To learn more about SRBI, you may consult the following resources:

**Contacts for Canton’s SRBI Process:**

- Your child’s building principal or assistant principal
- District SRBI Coordinator
  
  Liz Legere  860-693-7707
  
  www.cantonschools.org/~elegere

**Where to find more information about SRBI:**

Your child’s school’s website, click the “SRBI” link

CT Parent Information and Resource Center

(www.ctpirc.org)..........................1-800-842-8678

CT Parent Advocacy Center

(www.cpacinc.org)..........................1-800-445-2722

CT State Department of Education

(www.ct.gov)...............................860-713-6910
Canton’s Vision of SRBI
Scientific Research-Based Interventions (SRBI) enhance Canton Public Schools’ ability to continue its tradition of academic excellence by providing high quality instruction to all students in the general education classroom. SRBI ensures that struggling students receive timely support in order to develop the skills necessary to meet grade level benchmarks and succeed in school.

What is SRBI?
SRBI encompasses a flexible problem-solving model in which schools provide timely assistance to students, with that assistance matched to each learner’s level of need. SRBI is most commonly used to improve students’ literacy, math, and behavioral skills. The Connecticut State Department of Education has adopted SRBI for all students who demonstrate difficulty in academic areas. Canton Public Schools utilize a three-tiered continuum of support that becomes increasingly intense and more individualized, depending upon a student’s level of need.

Each Tier is different and students can move between Tiers as needed. For example, if a student is progressing well in Tier III, that student may be moved to Tier II for that intervention.

SRBI and Parents/Guardians
Research indicates that parents’/guardians’ active involvement in their child’s learning promotes student achievement. The following are suggested ways to support your child’s learning:

- Make reading and math an everyday habit
- Talk with your child’s teacher regularly
- Check homework assignments and assist when necessary
- Celebrate your child’s strengths, talents, interests, and successes
- Learn more about the curriculum, assessments, and interventions being used in your child’s school
- Participate in conferences and other meetings about your child
SRBI and Special Education

In 2010, the Connecticut State Department of Education released revised Guidelines for Identifying Children with Learning Disabilities. These guidelines mandate the use of SRBI for all students who are suspected of having a learning disability. Before being found eligible for special education and related services, these students must be provided with effective instruction and have their progress monitored carefully to determine whether their educational needs can be met in general education.

Information obtained about a student’s progress during tiered instruction can be very helpful in determining whether the student has a learning disability and whether the student would be better served with special education services.

It is important to note that SRBI does not replace the special education process. If, at any time, parents/guardians believe their child has a disability that is affecting his or her learning, the parents/guardians have a right to request an evaluation for special education.

Tier I includes high quality instruction.

All students receive this first level of instruction/behavioral support from their teacher in the general education classroom. Tier I supports are the academic and behavioral strategies that all teachers routinely use at the first sign that a student is struggling. Parents/guardians are kept informed of strategies and progress by the classroom teacher.

Tier II includes additional targeted, supplemental instruction, typically provided by, or under the supervision of, a specialist.

Students who continue to struggle, even with Tier I interventions/strategies in place, are moved to Tier II. In Tier II, students needing additional targeted instruction receive this instruction in a small group provided by, or under the supervision of, a specialist. Students continue to receive high quality Tier I instruction while receiving Tier II interventions.

Tier III includes intensive interventions.

When it is determined that a student is not making sufficient progress and needs more support than he or she is receiving in Tier II, the intensity of services is again increased (smaller group size, longer duration, more frequent).
Below is a graphic that shows the levels, or Tiers, of SRBI and how these correspond with Canton Public Schools’ processes.

What is SIT?

When a student does not show the expected academic or behavioral growth, even after having received research-based instruction and Tier I support, or assessment data show that the student requires support, he or she is referred to the Student Intervention Team (SIT). The SIT is composed of knowledgeable school staff who work with the student’s teacher, using a continuous problem-solving process to determine a student’s academic or behavioral needs. The SIT then develops an effective and clearly defined plan to ensure that the student receives an appropriate intervention, with sufficient intensity, to meet his or her needs. The student will continue to receive Tier I interventions while also receiving Tier II or Tier III interventions that are explicitly defined through the SIT problem-solving model.

What is Child Study?

When a student is participating in the research-based general education curriculum and a teacher sees that this student is struggling, the teacher attempts and documents classroom interventions with the student. These could include changing the student’s seat, implementing a behavior chart, or giving the student additional review and practice, whether alone or with a small group of peers exhibiting the same difficulty. The teacher meets with the grade level or subject area team to discuss what he or she is doing with this student in order to brainstorm additional strategies that may help. If the student does not make the expected progress, even with these classroom interventions, the student may be referred to the Student Intervention Team (SIT).