

## **I&RS Process Overview**

### **What Is I&RS? (Intervention and Referral Services)**

The Mission Statement of the East Greenwich Township School District is to provide an excellent educational foundation for all children from Beginners through Sixth Grade. We will continue to strive to have all students demonstrate a positive self-concept, a positive set of character traits, and proficiency in communications, computation, and the arts/sciences. A student possesses physical and mental well-being and demonstrates an understanding and appreciation of the world and its environment. At times, it is necessary to access district educational support services to assist in providing success for all students. The coordination of services is the responsibility of the building principal who ensures that students who are at risk are provided with an appropriate educational program.

Specifically, **I&RS** is a committee composed of building instructional and support staff, including district personnel, under the leadership of the building principal. The committee provides an appropriate forum for the exchange of ideas and the development of instructional strategies to address the instructional needs of students experiencing difficulty. The committee, in consultation with the classroom teacher, determines which instructional strategies to implement in the classroom and which additional school level support services are most beneficial to each student. The committee supports the teacher in his/her efforts to provide an appropriate program in the least restrictive learning environment.

I&RS offers teachers support for students with varying needs. This assistance includes providing services that are available in the child's school. The role of the I&RS Committee is to determine which service or services benefit each individual student. Before a plan is implemented, the committee meets to discuss and decide if a plan is necessary. If deemed necessary, the I&RS Committee develops a plan. Each school in East Greenwich has its own I&RS Committee. Administrators, teachers, school counselors, nurses, and other district staff members on the committee work collaboratively to assist teachers in meeting the needs of all students.

### Why is a child referred to I&RS?

- Academic concerns
  - Students who demonstrate significant academic delays with interventions in place, such as BSI, and the use of research-based supplemental materials
- Social/Emotional concerns
  - Students experiencing unusually stressful, emotional, and/or social situations
  - Students who moved into the district and experience transitioning difficulties
  - Students who have been a victim of violence or witness to violence
  - Students who demonstrate atypical social/emotional behavior
  - Students who have a history of truancy and/or tardiness
- Physical concerns
  - Students with a diagnosed medical condition
- Any other condition that may interfere with academic success

### What happens prior to request for I&RS assistance?

- The teacher documents consistent contact with the parent/guardian regarding the student's performance and the actions being taken to assist the student.
- Teacher documents the interventions and strategies used in the classroom for a period of six to eight weeks on the *Intervention Documentation Form*.
- Teacher documents all parent communication using the *Intervention Documentation Form*. The teacher contacts that parent/guardian to let them know that they are referring the student to I&RS.
- The Referral form is completed and turned into the principal at least **two weeks** prior to the monthly team meeting.
- The principal reviews referral form to check documentation for completeness, discuss student concerns with teacher (if needed), sign off on the form, and forward the referral to the coordinator/counselor if deemed appropriate.
- A letter is sent to the parent/guardian advising them of time and date of parent/guardian meeting.
- A parent questionnaire form is sent home and needs to be returned to the teacher at least three days prior to the scheduled meeting.
- Teacher receives notification of all scheduled meetings and substitute coverage is provided.

### What happens during an initial I&RS meeting?

- The referring teacher discusses the concern and the strategies that have been implemented.
- At this meeting, the team determines whether or not a plan is warranted.
- If an action plan is warranted, it includes a measurable goal/objective.
- The I&RS Committee brainstorms suggestions to support the teacher in the classroom.
- The committee, along with the teacher, chooses 2-3 interventions to implement.
- All interventions used must be documented using the *Intervention Documentation Form*.

- If an action plan is NOT warranted, the teacher is given strategies to assist the student in the general education classroom.

#### **What happens during the parent/guardian meeting?**

- The meeting includes the classroom teacher, parent/guardian, principal, and counselor.
- The parent/guardian is presented with any written documentation that was developed during the team meeting and discusses questions, concerns, and recommendations.

#### **What happens after an I&RS meeting?**

- The teacher, and/or any person delivering interventions to the student, begins keeping documentation on the interventions agreed upon in the action plan. This documentation is recorded on the district Interventions Documentation Form.
- The district's Intervention Documentation Form is submitted to the case manager on a monthly basis.
- After an action plan is developed it is reviewed by the I&RS team every 6-8 weeks. Action Plan review meetings are scheduled by the coordinator/counselor.
- The referring teacher contacts the parent/guardian to let them know the outcome of the meeting prior to sending home the Action Plan.
- ***I&RS meetings do not take the place of parent/teacher conferences.***
- If the parent/guardian has questions or concerns about their child they should contact the homeroom teacher.

