

Frequently Asked Questions about Intervention and Referral Services (I&RS)



When might a teacher request an I&RS review?

A teacher routinely differentiates instruction to address a child's needs in the classroom. The teacher requests services of the I&RS Committee when a particular child continues to have difficulties despite these efforts.

What kind of needs are reviewed by the I&RS?

When a child experiences difficulties that affect his or her academic progress, or exhibits behavior that interferes with learning, the teacher may request support from I&RS. Student difficulties may include problems responding to written or verbal information, organizing, focusing, and/or completing work without constant teacher intervention.

How does I&RS help a teacher and student?

I&RS supports the teachers and students by developing an intervention plan that may provide alternative strategies, programs, and /or assessments. The interventions are designed to support the student in achieving success within the regular education program.

How are parents informed?

The teacher discusses his/her concerns with the child's parents prior to requesting the I&RS review. Once the parent agrees and the teacher has requested an I&RS review for the child, the I&RS committee will meet to brainstorm ideas for an educational action plan. Following the I&RS committee meeting the classroom teacher will brief the parents with the results.

What happens during an I&RS meeting with the teacher?

Following a teacher's submission of an I&RS request to the Principal, the teacher is invited to discuss the problem with the I&RS Committee at a meeting scheduled during the school day. At that time, the teacher describes the student and challenge. He or she will identify both successful and unsuccessful strategies used, as well as current efforts. Alternative means of intervention and new approaches are suggested. A plan of action is developed specifying the goals, strategies to be used, and the individuals responsible for each action. A time line is established for implementing the plan and assessing its effectiveness. The teacher will communicate this information to the parents.

How is follow-up provided?

The action plan is monitored by the classroom teacher and the I&RS Committee. At a time specified within the plan, the teacher meets with I&RS Committee once again to report on its success. If the child's needs are not being met by the initial plan, additional interventions may be suggested and modifications may be made to the plan. In addition, the teacher will maintain communication regarding the child's progress.

Is this the same as a referral to Special Education?

NO, Every child grows and develops at different rates. I&RS recommend actions intended to help resolve the challenge identified without the need of a referral to the Child Study Team. If the actions taken and resources used are not adequate and the problem still remains, the child's needs may suggest referral to the Child Study Team. Parents will participate in the decision as to whether a Child Study Team evaluation will be done.

Who serves on the I&RS Committee?

Permanent members of the I&RS Committee include the Principal, Guidance Counselor, School Nurse, Teachers, Supervisor of

Curriculum, Reading Specialist, Supervisor of Special Services, and Learning Disabilities Teacher Consultant (LDTC).

Please review our brochure and our “Frequently asked Questions about I&RS” on our website under the “News & Resources” tab on our website. If you are in need of further information or you have additional questions, do not hesitate to contact our office @ 908-362-6111, and we will always be glad to help.