

IMPLEMENTATION OF SCHOOLWIDE APPROACHES AND PREREFERRAL INTERVENTION

In accordance with the IDEA and Part 200 of the Commissioner's Regulations, the Bethlehem Central School District (the District) has implemented a plan and policy to establish prereferral interventions to remediate a student's educational performance to avoid, wherever possible, inappropriate referrals to the Committee on Special Education (CSE).

In keeping with this policy, it is the responsibility of the building Child Study Team (CST) or Pupil Services Team (PST) to investigate all possible avenues of general education support services to enable students to advance academically.

Prereferral support services may include, but are not limited to,

- improvement services;
- evaluations;
- individual and group counseling;
- consultation with staff and families;
- curriculum and instructional modifications;
- building level educational support;
- Academic Intervention Services (AIS);
- Bilingual and/or English as a Second Language (ESL) services; or
- Training for faculty and staff to support above services for students.

These services may be provided before, during, or after the school day, or in the summer. They must 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 Commissioner's Regulations at 8 N.Y.C.R.R.154 performance standards. Consistent with the District AIS policy, supplemental instruction in English, Language Arts, Math, Social Studies, and Science as well as support services to address barriers to student progress such as attendance, discipline, health, family nutrition, and transient issues will be afforded to students who score a level two or below on state assessments or to students recommended by the Child Study Team.

The District shall provide diagnostic screening for any student who scores below level two on either the third grade English language arts or mathematics assessment for New York State elementary schools.

Diagnostic screening for such students shall include, but not be limited to:

1. Vision and hearing screenings to determine whether a vision or hearing impairment is impacting the student's ability to learn; and
2. A review of the student's instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in both areas.

Student progress shall be monitored periodically through screenings and ongoing assessments of the student's reading and mathematics abilities and skills. If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.

Parents and/or guardians shall be notified regarding information about the performance data that will be collected and the general education services provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the CSE to determine whether the student has a disability.

All schoolwide approaches to provide remediation activities to students who are at risk of not meeting graduation requirements will be considered prior to making referrals to the CSE. These schoolwide approaches shall serve as prereferral interventions prior to consideration of CSE support services. One of the schoolwide approaches the District may use to remediate a student's performance prior to referral for special education is a response to intervention process. This scientific, research-based instruction will be implemented according to Section 100.2(ii) of the Commissioner's Regulations (see RTI # 4330).

The referral form to the CSE shall enumerate all prereferral interventions made available to the student to enable the CSE to determine which of these interventions have been tried or the reason why no such attempts have been made. Each referral shall be reviewed to determine its appropriateness and whether prereferral interventions have been adequately utilized and if further interventions are deemed necessary.

If a building administrator initiates a referral to the CSE, it shall be forwarded to the CSE chairperson immediately.

This policy shall remain in full force and effect unless modified by the Board of Education.

Authority: 8 N.Y.C.R.R. 200.2(b)(7)
8 N.Y.C.R.R. 117.3(c)(4)
8 N.Y.C.R.R. 117(2)(e)
8 N.Y.C.R.R. 117.3(d)
8 N.Y.C.R.R. 117(c)

Adoption date: February 4, 2009

Reapproved date: April 17, 2019