

I&RS: How it Works

Pre-Referral
Teachers assist students through a variety of approaches, contact parents, access school counselor or nurse



Parent or Teacher Referral to Team



Data Collection & Review



Problem Solving Meeting with Team, Parent/Guardian & Student



Develop & Implement Action Plan



Evaluate Action Plan



Continue or Modify Interventions



Possible 504 or CST Referral

Middlesex County Vocational and Technical Schools

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A Guide to Intervention & Referral Services (I&RS)



What is I&RS?

The Intervention and Referral Services (I&RS) is a primary way in which we support teachers' and students' needs in the general education environment. I&RS is not intended to replace traditional methods or resources for helping students to function effectively in school. Its primary focus is to utilize resources and expertise within the school community to help children be successful.

The I&RS Team:

- Identifies the responsibilities of building staff who participate in the planning and provision of intervention and referral services
- Actively involve parents/guardians in the development and implementation of the I&RS plans
- Identify students in need and then plan and provide appropriate interventions for those students within the general education community
- Reviews and assesses the effectiveness of the services provided in achieving the outcomes identified in the action plan.

Who May Be Referred?

A child may be referred to I&RS if he/she is experiencing academic, emotional, and/or behavioral difficulties.

The I&RS Process

The I&RS process is a collaborative effort between school personnel and families when a student has been identified as making minimal academic and/or emotional progress in the regular education setting.

Using a team approach, we carefully consider the needs of students who are identified as at risk in achievement, behavior, and/or health problems. The team collects and evaluates relevant data in order to determine or identify specific barriers which effects student performance. Once these barriers have been identified, individualized interventions are determined, implemented and documented. An action plan may include, but is not limited to, activities such as classroom accommodations and/or guidance services.

The I&RS process is ongoing and as it continues to monitor student progress within the student's academic setting. If the I&RS process exhausts all of the available school based regular education interventions with minimal

success over an extended period of time, other options may be explored.

By its nature, intervention is a process, not a procedure. It is often the case that plans are revisited and modified. In most cases, however, a successful action plan which is created and shaped over a period of time proves to be a powerful tool for the student at risk.



School district boards of education, in New Jersey, are required to "...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..." and which are designed to "...assist staff who have difficulties in addressing students' learning, behavior or health needs." N.J.A.C. 6A:16-8.1