



INTERVENTION & REFERRAL SERVICES(I&RS)

Per the provisions of N.J.A.C. 6A:16-7.2(a), College Achieve Central Charter School follows the required functions of the coordinated system of intervention and referral services in each school building are as follows:

1. Identify learning, behavior and health difficulties of students;
2. Collect thorough information on the identified learning, behavior and health difficulties;
3. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior and health difficulties;
4. Provide support, guidance, and professional development to school staff who identify learning, behavior and health difficulties;
5. Provide support, guidance, and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;
6. Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;
7. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
9. Maintain records of all requests for assistance and all intervention and referral services action plans, according to the requirements
10. Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate; and
11. At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate."

School Intervention Teams (SIT) and the Response to Instruction Program (RTI) Model

Rational: Under the Individual with Disabilities Education Improvement Act of 2004 (IDEA) and New Jersey Administrative Code (NAC), the District has a “Child Find” obligation to ensure that all children with disabilities residing in the State, including children with disabilities who are homeless, wards of the State, or attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

Mission: The Student Intervention Team (SIT) will provide viable educational interventions for students prior to, or in lieu of, referral for special education, or when referral to existing formal programs within regular or special education is inappropriate. The main purpose of the SIT is not referral for special education. Instead, focus is placed on early detection and successful remediation of academic and behavioral difficulties across all at-risk students.

When Intervention is Appropriate:

School staff should consider requesting the assistance of the SIT whenever a student exhibits any of the following:

- The student demonstrates behaviors that are resistant to conventional classroom management techniques;
- The student presents a substantial risk of failing one or more subjects during any grading period;
- The student is at risk of retention at the end of the year;
- The student is absent without medical excuse for more than 10 school days in any school semester;
- The student is 16 to 21 years old and is planning to leave school without a high school diploma;
- The student is involved in high risk behavior, e.g., substance abuse, suicide attempts, etc.;
- The student’s parent requests additional assistance that teacher needs assistance with.

College Achieve Central Charter School

Response to Instruction Program (RTI) Model Process

Request for Assistance

- Contact the student's teacher
- Referrals can be made by any relative party, parent, staff, etc.

Complete the "Red Flag" referral form

- Forms can be obtained at each school office.
- Attach relevant supporting data which can include student work samples, assessment data,

Gather Information

- The person submitting referral should collect additional relevant data.
- This data should be attached to "Red Flag" referral form.
- Referral form is then submitted to administration for review.

Referral Reviewed

- The form is reviewed for compliance
- Referral submitted to SIT
- SIT schedules meeting with parent
- The process is explained to the student's parent and all relevant parties

Meeting is Held

- Team reviews background and data provide
- They describe the problem in objective and measurable terms
- Design a plan for implementation of intervention

Progress Monitoring

- The plan is monitored and modifications are made as, and when needed
- Referral for a special education evaluation as need, when needed

Nine Principles of a Successful RTI Program

Based on extensive research and years of experience with using data in the classroom, College Achieve Central Charter School follows the following Best Practices, which closely align with the research on essential elements of RTI.

1. **Evidence-based instruction & Standard Based Instruction** for all students in all tiers
2. **Differentiated instruction** at all tiers with personalized goal-setting that allows intervention to be delivered immediately (instead of “waiting to fail”)
3. **Sufficient academic engaged time**, increasing with level of intervention
4. **Time for practice of key skills**, personalized and with feedback to student and teacher
5. **Frequent assessment**, at three levels: screening, progress monitoring, and diagnostic
6. **Real-time use of data** to make decisions for instruction and interventions (data-driven decision making)
7. **Best use of technology**: using computers for efficient assessment, data access, and documentation, with usage and data integrated across all tiers
8. **Parental involvement** includes Powerschool & Class Dojo home connections that helps parents stay up to date from home (English or Spanish)
9. **Professional development** helps educators reach their full teaching potential

Services and support may include:

- Academic intervention Plan
- Behavior Intervention Plan
- Functional Behavioral Analysis
- Mental Health Referral
- Targeted internal counseling with counseling department
- Outside counseling referral
- Formal special education evaluation
- Medical referral
- 504 Plan
- Individual Education Plan (IEP)
- Request for reasonable accommodations
- and other services and supports based on individual needs based on the IEP.