

# RANDOLPH TOWNSHIP SCHOOLS

## Intervention and Referral Services (IR&S) District Summary Report 2018 – 2019



**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 2018 – 2019

## 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:

<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
Pre-K	0	Six	10
Kindergarten	26	Seven	20
One	34	Eight	11
Two	26	Nine	24
Three	42	Ten	12
Four	21	Eleven	15
Five	27	Twelve	5

Total Number of Students:	272
Total Number of Mtgs. Held	347

## OUTCOMES

The outcome of each case was distributed as follows:

<b>Possible Outcome</b>	<b>Number of Students</b>
I&RS referral to Child Study Team/Outside Testing	48
I&RS referral for Speech Services, OT/PT Services	15
Referral to Child Study Team/Not Eligible (Return to IRS)	11
Continuation of I&RS Plan for 18-19	74
De-I&RS due to Adequate Progress Shown 18-19	38
Retention for Developmental Considerations for 18-19	0

<b>Other</b>	<b>Number of Students</b>
Back to I&RS because parents did not consent	1
Referral and in process for CST	13

504	233
Health plan	463

**BENEFITS**

List the benefits of I&RS in your school

<b>CENTER GROVE</b>	
•	Consistent team members
•	Test scores/data always readily available
•	Work hard at individualizing plans and follow through
•	Support teachers and parents positively
•	Student progress monitoring
•	Transitional support for the following year
•	Identified Outreach Committee students to watch for social-emotional well-being
<b>FERNBROOK</b>	
•	Provide teachers with strategies to support social, emotional, academic, medical and/or physical needs
•	Monitor progress of the students based on specific goals over 6-8 week periods
•	Identify students to evaluate for potential Child Study Team needs
•	Building a home-school communication and relationships with families
•	Support students in the development of problem-solving and reasoning skills to increase success in the general education classroom
•	I&RS Team is composed of teachers and specialists who develop a personalized plan to address individual needs
<b>IRONIA</b>	
•	Strategic academic/behavioral interventions
•	Collaboration of specialists and teachers
•	Increased progression of a targeted goal
•	Collection of interventions prior to CST request for evaluation
•	Increased parent involvement and participation in working toward specific goals
•	Provide teachers with additional strategies and tools to meet student goals
•	Test scores/data always readily available
•	Monitors progress of the students based on specific goals over 6-8 week periods
<b>SHONGUM</b>	
•	Student progress monitoring
•	Teacher support for academic, social, emotional or behavioral concerns
•	Parent collaboration and support
•	Principal is viewed as instructional leaders
•	Availability to additional support programs (Lexia, Read Theory, etc.)

•	Sharing best practices and instructional strategies
•	Referral to student support services (BSI, OT, Speech, etc.)
•	Utilizing a variety of data to make decisions/form conclusions
•	Designing effective 504 plans for qualified individuals
•	Ensure proper transitions for students entering middle school
•	Strong collegial relationships and collaboration between IR&S members, Child Study Team and interventionists
<b>RANDOLPH MIDDLE SCHOOL</b>	
•	The presence of all team teachers and when applicable, Cycle and World Language teachers at meetings
•	Provide Tier I-III support for at-risk students through Academic Skills classes
•	Allows for collaboration between team and parents
•	Tracks student progress
•	Collaboration between school, home, team and outside resources
•	Remediation of student academic, behavior or health issues
•	Creative problem solving from all team members to help students at-risk avoid school failure
•	Support staff and parents seeking assistance
•	IR&S provides data to facilitate a CST evaluation if warranted
<b>RANDOLPH HIGH SCHOOL</b>	
•	Collaborative thinking leads to more creative, “outside the box” solutions
•	Committee helps teachers be more proactive than reactive and allows them to implement unique, innovative solutions
•	I&RS heightens awareness of specific issues for the entire community (e.g., anxiety)
•	Once identified and discussed in I&RS, students’ progress is continuously monitored through multiple databases (i.e., 504 Direct & Genesis)
•	Parents view I&RS as a helpful resource and a supportive effort amongst staff and administration
•	The committee acknowledges and celebrates students’ strength, progress, and successes – academically, emotionally, etc.

### **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.

<b>CENTER GROVE</b>	
•	Continued use of relevant data and progress monitoring of what was tried
•	Use of intervention tracking form
•	More defined roles for team members
•	More consistent data gathering from teachers
•	Continue to work toward a more consistent RTI model
<b>FERNBROOK</b>	
•	Review students IR&S plans to ensure prompt and appropriate support
•	Continued training in RTI to improve our effectiveness
•	Continue to encourage data analysis (i.e., Relationship Mapping; MAP data, reading level data) to support social, emotional, and academic needs of students
<b>IRONIA</b>	
•	Addition of progress monitoring reporting sheet to track teacher use of implemented strategies
•	Inclusion of guidance counselor at meetings
<b>SHONGUM</b>	
•	Continue the use of RTI strategies/student data points
•	Continue to provide interventions in innovative/effective ways
•	Continue the incorporation of teacher/team meeting time before parent meeting
<b>RANDOLPH MIDDLE SCHOOL</b>	
•	Addition of an LDTC is highly recommended to serve on the committee. An LDTC brings a wealth of knowledge about the educational needs of the child
•	Continued inclusion of consistent members of the team
•	Use or pre-meetings for IR&S with instructional staff and no parents
•	Quarterly review of chronically absent students for IR&S plan consideration
<b>RANDOLPH HIGH SCHOOL</b>	
•	Inclusion of a CST member of the committee in order to give a different perspective
•	Training of IR&S committee members on Access or a new user-friendly database – such as 504 Direct
•	School counselors serve as data collectors and case managers for their own students
•	Development of a mission statement and brochure to share with parents and the community
•	Professional development opportunities for I&RS committee members inside and outside of RHS - such as George Scott, LMFT; state IR&S trainings; and trainings on “hot topics”, i.e., anxiety