The Myths and Realities of RTI for Catholic Schools

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Response to Intervention is...

Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-446) Provisions
LEAs shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability
LEAs may consider a student’s response to scientifically based instruction

Responsiveness to Intervention (RtI) is not specifically identified in the law
LEAs are given the flexibility in determining SLD implementation options
Using special education funding to provide early intervening services for all students is permitted

Characteristics of RtI
High quality, scientifically-based instruction
Student assessment with classroom focus
Continuous progress monitoring of students
Implementation of appropriate research-based interventions
Progress monitoring during interventions
Teaching behavior fidelity measures

Source: RTI Manual-National Research Center on Learning Disabilities
2006 IDEA Regulations (§300.307(a)) require each state to choose its SLD eligibility “criteria” from among the following options:

- Severe discrepancy—may provide or prohibit
- RtI—must permit
- “Other alternative research-based procedures—may permit


State Laws Regarding SLD Eligibility Determination

**Mandatory**
Requires RtI and Prohibits SLD
FL, IN, CO, WV, DE, GA


State Laws Regarding SLD Eligibility Determination

**Transitional**
Permit RtI and third alternative but prohibit SD
IA, IL, ME

Permit RtI and only until 2010—SD
LA

Permit all three options but intend to require RtI


State Laws Regarding SLD Eligibility Determination

**Permissive**
Permit RtI and SD
AS, MN, MT, NE, NC, PA, RI, TX, WI, ID, MD, MO, ND, NM, NV, OK, OR, SD, VT, WA, WY

SD and Third Option
AR, CA, CT, HI, KY, MA, MI, OH, SC, VA, AL, KS, NY, Tm

SD or combination of RtI—SD
MS, UT


Each LEA must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the LEA.

What does IDEIA Tell Us?

The child find process must be designed to ensure the equitable participation of parentally placed private school children with disabilities as well as to generate an accurate count of these children.

The costs of carrying out child find, including individual evaluations, may not be considered in determining whether an LEA has met its obligations to expend a proportionate share of federal IDEA funds on providing equitable services. Child find obligations, including individual evaluations and reevaluations, exist independently from the requirement to expend a proportionate share of federal IDEA funds to provide equitable services to eligible parentally placed children with disabilities.

Myth One
This is a fad—it will go away

Myth Two
This is just another version of the Pre-Referral Team

Myth Three
RtI is just a way for school districts to save money

Steps
- Inventory Curriculum to ensure ties to “Evidence-based Approaches
- Survey Data Systems to ensure active use of data to track student progress
- Examine Student Support Systems
Provisions Related to Children With Disabilities Enrolled by Their Parents in Private Schools: The Individuals with Disabilities Education Act (IDEA)

(available http://www.rrfcnetwork.org/images/stories/FRC/IDEA/idea.pdf)