

Instruction

School-Wide Pre-Referral Approaches and Interventions (Scientific Research-Based Interventions or SRBI)

It is the District's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. The District utilizes the core principles of the Response to Intervention (RTI) process, as embodied in Connecticut's Framework for RTI, "Using Scientific Research-Based Interventions: Improving Education for All Students," which combines systematic assessment, decision-making and a multi-tiered delivery model to improve educational and behavioral outcomes for all students.

The Board of Education recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance, and help avert the need for referral for possible classification as a student with a disability. Therefore, the District will implement, on a school-wide basis, practices appropriate to enable all of the District's students to succeed in the general education environment.

The District's process will strive to identify students' challenges early and provide appropriate instructions by ensuring students are successful in the general education classroom. In implementing the RTI/SRBI process, the District shall apply:

1. Scientific, research-based interventions in the general education setting;
2. Monitoring and measurement of student progress in response to the instruction and interventions; and
3. Use of these measures (RTI) data of student progress to shape instruction and make educational decisions.

The Superintendent or his/her designee shall develop procedures to implement student interventions; and use teacher observations, and classroom, school or District assessments to identify students who are at risk of academic or behavioral problems and thereby in need of scientific research-based interventions.

Interventions consist of three levels or tiers of assistance that increase in intensity. The three levels shall include:

1. Screening and classroom interventions; (Scientific Research-Based Core Curriculums, Instruction, and Social/Behavior Supports)
2. Targeted small group interventions; and (Scientific Research-Based Supplemental Interventions)
3. Intensive interventions (Supplemental, Research-Based Interventions that are more intensive and individualized)

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The District is committed to follow the core features of the RTI/SRBI process, as follows:

- High quality, research-based instruction and behavioral support in general education.
- School-wide/district-wide screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parental involvement throughout the process.
- Documentation that the special education evaluation timelines specified in IDEA 2004 and in the state regulations is followed unless both the parents and school team agree to an extension.

Parent Involvement in the RTI/SRBI Process

The District shall inform parents regarding the use of scientific, research-based interventions, including:

The state's policies regarding the amount and nature of students' performance data collected and the general education services provided;

Strategies used to increase the student's rate of learning; and

The parent's right to request a special education evaluation.

District implementation of any of the above practices will not impede or delay the appropriate evaluation of a student suspected of having a disability, and the student's right to a free appropriate public education (FAPE).

(cf. 3231 – Medicaid Reimbursement for Special Education Students)

(cf. 5145.71 – Surrogate Parent Program)

(cf. 6159 – Individualized Education/Special Education Program)

(cf. 6164.4 – Identification of Special Needs and Abilities)

(cf. 6171 – Special Education)

(cf. 6172.2 – Remedial Instruction)

(cf. 6172.21 – Supplementary Services)

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School-Wide Pre-Referral Approaches and Interventions (Scientific Research-Based Interventions or SRBI) (continued)

Legal Reference: Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48 and PA 06-18)

10-76f Definition of terms used in formula for state aid for special education.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

10-76b-1 through 10-76b-4 Supervision and administration.

10-76d-1 through 10-76d-19 Conditions of instruction.

10-76h-1 through 10-76h-2 Due process.

10-76l-1 Program Evaluation.

10-145a-24 through 10-145a-31 Special Education (re teacher certification).

10-264l Grants for the operation of interdistrict magnet school programs.

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

34 C.F.R. §300.309 of IDEA, Use of Scientific Research-Based Intervention

American with Disabilities Act, 42 U.S.C. §12101 et seq.

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Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Individuals with Disabilities Act §§ 1413(1); 1414(b)(6)(B)

Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

20 U.S.C. §6368(3) The No Child Left Behind Act

Bd of Ed of the City School District of the City of New York v. Tom F.
128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

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