

IMPLEMENTATION OF SCHOOL-WIDE APPROACHES AND PREREFERRAL INTERVENTION

The provision of programs and/or services for students starts with the consideration and implementation of instruction in the general education curriculum, with appropriate supports and/or modifications, as needed. The district will ensure that a system is developed, which includes the input of appropriate personnel, for developing, implementing, and evaluating prereferral intervention strategies.

Prereferral/Intervention Instruction Support Plans shall take proactive measures in meeting the broad range of student needs and improving student performance. Prereferral/Intervention strategies and/or Instructional Support Plans shall be reviewed and evaluated to determine their effectiveness, and modified as may be appropriate. In addition, prevention and/or intervention strategies, which are implemented, shall be documented.

It is primarily the responsibility of the school's Principal and building level team to investigate all possible avenues of general education support services that would enable the student to advance academically. Student support services may be provided before, during or after the school day, on weekends, or in the summer. These services will be afforded to all students who do not meet the minimum designated standards on State assessments, and to Limited English Proficient (LEP) students who do not achieve the annual CR Part 154 performance standards.

In implementing prereferral intervention strategies, the district may utilize resources/strategies already in place for qualified students. These include, but are not limited to, Section 504 services, Educationally Related Support Services, Academic Intervention Services, general education support services, instructional modifications, extra teacher support, student volunteer tutorial assistance, counseling support, computer assisted programs, alternative instructional approaches, or alternative program options to address a student's performance prior to a referral to a Committee on Special Education (CSE) or other school based teams (i.e., child study team or instructional support team). These will be formed in accordance with law and/or regulations, and will include individuals with classroom experience.

In this regard, the district's administrators shall ensure that appropriate opportunities exist for collaboration between general educators and special educators and that consultation and support services are available to teachers and other school personnel to assist parents/persons in parental relation to students

and teachers in exploring alternative approaches for meeting the individual needs of any student prior to formal referral for special education.

Prereferral Intervention Strategies/Services will include mechanisms to consider the student's strengths, environment, social history, language, and diversity, in addition to the student's teacher's concerns. The building administrator will ensure that all staff are familiar with intervention procedures and procedures for operating in an early intervention team. Supplemental instruction in English, language arts, math, social studies, and science, as well as support services to deal with barriers to student progress such as attendance, discipline, health, family nutrition, and transient issues, will be afforded to students who score below passing grade or to students recommended by the building level team.

Additional support services may be recommended upon yearly review of the statistical data provided on the School's Report Cards. The principal shall notify each student's parents:

- a. whenever Academic Intervention Services (AIS) are provided and shall ensure that written quarterly report are provided in a language that the parents can understand. These school-wide approaches shall serve as prereferral interventions prior to consideration of special education programs through the Committee on Special Education (CSE).

Prereferral Interventions will not be utilized as a barrier to prevent appropriate referrals for special education services, but shall be used to assess the ability of the student to benefit from regular education services. Should a referral be made to the CSE during the course of implementing Prereferral/Intervention Support Services, the CSE is obligated in accordance with law, to continue its duties and functions, and must meet mandatory time lines for evaluating the student for special education services and implementation of an individualized education program, if applicable.

Definitions

Educationally Related Support Services (ERSS): are curriculum and instructional modification services, direct student support team services, assessment and non-career counseling services and special instruction to eligible students with disabilities pursuant to Education Law and Section 504 of the Rehabilitation Act of 1973. These services are provided to eligible students, individually or in groups, and may include those related consultation services provided to their families and related school personnel in order to enhance the academic achievement and attendance of such students.

Educationally related support services shall also mean speech and language improvement services as defined in the Commissioner's Regulations.

ERSS services may be utilized as a component of any Prereferral/Intervention Instructional Support Plan.

Section 504 Rehabilitation Act of 1973: for students who are qualified for services pursuant to Section 504 of the Rehabilitation Act, but are not classified as students with disabilities as defined in the Education Law Section 4401, Section 504 Accommodation Plans may address instructional support service that can be utilized as components of any prereferral/intervention strategies as deemed necessary and/or appropriate.

Academic Intervention Services: are additional instruction services which supplement that instruction provided in the general curriculum and assist students in meeting the State learning standards as defined in the Commissioner's Regulations, and/or student support services which may include guidance, counseling, attendance and study skills, which are needed to support improved academic performance. However, such services shall not include services provided to students with Limited English Proficiency (LEP) pursuant to the Commissioner's Regulations or special education services and programs as defined in Education Law Section 4401. Academic intervention services are intended to assist students who are at risk of not achieving the state learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments.

In implementing prevention and/or Prereferral Intervention Support Strategies in order to remediate a student's performance prior to referral for special education, the utilization of academic intervention services, as enumerated in Commissioner's Regulations, may be included as a component of any such Prereferral/Intervention Instruction support plan.

Adoption date: September 10, 2009