



**WAPPINGERS**  
CENTRAL SCHOOL DISTRICT

Empower  
Challenge  
Grow

## Special Education & Student Support Services

*The mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions and to realize their potential while growing as responsible members of their community.*

We believe that active and continuous learning is essential for individuals and communities to flourish.

We believe embracing diversity in all its forms enriches the human experience.

We believe everyone can realize their potential and when they do, both they and the community thrive.



We believe the health and quality of a community are dependent on the responsible contributions of all its members.

We believe the collaboration needed for meaningful change is built on honesty, trust and respect.

# SEPAC Presentation: RtI and Referrals

'RtI is a preventative framework designed to help students succeed'

'The goal of RtI is to catch struggling students early'



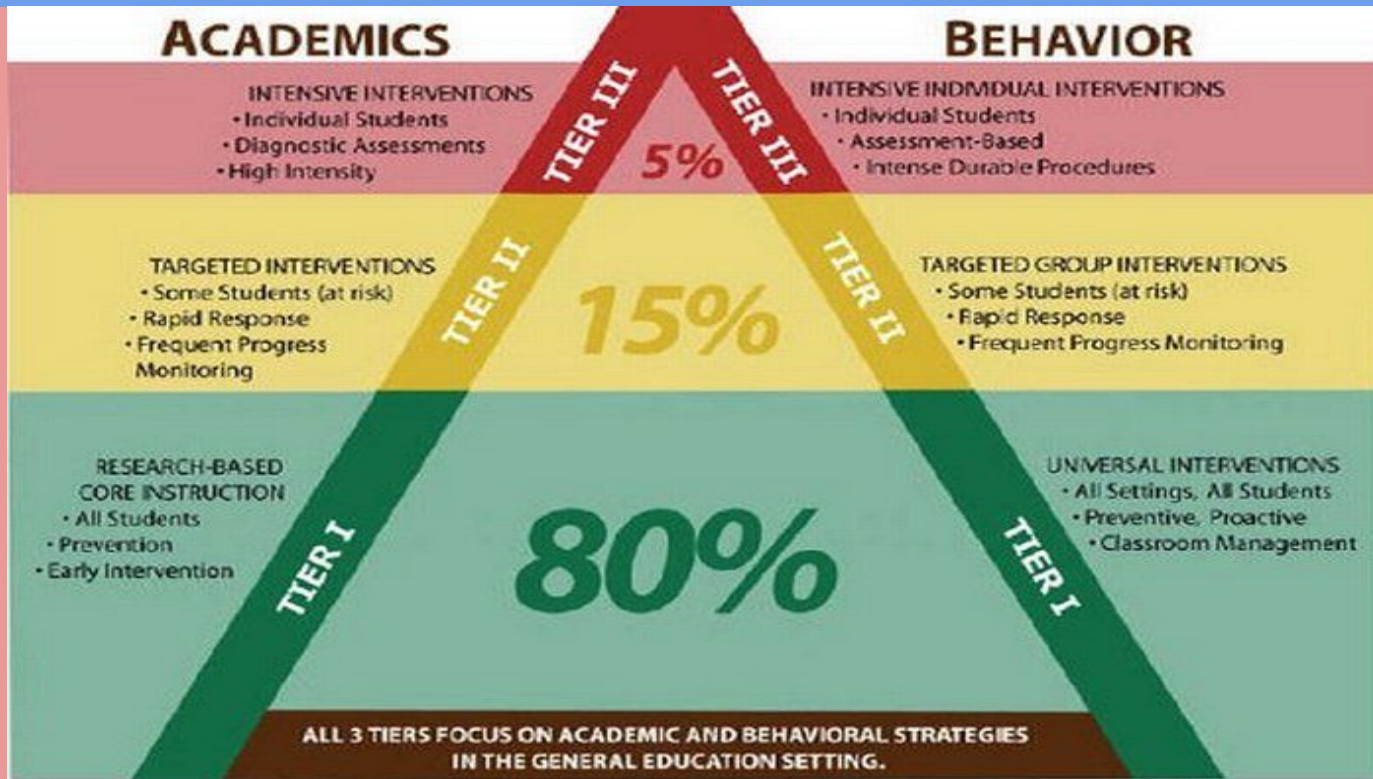
# Appropriate Instruction

A school district's process to determine if a student responds to scientific, research-based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. [8 NYCRR §100.2(ii)(1)(i)]

# A Multi-Tiered System of Support

A school district's process to determine if a student responds to scientific, research-based instruction shall include instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards. [8NYCRR §100.2(ii)(1)(iii)]

# RtI Can Address Academics and Behavior



# A Multi-Tiered System of Support

**Tier 1:** Amount of Time Varies

General Education Classroom Instruction

may include whole group, small group or individual

District Progress monitoring: at least three times per year

**Tier 2:** 9-30 Weeks

Small Group

Progress Monitoring Every 1-2 Weeks

**Tier 3:** A minimum of 15-20 Weeks

Individual or Small Group

Increased Frequency and Duration of Services from Tier 2

Progress Monitoring Weekly

# Progress Monitoring in RtI

A school district's process to determine if a student responds to scientific, research-based instruction shall include repeated assessments of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards. [8NYCRR §100.2(ii)(1)(iv)]



# Minimum Requirements of an RtI Program

## Review of Appendix B

<http://www.p12.nysed.gov/specialed/RTI/guidance/appb.htm>

- Adequate progress is not due to lack of appropriate instruction;
- Requires data based documentation of repeated assessment;
- The student is not making sufficient progress;
- Or the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both;
- The student's learning difficulties are not the result of an other impairment

# Instruction Matched to Student Need

## Review of State Guidance

<http://www.p12.nysed.gov/specialed/RTI/guidance/instruction.htm>

- Increasing levels of targeted and intensive intervention;
- Multi tier service delivery model
  - Size of the instructional group
  - Frequency of services
  - Duration of services

# Critical Elements of a 3-Tier Rti System

Review of State Guidance (Table on Page 2)

<http://www.p12.nysed.gov/specialed/RTI/guidance/instruction.htm>

- **Tier One**
  - Core instruction provided by the general education teacher in the general education classroom
  - Meets the needs of at least 80% of the learners
  - Progress monitoring and universal screening
- **Tier Two**
  - Small group
  - Progress monitoring is more frequent
  - Goals are established
- **Tier Three**
  - One to five percent of students
  - Typically increased frequency and duration of services, in a smaller group

# Appropriate Instruction

## State Guidance Document

<http://www.p12.nysed.gov/specialed/RTI/guidance/appropriate.htm>

- Curriculum that is aligned to state and grade level standards
- Use of a formative assessment process
- Appropriate instruction in reading
- Appropriate instruction in mathematics
- Appropriate supports for behavioral interventions (PBIS)
- Culturally responsive instruction
- Linguistically appropriate instruction (ENL)
- Based on scientific research

# RtI and Special Education

If a student is not making adequate yearly progress in RtI, as documented through data-driven goals, the student may be referred to special education

There may be a correlation between RtI and identification as a student with a Learning Disability

There may not be a correlation between RtI and identification as a student with one of the other educational classifications

RtI is a preventative framework, designed to help students succeed

# RtI and Special Education

## New York State Educational Classifications:

1. Autism
2. Deafness
3. Deaf Blindness
4. Emotional Disturbance
5. Hearing Impairment
6. **Learning Disability**
7. Intellectual Disability
8. Multiple Disabilities
9. Orthopedic Impairment
10. Other Health Impairment
11. Speech or Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment

# RtI and Special Education

'A student suspected of having an educational disability'

Referred by:

- Student's parent
- A designee of the school district

May also be requested by:

- A physician
- A judicial officer
- An emancipated minor or student over 18

Referral should be made in writing

# RtI and Special Education

- There must be an impact between a medical diagnosis and educational performance
- A student is not eligible for special education services if the determining factor is
  - lack of appropriate instruction, or
  - Limited English Proficiency



# Questions?



**KEEP  
CALM  
AND  
ASK  
QUESTIONS**