

THE INTERVENTION AND REFERRAL SERVICES (I&RS) TECHNICAL ASSISTANCE PROJECT



ANNUAL REVIEW AND RECOMMENDATIONS TO THE PRINCIPAL

Annual Review of the I&RS Program (*N.J.A.C. 6A:16-8.2(a)11*)

Each building's I&RS program is required to "At a minimum annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services..." The review should include an analysis of the data available to the I&RS team and the observations and conclusions drawn from the analysis.

While only an annual review is required to aid the team and the principal in understanding educational needs in the building and in considering improvements to school programs and services, a more frequent review can be an important factor in team success. There are no required standards for the annual review. However, suggested items for the annual review are provided below.

I&RS Team Process :

- Number and types of requests for assistance received compared to the number and types of cases accepted and action plans developed and implemented.
- Number and types of actions taken for non-accepted requests for assistance (e.g., crisis intervention team referral to, conduct referral, Child Study Team referral, nurse referral, community resource referral to, other school resource involvement) and the reasons for these actions.
- Number of new cases reviewed per meeting compared to the number of old cases reviewed per meeting.
- Analysis of sources of requests for assistance.
- Analysis of the types of problems (e.g., learning, behavior, health) addressed in action plans.
- Degree of staff cooperation and coordination in the I&RS process.
 - For staff requesting assistance and reasons for staff not accessing the team.
 - For other school or district staff in assisting in the collection of data and with the development and implementation of action plans.
 - For administrative support of team activities.
 - For Child Study Team consultations.
- Number and percentage of meetings scheduled compared to meetings held.
 - Reasons for meeting cancellation or rescheduling.
- Rates of attendance at meetings.
- Degree to which decisions and actions are based on an analysis of measurable data and factual information.
- Comprehensiveness, utility and security of records.
- Degree to which meeting time is efficiently managed.

Action Plans:

- The degree to which action plans are based on measurable data substantiating the problems, and include measurable outcomes for addressing the problems.
- Degree to which evidence-based practices were used in the action plans.
- Degree to which measurable documentation is used to gauge progress toward achieving the desired outcomes in action plans.
- Staff degree of satisfaction with the action plans, and the progress toward achieving the measurable outcomes in the action plans.
- Degree of effectiveness in the use of school, school district and community resources for achieving the measurable outcomes in the action plans.
- Resources (e.g., school, district, community) used in developing and implementing action plans.
- Documentation of opportunities provided for parents to become meaningfully involved in both the development and implementation of action plans.
 - Type (e.g., telephone, meeting, written correspondence, action plan development, action plan implementation, follow up)
- Documentation of the degree of parent involvement in both the development and implementation of action plans.

Team Effectiveness:

- Analysis of progress toward achieving measurable outcomes for action plans.
 - Degree of change in problems organized by type of problem and supported by data.
- Number and percentage of cases where the measurable outcomes (or significant progress toward achieving the outcomes) were achieved.
- Number and percentage of cases where the measurable outcomes were not achieved.
 - Identify reasons (e.g., lack of follow-through by implementer(s), student referred to Child Study Team, insufficient support provided to implementer(s), insufficient cooperation/coordination with other school resources, insufficient parent cooperation, little or no evaluation of how well the plan is working, problems with community services)
- Number and types of cases recommended to be continued in the next grade.
- Number and percentage of cases referred to the Child Study Team.
 - Number and percentage of cases referred to the Child Study Team where the student is found eligible for special education programs and services.

Professional Development:

- Degree to which the identification of I&RS team member 's professional development priorities are directly related to the team's assessment of effectiveness and other findings from the annual review.
- Degree to which I&RS professional development is provided for:
 - Staff who participate in the building's system of I&RS
 - Staff who identify learning, behavior and health difficulties, based on the activities in the I&RS action plans.

Annual Report and Recommendations to the Principal (*N.J.A.C. 6A:16-8.2(a)11*)

At a minimum, each building's I&RS program is required to annually "...make recommendations to the principal for improving school programs and services, as appropriate." These recommendations are to be based on the annual "...review of the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services..." The recommendations should be based on an analysis of the data available to the I&RS team and the observations and conclusions drawn from the analysis.

While the regulations require only the provision of recommendations, the principal would benefit from receiving a report of the team's findings to paint a picture of the I&RS team's activities for the principal's consideration and that provides data to support the recommendations. Provided below are items to be considered in preparing the report and in making the required recommendations.

Annual Report Considerations:

Team Activity

- Number of requests for assistance received
- Number of action plans developed
- Brief explanation of the main reason(s) for the difference between the number of requests received and the number of action plans developed
- Suggestions for ways to accommodate more requests

Team Effectiveness

- Progress toward achieving measurable outcomes including graphic illustration of the degree of change in problems, by type of problem
- Percentage of students referred to CST by the I&RS team found eligible for services
- Reasons for success
- Reasons for not achieving desired measurable outcomes and suggestions for improvement

Trends

- Academic by grade
- Academic by subject matter
- Behavior by grade
- Behavior school-wide

Coordination of Resources

- Number of cases referred to other school and district resources
- Number of cases referred to community-based services
- Number of cases for which appropriate services were not available

- Types of services
- Recommendations

Recommendation Considerations

- Recommendations for changes based on trends
 - Curricular
 - Environmental
 - Systemic
 - Professional development needs
- Suggestions for ways to accommodate more requests
- Suggestions for ways to be more effective (measurably) and efficient
 - Team efficiency (consider using a rating tool)
 - Insufficient time

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