RANDOLPH TOWNSHIP SCHOOLS

Intervention and Referral Services District Summary Report 2016 – 2017

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
2016 – 2017

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	1	Six	20
Kindergarten	24	Seven	21
One	27	Eight	33
Two	38	Nine	21
Three	45	Ten	28
Four	31	Eleven	38
Five	21	Twelve	8

Total Number of Students:	366
Total Number of Meetings Held:	254

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	25
I&RS referral for Speech Services, OT/PT Services	20
Referral to Child Study Team/Not Eligible (Return to IRS)	3
Continuation of I&RS Plan for 17-18	101
De-I&RS due to Adequate Progress Shown 16-17	39
Retention for Developmental Considerations for 16-17	1

Other	Number of Students
Back to I&RS because parents did not consent	0
Referral and in process for CST	11
504	125
Health plan	326

I&RS Benefits

List the benefits of I&RS in your school:

•	Provides opportunities to discuss the social, emotional, physical, and academic needs of our students.
•	Our I&RS team develops specific goals based on the analysis of student data collected through behavior charts, Common Reporting Form, IRA, and other informal and formal assessment data.
•	Our I&RS team has recently added a 15-minute block with teachers before 30-minute meeting with parents/guardians.
•	We invited parents to attend each meeting which increased parent/guardian awareness of student needs.
•	Allows for the implementation of tiered interventions for students.
•	We have a consistent team meeting for I&RS including BSI, CST members, and administration.
•	Student progress monitoring
•	Teacher assistance
•	Parent collaboration & support
•	Principal is viewed as instructional leader
•	Sharing of best practices and instructional strategies
•	Referral to student support services (BSI, OT, Speech, etc.)
•	Utilizing data to make decisions/form conclusions
•	Designing effective 504 plans for qualified individuals
•	Tiered intervention
•	Increased teacher assistance, collaboration and support which benefits the student
•	Student progress monitoring – increased achievement based on targeted academic deficiencies
•	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 a CST evaluation.
●	Utilizing data to make decisions/form conclusions
●	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 counselor 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
●	Students closely monitored by team and homeroom teacher (identified need for CST services)
●	Principal is viewed as instructional leader
●	Partnership between general/special education
●	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
●	Each student and concern is seen by more than one professional.
●	Collaborative thinking leads to more creative solutions
●	Sharing professional knowledge from a variety of sources.
●	I&RS spawned the RHS Teacher Mentor program.
●	The committee can help others be more proactive than reactive.
●	No students are removed at the end of the year – easier to track success.
●	Parents may feel greater ownership in their children's education
●	I&RS heightens awareness of specific issues for the entire community.
●	Teachers are given the opportunity to see the administration in action.
●	I&RS can build greater trust and ownerships between teachers and administrators.
●	I&RS can build greater trust and ownerships between RHS and parents.

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.

•	Our team will continue to analyze data to determine specific goals that can be tracked through assessments and other data analysis
•	Continue to require staff members to do data gathering and bring to meetings (i.e., test scores, student file information, on-going assessment).
•	Additional training on RTI practices for the I&RS team.
•	Continue the use of RTI strategies/student data points
•	Continue to provide interventions in innovative/efficient ways
•	Continue the incorporation of teacher/team meeting time before parent meeting
•	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 role and responsibilities (Within IR&S team)
•	Social/emotional support lacking – with full time guidance counselor this would be enhanced
•	Increase the timelines of referrals (i.e, students should not be first referred to I&RS in May)
•	Require staff members to do data gathering and bring to meetings (i.e, test scores, student file information, on-going assessment)
•	School avoidance and anxiety are the major issues being dealt with by I&RS.
•	Thus, poor school attendance becomes a major issue.
•	Completion of daily assignments and conscientious, effective studying for tests becomes major issues as well.
•	More and more, we find that the issues we face are parental and homebased, and parents are wanting the school to intervene in parenting and home discipline issues.
•	Not surprisingly, dysfunctionality at home causes school absence/avoidance and lack of effort/interest in the classroom.
•	Issues that might be considered:
•	1. An accurate, user-friendly database needs to be created or purchased so that more functional records can be kept and more easily managed reports can be generated. Our program in Access was not finished before Sally Snelson left. HIBster for I&RS might be the answer.
•	2. We need more resources from SAGE both in school and home visiting. After I learned about the ACE (Adverse Childhood Experiences) study,

		I am more convinced than ever that helping to create the optimum home environment is key to many I&RS issues.
●		3. We desperately need more Learning Skills classes to meet the growing need for support, especially as we remove "B Level" courses from the curriculum.
●		4. The Faculty Mentorship program is an excellent addition to our support system at RHS. However, as we attempt to grow the program with more teachers and students, we need to find the time during the day to bring the participants together. Follow up of these connections needs to be more accurately tracked.