

RANDOLPH TOWNSHIP SCHOOLS

Intervention and Referral Services District Summary Report 2015 – 2016



Annual Report as per Policy 2417: *The Principal shall report to the Board at the end of the school year regarding concerns and issues identified by the I&RS team and the effectiveness of services provided in achieving the outcomes identified in the I&RS action plans.*

I&RS District Summary Report 2015 – 2016

Students Served by I&RS

The I&RS team served students during the course of the school year. The total number of students, distribution by grade levels, and total number of meetings held were as follows:

Grade Level	Number of Students	Grade Level	Number of Students
Pre-K	2	Six	34
Kindergarten	17	Seven	43
One	36	Eight	19
Two	43	Nine	19
Three	36	Ten	13
Four	29	Eleven	8
Five	25	Twelve	5

Total Number of Students:	329
Total Number of Meetings Held:	348

Outcomes of I&RS

The outcome of each case was distributed as follows:

Possible Outcome	Number of Students
I&RS referral to Child Study Team/Outside Testing	31
I&RS referral for Speech Services, OT/PT Services	9
Referral to Child Study Team/Not Eligible (Return to IRS)	3
Continuation of I&RS Plan for 15-16	156
De-I&RS due to Adequate Progress Shown 15-16	46
Retention for Developmental Considerations for 15-16	1

Other	Number of Students
Back to I&RS because parents did not consent	1
Referral and in process for CST	10
504	11
Health plan	3

I&RS Benefits

List the benefits of I&RS in your school:

•	Tiered intervention
•	Increased teacher assistance, collaboration and support which benefits the student
•	Student progress monitoring – increased achievement based on targeted academic deficiencies
•	Transitional support for following school year
•	Students closely monitored by team and homeroom teacher (identified need for CST services)
•	Intentional assigning of case monitor (aligned to grade level)
•	I&RS team meets with and completes I&RS update form created at the building level, with classroom teacher prior to parent meeting
•	Increases parent awareness of student needs
•	Focus on short term/achievable goals
•	Sharing of effective interventions/strategies utilized by teachers within the building
•	Exhausting options available to students prior to recommending a student for CST evaluation
•	Principal is viewed as instructional leader
•	Partnership between general/special education
•	Utilizing data to make decisions/form conclusions
•	Early identification of student mental health issues (i.e., test anxiety, social anxiety)
•	Whole team meetings provides feedback regarding academics, socialization with peers and adults, and individual behavior in a systematic format
•	Allows for the development and implementation of tiered interventions for individual and groups of students sharing similar academic and behavioral deficiencies
•	Personalized social-emotional strategies and support for individual students are provided to parents, teachers and the student.
•	Provides a forum for the entire team of teachers and I&RS team to collectively develop targeted strategies intended to assist teachers in maintaining a positive approach to individual and classroom management

•	Frequent monitoring of school counselors and CST staff on the academic and social-emotional status of at-risk general education students
•	Allows for proactive rather than reactive
•	Committee brainstorming helps create unique interventions

I&RS Recommendations

List areas that can be improved in your school.

Examples:

- Include consistent members on more committee meetings if schedule permits. (Social Worker, CST Member, Nurse, LDTC).
- Require staff members to do data gathering and bring to meetings (i.e., test scores, student file information, on-going assessment).
- Where possible, allow time for I&RS and teachers to meet prior to parent meeting component to establish path to take for student success.

•	Teacher preparation for meeting
•	RTI model – additional training and revise I&RS forms to reflect current RTI practices
•	Data based interventions – incorporate additional resources for data collection
•	Clear breakdown of roles and responsibilities (within the I&RS team)
•	Social/emotion support lacking – with full time guidance counselor this would be enhanced
•	Increase the timeliness of referrals (i.e., students should not be first referred to I&RS in May)
•	Enhance the understanding amongst staff members that I&RS provides short term (6-8 week) interventions
•	Include consistent members on more committee meetings if schedule permits (social worker, CST member, nurse, LDTC)
•	Require staff members to do data gathering and bring to meetings (i.e., test scores, student file information, on-going assessment)
•	Where possible, allow time for I&RS and teachers to meet prior to parent meeting component to establish path to take for student success.

