Merritt Academy

Child Intervention Team (CIT) Referral Process:

Staff Academic Concerns: For student academic concerns…

1. Staff with the concern should access the CIT Teacher Input form that was shared at the beginning of the school year. Complete the form to the best of your ability, and turn it in to Principal.
2. Email the Principal with the subject "CIT- Academic" to inform them that a CIT form has been placed in their mailbox. Admin will then review this document prior to your next data meeting.
3. Academic concerns will be discussed and monitored in data meetings with administration, taking into consideration educational factors, including participation and performance (progress) in MTSS. The completed CIT Teacher Input form will help guide further discussions.
4. Admin will notify the CIT coordinator when a student's academic performance is of such concern that a CIT meeting should occur.
5. Once notified by admin, the CIT coordinator will reach out to the involved staff with information regarding what is to be sent home to parents, and scheduling of the meeting.

Staff Social, Emotional, or Behavioral Concerns: For students with ongoing and/or significant social, emotional, or behavioral concerns…

1. Staff with the concern should access the CIT Teacher Input form that was shared at the beginning of the school year. Complete the form to the best of your ability, and place it in the Principal's mailbox.
2. Email Principal with the subject indicating "CIT", along with the area of concern ("CIT-Social", "CIT-Emotional", "CIT-Behavioral"), and inform them that a CIT form has been placed in their mailbox.
3. **The form will be reviewed ASAP**, and next steps will be determined by administration, with *impacts* being discussed and monitored at data meetings.
4. Admin will notify the CIT coordinator if/when documented concerns and previously attempted interventions indicate the need for a CIT meeting to occur.
5. Once notified by admin, the CIT coordinator will reach out to the involved staff with information regarding what is to be sent home to parents and scheduling of the meeting.

Staff Speech and Language Concerns: For students with ongoing and/or significant speech concerns, staff with the concern should:

1. Teacher/s print and complete Academic Teacher Input Form and place in Principal's mailbox
2. Email Principal with the subject indicating "CIT", along with the area of concern ("CIT-Speech"), and inform them that you have submitted a Teacher Input Form for a student.

Next steps will be determined by administration, with impacts being discussed and monitored at data meetings. Admin will notify the CIT coordinator if/when documented concerns and impact in the classroom are noted by teachers. Once a need has been documented, the Speech pathologist will screen the student and look at findings with the CIT team and discuss further steps.

Parent Inquiry: *If a parent inquires about the need for additional support in any of the above categories, please communicate the inquiry in email to CIT Coordinator, with the subject line "CIT-Parent Concern".*

FAQ:

Q: Who attends a CIT meeting?

A: The involved student's teacher(s), current supporting staff, staff that may have insight into a specific concern area or potential intervention (social work, speech and language, special education coordinator), admin (if needed). ***Parents do not always attend the meeting, but they are informed and their input is requested.***

Q: When are meetings held?

A: We try to hold them on full meeting days when we can have a substitute cover the general education teacher's room. *If a teacher would rather come on their prep, please make that known when a meeting is being scheduled.

Q: What do I bring to a CIT meeting?

A: Any data, documentation, and work samples related to your area of concern.

Q: When a Child Intervention Meeting is held, does that mean the student will start receiving special education programs and services?

A: A CIT meeting is a more detailed data review and documented formal discussion regarding a student's struggles and what strategies, interventions, accommodations, or supports and services may need to be considered, beyond what the student already receives. Sometimes special education programs and services end up being involved with the student, but this is not an automatic outcome. If special education programs and services DO end up being involved, this is the first step of that process.

Q: If a student already has a 504 or IEP but I have concerns I'd like to discuss with someone, what do I do?

A: You can start by talking to the service provider(s) of their existing plan/program. If you feel more discussion is needed, and/or more staff involvement is needed, follow the steps of the referral process for your area of concern.