

Tier II - School Level Support Services

The I&RS Committee may be composed of the following staff members:

Building Principal/Assistant Principal

Special Education Teacher(s)

Child Study Team Representative

School Counselor

Corrective Reading Teacher / Basic Skills

Speech/Language Teacher (when applicable)

Standard Education Teacher(s) (Maximum of 2)

Others personnel such as the school nurse, curriculum supervisors, Occupational Therapists, Physical Therapists, Speech Therapists may serve on an as needed basis.

- I&RS is an integral part of the Educational Support process. It will review the needs of the child in relationship to the educational support services being provided. The role of I&RS is to support teachers' efforts in providing a successful learning environment for all children by suggesting alternative strategies or by identifying alternative intervention strategies. The case coordinator will review the referral with the teacher prior to the I&RS meeting. At the I&RS meeting the case coordinator and teacher will present the referral. Strategies to support the student will be discussed and an Intervention Plan will be developed. The Intervention plan will be goal oriented and data driven.
- Based on the review by I&RS, recommendations for additional strategies may be developed. This step may include an I&RS recommendation for Child Study Team consultation to provide informal information, which does not involve testing.
- A staff member (case coordinator) will be designated to monitor the student's intervention plan and meet periodically with the classroom teacher to review the student's progress and adjust/change/validate the recommended strategies. The child's progress shall continue to be monitored at I&RS meetings.
- I RS meetings will be scheduled regularly. Special meetings may be scheduled on an "as needed" basis. Copies of the I&RS minutes (i.e. a summary of the discussion of each student including specific recommendations, timelines for implementing the recommendations, and identifying the staff member assigned to monitor the student's progress) will be kept in the student's I&RS file. The database developed for the purpose of record keeping is to be utilized in all schools to maintain consistency regarding the information documented for each child discussed at I&RS meetings.
- The referring teacher will maintain ongoing communication with parents/guardians regarding recommended intervention strategies. Logs of parent contact are suggested.
- If the intervention plan strategies recommended by I&RS prove to be insufficient to address the needs of the child, referral for a 504 Accommodation Plan, which includes appropriate modifications may be warranted. 504 Accommodation Plans must be signed by school personnel, however while the child's parent/guardian signature is not required, written notice must be provided.
- If the recommended Intervention Plan is determined to be ineffective after an effort has been made to implement the strategies, a referral to Tier III (CST) should be initiated.