

### Terms

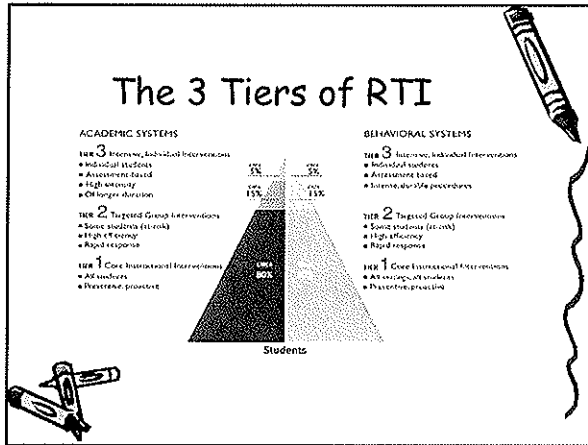
- **IEP- Individual Education Plan**
  - a legally binding document describes what special education services a student will receive and why
- **RSP -Resource Specialist Program**
  - 49% or less of the day receiving services outside the general education classroom
- **SDC-Special Day Classroom**
  - 50% or more of the day receiving services outside of the general education classroom
- **LC- Learning Center**
  - Classroom that provides services and support to RSP/SDC and RtI students

### Terms

- **LRE-Least Restrictive Environment**
  - that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent possible.
- **RTI- Response to Intervention**
  - system used at each school to screen, assess, identify, plan for, and provide interventions to any student at risk of school failure due to academic or behavior needs. General education and special education working together to meet the needs of all students.

### Response to Intervention

- The Individuals with Disabilities Education Act (IDEA) 2004 authorized local education agencies to use Response to Intervention (RTI) models. RTI is an integrated approach that includes general, remedial, and special education. It is based on a three-tiered model that monitors student progress with different levels of intervention intensity. By providing scientifically-based interventions to students, monitoring progress on interventions, and using this information to determine who is in need of more intensive services, RTI also builds on the requirements of No Child Left Behind (NCLB).



- ## The RtI Process
- Teachers identify students in their classes, far below basic and below basic academic performance or who have behavior challenges.
  - Teachers meet with grade level teams and discuss identified students
  - Contact parent/caregiver to share concerns and get feedback
  - General education teacher tracks the progress of the 6-9 weeks.

- ## The RtI Process
- If the student "responds" positively
    - the intervention continues
  - If the student does not "respond" positively to the intervention
    - general education teacher fills out a RtI referral form.
  - The RtI team meets and makes a new intervention plan
  - Progress is then again tracked 6-9 weeks

- ## The RtI Process
- If the student "responds" positively to the new intervention
    - the intervention continues
  - If the student does not "respond" positively to the intervention
    - student may participate in pull out support in the Learning Center
    - Another intervention plan

## The RtI Process

- If the student continues not to make any progress then the RtI team may refer the student for assessment by a multidisciplinary team to determine if the student is eligible for special education services

## Students Receiving RtI Services Tier 2 & 3

- Plumas Lake Charter as needed
- Riverside Meadows 15-20 students
  - Intervention built into schedule
  - Large IEP caseload
- Cobblestone 35-45 students
  - Intervention built into schedule
  - SBC and RSP caseload
- Rio Del Oro 50-60 students
  - Intervention built into the schedule
- English in a Flash/Math Facts in a Flash
  - During and after school

## Common Questions

- What if a parent requests assessment for special education services?
  - The RtI process would still need to be followed before assessment would occur.
    - California Education Code: ED 56303
      - A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

## Common Questions

- What if the student does not qualify for special education services?
  - RtI supports and accommodations will continue. Documentation of interventions will continue.
  - The student may qualify at another time

## The Learning Center Model

- Provides support for students with and IEP in and out of the general education classroom.
- Provides support for students in tier 2 and 3 of the RtI process.
- Riverside Meadows, Cobblestone and Rio Del Oro all are providing services through this model.



## Special Education Teachers

- Riverside Meadows-Paige Milgate  
6-8<sup>th</sup> grade, RSP, SDC and RTI students
- Cobblestone- Tara Worthington  
K-5<sup>th</sup> grade, RSP, SDC and RTI students
- Rio Del Oro-Theresa Wheeler  
K-5<sup>th</sup> grade RSP, Inclusion and RTI students
- Rio Del Oro- Jennifer Garcia  
K-1<sup>st</sup> SDC, students with Autism and Speech and Language needs
- Plumas Lake Charter, Independent Study-Marilyn Bertolucci,  
RSP and RTI students



## Special Education Services Currently Offered

- Speech and Language- Yuba County Office of Education
- Occupational Therapy- Baby Steps Therapy
- Adapted P.E.-Yuba County Office of Education
- Specialized Academic Instruction - Plumas Lake
- Behavioral Supports-Together Cognitive & Developmental Behavior Solutions
- Mental Health 26.5 services- Yuba County Mental Health
- Deaf and Hard of Hearing Teacher- Sutter County Office of Education



## Students Currently Receiving Services

- 61 students with IEP's
- Areas of eligibility
  - SLD-specific learning disability
  - SLI-speech & language impairment
  - OHI-other health impairment
  - AUT-autism/ asperger's
  - MR-mental retardation
  - HH-hard of hearing
  - OI-orthopedic impairment



## Questions?

- Feel free to contact me:

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"Don't try to fix the students, fix ourselves first. The good teacher makes the poor student good and the good student superior. When our students fail, we, as teachers, too have failed" -Nerva Collins -educator and parent

Thank you for your time.

*Marilyn*

