

SRBI Process

Groton Public Schools

Step 1 Grade/Content level data team and teacher collaboration

The teacher brings the student performance data to the grade level/content team. The team discusses the case and makes recommendations and sets a SMART Goal. The instructional data team determines the instructional intervention. The student progress is monitored for 6 to 8 weeks with a minimum of 6 data points being considered at the next juncture. Of these 6 data points, a minimum of 2 must initially be results from a standardized test (e.g. CMT, CAPT, MAP, Lexia, Read 180). The other 4 data points should be the results from a teacher created instruments (e.g. dipstick, warm up activity, common formative assessment, summative assessment). The instructional intervention may be repeated, adjusted, or discontinued based upon student progress. The next series of 6 to 8 data points does not necessary include data from standardized assessments. This is an ongoing and continuous process that is part of Tier 1 instruction.

Step 2 Request for Assistance

The classroom teacher fills out a request for SRBI assistance (electronically, see form) and submits it to the SRBI chair. Upon receiving the request the SRBI chair will schedule a meeting in 1 to 2 weeks. The file will be posted on SharePoint for team to review prior to the meeting. An invitation to a team meeting will be emailed to the referring teacher as soon as a meeting date is scheduled. The Chair may be Building Administrator, Team Leader, Instructional Leader, Guidance Counselor or School Psychologist.

Step 3 SRBI Team Meeting

The SRBI Team meets and discusses the data. The team makes instructional and/or behavioral recommendations specific to supplemental Tier 2 or 3 interventions; identifies the appropriate interventionist(s); and sets an instructional target and data points. The next meeting is set for 6 to 8 instructional weeks. During that time the interventionist provides targeted instruction and conducts progress monitoring.

Step 4 SRBI Team Reconvenes

The interventionist presents data to the team. The team reviews and discusses the effectiveness of the intervention and recommends continuing, adjusting, or releasing the student from the intervention plan. If the SRBI team has determined that Tier 2 or Tier 3 interventions need to be adjusted the team will reconvene in another 6 to 8 instructional weeks to review the student's progress and again review the progress monitoring data and recommend continuing, adjusting, or releasing the student from the intervention plan.

The connection between Interventions and a Possible Referral for Special Education Services

In very few cases there may be evidence the intervention(s) has/have not achieved the desired result given a reasonable time and collection of data points. When this occurs a PPT may be warranted and recommended by the SRBI chair. A referral to a PPT is not the linear or natural result of a student receiving interventions at either Tier II or Tier III. It is the exception not the rule. A case manager is assigned and all pre-referral paperwork and documentation of parent contacts should be completed by the case manager (grade level teacher, special education teacher, school psychologist or guidance counselor). Upon receiving the referral paperwork the grade level special education teacher will schedule a PPT and start the official special education initial referral process.