



LONG BRANCH PUBLIC SCHOOLS

"WHERE CHILDREN MATTER MOST"

INTERVENTION & REFERRAL

I&RS

SERVICE GUIDE



The purpose of this manual is to serve as a resource that is intended to assist all stakeholders in attaining the mission of our school district, where all students will meet or achieve the standards set forth by the state of New Jersey, regardless of any barriers to academic achievement.

Since the effectiveness of fulfilling this mission will depend largely upon the capacity of our school's ability to respond to the diverse educational needs of our students and any emerging academic, behavioral and health challenges, the manual will provide guidelines and procedures to administrators and I &RS teams regarding their functions, responsibilities and roles as it pertains to the intervention and referral school based process.

It will additionally ensure that our schools and district are compliant with the state of New Jersey's Intervention and Referral Services code mandate ( N.J.A.C. 6A:16-8) The code requires that each school choose the appropriate multidisciplinary team approach for the planning and delivery of services. ( N.J.A.C. 6A:16-8 (a) ) .

*\*A majority of the suggested I&RS practices and procedures included in the manual have been adapted for use with permission from the New Jersey Department of Education .*

A young child with a joyful expression is holding up five wooden blocks, each with a letter, to spell out the word 'LEARN'. The child's hands are positioned on either side of the blocks, which are held in front of their chest. The background is a soft-focus green, suggesting an outdoor setting. The text 'SECTION 1: CORE TEAM MEMBERS & PROCESS' is overlaid in white, bold, sans-serif font at the top of the image.

# SECTION 1: CORE TEAM MEMBERS & PROCESS

## I&RS Core Team Members

As specified in N.J.A.C. 6A:16-8.3, each school will identify the roles and responsibilities of the building and district staff who participate in planning and providing intervention and referral services. The following leadership roles described below should be assigned to a different member of the “core” I&RS team. It is suggested that roles rotate on a pre-determined basis.

**The Person Requesting Assistance** - Requests for help from the I&RS team for educational problems can be made by any individual who works with students on behalf of the school district, as well as by parents.

**Building Principal or General Education Designee** – If the principal does not serve as a member of the core group, his or her designee should be on staff of the regular education program for the building and have the *authority of the principal to make decisions* to fully develop and implement I&RS action plans.

**General Education-Master Teacher** – The team should have a representative of the instructional staff for the building. The team may choose to include more than one teacher to represent various grades or disciplines.

**Student Support Staff** - One or more representatives from among the following student support titles should be included on the team: substance awareness coordinator, guidance counselor, school psychologist, learning disabilities teacher-consultant, school social worker, speech language specialist or school nurse. Literacy coaches, attendance officers and Social Workers should serve as extended team members as well.

**\*All district I&RS Teams should minimally consist of the I&RS Advisor, Classroom Teacher, Nurse & school CST representative .**



## STEP 1 REQUEST ASSISTANCE

**Problem Identification-**The *overall* process begins when a staff member or parent identifies a problem and decides that they need assistance with a *learning, behavior or health* problem encountered in the general education program.

Any staff member can make a request for assistance to the I &RS/504 team by completing Initial Request for Assistance forms ( see appendices) and returning them to the school Student Advisor/ I&RS Coordinator . The advisor will review the form to ensure the identified student is clearly defined and that all accompanying documentation forms are provided. They will simultaneously assign a case manager and schedule the initial problem-solving meeting (approximately two weeks from receipt of the request) and the first follow-up meeting (approximately four weeks after the initial problem-solving meeting) with the record keeper.

## STEP 2 DATA ANALYSIS

**Distribute the Data Collection Forms- Advisor** The first task is the collection of comprehensive information on the presenting problem. Only ***Specific, descriptive, objective and factual*** information and data on ***observable behaviors*** regarding ***academics, behavior and health*** are retrieved from the person requesting assistance and other staff and community members. This will ensure the ability to formulate a complete picture of the problem and the context in which it occurs.

**Conduct Staff & Student Interviews** The case coordinator, at a minimum, *interviews* the person requesting assistance, the student and where appropriate, *other school staff*.

**Conduct observations of the student in a variety of settings.** The advisor should also gather prior performance data relevant to the student to further identify the student's difficulties in the general education program.

## STEP 3 PARENT NOTIFICATION

The I&RS Coordinator will establish the date, time and location of required staff to attend. They will notify Core Team Members and other required staff of the meeting at least one week prior to the meeting date.

Notification to the parent/guardians scheduled meeting should be ensured by the following:

- Mail notice of meeting to parent/guardian (confirm address)

- Parent /guardian contact via phone

- Notice of meeting sent home with student (see appendices for sample forms)

- Home Visit (if necessary)

**\* Parents are to be notified by the person requesting assistance prior to submitting initial request.**



## STEP 4 -ACTION PLANNING

After *all* information has been obtained for a case, the team should systematically complete the steps of the problem-solving process within 30 to 45 minutes or less. The following problem-solving model obtained from the NJDOE I&RS resources may be used to analyze and strategize requests for assistance should incorporate the following basic steps, they are described below:

### Problem Solving Process

Describe the problem

Select and state the priority problem

Develop a behavioral objective

Review prior Interventions

Brainstorm Solutions

Analyze an evaluate brainstormed solutions

Mutually agree upon a solution



**Eligibility for services**, based on the analysis and solution planning the I&RS team will determine the student's eligibility for I&RS and or 504 services.

**Development of Action Plan-** Once the team determine the student should receive I&RS services the team will develop an action plan that specifies

**Goals & Objectives-** These must be written in observable and measurable terms (SMART )

**Intervention Strategies-** Intervention strategies will be developed based on identified goals and objectives and utilizing the collective expertise of the I&RS team, district resources and best practice, evidence based intervention strategies. The intervention strategies will clearly delineate individual responsibilities, a timeline for intervention and date for review meeting. Please see the appendices and the following information below retrieved from the NJDOE resources for I&RS planning for action planning guidelines.

*The team develops a written plan for implementing the consensus strategies identified in the problem- solving phase of the process. The plan should include, at a minimum, the following information:* Student name (if appropriate to the issue) or anonymous ID. Baseline data on the target behavior(s) for comparison purposes. Date the request for assistance was made. Selected strategies for achieving the behavioral objective. Date of the meeting. Persons responsible for each strategy. Names of all participants in the meeting. Timelines for completion of each strategy. Anticipated behavioral outcome (measurable and achievable). Beginning, follow-up and ending dates for the plan. Target behavior(s). Plans for supporting implementers and evaluating progress.



## Step 5- Implement and Monitor Action Plans

The case manager- coordinator *oversees* the timely implementation of the components of the action plan, the achievement of the SMART goal objective(s) and the follow-up plan.

Any core team member can be assigned to this and can provide feedback to the I&RS Team members as well as copies of meeting notes to the person's responsible for implementation of the Action Plan.

Case managers will immediately notify the principal if resources are not available to implement the interventions or if designated staff are not adhering to the agreed upon implementation plan.

In addition they will provide the student and parent with feedback on the student's progress towards achieving performance goals and objectives identified in the intervention plan.

Parents are re-contacted to discuss the plan and to explain the strategies identified in the plan that parents can implement at home to reinforce the activities of the school and help achieve the measurable objective for the student established in the I&RS action plan.

## Step 6- Support, Evaluate & Progress Monitor



### SUPPORT

**Provide Support** The case coordinator should contact implementers of the plan within one to two weeks of the scheduled beginning date of the plan to inquire if assistance is required. This can be conducted in through conversations, interviews, classroom observations, checklists or other procedures that will ensure full implementation and an objective assessment of the I&RS action plan. Making timely contact with implementers can increase the chances for initiation of the plan and troubleshooting.



### EVALUATE

**Evaluate Progress** Relevant data should be collected from implementers on progress toward achievement of the outcomes identified in the plan. The data should be compared against the baseline data collected on the behavior of concern to provide an objective measure of success and to assist in decision making on the status of the current action plan.



### PROGRESS MONITOR

**Review Case** A pre-scheduled meeting to plan to review progress and make decisions on whether to continue, revise or terminate any portion of the action plan's interventions (e.g., SMART goal outcomes, remedial strategies, supports required for successful implementation, timeframe, etc.) This should be based on the achievement results of the objective. Given that short-term behavioral objectives are created, the follow-up meeting to evaluate the action plan typically should occur two to four weeks after implementation of the plan begins. The case coordinator and person requesting assistance reviews all relevant information, records and documents progress to determine the degree of successful implementation of the action plan and achievement of the *outcomes* identified in the plan.

Following this, the case is subsequently placed on the agenda only when there is a reason, otherwise the team moves on to other business. The I&RS process continues f&RS action plan can last one week or for a student's entire school career, depending upon the documented needs.

If a CST referral is deemed necessary following the I&RS process all related I&RS documentation and action plan interventions to the CST at the time of the referral. A list of all students who were referred to the TEAM should be maintained by the Advisor/Coordinator (see attached spread sheet). At the end of the school year a summary sheet of I&RS cases new and on going with a breakdown of concerns addressed should be provided to the building principal and forwarded to the Office of Special Services ( see annual summary report form)

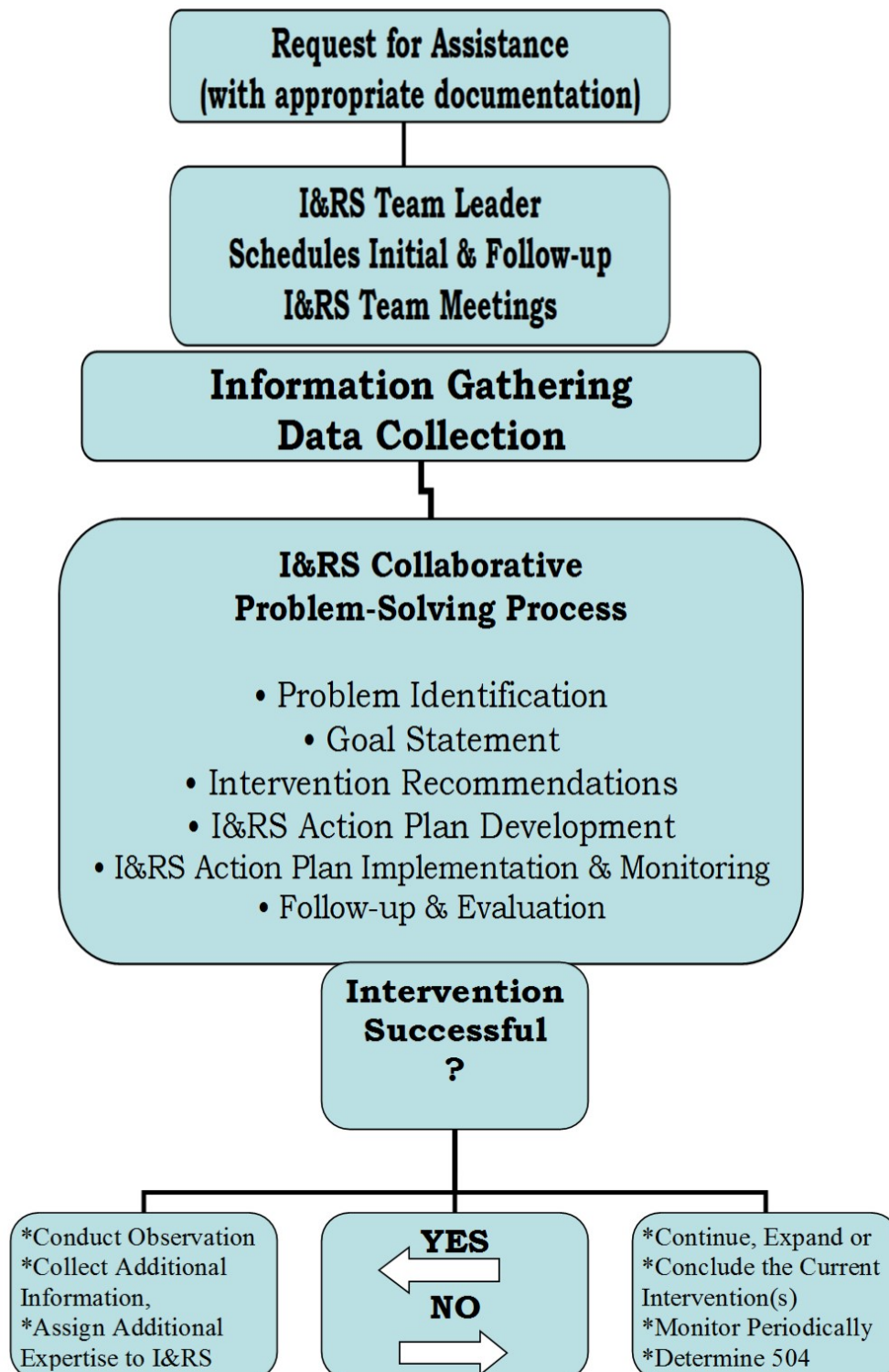


The link below will bring you to the district I&RS forms. These are to be used to support the implementation of the I&RS process. Requests for Assistance , Action plans and Follow Up forms should be filled out accurately and completely by both classroom teachers requesting assistance as well as action planners developing goals and interventions. These forms become the documentation for all actions taken to support struggling students and a file should be maintained for each student referred to the team.



[https://docs.google.com/document/d/1Q2NEzOF9wrjer5L\\_pkTYDZR8dAYAcJEyqltjwf2NhSs/edit](https://docs.google.com/document/d/1Q2NEzOF9wrjer5L_pkTYDZR8dAYAcJEyqltjwf2NhSs/edit)







## PLAN PRO-ACTIVELY USING DATA

- Utilize the district LINKit database to analyze performance data as well as to plan academic SMART goals . ( whole school & individual)
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- Investigate student progress using district informal and formal performance assessments - indicators.
- Observe all students in their learning environment to determine learning styles and roadblocks.
- Identify achievement gaps using the levels of expected criteria across grade levels.
- Prepare specific interventions based on data and performance assessed.
- Monitor fidelity to application of interventions.
- Interventions can be applied as programs OR as specified differentiated teaching strategies but all must be monitored.



## PBIS, SEL & LIFE SKILLS

- A whole school plan for Positive Intervention Behavior Supports (PBIS) using a TIERED approach should be in place. This will provide for whole school incentives , school wide and classroom behavior expectations and criteria as well as a systematic approach to identifying and implementing behavior interventions.
- SEE PBIS MANUAL FOR RESOURCES
- Consistency in classrooms for addressing behavior and classroom management using the same criteria for expected behaviors accentuated with a positive approach optimizes as research suggests.
- Fidelity to the implementation of the Olweus Anti Bullying , PATHS or Character Education curriculum's and lessons
- Small group counseling sessions for students struggling with identified executive functioning capabilities , SEL and/or Life skills should be in place each marking period.
- Consistent documentation of behavior infractions, aligned to monthly behavior report.



#### **Intervention Central -Academic Intervention Planner**

The Intervention Planner for Academics is a free online tool that lets educators put together customized academic intervention plans to address reading, writing, and math issues for struggling learners. Once you have created an academic intervention plan, you can download the plan in text or PDF format and even email it to others. And if you have a free Intervention Central account, you can also save academic intervention plans that you create online for later retrieval.

<http://www.interventioncentral.org/tools/academic-intervention-planner-struggling-students>.



#### **Intervention Central- Response to Intervention resources**

Intervention \_Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards

<http://www.interventioncentral.org/home>



#### **RTI Action Network**

The RTI Action Network is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. Our goal is to guide educators and families in the large-scale implementation of RTI so that each child has access to quality instruction and that struggling students – including those with learning disabilities – are identified early and receive the necessary supports to be successful. The RTI Action Network is a program of the [National Center for Learning Disabilities](#), funded by the Cisco Foundation and in partnership with the nation's leading education associations and top RTI experts.

<http://rtinetwork.org/about-us>



#### **PBIS World**

TIER I,II and III interventions by BEHAVIOR along with information, behavior tracking sheets, and many additional resources.

<http://www.pbisworld.com/>



RESOURCES

# Intervention

RESOURCES

## **National Center on Response to Intervention-RTI and Mathematics**

<http://www.rti4success.org/>

[http://www.rti4success.org/sites/default/files/rti\\_and\\_mathematics\\_webinar\\_presentation.pdf](http://www.rti4success.org/sites/default/files/rti_and_mathematics_webinar_presentation.pdf)



## **Florida Center for Reading Research**

<http://www.fcrr.org/>



## **Reading Rockets-RTI Article and resources**

The What Works Clearinghouse reviewed the research available about using Response To Intervention to help primary grade students overcome reading struggles. WWC's recommendation for tier 2 of RTI is to provide intensive, systematic instruction on up to three foundational reading skills in small groups to students.

[Rhttp://www.readingrockets.org/article/30673/](http://www.readingrockets.org/article/30673/)



## **Positive Behavior Interventions and Supports**

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

<http://pbis.org/default.aspx>



## **Differentiation- Resources for Teacher**

A multitude of differentiation techniques and resources are provided as well as the underlying framework for application

[http://www.fortheteachers.org/differentiation\\_framework/](http://www.fortheteachers.org/differentiation_framework/)

