

Intervention and Referral Services (I&RS)

Allendale Public Schools

SEPAC Meeting Presentation

December 3, 2014 - Brookside School Library

December 11, 2014 – Calvary Christian Church, Allendale

Historical Reflection

- In the “OLD DAYS” there were 2 worlds in education: General Education and Special Education
- Students whose educational needs did not “fit” in the established profile for general education, were quickly referred to the Child Study Team, evaluated and classified and usually placed in a self contained class with other students requiring “special” education.
- The numbers of classified students in New Jersey increased dramatically and general education teachers assumed that every student requiring different instructional strategies should be in another classroom with a special education teacher.

I&RS

- As a result of this mindset, many students were denied the opportunity to be educated in their neighborhood schools within a heterogeneous learning community.
- New Jersey was cited for extremely high classification rates and extremely high percentages of students placed in self contained and out of district schools for the disabled.
- In response, Federal regulations which were established required general education interventions and placement of students in the Least Restrictive Learning Environment (LRE) with appropriate supports and services.
- The I&RS Committee process was established in order to help staff develop the skills, including instructional strategies and interventions, to ensure students' needs are addressed in the LRE (often general education).

I&RS

- Why?
- What?
- Who?
- How?

WHY do we have I&RS?

- April 2001: State BOE adopted rules for I&RS services (N.J.A.C. 6A:16)
 - “...establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior or health difficulties”
 - “...assist staff who have difficulties in addressing students’ learning, behavior, or health needs.”

WHAT is I&RS?

- “...A formal, coordinated and well-articulated system of supportive activities and services for staff who have identified student difficulties and those who will be involved in the amelioration of the identified educational concerns.” –
a **Multidisciplinary Approach**

Functions of I&RS Committees

- Identify learning, behavior and health difficulties of students
- Collect thorough information
- Develop and implement Action Plans with interventions
- Provide support, guidance and professional development to school staff
- Involve parents
- Coordinate access to and delivery of school resources
- Review and assess effectiveness of I&RS Action Plan
- Recommend initiation or improvement of school programs

WHO participates in the I&RS Committee?

- Building principal (or designee) is the I&RS “Team Leader”
- Teacher (or staff member) referring student to I&RS
- Parents are invited, but not required to participate in the I&RS process
- Other staff members whose expertise will be beneficial in the development, implementation and review of the I&RS Action Plan (nurse, behaviorist, other general or special education teachers, speech, occupational or physical therapist, psychologist, learning consultant, social worker).

HOW is I&RS orchestrated in the Allendale schools?

- Staff member(s) or parents refers student to I&RS Committee through building principal.
- Staff member advises parents of referral to I&RS Committee.
- Staff member completes Referral form and documents interventions which have been attempted. Nurse completes health information form.
- Principal (or designee) schedules I&RS committee meeting and invites parents.
- I&RS Committee develops Action Plan containing goals, interventions and duration of plan.
- Action Plan Review date is projected.

HOW is I&RS orchestrated in the Allendale schools? (continued)

- Strategies and Interventions instituted and assessed.
- I&RS Action Plan Review meeting is scheduled by principal(or designee).
- I&RS Committee determines next step:
 - Discontinue I & RS – Plan has effectively addressed student’s needs
 - Continue Plan as is
 - Adjust/Modify plan to include additional resources and strategies
 - Refer to 504 Committee
 - Refer to Child Study Team

Comparison of three Building-based Multidisciplinary Teams

	I&RS	504 Committees	Child Study Teams (IDEA)
Regulatory Authority	State – NJAC 6A:16-17	Federal -34CFR 104 Section 504 of Rehabilitation Act	Federal-32CFR 300 IDEA State 6A:14
Student Population	Regular Ed – Required Special Education – Permitted with IEP team	Required – Regular Ed Protected Against Discrimination - Special Education	Required - Special Education
Team Composition	Multidisciplinary Team – any certified and ad hoc members, as appropriate	Group of certified persons, including those knowledgeable about the child, the meaning of the evaluation data and the placement options	School Psychologist, School Social Worker, Learning Disabilities Teacher-Consultant, Speech and Language Specialist (at preschool level)
Case Management Role	Not Regulated.	Not Regulated	Case Manager required
Assessment	Functional	Functional and/or standardized	Functional and standardized
Written Plan	I&RS Action Plan	504 Accommodation Plan	Individualized Education Plan
Review and FollowUp	Required for each I&RS Action Plan (Timelines unspecified)	A one year review of the accommodation plan is required, but timeline is adopted by district	Annual Review of IEP; Re-evaluation of IEP every 3 years or sooner, if conditions warrant.
Funding	Local	Local	Local & State
Family's Due Process Rights	No	Yes	Yes
Forms	Not Regulated	Not Regulated	Per Regulations