



House of Representatives

General Assembly

File No. 403

February Session, 2016

Substitute House Bill No. 5308

House of Representatives, April 4, 2016

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING REVISIONS TO THE DEPARTMENT OF EDUCATION'S FRAMEWORK FOR RESPONSE TO INTERVENTION.

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 the use of referrals to a planning and
44 placement team meeting for the purpose of further discussions or a
45 specialized evaluation at any time before, during and after multitiered
46 intervention and supports.

47 (b) Not later than July 1, 2018, the department shall provide
48 professional development training to educators regarding the revisions
49 made to the department's framework for response to intervention
50 pursuant to subsection (a) of this section.

51 Sec. 2. (*Effective from passage*) Not later than January 1, 2018, the
52 Commissioner of Education shall submit proposed guidelines and
53 recommendations for legislation regarding the provision of services for
54 children with disabilities in accordance with the revisions made to the
55 Department of Education's framework for response to intervention
56 entitled "Using Scientific Research-Based Interventions: Improving
57 Education for All Students", as described in section 1 of this act, to the
58 joint standing committee of the General Assembly having cognizance
59 of matters relating to education, in accordance with the provisions of
60 section 11-4a of the general statutes.

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

ED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact: None

Municipal Impact: None

Explanation

The bill, which requires the State Department of Education (SDE) to revise the 2008 framework for response to intervention, is not anticipated to result in a fiscal impact as SDE has the staff and expertise available to perform the duties.

The Out Years

State Impact: None

Municipal Impact: None

OLR Bill Analysis

sHB 5308

***AN ACT CONCERNING REVISIONS TO THE DEPARTMENT OF
EDUCATION'S FRAMEWORK FOR RESPONSE TO
INTERVENTION.***

SUMMARY:

The Office of Legislative Research does not analyze Special Acts.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 32 Nay 0 (03/16/2016)