

RANDOLPH TOWNSHIP SCHOOLS

**Intervention and
Referral Services
District Summary Report**

2014 - 2015



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.*

Completed by:

Signature:

Date:

I&RS Report 2014 – 2015

School: All Schools

Coordinator of I&RS and Meetings: _____

TEAM MEMBERS

NAME

Principal: _____

Special Education: _____

Other: _____

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
Kindergarten	16	Six	38
One	41	Seven	25
Two	27	Eight	24
Three	46	Nine	23
Four	36	Ten	8
Five	27	Eleven	22
		Twelve	17

Total Number of Students:	350
Total Number of Meetings Held:	291

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	36
I&RS referral for Speech Services, OT/PT Services	12
Referral to Child Study Team/Not Eligible (Return to IRS)	4
Continuation of I&RS Plan for 14-15	180
De-I&RS due to Adequate Progress Shown 14-15	73
Retention for Developmental Considerations for 14-15	4

Other	Number of Students
Eligible for CST	10
Referral and in process for CST	4
504 Plan	9
Graduated	16

I&RS Benefits

List the benefits of I&RS in your school:

•	Tiered intervention
•	Teacher assistance and support
•	Student progress monitoring
•	Transitional support for following school year
•	Follow up, monitoring, & evaluation activities set forth in I&RS Action Plans
•	Focus on short-term, achievable goals (behavioral and academics)
•	Provides collegial support
•	Increases parent and staff awareness of student needs
•	Support system for teachers utilizing professionals with different levels of expertise

•	Principal is viewed as instruction leader
•	Struggling students receive specific attention and support
•	Assists in keeping CST referrals down
•	Positive connections with referring-student families
•	Provides feedback in the areas of academics, socialization with peers and adults, and individual behavior feedback in a systematic format
•	Personalized social-emotional strategies and support for individual students are provided to parents, teachers, and the student
•	Allows for the development and implementation of tiered interventions for individual and groups of students sharing similar academic and behavioral deficiencies
•	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
•	Team supports teachers, students, and parents. Early interventions are put in place to avoid failures
•	Teachers feel supported in working with at-risk students
•	Counselors have become more involved in the I&RS process which has helped to provide a holistic view of the student.
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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.

•	Continue universal intervention
•	RTI model training
•	Evidence based interventions
•	Clear breakdown of roles and responsibilities

•	Continue to require staff to bring data (student goals, evidence of systematic approach to reaching goals).
•	Implement response to intervention procedures through I&RS
•	Create academic apps list to share with teachers and parents
•	Continue pre-meeting interviews between case managers and referring teachers in order to clearly define problem
•	Invest in additional writing intervention programs such as Basic Skill Instruction (writing focus).
•	Part-time school counselors make social interventions/mental therapies more difficult to offer and orchestrate
•	Continued development of systems for team teachers to administer and collect relevant student assessments over a period of time to quantitatively measure and identify individual student issues (trends and patterns).
•	Explore and implement Response To Intervention (RTI) best practices for first, the I&RS team, followed by instructional and support staff.
•	Review committee makeup and assign clearly defined responsibilities
•	Identify and communicate clear expectations for teachers and counselors when referring a student to I&RS
•	Examine procedural and structural issues to make the I&RS team more effective and efficient
•	Investigate whether an I&RS software (HIBster-like) will assist the team in becoming more efficient
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RANDOLPH TOWNSHIP SCHOOLS

Intervention and Referral Services Report 2014 - 2015



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.*

Completed by:

I&RS Team

Signature:

Cindy Mizelle

Date:

May 13, 2015

I&RS Report 2014 – 2015

School: Center Grove

Coordinator of I&RS and Meetings: Mario Rodas / Cindy Mizelle

TEAM MEMBERS

NAME

Principal: Mario Rodas
Special Education: R. McKeever (LDTC)
Other: K. Hagen (Psychologist)
C. Sullivan (Counselor)
M. Keenan (Teacher)
M. Lopez (Nurse)

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
Kindergarten	5	Six	N/A
One	7	Seven	N/A
Two	9	Eight	N/A
Three	11	Nine	N/A
Four	12	Ten	N/A
Five	8	Eleven	N/A
		Twelve	N/A

Total Number of Students:	52
Total Number of Meetings Held:	15

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	12
I&RS referral for Speech Services, OT/PT Services	5
Referral to Child Study Team/Not Eligible (Return to IRS)	1
Continuation of I&RS Plan for 14-15	Plans-20/ 504-8/ medical plan 1
De-I&RS due to Adequate Progress Shown 14-15	15
Retention for Developmental Considerations for 14-15	0

Other	Number of Students
Referral & Eligible for CST	6
Referral and in process for CST	4

I&RS Benefits

List the benefits of I&RS in your school:

•	Tiered Intervention
•	Teacher assistance and support
•	Student progress monitoring
•	Transitional support for following school year.
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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.

•	Continue universal intervention
•	RTI model
•	Evidenced based interventions
•	Clear breakdown of roles and responsibilities
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RANDOLPH TOWNSHIP SCHOOLS

Intervention and Referral Services Report

2014 - 2015



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.*

Completed by:

Danielle Soldivieri

Signature:

Danielle Soldivieri

Date:

5/13/15

I&RS Report 2014 – 2015

School: Fernbrook Elementary School

Coordinator of I&RS and Meetings: Danielle Soldivieri

TEAM MEMBERS

NAME

Principal: Danielle Soldivieri

Special Education: Charlotte Murdock

Other: Katherine Thorn

Viviana Serna

Lauren Bounocore

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
Kindergarten	7	Six	
One	12	Seven	
Two	9	Eight	
Three	14	Nine	
Four	12	Ten	
Five	9	Eleven	
		Twelve	

Total Number of Students:	63
Total Number of Meetings Held:	85

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	6
I&RS referral for Speech Services, OT/PT Services	0
Referral to Child Study Team/Not Eligible (Return to IRS)	1
Continuation of I&RS Plan for 14-15	49
De-I&RS due to Adequate Progress Shown 14-15	5
Retention for Developmental Considerations for 14-15	2

Other	Number of Students

I&RS Benefits

List the benefits of I&RS in your school:

•	Follow-up, monitoring & evaluation activities set forth in I&RS Action Plans
•	Focus on short-term, achievable goals (behavioral and academics)
•	Provides collegial support
•	Increases parent & staff awareness of student needs
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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.

•	Continue to require staff to bring data (student goals, evidence of systematic approach to reaching goals)
•	Implement response to Intervention procedures through I&RS
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RANDOLPH TOWNSHIP SCHOOLS

Intervention and Referral Services Report

2014 - 2015

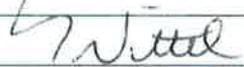


Annual Report as per Policy 2417: *The Principal shall report to the Board at the end of the school year regarding concerns and issues identified by the I&RS team and the effectiveness of services provided in achieving the outcomes identified in the I&RS action plans.*

Completed by:

Lee Nittel

Signature:



Date:

May 19, 2015

I&RS Report 2014 – 2015

School: Ironia

Coordinator of I&RS and Meetings: Lee Nittel

TEAM MEMBERS

NAME

Principal:	Lee Nittel
Special Education:	M. Randazzo Psychologist
Other:	D. Delaney Basic Skills teacher
	J. Shirkey Basic Skills teacher
	C. Sullivan Counselor

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
Kindergarten	4	Six	0
One	9	Seven	0
Two	4	Eight	0
Three	3	Nine	0
Four	9	Ten	0
Five	6	Eleven	0
		Twelve	0

Total Number of Students:	35
Total Number of Meetings Held:	25

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	11
I&RS referral for Speech Services, OT/PT Services	0
Referral to Child Study Team/Not Eligible (Return to IRS)	1
Continuation of I&RS Plan for 14-15	20
De-I&RS due to Adequate Progress Shown 14-15	15
Retention for Developmental Considerations for 14-15	2

Other	Number of Students

I&RS Benefits

List the benefits of I&RS in your school:

•	Tiered Intervention
•	Teacher assistance and support
•	Student progress and monitoring
•	Transitional student support for the following school year.
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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.

•	Create academic Apps list to share with teachers and parents
•	RTI model training
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RANDOLPH TOWNSHIP SCHOOLS

Intervention and Referral Services Report

2014 - 2015



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.

Completed by:

Clifford Burns

Signature:

Cliff Burns

Date:

5/6/15

I&RS Report 2014 – 2015

Shongum Elementary School

School:

Coordinator of I&RS
and Meetings:

Clifford Burns

TEAM MEMBERS

NAME

Principal:

Special Education:

Other:

Clifford Burns

Jessica Velez

Christie Graff

Christine Fugger

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
Kindergarten	0	Six	
One	13	Seven	
Two	5	Eight	
Three	18	Nine	
Four	3	Ten	
Five	4	Eleven	
		Twelve	

Total Number of Students:	27 43
Total Number of Meetings Held:	43 37

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	6
I&RS referral for Speech Services, OT/PT Services	7
Referral to Child Study Team/Not Eligible (Return to IRS)	0
Continuation of I&RS Plan for 14-15	5
De-I&RS due to Adequate Progress Shown 14-15	19
Retention for Developmental Considerations for 14-15	0

Other	Number of Students

I&RS Benefits

List the benefits of I&RS in your school:

•	Support system for teachers utilizing professionals with different levels of expertise
•	Principal is viewed as instruction leader
•	Struggling students receive specific attention and support
•	Assists in keeping CST referrals down
•	Positive connections with referring-student families

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.

•	Continue pre-meeting interviews between case managers and referring teachers in order to clearly define problem
•	Invest in additional writing intervention programs such as Basic Skill Instruction (writing focus)
•	Part-time school counselors make social interventions/mental therapies more difficult to offer and orchestrate



RANDOLPH TOWNSHIP SCHOOLS

RMS

Intervention and Referral Services Report

2014 - 2015



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Completed by:

Signature:

Date:

I&RS Report 2014 – 2015

School: Randolph Middle School

Coordinator of I&RS and Meetings: Dennis Copeland, Ed.D

TEAM MEMBERS

NAME

Principal: Dennis Copeland, Ed.D

Special Education: Megan Weschler, LC

Other: LuAnn Mizzoni, School Counselor Grade 6
Gina Naclerio, School Counselor Grade 7
Raquel Rivero, School Counselor Grade 8

Karen Ivin, Nurse
Janet Hawkins, Nurse

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
Kindergarten		Six	38
One		Seven	25
Two		Eight	24
Three		Nine	
Four		Ten	
Five		Eleven	
		Twelve	

Total Number of Students:	87 ✓
Total Number of Meetings Held:	98

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	1
I&RS referral for Speech Services, OT/PT Services	0
Referral to Child Study Team/Not Eligible (Return to IRS)	0
Continuation of I&RS Plan for 14-15	83
De-I&RS due to Adequate Progress Shown 14-15	2
Retention for Developmental Considerations for 14-15	0

I&RS Benefits

List the benefits of I&RS in your school:

•	Provides feedback in the areas of academics, socialization with peers and adults, and individual behavior feedback in a systematic format.
•	Personalized social-emotional strategies and support for individual students are provided to parents, teachers, and the student.
•	Allows for the development and implementation of tiered interventions for individual and groups of students sharing similar academic and behavioral deficiencies.
•	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.

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.

•	Continued development of systems for team teachers to administer and collect relevant student assessments over a period of time to quantitatively measure and identify individual student issues (trends and patterns).
•	Explore and implement Response To Intervention (RTI) best practices for first, the I&RS team, followed by instructional and support staff.



RANDOLPH TOWNSHIP SCHOOLS

Intervention and Referral Services Report

2014 - 2015



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.*

Completed by:

Signature:

Date:

Lauren D'Zio / Debbie Iosso
[Signature]
June 2015

I&RS Report 2014 – 2015

School: Randolph HS

Coordinator of I&RS and Meetings: Lauren D'Zio

TEAM MEMBERS

NAME

Principal: Debbie Iosso
Special Education: Erin Donnelly
Other: Susan Brown
Greg Dimiceli
Lee Hackney
Penn Bowditch
Oscar Zavala

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
Kindergarten		Six	
One		Seven	
Two		Eight	
Three		Nine	23
Four		Ten	8
Five		Eleven	22
		Twelve	17

Total Number of Students:	70
Total Number of Meetings Held:	31

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	0
I&RS referral for Speech Services, OT/PT Services	0
Referral to Child Study Team/Not Eligible (Return to IRS)	1
Continuation of I&RS Plan for 14-15	23
De-I&RS due to Adequate Progress Shown 14-15	17
Retention for Developmental Considerations for 14-15	0

Other	Number of Students
504 plan	9
CST- Eligible	4
Graduated	16

I&RS Benefits

List the benefits of I&RS in your school:

•	Team supports teachers, students and parents. Early interventions are put in place to avoid failures
•	teachers feel supported in working with at-risk students.
•	Counselors have become more involved in the I&RS process which has helped to provide a holistic view of the student.
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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.

• 1	Review committee makeup and assign clearly defined responsibilities
• 2	Identify and communicate clear expectations for teachers and counselors when referring a student to I&RS
• 3	Examine procedural and structural issues to make the I&RS team more effective and efficient
• 4	Investigate whether an I&RS software (HIBster-like) will assist the team in becoming more efficient
•	

