



I&RS MANUAL

Rumson School District

REVISED 2018



I&RS Manual

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What is I&RS (Intervention and Referral Service)?

- I&RS is a support system for teachers to assist students who are experiencing learning, behavior, or health difficulties in general education.
- The Committee may consist of school administrator(s), a School Counselor, a Child Study Team member, a general and special education teacher, the school nurse, or any other related services personnel who could assist in the development of an action plan. Parents are invited to each I&RS meeting.
- Along with parent(s)/guardian(s), the Committee develops an intervention plan that may provide alternative strategies, programs, and/or assessments to support the student in achieving success within the general education program

What is the purpose of an I&RS Committee?

- Address academic, behavior, and health difficulties to support student learning.
- Analyze thorough data collected by staff on the identified learning and behavioral difficulties of students
- Potentially develop Action Plans by providing interventions and/or referrals that are based on specific goals
- Provide support, guidance, and professional development to school staff
- Actively involve parents/guardians in the potential development and implementation of an Action Plan
- Review and assess the effectiveness of each plan, as needed, and then modify accordingly

Why does the district have an I&RS Committee?

The New Jersey Administrative Code requires all school districts to have this support service.

Establishment of Intervention and Referral Services:

6A:16-7(a)

"District boards of education shall 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 to assist staff who have difficulties in addressing students learning, behavior or health needs. District boards of education shall choose the appropriate multidisciplinary team approach for planning and delivering the services required under this subchapter."

When should assistance be asked from I&RS and how is the process initiated?

For parents:

- After discussing a child's learning or behavioral difficulties with a teacher or School Counselor, parents may request a form from the School Counselor or download the form from the school website.

For staff:

Once a student presents with academic or behavioral difficulties that impact classroom performance:

- Refer and complete the district ***Pre-Meeting Request Checklist*** located in "Guidance Services" Google Classroom
 - Determine the main area of concern for the student.
 - Refer to the "Toolbox" on Form B (***Go to Resources***)
 - Choose 3 strategies/interventions that you will implement with the student to meet the desired goal.
 - For at least 15 days, please document strategies and interventions that you will be implementing.
 - If the implemented strategies/interventions are successful, then continue using them with the student.
- *Be sure to document these strategies/interventions. Turn in the form to School Counselor at end of school year.**
- If the implemented strategies/interventions are not successful and the student is still having difficulties, you now have to fill out the ***I&RS Meeting Request Form***.
 - Turn in the completed Request Form to the appropriate School Counselor who will then review with administration. Once the data is reviewed, a meeting with the Committee will be scheduled.

What happens next?

- After a meeting has been requested, the School Counselor will review completed paperwork as well as supporting documentation and then initiate meetings with the Committee and parents.
- A meeting occurs where the student's strengths and difficulties are discussed. During the meeting, an Action Plan may be created based in the area of concern.
 - The Committee creates a maximum of three prioritized goals that are measurable and observable that may include selected interventions and/or possible accommodations.
- The Action Plan is implemented and evaluated over an agreed period of time.
- Review meetings are held, if necessary, to determine the degree of success in achieving stated outcomes. If necessary, The Committee may make changes and/or modifications to the Action Plan to meet student needs.
- The Action Plan is valid for one school year (only for the teacher or team that made the referral).
 - However, plans are shared in September with new teachers and teams to provide information on what goals were addressed and which interventions were successful.
- In the first quarter of the school year, the School Counselor will monitor student progress to determine if another Action Plan is needed. If an Action Plan is needed, the School Counselor will initiate a meeting.

What is the format of an I&RS meeting?

- Summarize and reach consensus on student's problem (*Review information, review prior interventions*)
- Negotiate objectives/goals (*Identify problem/goal*) (*Reasonable, measurable, attainable, short term*)
- Brainstorm Solutions (*Instructional strategies, supports, services*)
- Clarify & refine suggestions (*Instructional strategies, supports, services*)
- Set responsibilities and evaluation criteria (*Focus on area of most impact*)
- Develop the Action Plan and Create a Timeline

Can teachers refer a student to the Child Study Team without going through I&RS?

- No, teachers need to refer to the above I&RS process first. The I&RS Committee has to meet and create an Action Plan.
- If a student is making progress, then the goals have been met and new ones are developed, if needed.
- If a student is not making progress, strategies/interventions, and/or accommodations are changed and/or modified.
- Once an Action Plan has been deemed unsuccessful, then the Committee may make a referral to the Child Study Team.

Can parents refer their child to the Child Study Team without going through I&RS?

- Yes, as per NJAC 6A:14-3.3e below a parent can request and initial evaluation to determine eligibility for special education programs and services.

"When a preschool age or school age student is referred for an initial evaluation to determine eligibility for special education programs and services under this chapter, a meeting of the child study team, the parent and the regular education teacher of the student who is knowledgeable about the student's educational performance or, if there is no teacher of the student, a teacher who is knowledgeable about the district's programs, shall be convened within 20 calendar days (excluding school holidays, but not summer vacation) of receipt of the written request. This group shall determine whether an evaluation is warranted and, if warranted, shall determine the nature and scope of the evaluation, according to N.J.A.C. 6A:14-3.4(a). The team may also determine that an evaluation is not warranted and, if so, determine other appropriate action."

How long does a student go through the I&RS process before a referral needs to be made to the Child Study Team?

- Every case is different. The I&RS Committee wants to monitor progress over time and have enough data to determine whether or not a referral to the Child Study Team is warranted.



BOARD OF EDUCATION OF THE BOROUGH OF RUMSON

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Office of Guidance

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

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 team?

When a child experiences difficulties that affect his or her academic progress, or has exhibited 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 with three specific goals. Strategies are provided for each goal. The interventions are designed to support the student in achieving success within the general education program.

How are parent(s)/guardian(s) informed?

The teacher discusses concerns with the child's parent(s)/guardian(s) prior to requesting an I&RS meeting. Once the teacher has requested an I&RS meeting for the child, the I&RS Coordinator will schedule a meeting. Parent(s) and/or Guardian(s) will be contacted with the date and time of the meeting. If parent(s)/guardian(s) are unable to attend in person, they can call in by telephone to be a part of the meeting. The I&RS committee will meet to brainstorm ideas and strategies for an Action Plan. Parents(s)/guardian(s) provide input in the development of the Action Plan. When the action plan is complete, the parent(s)/guardian(s) will receive a copy of the plan that has been developed.

What happens during an I&RS meeting?

Following a teacher's submission of an I&RS request to the I&RS Coordinator, an administrator reviews the data submitted. Once the request is approved, an I&RS meeting is then scheduled. The referring 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 the 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 timeline is established for implementing the plan and assessing its effectiveness.

How is follow-up provided?

The action plan is monitored by the School Counselor and assigned staff members. Every 6-8 weeks, the Committee will meet to review the effectiveness of each strategy implemented. If certain strategies are not successful, different strategies to meet the goal will be suggested and there will be modifications to the Action Plan. The plan will be transitioned to a different level of support, as needed. Once the student meets all the goals in the plan and no longer needs strategies, the Action Plan will be terminated.

Is this the same as referral for Special Education?

NO. I&RS Action Plans are intended to help resolve the challenges in order to avoid a Child Study Team referral, if possible. If the actions taken and resources used are not adequate and the problem(s) still remains, the team may decide that a student will be referred to the Child Study Team.

Who serves on the Rumson School District's I&RS Committee?

The Committee may consist of school administrator(s), a School Counselor, a Child Study Team member, a general and special education teacher, the school nurse, or any other related services personnel who could assist in the development of an action plan.

Academic Support Comparisons

	I&RS Committee	504 Committee	Child Study Team (CST)
Department	General Education	General Education	Special Education
Purpose	<ul style="list-style-type: none"> Support teachers of general education students with possible learning, health, and/or behavioral difficulties 	<ul style="list-style-type: none"> Protect students with medically based disabilities by eliminating barriers and allowing full participation in school (leveling the playing field for students with substantially limiting major life functions) 	<ul style="list-style-type: none"> Determining eligibility for services under Special Education To provide appropriate programming and placement
Services	<ul style="list-style-type: none"> Develop Action Plans to include interventions and strategies and/or accommodations Teacher(s) implements Action Plan 	<ul style="list-style-type: none"> Accommodations and modifications based on individual student needs 	<ul style="list-style-type: none"> Development of Individualized Education Plan (IEP) including modifications (curricular) and accommodations (environmental) and special education placement.
Evaluation Procedures	<ul style="list-style-type: none"> Pre-intervention checklist completed by teacher/team Data collection and progress monitoring by the teacher(s) and/or committee members 	<ul style="list-style-type: none"> Independent medical diagnosis that substantially limits a major life function and negatively impacts child in the classroom 	<ul style="list-style-type: none"> School-based evaluations: social assessment, psychological, and academic achievement Specialized evaluations: Speech, Occupational Therapy (OT), Physical Therapy (PT), as needed
Independent Evaluation	<ul style="list-style-type: none"> Current evaluations, if available, are considered when developing Action Plan 	<ul style="list-style-type: none"> See above 	<ul style="list-style-type: none"> CST may refer student for outside evaluations including but not limited to neurological, psychological, auditory processing, audiological as needed
Support Decisions	<ul style="list-style-type: none"> Academic Supports (literacy/math/study skills) Behavioral Supports 	<ul style="list-style-type: none"> Scheduling Preferences, Testing Modifications/Accommodations 	<p>From Least Restrictive to Most Restrictive Environment:</p> <ul style="list-style-type: none"> In Class Resources –ICR Pull Out Replacement – POR Self-Contained Classroom - SC Out of District Placement-OD Residential Placement - RD
Referral Process	<ul style="list-style-type: none"> After completing the district I&RS Meeting Request Form 	<ul style="list-style-type: none"> Upon receipt and 504 Committee review of medical documentation 	<ul style="list-style-type: none"> A child continues to struggle despite intensive and documented interventions; I&RS Committee and/or parent refers to CST

	Tier 1: Differentiation	Tier 1: Strategies & Interventions	Tier 2: Accommodations	Tier 3: Modifications
Definition:	Tailoring instruction to meet individual needs *assigning positions on the playing field	Skills or techniques used to assist in learning *individualizing the playing field	Physical or environmental changes generally referred to as good teaching strategies *Leveling the playing field	Changes made to curriculum expectations in order to meet the needs of students *changing the playing field
Reminders:	Use prior to referring to I&RS.	Use prior to referring to I&RS. Remember to take data!	Accommodations should only be put into place after meeting with the Committee.	*Modifications are only provided through an IEP or a 504 and should not be used otherwise.

**This is only a limited list of examples. They are only intended to help you understand different levels of support.
Please only use the ones necessary for each individual student as the needs vary from classroom to classroom.

Strategies and Intervention Checklists

	INTERVENTION IDEAS	Tier 1	Tier 2	Tier 3
READING				
Comp - Have student verbalize a question for themselves about the reading, and answer it				
Comp - Note key parts (e.g., mark text, sticky notes, double entry diary-LT Direct quote w/ page #...RT Makes me think of..)	X	X		
Comp - Personal connection to reading	X			
Comp - Scaffold using verbal prompts to provide assistance	X			
Comp - Think out loud at places where student expected to have difficulty	X			
Explicit instruction using models or demonstrations	X			
Fluency - Choral practice	X			
Fluency - Choral reading of previous story	X			
Fluency - Follow teacher's reading using their finger	X			
Fluency - Immediately and systematically correct errors in reading, and have student re-read sentence	X			
Fluency - Model/demonstrate proficient reading (be explicit/verbalize the steps taken - e.g., how to know to raise voice at ?)	X			
Fluency - Rewards for not guessing words	X			
Fluency - Rewards for not skipping over words	X			
Fluency - Ruler and/or color overlay to assist with reading	X			
Frequent opportunities to play with sounds and words (rhyming, segmentation, blending)	X			
Phonics - Hands on manipulations of letters/words	X			
Small group instruction in class	X			
Vocab - Drill and practice unknown words - Use green ink for better recall, vary learning environments	X			
Vocab - Explicitly add missed/guessed words to student's practice vocabulary list	X			
Vocab - Word flash card practice to build fluency & comprehension	X			
Comp - Fill out A, B, C,... Word list as read aloud of descriptive words (e.g. Cleopatra, dessert, nile)	X			
Comp - Focus on essential information only - have student delete trivial/redundant information	X			
Comp - Frequently check on comprehension	X			
Comp - Guide students in generation of a mental model of reading	X			
Comp - Have student retell story	X			
Comp - Model comprehension by speaking aloud (Oh, I missed that point, I'll reread that section..)	X			
Comp - Pre-reading strategies to assist with comprehension	X			
Comp - Read questions to student	X			
Comp - Reflective stems (I think, I know, I wonder...)	X			
Comp - Story maps to build comprehension	X			
Fluency - Extra practice at student reading level	X			
Fluency - Repeated Reading 4X (with correction) of same material	X			
Fluency - Repeated Reading 4X with timer and incentive for increasing rate	X			
Monitor student mastery of key skills	X			
Norm based screening tool assessment	X			
Pair with stronger student	X			
Reteach foundational skills and strategies	X			
Vocab - To read difficult words, explicitly teach, "Look for parts you know, sound it out, and check it"	X			

Strategies and Intervention Checklists

READING (Continued)	INTERVENTION IDEAS				Tier 1	Tier 2	Tier 3
Comp - Activate relevant student prior knowledge and chart it							X
Comp - Advanced organizer for reading							X
Comp - Allow student to listen while story is read							X
Comp - Ask student to sequence events from reading story							X
Comp - Conduct pre-reading discussions							X
Comp - Credit for student self checking							X
Comp - Cubing - Describe it, compare it, analyze it, apply it, associate it, argue for/against it							X
Comp - Exit cards - students write responses to question you pose at end of the class							X
Fluency - Books on tape							X
Fluency - Highlight while student reads aloud, words said correctly							X
Fluency - Read assignments out out							X
Literacy coach - individual							X
Literacy coach - small group							X
Norm based re-screening assessment							X
Peer tutoring - students work together to practice skills (e.g., PALS Peer Assisted Learning Strategies)							X
Vocab - Simultaneous verbal prompting (teacher says word and definition, then immediately has student repeat word)							X
Vocab - Teach word reading strategy (words student doesn't know)							X

Strategies and Intervention Checklists

	INTERVENTION IDEAS	Tier 1	Tier 2	Tier 3
WRITING				
Assist with formulating topic sentences		X		
Model or structure for writing		X		
Segment writing into manageable units		X		
Start writing with a picture or prompt		X		
Accept written assignments completed on computer		X		
Assist with note taking		X		
Assist with pre-writing activities (lists, webbing, clustering ideas, outlining, journaling ideas)		X		
Develop spelling dictionary of student's frequently misspelled words		X		
Journal		X		
Insure homework correctly recorded in assignment pad		X		
Use sequence cards and have student write sentence for each card		X		
Cue student to self edit work		X		
Limit note taking tasks		X		
Precede written work with discussion to assist with organization and planning		X		
Teach self editing strategies		X		
MATH				
Break down problems into smaller steps		X		
Emphasis on drill and practice		X		
Extra practice on student's mistakes		X		
Graph paper for counting and place value		X		
Model of proficient problem solving		X		
Number line on desk		X		
Simplifier problems to allow student success		X		
Visual aide for steps		X		
Visual representations of mathematical ideas		X		
10 min use of MathFlash		X		
Create a math reference book of basic math concepts		X		
Ease the learning challenge, simplify instruction		X		
Explicit instruction rather than discovery oriented methods		X		
Numberlines (2 of them) 1 for addition w. arrow to right, 1 for subtraction arrow to left)		X		
Guided practice with corrective feedback		X		
Have student verbalize steps of math problem		X		
Review foundation skills needed for new problem		X		
Review/rehearsal of basic math facts		X		
Draw numberline on floor and have student work it to work problems		X		
Practice sorting problems into problem types		X		
Teach schemas for problem types		X		

Strategies and Intervention Checklists

ATTENTION/MEMORY	INTERVENTION IDEAS	Tier 1	Tier 2	Tier 3
Check lists				
Fidget toy		X	X	
Give immediate feedback		X	X	
Green ink - accelerates learning and recall (e.g., use on flash cards)		X	X	
Have student verbalize steps of directions		X	X	
Obtain and maintain eye contact for verbal instruction		X	X	
Picture schedule		X	X	
Simplify directions		X	X	
Study carols to reduce distractability		X	X	
Visual cues		X	X	
Assist recall with chunking			X	
Assist recall with mnemonics			X	
Credit for class participation			X	
Cue student to stay on task (i.e., private signal)			X	
Give one direction at a time			X	
Have student repeat directions			X	
Nonverbal cueing			X	
Seat away from noise/distractions			X	
Verbal cueing			X	
Word banks			X	
Oral reminders			X	
Written reminders			X	
Written, oral and physical reminders			X	

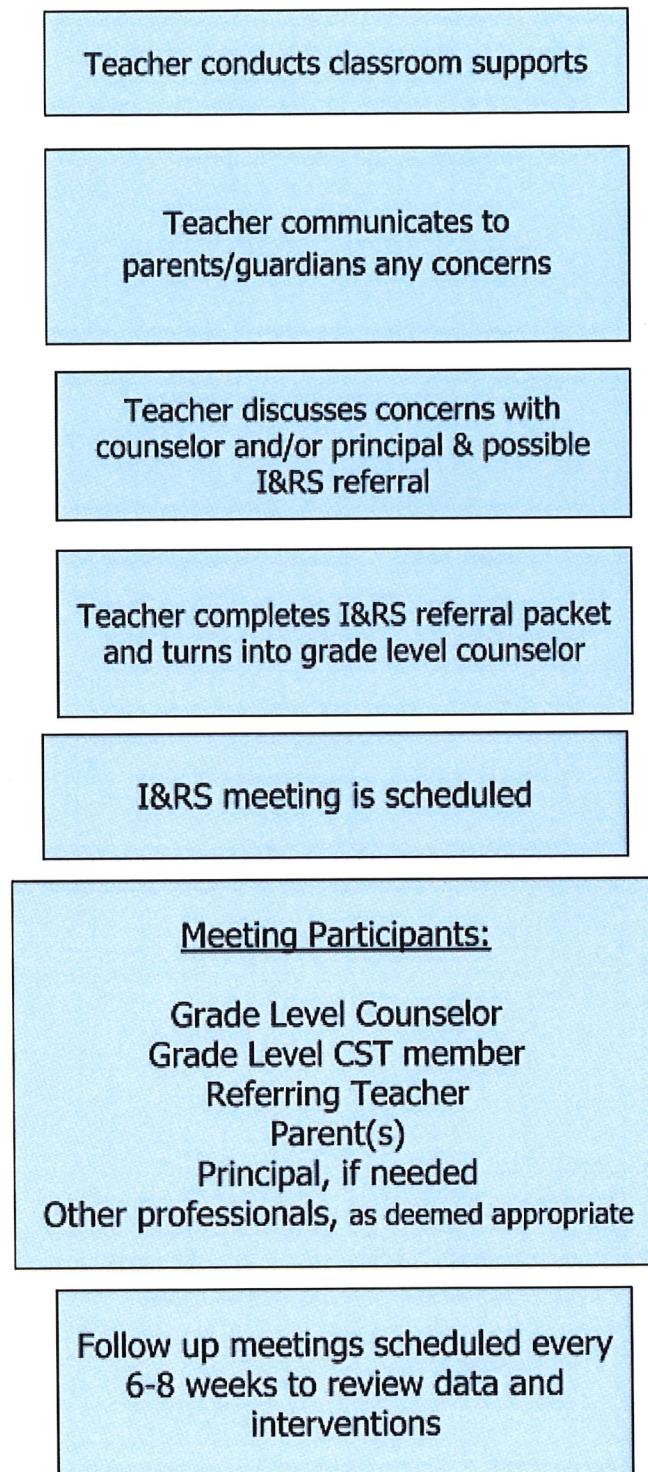
Strategies and Intervention Checklists

GENERAL CLASSROOM	INTERVENTION IDEAS				Tier 1	Tier 2	Tier 3
Change seat		X					
Check cumulative folder		X					
Chunk work		X					
Demonstrate directions and instructions		X					
Discuss with parent		X					
Encourage student to ask for assistance		X					
Encourage student to ask questions		X					
Extra time to copy		X					
Help after school (or at lunch) - Informal		X					
Help with organization (assignments, color code folders, agenda, etc.)		X					
Highlight directions on worksheets/tests		X					
Model or sample for reference		X					
Multi-sensory approach		X					
Refer student to guidance or administration		X					
Sent home notes about concerns		X					
Assist in proper note taking skills		X					
Check assignment pad for correct notation of homework		X					
Check for clarification during tests		X					
Check seatwork to avoid errors		X					
Contact parent to alert to difficulty/failure		X					
Copies of peer notes		X					
High degree of structure		X					
Outlines for lectures		X					
Peer assistance		X					
Practice in following written/oral directions		X					
Problem solving cues		X					
Put main points on board		X					
Sample tests for practice		X					
Set interim check points		X					
Study guides 3 days before test		X					
Advance notice of testing		X					
Assign project in lieu of test		X					
Assist student in setting short term goals		X					
Assist with time management for large projects		X					
BEST program		X					
Copies of teachers notes		X					
Fill in outlines for lectures		X					
Graphic organizers		X					
Limit the assignment of word to that which can be done correctly		X					
Progress reports sent to parent		X					
Relate abstractions to student's prior learning		X					
Summarize important points for student		X					

Strategies and Intervention Checklists

BEHAVIOR	INTERVENTION IDEAS	Tier 1			Tier 2	Tier 3
Alternate sedentary and active activities		X				
Ask questions that provide a high likelihood of success		X				
Assign detention		X				
Behavior plan or chart with student		X				
Break cards		X				
Consistent consequences		X				
Consistent enforcement of posted classroom guidelines for behavior		X				
Consistent expectations		X				
Frequent review and reinforcement		X				
Give student responsibilities/opportunities to help within the classroom		X				
Make positive, specific comments on written or verbal class work		X				
Offer student choices		X				
Positive praise		X				
Praise pro-social behavior explicitly		X				
Pre-teach vocabulary words in the context in which they will be read		X				
Seat student near positive role model		X				
Speak to student privately concerning class rules, expectations, concerns		X				
Discreet prompt to redirect or to discipline			X			
Monitor emotional frustration levels			X			
Movement opportunities			X			
Opportunities for structured social success			X			
Review sample problem behaviors and review/model appropriate behaviors			X			
Schedual attention to student			X			
Avoid direct confrontation, redirect student			X			
Behavior point system with rewards for motivation (identify key motivators important to student - reward survey)			X			
Behavior modification system with specific goals and consequences			X			
Consistent rewards for demonstrating self control and following class rules			X			
Direct invitation in order to contribute			X			
Discuss the purpose of assignments, link to real world uses			X			
Immediate feedback			X			
Self monitoring strategies			X			
Use areas of student interest			X			

Overview of Process for Intervention and Referral Services



*Reassess every 6-8 weeks to determine if strategies are working.

*Continued monitoring of plan every 6-8 weeks.

***Possible End of Year Outcomes:** Carry over of plan to the following school year; dismissal from I&RS if goals & objectives are met; referral to School and/or Community Resources; referral for Evaluation by our district Child Study Team



I&RS Meeting Request Process

Please check box when each step is completed.

1. Identify a struggling student and your area of concern

- **Health** - If a child does not have a medical diagnosis or has a medical diagnosis but does not substantially limit a major life function or have a substantial impact on performance.
- **Behavior** - something that is **possibly** in the student's control: doing homework, paying attention, studying, organization
- **Academic performance** – difficulty with reading comprehension, decoding, sight words, basic facts, problem solving strategies, overall calculation, writing composition, mechanics (spelling, capitalization, punctuation, grammar).

2. Gather background data (record on I&RS Checklist and Meeting Request Form)

- Parents/Guardians
- Prior/Current year teachers
- Nurse -*must fill out form*
- School Counselor
- Principal

3. Refer to the following resources to document interventions.

- <http://www.interventioncentral.org/>
- Hawthorne books for intervention and strategies. Choose one concern and three strategies.
(Books will be located in the School Counselor's Office & Library at each school)

4. Keep track of student progress based on the strategies you chose

- Include progress toward specific goals
- You can use tests, charts, rubrics and other measuring devices as long as they are objective and detailed
- All documentation must be attached to this referral form. Additional data gathered can be brought to the meeting

5. All information in request form is complete.

6. Make meeting-request to I&RS when student is not responding to interventions.

I&RS Checklist and Meeting Request Form

Student's Name:	Grade	Teacher & Subject(s):	Date:				
<input type="checkbox"/> Out of District Tuition Student? <input type="checkbox"/> Yes <input type="checkbox"/> No		Was there an Action Plan in place previously for this student? <input type="checkbox"/> Yes <input type="checkbox"/> No Was this child ever referred to CST? <input type="checkbox"/> Yes <input type="checkbox"/> No When? _____					
How many days has the student been absent for this school year? _____ / _____ Tardy during the school year? _____ /180							
<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; vertical-align: top;"> Strengths: <ul style="list-style-type: none"> <input type="checkbox"/> Positive attitude <input type="checkbox"/> Trustworthy <input type="checkbox"/> Respectful of authority <input type="checkbox"/> Organized <input type="checkbox"/> Follows classroom rules </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> High Expectations for self <input type="checkbox"/> Good sense of humor <input type="checkbox"/> Responsible <input type="checkbox"/> Focused/goal directed <input type="checkbox"/> Consistently completes HW </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Handles conflict well <input type="checkbox"/> Works well in groups <input type="checkbox"/> Artistically inclined <input type="checkbox"/> Creative <input type="checkbox"/> Other: _____ </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Hard Worker <input type="checkbox"/> Cooperates <input type="checkbox"/> Motivated <input type="checkbox"/> Demonstrates leadership <input type="checkbox"/> Works well independently <input type="checkbox"/> Musically talented <input type="checkbox"/> Transitions easily </td> </tr> </table>				Strengths: <ul style="list-style-type: none"> <input type="checkbox"/> Positive attitude <input type="checkbox"/> Trustworthy <input type="checkbox"/> Respectful of authority <input type="checkbox"/> Organized <input type="checkbox"/> Follows classroom rules 	<ul style="list-style-type: none"> <input type="checkbox"/> High Expectations for self <input type="checkbox"/> Good sense of humor <input type="checkbox"/> Responsible <input type="checkbox"/> Focused/goal directed <input type="checkbox"/> Consistently completes HW 	<ul style="list-style-type: none"> <input type="checkbox"/> Handles conflict well <input type="checkbox"/> Works well in groups <input type="checkbox"/> Artistically inclined <input type="checkbox"/> Creative <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Hard Worker <input type="checkbox"/> Cooperates <input type="checkbox"/> Motivated <input type="checkbox"/> Demonstrates leadership <input type="checkbox"/> Works well independently <input type="checkbox"/> Musically talented <input type="checkbox"/> Transitions easily
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Cumulative folder scores and/or student data assessment scores:

	F&P	Achieve3000	RI	MI	IXL Math	IXL ELA	AimsWeb Literacy	AimsWeb Math	Most Recent COGAT Composite Standard Age Score	PARCC ELA Score	PARCC Math Score
FALL											
Benchmark	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
WINTER											
Benchmark	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
SPRING											
Benchmark	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Current Grades:

Subject	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
ELA				
Math				
Science				
Social Studies				

Academic and Behavioral Assessment:

Rank 1 through 5 (5=no concern, 4=minor concern, 3=moderate concern, 2=significant concern, 1=can perform task but chooses not to)

Organizational skills	Follows written directions	Follows oral directions	Independence and problem solving	Homework completion	Test-taking skills

Attention span	Attitude and motivation	Peer interaction skills	Parent responsiveness	Classroom participation	Appropriate student conduct
Total Score _____					

Please indicate the school support services currently provided and with whom the student has worked:

- Foundations LLI Fluency BSI Math
- Peer Coaching/Tutoring Additional Time with teacher (before school, lunch/recess, after school)

Please attach the dates and duration of time for Literacy Support or Math Support (BSI teacher keeps attendance)

Have you communicated your concerns with parents/guardians?

YES NO

Form of communication and outcome when you spoke to the parents about an I&RS referral.

- E-mail Conference Phone call(s) Progress report (FD) Notes sent home

Date(s): _____

Outcome(s): _____

With whom else have you communicated your concerns?

- Special Area Teachers Support Staff School Counselor School Nurse Administrators

Please include any relevant information from the staff members above:

School Nurse Report:

How many times has the student visited the nurse this school year? _____

For what reasons? _____

Height	Weight	Vision	Hearing	Medications, if any	Information relevant to assist the team
	Underweight? Overweight?				

Is there a medical concern or any medical diagnoses? _____

What is the observable and measurable goal for this student? _____

Documentation **must be provided** for each student concern. Data is used by the I&RS Team to determine appropriate interventions. (Note: I&RS Request Forms that do not contain adequate documentation **may be returned**)

Document interventions/strategies, which you have tried to implement with the struggling student that relate to the specific goals you created, not just in general. Please also add specific interventions you have implemented for this student. Refer to the “Strategies & Intervention Checklists” in I&RS District Folder for additional strategies.

Source Used (Hawthorne, etc.)	Intervention Strategies	Frequency and Duration (How long and how often?)	Results (data-driven)
	<input type="checkbox"/> Small group instruction		
	<input type="checkbox"/> One to one reteaching		
	<input type="checkbox"/> Peer tutoring		
	<input type="checkbox"/> Provided manipulatives/visual charts		

	<input type="checkbox"/> Daily incentive chart
	<input type="checkbox"/> Student contract
	<input type="checkbox"/> Preferential seating
	<input type="checkbox"/> Provide graphic organizers
	<input type="checkbox"/> Movement breaks
	<input type="checkbox"/> Reminders to stay on task
	<input type="checkbox"/>

Please attach any work samples, assessments, or any other pertinent information to support your concerns.

Teacher Name & Initials: _____ Date: _____

Counselor Name & Initials: _____ Date: _____

School Counselor Received: _____ Date: _____

Principal Name & Initials: _____ Date: _____

Any relevant information from the Counselor observation(s) and/or student meeting(s) will be presented during the I&RS meeting.

Parents notified via mail/phone/email (circle one) On: _____ Meeting scheduled for: _____

Parents attending (circle one) ? YES NO Telephone Conference

Rumson District Benchmarks 2018-2019

F&P INSTRUCTIONAL LEVELS MEETING EXPECTATIONS				AIMS* BENCHMARK LITERACY AND MATH Grades 1 & 2, SPED, BSI PROGRESS MONITORING	
Grade	Fall	Winter	Spring	PERCENTILE	PERFORMANCE DESCRIPTOR
K	B (NOV-DEC)	C	D/E	1 st - 10 th	WELL BELOW AVERAGE
1	D/E	F/H	J/K	11 th - 29 th	BELOW AVERAGE
2	J/K	K/L	M/N	30 th - 75 th	AVERAGE
3	M/N	N/O	P/Q	76 th - 90 th	ABOVE AVERAGE
4	P/Q	Q/R	S/T	91 st - 99 th	WELL ABOVE AVERAGE
5	S/T	T/U	V/W	*Scores on homeroom matrix highlight red for score at/below 29 th	

SRI* ON TRACK FOR COLLEGE AND CAREER READINESS LEXILE EXPECTATIONS and PERFORMANCE DESCRIPTORS					ACHIEVE 3000* ON TRACK FOR COLLEGE AND CAREER READINESS LEXILE EXPECTATIONS and PERFORMANCE DESCRIPTORS				
Grade	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW	APPROACHING	MEETING	EXCEEDING	
3	Below 330	330-519	520-820	821+	Below	Approaching	Meeting	Exceeding	
4	Below 540	540-739	740-940	941+	Below 386	386-735	736-944	945+	
5	Below 620	620-829	830-1010	1011+	Below 501	501-829	830-1014	1015+	
6	Below 730	730-924	925-1070	1071+	Below 556	556-924	925-1074	1075+	
7	Below 770	770-969	970-1120	1121+	Below 626	626-969	970-1124	1125+	
8	Below 790	790-1009	1010-1185	1186+	Below 661	661-1009	1010-1189	1190+	

SMI* ON TRACK FOR COLLEGE AND CAREER READINESS QUANTILE EXPECTATIONS and PERFORMANCE DESCRIPTORS					REFERENCES		
Grade	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	SMI TABLE PAGE 60		
3	Below 426	426-620	621-854	855+	SRI TABLE PAGE 9		
4	Below 541	541-710	711-954	955+	ACHIEVE 3000 TABLE		
5	Below 644	644-819	820-1024	1025+	FOUNTAS AND PINNELL INSTRUCTIONAL CHART		
6	Below 701	701-865	866-1129	1130+	AIMS WEB PLUS		
7	Below 771	771-945	946-1179	1180+	*Scores represent general education benchmarks. JET programming and accelerated metrics can be found on appropriate rubrics located here 3-5 , 6-8 ELA , 6-8 Math		
8	Below 851	851-1025	1026-1259	1260+			

SRI/SMI/ACHIEVE PERFORMANCE LEVEL DESCRIPTORS KEY

BELOW BASIC Not minimally competent Not on track	BASIC Minimally competent Marginally on track	PROFICIENT Competent performance On track	ADVANCED Superior performance On track
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Name of Student - Data for Sight Words

Date	Number of correct puzzle tiles	Number of correct sight word flashcards	Number of correct letter sounds	Identify words using picture clues (reading conference)
11/18				
11/19				
11/20				
11/21				
11/22				
11/25				
11/26				
11/27				
12/2				
12/3				
12/4				
12/5				
12/6				
12/9				
12/10				
12/11				
12/12				

Refocusing Forrestdale during Independent Reading Time

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					

*Each tally mark represents an instance when Forrestdale required redirection whether with visual or verbal cues.

If Forrestdale earns less than 5 tally marks, he earns 2 dollars of classroom money.

If Forrestdale earns less than 5 tally marks for two days in a row, he earns an extra 5 minutes of recess.

If Forrestdale earns less than 5 tally marks for a whole week, he gets to choose where he wants to sit.

If Forrestdale earns less than 5 tally marks for two weeks, he earns lunch with the teacher.

Using Sequencing Words Appropriately

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*used 1 word out of 3 correctly			*used 2 words out of 3 correctly	
Week 2		*used 1 word out of 3 correctly	*used 2 words out of 3 correctly		
Week 3		*used 2 words out of 3 correctly		*used 3 words out of 3 correctly	
Week 4	*used 3 words out of 3 correctly	*used 3 words out of 3 correctly			*used 3 words out of 4 correctly
Week 5			*used 3 words out of 4 correctly		*used 4 words out of 4 correctly