



NEW JERSEY TIERED SYSTEM OF SUPPORTS

Roselle Public Schools

Intervention and Referral Services Team

I & R S Team

“Exploring new strategies for engaging students in the learning process...”

N.J.A.C. 6A:16-7

Why does the district have a system of Intervention and Referral Services?

New Jersey Administrative Code requires all school districts to have a system of intervention and referral services as follows:

6A:16-8.1 Establishment of intervention and referral services

District boards of education shall establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs. District boards of education shall choose the appropriate multidisciplinary team approach for planning and delivering the services required under this subchapter.

1. The intervention and referral services shall be provided to aid students in the general education program; and
2. The intervention and referral services, pursuant to N.J.S.A. 18A:46-18.1 et seq. and this subchapter, may be provided for students who have been determined to be in need of special education programs and services.
 - i. The intervention and referral services provided for students with learning disabilities shall be coordinated with the student's Individualized Education Program team, as appropriate.

Intervention and Referral Services

The I&RS Team (I&RS Team) designs and monitors the implementation of strategies for educating non-classified students who are referred because they are experiencing difficulties in their classes. The Committee coordinates intervention and referral services for these children, drawing from the information provided by the classroom teacher, parents, and the expertise of the members of the team. There is an I&RS Team in each building district-wide.

Committee Focus

The I&RS Team is a school-based problem-solving group that provides support and guidance to classroom teachers, planning and implementing appropriate interventions for referred pupils, and communicating with parents to develop and implement a Student Action Plan. I&RS teams also attempt to monitor the school's larger academic and social climate by discussing issues of attendance, health, and social problems, marking period reports, student promotion and/or retention, and other relevant concerns of staff and parents. Members of the I&RS Team function collaboratively, capitalizing on the team's strengths. I&RS teams have been developed to assist non-handicapped pupils who have difficulty achieving success in regular education.

What are the primary functions of the Interventions and referral services?

The functions of the system of intervention and referral services in each school building shall be to:

- ❖ Identify learning, behavior and health difficulties of students;
- ❖ Collect thorough information on the identified learning, behavior and health difficulties;
- ❖ 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;
- ❖ Provide support, guidance, and professional development to school staff who identify learning, behavior and health difficulties;
- ❖ Provide support, guidance, and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;
- ❖ Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;
- ❖ Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
- ❖ 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;
- ❖ Maintain records of all requests for assistance and all intervention and referral services action plans, according to the requirements of 34 CFR Part 98, 34 CFR Part 99, 42 CFR Part II, N.J.S.A. 18A:40A-7.1, N.J.A.C. 6A:16-3.2, and N.J.A.C 6:3-2.1;
- ❖ 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

- ❖ 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.

Goals of I&RS Intervention

- ❖ Identify learning, behavior, and health difficulties of students;
- ❖ To develop strategies to help the student improve their academic standing.
- ❖ To help the student adapt to the school environment.
- ❖ To examine potential disparities between the student's class placement and their academic ability.
- ❖ To determine if a child study team evaluation is needed.
- ❖ To share successful strategies with the student's teachers.
- ❖ Collect thorough information on the identified learning, behavior and health difficulties;
- ❖ 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;
- ❖ Provide support, guidance, and professional development to school staff who identify learning, behavior and health difficulties;
- ❖ Provide support, guidance, and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;
- ❖ Actively involve parents or guardians in the development and implementation of intervention and referral services action plan;
- ❖ Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
- ❖ 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; and
- ❖ 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.

Process

- ❖ The process begins when a teacher has exhausted all traditional methods for student intervention. This includes, but is not limited to, such tactics as talking with guidance counselors, calling or emailing home, and encouraging students to come for extra help.
- ❖ A teacher or guidance counselor may refer students to the team for any of the following reasons: academic performance, behavioral issues, or overall concerns for the student's well-being.
- ❖ The team then gathers information about the student's academic or behavioral progress, previous and current test scores, and classroom behavior.
- ❖ The team meets to discuss the student, and develops a preliminary plan of action based up the information obtained.
- ❖ A parent meeting with the I&RS Team and the student may be arranged. At that meeting, the I&RS Team draws up a plan of action with the input of all parties involved.
- ❖ The I&RS Team continues to monitor the student's progress throughout the year.

Before a student is referred to the I&RS Team,

- ❖ Track how frequently and in what circumstances the problem occurs.
- ❖ Provide opportunities for the student to learn the material in a different setting, to discern the student's changes in attitude or response.
- ❖ Bring the problem to the attention of the Guidance Office and/or Child Study Team.
- ❖ Have a personal or telephone conference with the parent(s) and guidance counselor, *at least once*, to describe the problem and define your concerns. Alert the parent to the I&RS referral for assistance.

Follow-up

The I&RS Team, exists to propose strategies for implementation by the classroom teacher and support staff. The chairperson will assign responsibility for a follow-up to specific persons on the I&RS Team committee and the classroom teacher. Interventions must be documented and reviewed with the student's guidance counselor and I&RS team Co-coordinator. Teachers need to maintain communication with the student's school counselor regarding the impact of interventions on the child's learning and behavior.

INTERVENTION & REFERRAL SERVICE TEAM

The I&RS Team is specific to each building. I&RS teams at each building will identify a team of personnel to serve the student population best. Teams shall consist of (as an example):

Pre-School / Elementary Schools	Middle/ High Schools
<ul style="list-style-type: none"> ❖ Principal and/or Vice Principal, Co-Chairperson ❖ School-Counselor/SAC, Co-Chairperson (Facilitator) ❖ Referring Person (Teacher(s), Parents, Counselors, Administrator(s)) ❖ Parent/Guardian ❖ CST Member ❖ School Nurse (Upon Request) ❖ Pre-K-4th Grade Teacher Representative ❖ Special Education/BSI/OT/PT Staff Member 	<ul style="list-style-type: none"> ❖ Principal and/or Vice, Principal, Co-Chairperson ❖ School-Counselor/SAC, Co-Chairperson (Facilitator) ❖ Referring Person (Teacher(s), Parents, Counselors, Administrator(s)) ❖ Parent/Guardian ❖ CST Member ❖ School Nurse (Upon Request) ❖ 7-12th Grade Content Teacher Representative ❖ Special Education/BSI/OT/PT Staff Member

The Facilitator, notifies the family, teachers, I&RS Team members and other involved individuals of the meeting date and time. The I&RS Team is required to meet a minimum of 10 times during the school year.

All team members can provide services to the referred student as individuals included in the Action Plan. Team members included in the Action Plan implement the indicated strategies and provide written documentation to the I&RS Team facilitator.

Additional individuals with specific involvement (Speech, Social Worker, and Community Agencies) may attend and take part in the meetings as team members/consultants and can provide services to the referred student as individuals included in the action plan. Individuals included in the action plan implement indicated strategies and provide written documentation to the I&RS Team facilitator prior to all meetings.

In the high school/middle school, the school counselor of the referred student must attend the meetings and participate as an I&RS Team member

The I&RS Team

CHAIRPERSON

- ❖ Attends all I&RS meetings
- ❖ Serves as a Student Advocate
- ❖ Typically someone from the Administrative Team

SCHOOL COUNSELOR/FACILITATOR

- ❖ Distributes and collects the Intervention & Referral Services Request Forms from all parties
- ❖ Mails to the home of the referred student the Intervention & Referral Services Notification Letter (copy in student folder & separate I&RS folder)
- ❖ Notifies the I&RS Team of the Request and provides the names of the educators identified in the Request
- ❖ Assigns a Student Advocate (case coordinator)
- ❖ Determines meeting dates/times
- ❖ Notifies families, teacher(s), I&RS Team, and other involved individuals of meeting dates/times
- ❖ Completes and maintains I&RS Meeting Attendance Sheets and Agendas
- ❖ Completes and maintains I&RS Student Roster
- ❖ Completes and submits all required reports (Team Membership, Meeting Dates/Times, I&RS Student Roster, Year End I&RS Report)
- ❖ Distributes the Observation Pattern Checklist to the identified staff members
- ❖ Collects and collates the checklist
- ❖ Provides written evaluation documentation to the I&RS Team (Collated Checklist, testing/questionnaire results, etc.)
- ❖ Documentation is placed in the student's folder
- ❖ Attends all I&RS meetings
- ❖ Serves as a Student Advocate

STUDENT CASE COORDINATOR

The following individuals can serve as a Student Case Coordinator: School Counselor/ SAC, Classroom Teacher

- ❖ Assigned by the Facilitator
- ❖ Prepares and maintains a student folder including the items indicated on the I&RS Student Folder Contents Form
- ❖ Presents, along with the student's counselor, the student information at the I&RS meeting
- ❖ Monitors student progress/serves as a consultant to the staff
- ❖ Attends all I&RS meetings

TEACHER/PARENT REFERRING A STUDENT

- ❖ Obtains the Request for I&RS Services Form from the Facilitator
- ❖ Completes the Request and provides all information required
- ❖ Returns the completed Request to the Facilitator
- ❖ Implements Action Plan strategies as indicated and provides written documentation to the I&RS Team
- ❖ Attends all I&RS meetings relating to the referred students

INTERVENTION & REFERRAL SERVICES

The I&RS Team can be accessed for students with academic and/or behavior concerns in the following manner:

- Step 1:** The referring person (teacher, family, staff) obtains the Intervention and Referral Services Request Form from the Principal/Vice-Principal and/or the School Counselor. The referring person completes the Request. (via HIBsterVention)
- Step 2:** Upon submission of the completed Intervention and Referral Services Request Form to the students Counselor, the Counselor mails to the home of the referred student the Intervention and Referral Services Notification Letter. (Copy is placed into the student's I&RS folder)
- Step 3:** The School Counselor notifies additional staff of the Request. The School Counselor distributes, collects, and collates the Observation Pattern Checklist.
- Step 4:** The School Counselor adds the students name to the next scheduled meeting date and notifies the family, teacher(s), and other involved persons of the meeting.
- Step 5:** The I&RS Team in conjunction with the family and the teacher(s) develops an Action Plan to assist the student. The School Counselor and Classroom Teacher monitor the strategies. The School Counselor determines a follow-up meeting date / time to review the Action Plan.
- Step 6:** The student's progress toward the identified goals and objective are documented by the teacher and by individuals with responsibilities that are included in the Action Plan.
- Step 7:** The School Counselor notifies the teacher(s) and all individuals included in the Action plan of the follow-up meeting date/time letter.
- Step 8:** The I&RS Team, family, teacher(s) and individuals included in the Action Plan meet and review the student's progress.
- Step 9:** If the student is successful with acceptable interventions in the regular education classroom, the process is continued with consultant support for the staff and student. The I&RS Team continues to monitor success and/or to amend the Action Plan when needed but no less than once a year to review progress and continued support. All stakeholders are notified of the meeting dates / times.
- If the student is not successful with the acceptable interventions in the regular education classroom, the I&RS Team determines whether to amend the Action Plan, refer to the Section 504 committee for eligibility, or to refer the student to the Child Study Team for Evaluation Form.

I&RS FAQs

Are programs of I&RS limited to addressing only academic concerns?

Programs of I&RS are intended to address the full range of issues (i.e., academic, attendance, behavior, and health) that may interfere with student achievement of high academic standards in safe and disciplined learning environments.

Are programs of I&RS considered special education or general education programs?

The school-based program of I&RS is an ancillary student support service for helping staff and parents address the complete spectrum of student learning, behavior and health problems in the general education program, with an emphasis on early identification and intervention of problems at the elementary, middle and high school levels. The scope of I&RS programs is much broader than the limited function of pre-referral interventions to the Child Study Team (CST).

Under N.J.A.C. 6A:16-7.1(a)2i, however, teams may plan and provide intervention and referral services for students who have been determined to be in need of special education programs and services, and assist staff while waiting for the findings of CST evaluations. As appropriate, the intervention and referral services provided for students with learning disabilities are to be coordinated with the student's Individualized Education Program team.

Are schools required to involve parents in the I&RS process?

Yes. Under N.J.A.C. 6A:16-7.2(a)6, schools are required to actively involve parents or guardians in both the development and implementation of intervention and referral services action plans when the building I&RS system is providing assistance on behalf of parents' children.

How is I&RS different from the Child Study Team?

I&RS Teams	Child Study Teams
A general education model that permits the provision of services to special education students, as appropriate.	A special education model
A collegial, collaborative problem-solving model, rather than a diagnostic model, and a coordinating mechanism that addresses global learning, behavior, and health issues	A joint decision-making process that identifies, evaluates and determines the eligibility for and the placement of students with educational disabilities.
Address students' specific learning, behavior, and health needs in the context in which they occur.	Provides for appropriate placements in the least restrictive environments
Does not classify student problems	Determines students' educational disabilities
Participates in the development of an intervention and referral services action plan	Participates in the development of an individual education plan(IEP)
Regulated under N.J.A.C. 6A:16-7 and does not fall under the provisions of the Individuals with Disabilities Education Act of 1997	Regulated under the provisions of the Individuals with Disabilities Education Act of 1997 and N.J.A.C. 6A:14
Systematically focuses all school and community resources on the resolution of individuals' educational problems, in particular, and school-wide problems, in general.	Focuses on special education, general education, and other pupil services on the need of students with educational disabilities.
An adult-centered program, where direct assistance is primarily provided to adults who request assistance for problems encountered in the general education program.	A student-centered program, where direct assistance primarily is provided to students with educational disabilities, and support is provided to school staff and parents.
Schools are required to actively involve parents in the development and implementation of I&RS Action Plans.	Parents are required to participate in each step of the special education decision-making process.
I&RS Teams write Action plans based on the teacher's requests and specific observable information. These plans are implemented in the general education setting and must be monitored and reviewed. Follow-up meetings happen around 4 to 6 weeks after the initial meeting. At the follow-up meeting, the team will decide to continue the plan, modify the plan, or if no further action is needed.	The Child Study Team uses various tests to place students into different programs. Such as resources centers, in-class support, self-contained, or alternative educational placements. The Child Study Team writes Individualized Education Plans (IEPs), which are reviewed annually, at a minimum. Re-evaluation of IEPs must take place every three years or sooner.
Typically, an I&RS Team is comprised of the principal, counselor, teachers, and coordinator. Other Specialized members, such as reading specialists, occupational/physical/speech therapists, or the nurse may also	Typically, a Child Study Team is comprised of a school psychologist, learning consultant, and social worker. Therapists, teachers, nurse and school counselors may also participate in a child study team meeting.

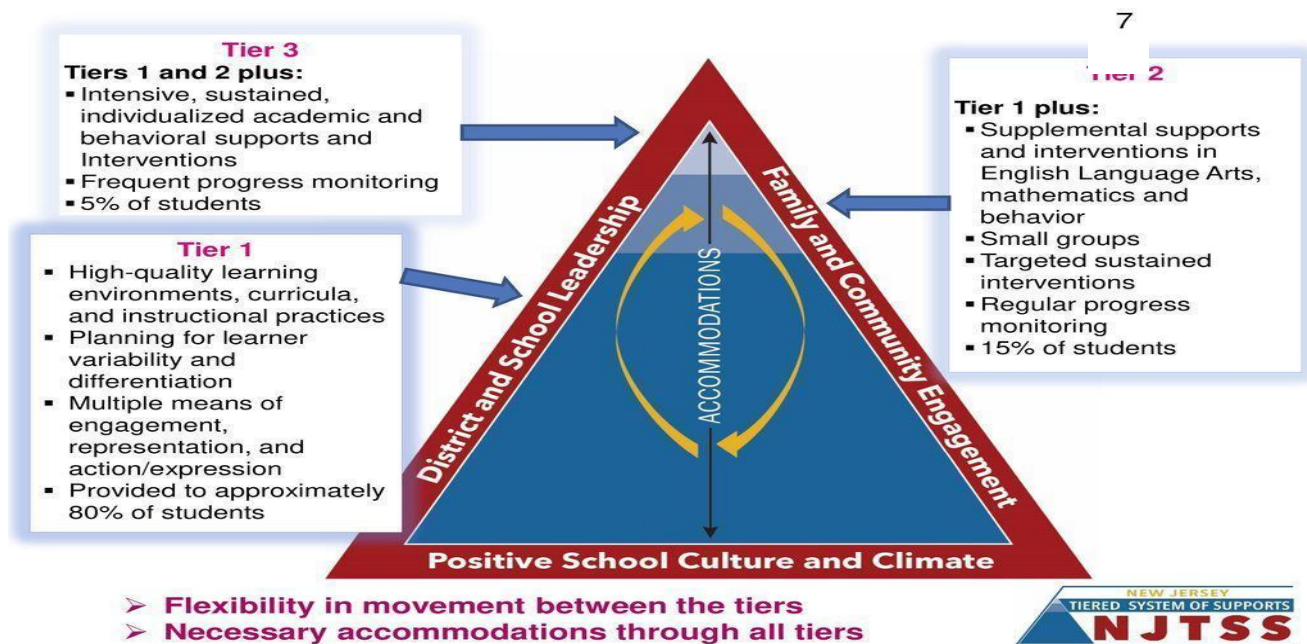
participate.	
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- ❖ Please note: The intervention and Referral Services Request Form refers a student to the I&RS Team and is not a referral to the Child Study Team or for a Section 504 Plan Committee

What is NJTSS?

The New Jersey Tiered Systems of Support (NJTSS), is an evidence-based framework for implementing academic and behavioral supports and interventions to improve achievement for ALL students. NJTSS is a framework of support and interventions to improve student achievement, based on the core components of Multi-Tiered Systems of Support and the three-tier prevention logic of Response to Intervention (RTI). With a foundation of the district and school leadership, positive school culture and climate, family and community engagement, NJTSS builds on Intervention and Referral Services (I&RS) and gives schools structure to meet the academic, behavioral, health, enrichment, and social/emotional needs of all students. Each area of the triangle is based on:

- ❖ Core components of the three-tier prevention logic of Response to Intervention (RTI) Additional components of multi-tiered systems of support:
- ❖ Positive School Culture and Climate
- ❖ District and School Leadership
- ❖ Family and Community Engagement



Roselle School District development of NJTSS

Utilizing the NJDOE District guide to the implementation of NJTSS, Roselle schools Department of Curriculum & Instruction established a district leadership team of various stakeholders including district-level administrators, principals, teachers, and community representatives for reviewing the NJTSS framework. The district gathered and reviewed resources on the NJTSS Model and reviewed other models such as RTI and I&RS district-wide.

Essential Components of NJTSS

- ❖ High-quality learning environments, curricula, and instructional practices
- ❖ Universal screening
- ❖ Data-based decision making
- ❖ Collaborative problem-solving teams
- ❖ Progress monitoring
- ❖ Staff professional development
- ❖ Positive school culture and climate
- ❖ District and school leadership
- ❖ Family and community engagement

Why implement NJTSS?

- ❖ A systematic, consistent approach to prevention, intervention and enrichment
- ❖ Calls for a continuum of support based on student learning of grade-level knowledge and skills
- ❖ Enhances the capacity of the classroom teacher to address learner variability
- ❖ Support professional learning communities as a mechanism for problem-solving and professional development Improve post-school outcome

NJTSS is a Multi-Tiered System of Support-Building on Intervention and Referral Services and Response to Intervention



Roselle Schools
NJTSS and I&RS and Progress Monitoring Guidelines

UNIVERSAL SCREENING/ BENCHMARK ASSESSMENT	
WHO	Grade Level Faculty and Staff
WHEN	Systematically throughout the school year
HOW	i-Ready, NJSLA, Standardized assessments, Rethink data, Anecdotal Notes
WHY	Assess student progress. Assess the percentage of students meeting the benchmark. Identify students at risk for academic difficulties or who have exceeded benchmarks and need additional challenges.
MONITOR	Classroom differentiation strategies and adjustments to instruction to meet the student's needs. Support Tier 2 supplemental instruction for underachieving and/or at-risk students.
ANALYZE	Determine if there is a significant gap based on data points.

PROGRESS MONITORING					
	Tier 1: Classroom Core Instruction	Tier 1: Classroom Intervention	Tier 2: Early Supplemental	Tier 2: Advanced Supplemental	Tier 3: Intensive Support
WHO	Students at or above cut-off scores	Students' academic delays emerging and displays unsatisfactory behavior	Students are slightly below academically and/or exhibit behaviors that impact learning and social development.	Students are below academically and/or exhibit behaviors that impact learning and social development.	Students are significantly below academically and/or exhibit behaviors that impact learning and social development.
INTERVENTIONIST	Classroom teacher and parent/guardian	Classroom teacher and parent/guardian	Classroom teacher, BSI Teachers, Math Coaches, Literacy Coaches, , Special Education teacher, School Counselor, Child Study Team, and Parent/Guardian	Classroom teacher, BSI Teachers, Math Coaches, Literacy Coaches, Special Education teacher, School Counselor, Child Study Team, and Parent/Guardian	Classroom teacher, BSI Teachers, Math Coaches, Literacy Coaches, Special Education teacher, School Counselor, Child Study Team and Parent/Guardian
WHAT IS MONITORED	<p>Core curriculum and instruction with research-based universal support.</p> <p>Behavior monitoring through observation to identify a baseline of behaviors to help students comply with the school's behavioral expectations.</p> <p>Utilizing a school-wide system of recognition (Rethink SEL Program)</p>	<p>Core curriculum and Instruction with teacher intervention during core instruction time.</p> <p>Behavior monitoring through observation to identify a baseline of behaviors to help students comply with the school's behavioral expectations.</p> <p>Utilizing a school-wide system of recognition (Rethink SEL Program)</p>	<p>Supplemental instruction using research-based strategies and Interventions.</p> <p>Behavior monitoring through observation to identify a baseline of behaviors to help students comply with the school's behavioral expectations.</p> <p>Utilizing a school-wide system of recognition (Rethink SEL Program)</p>	<p>Supplemental instruction using research-based strategies and interventions</p> <p>Behavior monitoring through observation to identify a baseline of behaviors to help students comply with the school's behavioral expectations.</p> <p>Utilizing a school-wide system of recognition (Rethink SEL Program)</p>	<p>Intensive support for specific skill deficits (one-to-one or small group).</p> <p>Behavior monitoring through observation to identify a baseline of behaviors to help students comply with the school's behavioral expectations.</p> <p>Utilizing a school-wide system of recognition, (Rethink SEL Program)</p> <p>Referral to outside treatment/program</p>
WHEN	As appropriate with instruction	As appropriate with instruction	As per the Intervention Action Plan (4-6 weeks)	As per the Intervention Action Plan (4-6 weeks)	At Least 1 time per week or as identified by the program.

HOW	I-Ready assessments, HIBsterVention, Student Data Reports reviewing school-wide data to support current programs and select alternate or supplemental programs based on student needs.	I-Ready assessments, HIBsterVention, Student Data, Reports reviewing school-wide data to support current programs and select alternate or supplemental programs based on student needs.	I-Ready assessments, HIBsterVention, Student Data, Reports reviewing school-wide Data to support current programs and select alternate or supplemental programs based on student needs with continued parent involvement.	I-Ready assessments, HIBsterVention, Student Data, Reports reviewing school-wide data to support current programs and select alternate or supplemental programs based on student needs with continued parent involvement.	I-Ready assessments, HIBsterVention, Student Data, Reports reviewing school-wide data to support current programs and select alternate or supplemental programs based on student needs with continued parent support.
	For struggling students: Area of concern, strategies used, response. Chart individual student results.		For each student: Chart results and trends over time. Examine gaps to reach goals or benchmarks. Note any changes in intervention intensity, duration, frequency and/ or group size.		
	TRACK	Has the student continued to make progress with core instruction alone? Did the student respond to classroom-based interventions with teacher support? Continue or change strategy? Move to Tier 2, if necessary.		Have action plan goals been met? Based on data points, is the gap closing? Continue or move to Tier 3?	
ANALYZE					