

## SCHOOLWIDE APPROACHES AND PRE-REFERRAL INTERVENTIONS

The Board of Education recognizes the importance of school-wide approaches and pre-referral interventions in preventing unnecessary special education referral and/or classification. Pre-referral intervention services shall include educationally related support services, speech and language improvement services, academic intervention services and any other services designed to address the needs of the student and maintain a student's placement in general education with the provision of appropriate educational and support services. Accordingly, all students shall have access to pre-referral interventions to address academic and behavioral issues prior to a referral to the Committee on Special Education ("CSE").

The Board will create formal pre-referral child study teams ("CST") and/or instructional support teams ("IST") within each school to remediate a student's performance prior to classification. Such teams will be implemented using the following steps:

- 1) Criteria will be established for the selection of team members who have knowledge of the law regarding education of students with disabilities and who have experience using and designing instructional techniques to address the student's individual needs.
- 2) Team members will be involved in and agree to the selection process.
- 3) Teams will include representatives from general and special education, as well as other disciplines, and include individuals with classroom experience including bilingual education or English as a Second Language in the case of Limited English Proficient students.
- 4) Teams will establish goals for meetings and assess progress on an ongoing basis.

Pre-referral interventions will be implemented to address the student's performance prior to a referral to the CSE and may include:

- 1) Supports, strategies and accommodations to meet the student's needs.
- 2) An established system to support the delivery of pre-referral interventions, supports, services and modifications.
- 3) Time set aside for collaboration between general educators and special educators.
- 4) Consultation and support for teachers and other school personnel to assist parents and teachers in exploring alternative approaches for meeting the needs of any student.
- 5) Consideration of the student's strengths, environment, social history, language and cultural diversity in addition to teachers' concerns. Interventions may include bilingual education or English as a Second Language for Limited English Proficient students.
- 6) Use of team teaching, cooperative learning, and smaller instructional groups.
- 7) Where available, scientific, research based pre-referral interventions implemented by qualified personnel.

School administrators shall facilitate the pre-referral process as necessary and shall be responsible for the successful implementation of pre-referral strategies. The Board directs administrators to ensure that:

- 1) A mentoring and consultative system is in place.
- 2) There is accountability so that recommendations of the teams are implemented in a timely and quality manner.
- 3) District-wide training to general and special educators is provided.
- 4) Recommended interventions are available.
- 5) The distinction between students who require general education support services versus students with disabilities is understood
- 6) All staff understands curriculum modifications, language and cultural issues, and the role of the CSE members and the CSE process, including the difference between language differences and disabilities in the case of Limited English Proficiency students.

The Board will ensure that parents are involved in developing pre-referral strategies. To ensure parental participation, the following shall occur:

- 1) Parents may be invited to participate in CST/IST meetings.
- 2) Teams will actively seek parents' specialized knowledge about their child.
- 3) Intervention and strategies will incorporate parent information.
- 4) Teams will solicit feedback from parents on the success of the interventions and strategies.

Pre-referral interventions shall be reviewed and evaluated periodically to determine their effectiveness.

Legal References: 8 N.Y.C.R.R. §200.2(b)(7)  
No Child Left Behind Act of 2001

1st Reading June 19, 2007  
2nd Reading & Adoption July 9, 2007