Waterford Township School District

RtI & Intervention & Referral Services (I&RS)

Revised 2024

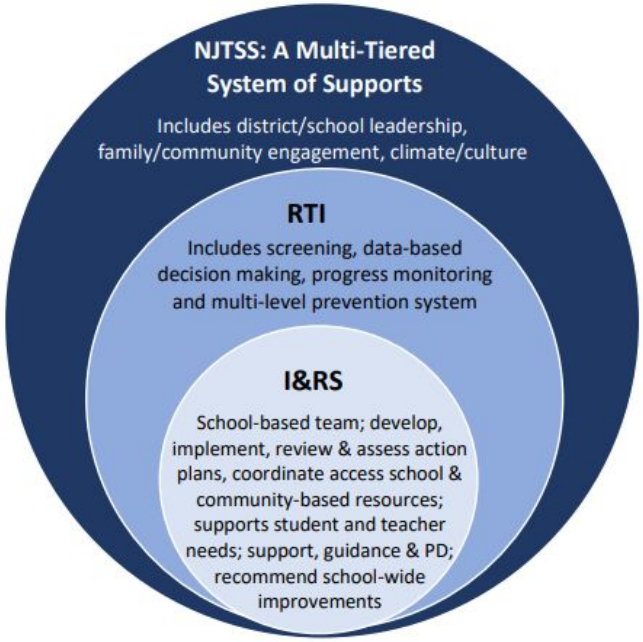
Waterford Township
School District

Intervention and Referral Services

What is I&RS?

Intervention and referral services (I&RS) refer to a coordinated system in every school for planning and delivering intervention and referral services to assist students experiencing learning, behavior or health difficulties and for staff who experience difficulty addressing said needs (N.J.A.C. 6A:16-8.1(a)).

What is the relationship between I&RS and MTSS?



What is the Purpose of I&RS?

1. Assist a struggling student in improving educational outcomes
    a. The intervention and referral services shall be provided to support students in the general education program and may be provided for students who have been determined to need special education programs and services
1. Identify interventions to assist teacher with meeting student's needs
2. Monitor success of student interventions
3. May determine if a child needs additional services

I&RS Participants

Team Leader - The team leader coordinates the general activities of the program, initiates, facilitates, shares responsibility and leads, rather than “rules” or dictates to the team. The team leader, as is the case with other roles on the team, performs specific tasks and functions such as conducting informal discussion with teachers about data collection, determining the appropriateness of cases for review by the team and prioritizing cases, assigning case coordinators and scheduling each case for the first problem-solving meeting and the first follow-up meeting, Preparing meeting agendas, etc.

Case Coordinator – Case coordinators are responsible for ensuring the success of the I&RS process on a case-by-case basis. When team members serve as case coordinators, they are the primary contact with the staff member requesting assistance. Their job is to lead the requesting staff member through the process, provide support, help them feel at ease and furnish technical assistance to all individuals responsible for implementing the I&RS action plan for the identified educational problem.

Record Keeper - The record keeper is responsible for the following tasks and functions: - Registering and maintaining accurate, written accounts of all meetings

Time Keeper - This role is particularly important when teams are engaged in the steps of the problem-solving model, since each step of the model is time-limited. The timekeeper helps maintain efficiency in team proceedings by being responsible for the following tasks and functions: - Making sure that the team adheres to all time limits - Assisting the facilitator in keeping members on task during meetings to complete tasks in their allotted time periods

Other Members - Principal, CST Member, Guidance, Nurse, Coaches, Parent, Community Agency, etc.

WES I&RS Members

Team Leader:

Heather DeNafo - Academic/Behavior

Candice Michelini - Attendance

Team Members:

Kelly Herman (CST)

Beth Friedman (CST)

Additional Staff as Needed:

School Counselor

O.T.

P. T.

Speech

Atco I&RS Members

Team Leader:

Christina Iadonisi

Team Members:

Shaun Leavey

Jen Ercol

Additional Staff as needed:

Instructional Coach

School Counselor

O.T.

P. T.

Speech

TR I&RS

Team Leader:

Megan Fieger

Team Members:

Alex Handzus

Liz DiPasquale

PIRS:

Jen Ervolini

Valerie Meslin

Additional Staff as needed:

Instructional Coach

School Counselor

O.T.

P. T.

Speech

Why should I refer a student?

- ❑ Student exhibits specific observable, school-based behaviors
- ❑ Attempted several interventions and the student is still experiencing learning difficulties
- ❑ Possible retention

I&RS is meant to support the teacher with supporting the student

Examples of Observable Behaviors:

- ★ Failing grades
- ★ Cheating
- ★ Not completing assignments
- ★ Falling asleep in class
- ★ Chronic absenteeism
- ★ Poor participation
- ★ Erratic behavior
- ★ Defiance of authority
- ★ Bullying behaviors
- ★ Poor personal appearance and hygiene
- ★ Anything out of the ordinary for that student

I&RS Steps

1. If there are concerns about a child who *may* need to be recommended for I&RS, complete the Tier I checklist in Intervention Manager (IM) in LinkIt. Implement and document the interventions you have used with the student for at least 2-4 weeks.
2. If the interventions from the checklist have been effective, the teacher will continue to implement and monitor student progress. If the teacher still needs additional support, he or she will create a Request For Assistance (RFA) in IM
3. After the teacher creates the RFA, he or she will also create a task. Assign that task to your I&RS Coordinator to complete. The “due date” the teacher will be prompted to provide should be 2 weeks prior to the meeting date.
4. Once the RFA is created, the Case Coordinator will meet with the teacher if needed, to discuss if further interventions (or classroom observations) are needed prior to completing the I&RS/PIRT RFA.

I&RS Steps

5. The building secretary (Atco/TR) / I&RS Team Leader (WES only) will send home *The Parent Letter* and *The Parent Questionnaire* to be filled out and returned to the school and schedule the meeting in IM.
6. At the meeting, the teacher (along with the team) will select <u>one</u> specific area of concern, and implement 1-3 interventions over the next several weeks.
7. The Case Coordinator will meet with the teacher weekly to check that interventions are being implemented and documentation is collected. The Case Coordinator and the teacher can modify the plan as needed.
8. The Case Coordinator will then decide whether a follow-up meeting is needed. If so, a meeting will be scheduled and documentation of the provided interventions will need to be presented at the meeting.

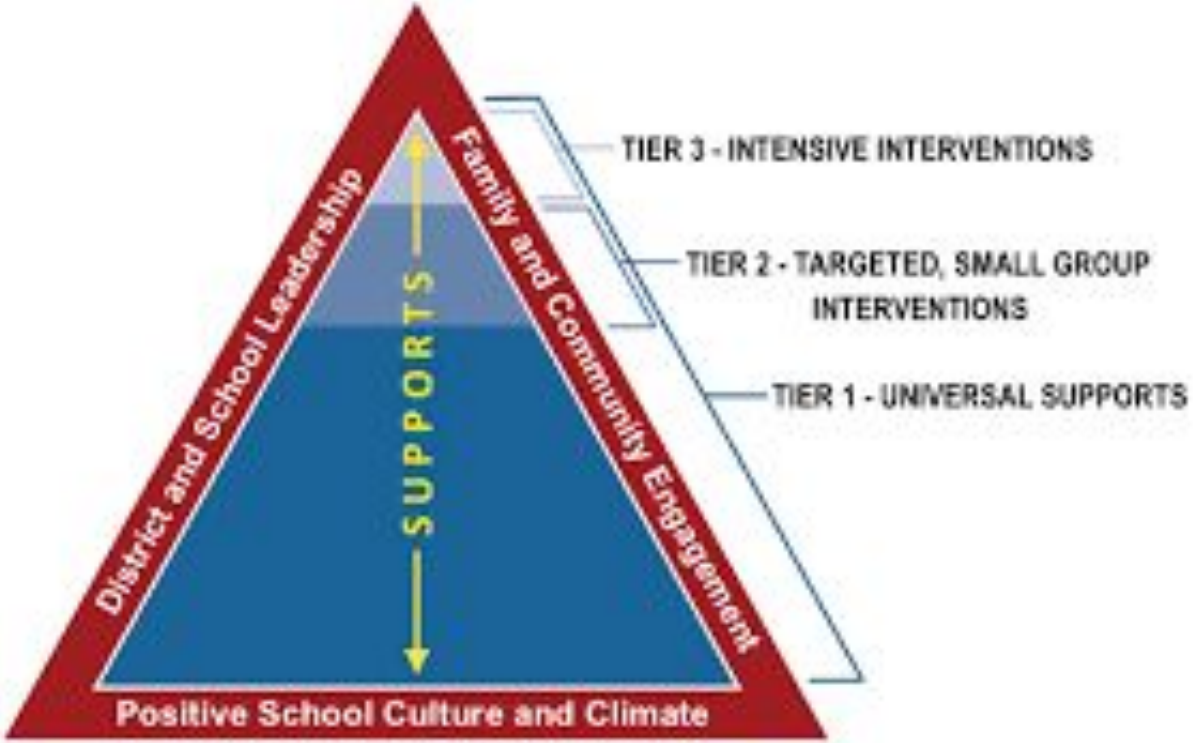
I&RS Process

The I&RS process is ongoing and continues to monitor student progress within the student's academic setting. If the I&RS process exhausts all of the available school based regular education interventions with minimal success over an extended period of time, other options may be explored. By its nature, interventions are a process, not a procedure. It is often the case that plans are revisited and modified. In most cases, however, a successful intervention plan which is created and shaped over a period of time proves to be a powerful tool for the student at risk.

What is RtI?

RtI is a process which includes the provision of systematic, research-based instruction and interventions to help struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. RtI is designed as an early intervention to prevent long-term academic failure. RtI is considered a general education service.

Response to Intervention (RtI)



What is RtI?

- RtI is based on a problem-solving model that uses data to inform decision-making.
- RtI interventions are systematically applied and derived from research-based practices.
- RtI is highly dependent on progress monitoring and data collection.
- RtI intervention plans are designed, implemented, and monitored by a multi-disciplinary team of professionals (I&RS).

Tiers

Tier 1 - Universal

- focuses on core whole-group and differentiated small group instruction
- universal screening is conducted where students are screened two or more times a year in literacy, math, and behavior to determine which students in each classroom are on track, which students need additional support and which students may require enrichment activities Collaborative problem-solving teams, made up of
- represents practices conducted to establish school-wide behavioral expectations and the communication of these expectations to all students and their families and all school staff. Positive Behavior Supports in Schools (PBSIS)

Tier 2 - Targeted, Small Group Interventions

- includes additional evidence-based supports and interventions that are provided in small group settings in addition to Tier 1 (a group size of 3 to 5 students is recommended) for students who perform below benchmark expectations on universal screening.
- These interventions are typically provided 3 to 5 days a week by classroom teachers during an intervention period scheduled in addition to core instruction
    - Interventions are focused on developing skills and increase in intensity, frequency and duration based upon the review of data during regular progress monitoring intervals.

Tiers

Tier 3 - Intense Interventions

- provided for individual students or small student groups who are significantly below benchmark expectations and/or those for whom tier 2 is insufficient in meeting their needs
- Tier 3 interventions are more intensive, typically provided more frequently (daily) than interventions at Tier 2
- Tier 3 interventions are typically provided by an interventionist or other staff member, or by classroom teachers during an intervention period scheduled in addition to core instruction.

Data Based Decision Making

Data-based decision making involves systematic analysis of data within multiple levels of instruction and interventions to identify students' strengths and areas of need, appropriate interventions and determine the effectiveness of interventions.

Best Practices

- Use of data drawn from multiple sources (screening, classroom assessments, progress monitoring, state assessments, language proficiency assessments, etc.) at multiple levels (school-wide, grade, class, individual student) to set goals, identify the need for intervention and monitor progress
- Use of formative assessment to guide differentiation, as needed
- Use of data tracking and analytic tools that enable school personnel to access current information and trend data easily
- Use of progress monitoring data for determining when to refer students to the Child Study Team and by the IEP team when students with disabilities may need additional supports or more inclusive opportunities.

Progress Monitoring

LLI - Student data folders should be kept which will include anecdotal notes and running records for each student

Into Reading - Progress Monitoring Assessments recommended based on student need

Math - MSDA (Grade level equivalents, standards, etc)

Benchmark Assessments