



General Assembly

February Session, 2016

Raised Bill No. 5308

LCO No. 413



Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT CONCERNING A GENERAL EDUCATION MULTITIERED SYSTEM OF INSTRUCTION AND SUPPORTS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. (*Effective from passage*) (a) Not later than July 1, 2017, the
2 Department of Education shall review and revise the 2008 version of
3 the department's framework for response to intervention entitled
4 "Using Scientific Research-Based Interventions: Improving Education
5 for All Students". The revisions shall include the following:

6 (1) Recommendations for the elements of high-quality core
7 curriculum and instruction aligned to the common core state
8 standards, irrespective of commercial programs or pedagogical
9 approaches at the elementary school, middle school and high school
10 levels;

11 (2) Recommendations for the elements of a positive school culture
12 including (A) research-based structures, strategies and methods that
13 support all students in meeting high expectations school-wide, (B)
14 research-based restorative discipline practices that reduce suspension

15 and promote inclusion, (C) relationship-building strategies among and
16 between students, faculty, families and the community, and (D)
17 research-based student, family and community governance structures
18 that build positive school communities;

19 (3) Recommendations for universal screening in literacy, reading,
20 writing and mathematics;

21 (4) Recommendations for scientific research-based progress
22 monitoring for students receiving supplemental or intensive levels of
23 instruction or behavioral supports and interventions;

24 (5) Recommendations for the use of a multitiered system and the
25 targeted interventions and supports used at each tier of such
26 multitiered system, including recommendations for schools with
27 significant numbers of students requiring interventions or supports;

28 (6) Recommendations for the effective use of assessment and
29 observational data to adjust interventions and supports;

30 (7) Examples of decision-making and logic models to adjust the
31 frequency, intensity and duration of interventions or supports at each
32 tier and in between tiers, including exit from additional intervention
33 and follow-up screening and monitoring;

34 (8) Examples of school processes that support interventions,
35 including schedules and staffing models, staff redeployment strategies,
36 research-based tools and professional development resources;

37 (9) Recommendations for procedures that ensure fidelity of
38 implementation;

39 (10) Recommendations for intervention team structures, roles and
40 responsibilities;

41 (11) Requirements for student and family communication regarding
42 meetings, interventions, supports, targets and outcomes; and

43 (12) Recommendations for referrals to a planning and placement
44 team meeting to discuss further or specialized evaluation at any time
45 before, during and after multitiered intervention and supports.

46 (b) Not later than July 1, 2018, the department shall provide
47 professional development training to educators regarding the revisions
48 made to the department's framework for response to intervention
49 entitled "Using Scientific Research-Based Interventions: Improving
50 Education for All Students" pursuant to subsection (a) of this section.

51 Sec. 2. (NEW) (*Effective from passage*) For the school year
52 commencing July 1, 2019, and each school year thereafter, each local
53 and regional board of education shall ensure that each school under its
54 jurisdiction develops and implements a general education multitiered
55 system of instruction and supports for students requiring
56 supplemental or intensive assistance. The board of education shall
57 assign the superintendent of schools or the school principal the
58 responsibility of developing and implementing the educational
59 support system at each school. The educational support system shall
60 include, at a minimum an educational support team, a literacy and
61 numeracy leadership team and a multitiered system of services,
62 including instructional and behavioral interventions and
63 accommodations. The educational support system shall (1) be
64 integrated, to the extent appropriate, with the general education
65 curriculum, (2) be designed to increase the ability of the general
66 education system to meet the needs of all students, (3) be designed to
67 provide students the support needed regardless of eligibility for other
68 categorical programs, (4) provide clear procedures and methods
69 aligned to each aspect of the revised framework for response to
70 intervention entitled "Using Scientific Research-Based Interventions:
71 Improving Education for All Students", described in section 1 of this
72 act, (5) ensure collaboration with families, community supports and
73 the system of health and human services, and (6) ensure that gifted
74 and talented students are able to take advantage of the multitiered
75 systems of supports related to enrichment and advanced learning

76 opportunities. The board of education shall annually report to the
77 Commissioner of Education, in a form and manner as prescribed by
78 the commissioner, on the general education multitiered system of
79 instruction and supports used in each school.

80 Sec. 3. (*Effective from passage*) The Commissioner of Education shall
81 establish guidelines for teachers and administrators in following
82 federal laws relating to provision of services for children with
83 disabilities and the implementation of sections 1 and 2 of this act.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	New section
Sec. 2	<i>from passage</i>	New section
Sec. 3	<i>from passage</i>	New section

Statement of Purpose:

To require the Department of Education to update the 2008 version of the department's framework for response to intervention entitled "Using Scientific Research-Based Interventions: Improving Education for All Students" and to establish a general education multitiered system of instruction and supports at each school for students requiring supplemental or intensive assistance.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]