

ACADEMIC ASSISTANCE/INTERVENTION SPECIALIST

The CCS Intervention Specialist is purposed for students with a diagnosed learning and/or behavioral need. That diagnosis has been given by a licensed professional. The CCS Intervention Specialist is not a tutor. CCS does not promise that we will be able to meet all the learning needs of any said child. With the following process, an evaluation and a clear academic/behavioral assessment is available to the parent and the school.

It is to be noted that a student who comes in to CCS having a current diagnosed learning or behavioral need (current diagnoses must be within the last 3 years) and has been receiving accommodations in their current educational institution, will bypass the following procedure. With provided paperwork, the CCS Intervention Specialist will communicate with the parents, teachers and administration how the administered intervention program can proceed.

RATIONALE

- Occasionally the academic program of CCS appears too rigorous or too advanced for some students while for other students the program may need enrichment for the gifted.

GOALS

- To determine whether a student needs specialized instruction offered by CCS or an outside resource
- To provide teachers with approved guidelines for modifying the academic programs and expectations of individual students

PROCEDURE

Step 1

- Teacher contacts Intervention Specialist and parent regarding the student's academic deficiencies/struggles or giftedness.
- Teacher presents documentation showing areas of academic concern (examples of student's work, etc.) to identify the specific problem
- Intervention Specialist will give teacher 4-6 weeks of accommodations/interventions to utilize in the classroom if deemed to necessary and will notify parent of simple classroom and/or home interventions

Step 2

- Intervention Specialist and teacher will observe and collect data during the 4-6 week accommodation/intervention time frame.
- If *simple accommodations/interventions are followed and do not provide student academic success, parents will be notified by the teacher. Intervention Specialist will provide further classroom observation.

Step 3

- The teacher and Intervention Specialist will schedule a referral meeting with parents, student (at the discretion of those involved), and a member of administration (i.e. elementary principal or guidance counselor).
- During this meeting a referral to an outside professional, suggesting further testing will take place.
- Require a complete diagnostic evaluation of the student by a school psychologist or a professional at another approved agency.

Step 4

- All testing results will be sent to the Intervention Specialist.
- Intervention Specialist will determine whether a CCS STUDENT ACTION PLAN should be written.

Step 5

- Intervention Specialist discusses CCS STUDENT ACTION PLAN with student's teacher/s.
- Intervention Specialist sets up a meeting with parent, teacher, member of administration (i.e. elementary principal or guidance counselor) and student (at the discretion of those involved).

Step 6

- Meeting held provides final determination and agreement of CCS STUDENT ACTION PLAN by a signature on said plan.
- CCS STUDENT ACTION PLAN is dated for one year of use.

Step 7

- A yearly review of action plan is required. It is to be completed by the Intervention Specialist on date provided on initiated action plan.
- Intervention Specialist will determine if student must be re-evaluated by an outside source for continued services or a simple review extends existing action plan into the following school year.