

**SCHOOL-WIDE TIERED INSTRUCTION AND SCIENTIFIC RESEARCH-BASED  
INTERVENTIONS (SRBI)**

**Policy**

It is the policy of the Trumbull Board of Education 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.

Adopted: 5/7/13

**Regulations**

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

1. Scientific, research-based interventions in the general education (Tier I) setting;
2. Monitoring and measurement of student progress in response to the instruction and interventions; and
3. Use of 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, as well as develop protocols for the use of 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. Tier I – screening and classroom interventions; (Scientific Research-Based Core Curriculums, Instruction, and Social/Behavior Supports)
2. Tier II – targeted small group interventions (supplemental Scientific Research-Based Supplemental Interventions)
3. Tier III – intensive interventions (supplemental Scientific Research-Based Interventions that are more intensive in time, frequency and individualization)

**Procedures**

1. **Tier I instruction** is high quality instruction in academics, behavior, and social-emotional learning (SEL) for all students in their general education classrooms. It is based upon robust curriculum and scientifically researched programs. A combination of district assessments, universal screenings, and/or curriculum-based assessments will provide evidence that the student is meeting all academic and/or behavioral expectations, based on district-established benchmarks. Students who are not meeting all academic and/or behavioral expectations will receive scientific, research-based interventions in the general education (Tier I) setting.
2. **Tier II instruction** is supplemental in nature and considered an intervention. This instruction in academics, behavior, and social-emotional learning (SEL) is provided *in addition to* Tier I instruction and is progress monitored with additional assessment tools. Tier II instruction may take place within or outside the classroom, and may be delivered by the classroom teacher and/or a specialist or other support staff. Placement in a Tier II Intervention is determined at a school-based team meeting. Parents/guardians will be contacted whenever Tier II Intervention plans are developed.

**Regulations cont'd.**

3. **Tier III** provides even more intensive instruction than Tier II, and is typically delivered outside the classroom setting by a specialist or other support staff. More frequent progress monitoring is also a component of this tier of instruction. Placement in a Tier III Intervention is determined at a formal EIT (Early Intervention Team) Meeting. Parents/guardians will be contacted whenever Tier III Intervention plans are developed.

An Early Intervention Team is a multi-disciplinary group of school professionals\* who meet on a regular basis to address students' academic, behavioral, and social-emotional concerns and to help design targeted individualized intervention plans. The purpose of the team is to be an effective problem solving group that:

- Reviews Tier I and II level interventions and accompanying progress monitoring data;
- Targets specific academic, behavioral, and social-emotional instructional needs;
- Designs, implements, and monitors specific individual student plans;
- Communicates the plan to student, designated staff and parent/guardian;
- Reviews plan after approximately 6-8 weeks, continues and/or revises as necessary;
- Determines and identifies next steps based on student's response to early intervention plan.

\*At the Tier III level, a core EIT at minimum includes an administrator, a classroom teacher, and Specialists (i.e. reading, writing, math, behavior, intervention). Additional membership may include a special education teacher, a support staff member (school counselors, social workers, school psychologists, etc.) and related services (i.e. OT, PT, SLP, etc.).

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)

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.

Legal Reference cont'd.

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.  
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.  
Individuals with Disabilities Act §§ 1413(1); 14 14(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)

“Using Scientific Research-Based Interventions: Improving Education for All Students – Connecticut’s Framework for RTI” (August 2008)