



Mt. Evans BOCES: Referral to Evaluation Process

The RtI/MTSS Process

RtI/MTSS creates levels of services in a collaborative manner that encompass all staff and students through a multi-tiered service delivery model. RtI provides guidance for delivering comprehensive, quality instruction for all students within three tiers of instruction.

Mt. Evans BOCES utilizes the Response to Intervention (RtI)/Multi Tiered System of Supports (MTSS) process for the referral and identification of students who may have an exceptionality, either due to a disability or to potential giftedness. Additionally, RtI is a required component for evaluations for potential Special Learning Disability (S.L.D) and Serious Emotional Disability (S.E.D.).

The RtI/MTSS is a general education process. The following provides information on the three tiers.

Tier 1: ALL: Core Classroom Instruction

- Purpose: Differentiate the curriculum instruction, and or the environment within the regular education classroom and collect data of the intervention. 80-90% of students will have a sufficient response to instruction by demonstrating mastery with the Colorado Academic Standards. The special and/or gifted education team is available for consultation on potential interventions for students.
- Guiding Questions: Is the student's skill level/ability much below or above peers the same age? If so, does the student require accommodations, alterations, and/or adaptations of the content and/or environment, including instruction that will address their needs and/or continue to keep them challenged beyond those generally available in the regular classroom setting in order to demonstrate continued progress?
- Action: If answers to above questions are "no", the RtI process ends. If the answers are "yes", an intervention(s) should be developed and communicated to the parent. A goal is set for the intervention and a progress monitoring tool and schedule (generally once a month) is selected to monitor the progress.
 - Parents are notified as to the results of the Tier 1: General Education Interventions.
 - If after Tier I intervention, the answer is "yes" to both questions, the process continues to Tier II.
 - Please note: At any time a parent may request for a referral for a special education or gifted education evaluation, and if the Multidisciplinary Team determines the referral will move to evaluation, RtI must continue for students evaluated for potential SLD or SED qualification. with the use of a normed tool for progress monitoring to obtain at least 5-6 data points.



Tier 2:SOME: Strategic Targeted Instruction

- Purpose: The RtI/MTSS Team reviews data from Tier I: General Education Interventions to determine whether or not student needs are being met in the regular classroom, If the student continues to have needs, the team will establish a Tier II Intervention(s). Parents will be notified of this meeting and are invited to attend.
 - Interventions at this tier become more intense, and the special education teacher and/or gifted coordinator may become more involved even though the intervention(s) may continue take place in the regular classroom or be delivered by an intervention specialist outside of the classroom. The need for additional data may also be identified, if necessary.
 - Generally, at Tier 2, interventions are delivered in a small group of 3-5 students. The duration of a Tier 2 intervention is based on student assessment and progress monitoring data that measures a student's response to the intervention. As with Tier 1, an intervention goal will be developed and a progress monitoring tool and schedule will of at least monthly will be determined.
 - *Please note: At any time a parent may request a referral for a special education or gifted education evaluation, and if the Multidisciplinary Team determines the referral will move to an evaluation, RtI must continue for students evaluated for a potential SLD or SED qualification with the use of a normed tool for progress monitoring to obtain at least 5-6 data points.*
- Guiding Questions: Based on the data, does the student require continued intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress? Does the information available from multiple sources of data indicate the presence of a disability and/or giftedness as defined by state and district guidelines?
- Action: If “no” and the intervention(s) was successful, the student moves to “Monitor” status and RtI process ends. If “yes” and the intervention(s) was not successful, the team may repeat the process with another strategy/intervention OR add a phase change to the Tier 2 intervention. This may include more frequent sessions, less students, or have an added piece, such as motivational reinforcer.

Tier 3: FEW: Intensive Targeted Intervention

- An intensive, targeted intervention is provided to the most at risk or who demonstrate the greatest intellectual need, who have not sufficiently responded to Tier 1 and 2 instruction.
 - The length of an intervention at this level, may be extended over a longer period of time, varies based on student assessment and progress monitoring data, and for potentially gifted students, may replace core instruction. The intervention may be delivered one on one.
 - Results of a Tier 3 intervention are then reviewed by the RtI team, including the



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parent(s). *Please note: At any time a parent may request a referral for a special education or gifted education evaluation, and if the Multidisciplinary Team determines the referral will move to an evaluation, RtI must continue for students evaluated for a potential SLD or SED qualification with the use of a normed tool for progress monitoring to obtain at least 5-6 data points.*

- Guiding Question: Does the information available from multiple sources of data indicate the presence of a disability and/or giftedness as defined by state and district guidelines?
- Action: If “no”, monitor. If “yes”, the RtI team will request a referral for a special and/or gifted evaluation.

Referral to Evaluation

For a child to be identified as having an exceptionality, a referral, which is a request for an evaluation is generated. a Multi Disciplinary Team (MDT) reviews the referral. The MDT members may include the parent, the child’s teacher(s), RtI/MTSS team member, the school’s special education teacher, school psychologist, school guidance counselor, the district’s gifted coordinator, and/or a district or BOCES administrator, The referral to evaluation process is multi-stepped.

Step I: Referral is Generated

The Individual with Disabilities Education Act (IDEA) defines referral for a special education evaluation as initiated when:

- § The parent is informed of the special education referral or the parent requests an evaluation **AND after the multidisciplinary team reviews the referral and provides the consent form;**
- § The parent provides written consent to conduct the initial evaluation.

Please Note: If a child has been referred for a potential S.L.D. or S.E.D. evaluation, RtI/MTSS must be completed if the child has not been on a previous RtI/MTSS plan.

Step 2: Review by the Multidisciplinary Team

- Review-The Multidisciplinary Team reviews the referral and all intervention documentation, including progress monitoring data, along with interim and state assessments and may request student work samples.
 - One of the MDT members will be designed as the case manager for the evaluation and will ensure that all processes and timelines are followed. The case manager will maintain close contact with the classroom teacher(s) during the review process.
 - After review, the team will, for both special and/or gifted evaluations, determine if an evaluation is warranted. If an evaluation is warranted, the team will review potential areas of qualification and assessment tools to be utilized during the evaluation, including the number of observations



- needed in multiple settings. At least five structured observations should be completed for any concerns with focus and attention. The MDT will determine who will observe, when, and in what settings.
- The MDT will through this process, ensure that the evaluation is focused and individualized to the student.
- ***There is no predetermination on qualification for special and/or gifted education services.***
- The *Prior Written Notice of Consent for Special Education Evaluation* form will be completed and sent to the parent for consent for a special education evaluation. For a gifted evaluation, the *Consent for Gifted Evaluation* form will be filled out and sent to the parent.
- Consent for Evaluation-Once consent is signed for a special and/or gifted evaluation, a team has 60 days to complete. As an evaluation proceeds, the case manager assigned to the evaluation will maintain close contact with the child's classroom teacher(s) For an initial SLD evaluation, the team may request an extension of 30 days if more data is needed. An eligibility meeting date will be set upon acceptance of referral. This date may change, but it is important to designate an end date at the start of the process.
- A draft evaluation report for a special education evaluation will be completed one week prior to the eligibility meeting and shared with the child's teacher and school administrator. For gifted eligibility, the Body of Evidence (BOE) is used to document the results of the evaluation and will also be completed at least one week prior to the eligibility meeting. Both documents will be shared with the child's teacher(s) and school administrator at least one week prior to the meeting.

Step 3: Determination of Eligibility

- Notice of Meeting- The MDT will ensure a meeting is scheduled at least 2 weeks in advance of the 60 day timeline. A meeting notice for the special education eligibility meeting must be generated and sent to the parents to give them enough time to ensure the meeting date and time is convenient.
- Eligibility Meeting-The MDT will determine eligibility based on the evaluation report, the Special Education Eligibility Checklists, and/or Gifted Identification Body of Evidence and state criterion process.
 - For special education eligibility, the parent must be present in person or via phone. The team will obtain consent from the parent and with student, parent, and teacher input, will develop an Individualized Learning Plan (IEP) within 30 days of the 60 day timeline. The IEP will be reviewed annually with the child's special education team members (parent, teacher(s), and service providers).
 - For gifted education, an eligibility team composed of a teacher, gifted coordinator, school principal, and/or a BOCES administrator, will be held to determine eligibility. The parent will be informed of the decision after



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the meeting via phone with a follow up letter. For a child determined to be gifted, a meeting will be scheduled with the parent, gifted coordinator, at least one of the child's teacher, and the school counselor, school principal,

- or BOCES administrator to obtain consent for services and to develop the Advanced Learning Plan. The ALP will be renewed on an annual basis through the ALP meeting process and will include the child, the parent(s), at least one of the child's teachers, the district's gifted coordinator. A BOCES administrator may also be present.
- The parent will receive a copy of the special education evaluation and the *Prior Written Notice of Consent for Special Education* form and/or the gifted body of evidence form..