detail:

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Response to Intervention Step-by-Step Guide

Tier 1: Identifying the Student in Need of Support

1. Teacher/Parent Collaboration- Teacher or Parent/Guardian identifies a concern.
2. Teachers observe student, refine their differentiated instruction plan or targeted behavior strategies. Implementation consists of a 30-day assessment period.
3. Teacher connects with parent(s) about concern.
4. Data/observation notes are taken during this period to measure effectiveness.
5. Teachers review student progress. Information is shared with parent.
6. Decision is made regarding final intervention strategies and SST referral
7. Cumulative file is reviewed by grade level team- report cards, anecdotal notes, test scores, attendance, work samples, behavior logs, etc.

Tier 2: Initial SIT Meeting-Phase 1

1. If the concern still exists, the teacher will present the concerns to their grade level team at a team meeting. A collaborative decision will be made to submit SIT referral.
2. Once approved, a Student Intervention Team meeting will be held where a SIP will be created.
3. SIT Representative(s) inform parent(s) of the SIP and invite parent(s) to meet.
4. The SIT meeting proceeds as possible:
 - a. Teachers provide documentation and data.
 - b. Team members ask questions, share observations, brainstorm interventions, and develop a plan of implementation.
 - c. Parent(s)/guardian(s) participate as full team member(s), providing input and responding to questions and/or recommendations.
 - d. Meeting notes are shared with attendees and others, as appropriate.
5. The referring teacher and (other relevant teachers) begin implementing the plan.
6. The SST chair(s) monitor implementation and supports as necessary.

Tier 2: Implementation Phase- six (6) week implementation plan period

1. SIT representative(s) schedule classroom observations and support teachers in implementing SIP
2. SIT representative(s) check in on implementation progress, SIT chair(s)/member(s) support by suggesting best practices for using strategies, ensure completion of documents, etc.
3. SIT chair(s) provides weekly updates to parent and team (via email and/or in person) to review progress and offer support

Tier 2: Assess and Review Phase

1. After the initial implementation period, the team will complete and review the assessment to determine the next steps
2. SIT chair(s) invites parent(s)/guardian(s) to attend a meeting
3. SIT meeting is held and all documentation from implementation phase is reviewed and assessed
4. If successful, the implementation strategies will continue, and SIT case is closed.
5. If unsuccessful, the SIT may be modified/revised, and the revised implementation will continue for four weeks, with a follow up meeting scheduled for that time.
6. At this point, however, the SIT chair(s) may decide to refer the student to the MDT (Multidisciplinary Team) for further evaluation.

Response to Intervention Step-by-Step Guide Continued

Tier 3: Evaluation Process for Special Education Services

1. Once the request has reached the MDT either through the SIT Process or by parent request, the MDT has sixty (60) days from referral to Eligibility as required by the District of Columbia’s current policy.
2. WLPCS will document all parent/guardian requests for evaluations within three (3) business days.
3. All WLPCS staff must inform the Director of Student Support Services (SSS) as soon as a parent(s) requests an evaluation for their child.
4. At this point, the Director of SSS will gather all documentation for submission into the ‘Analyzing Existing Data” section of the Eligibility Process.
5. After completing the AED, the team will decide whether or not to proceed with the evaluation process.
6. If the team decides to move forward with the evaluation, a letter of consent is sent home to the parent(s).
7. Once the parent(s) signs the consent, the team then has 60 days to evaluate and hold the Initial Eligibility Meeting with the parent(s)/guardian(s).
8. If the student is found eligible for IEP services, the team then has 30 days to write the IEP, hold an Annual Review Meeting, and finalize the IEP.
9. If a student is found ineligible for a special education and services through an IEP, the team determines if the student qualifies for support through a 504 Plan. If the student’s level of need does not rise to a 504, the team will implement a Student Intervention Plan (SIP) to ensure the student receives any necessary supports for academic and social/emotional success in the school setting.

TERM	DEFINITION
AED	Analyzing Existing Data
LEA	Local Education Agency
IDEA	Individuals with Disabilities Education Act
RTI	Response to Intervention
SIT	Student Intervention Team
SIP	Student Intervention Plan