

## Frequently Asked Questions

**What if I receive a letter asking that I meet with the I&RS team to discuss my child?**

- Your participation as the child's parent is important to allow for the most effective and informed process to help the child.
- Your participation is important and should you desire to attend the meeting, please contact the Main Office.
- If you disagree with the process, you may contact the Principal, but there are no due process rights with regard to Intervention and Referral Services; the school is permitted to conduct the meeting with or without parental support.

**What types of recommendations are made by the I&RS Team?**

- Recommendations may range from in-class interventions, such as seat changes, extra time on assignments, bathroom or snack breaks, focusing cues, positive reinforcement strategies, study guides, etc., to more intensive recommendations, such as a Section 504 Plan or referral to the Child Study Team for full evaluation.

**What if I need more information? Any of these district employees will be able to give you more information:**

- Your child's teacher
- Principal
- Supervisor of Curriculum & Instruction

## Mission Statement

The Mission of the Carlstadt Public Schools Intervention and Referral Services is to provide our staff with access to an interdisciplinary team of teachers in order to address the academic, behavioral, and health support of all students.

## Members of Carlstadt's I&RS Team

Superintendent

Principal

Supervisor of Curriculum & Instruction

Social Worker

School Psychologist

Language Arts Specialist

Mathematics Specialist

Guidance Counselor

Teachers



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## Intervention and Referral Services

Carlstadt  
Public School



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## What are the functions of the I&RS Committee?

- Identify learning, behavior and health difficulties of students
- Collect thorough information on the identified learning, behavior and health difficulties
- Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior and health difficulties
- Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans
- Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate
- Annually review the intervention and referral services action plans

## What is the parent's role in the I&RS process?

Parents play a pivotal role in students' readiness for school, their attitudes regarding learning and academic achievement and their continued school performance. The active involvement of parents is particularly important when students and school staff experience challenges in the areas of academics, behavior and health.

Pursuant to N.J.A.C. 6A:16-7.2(a)6, schools are required to "Actively involve parents or guardians in the development and implementation of intervention and referral services action plans." The nature of parent involvement and the means used to communicate with them may vary from case to case and school to school; but parents typically must be included in the I&RS team's efforts to improve their child's school-related performance.

## How is I&RS different from the CST (Child Study Team)?

I&RS Teams	Child Study Teams
Collaborative problem-solving model addressing global learning, behavior, and health issues	Decision making process that identifies, evaluates, and determines eligibility for the placement of students with educational disabilities
Addresses students' specific learning, behavior, and health needs in the context in which they occur	Provides for appropriate placements in the least restrictive environment
Writes Action Plans, based on teacher referrals and specific observable information	Develops an Individual Education Plan (IEP)
Action Plans are implemented in the general education setting and must be monitored and reviewed. Follow-up meetings happen about 4-6 weeks after initial meeting. At the follow-up meeting, the team will decide to continue the plan or modify the plan if no action is needed	CST uses various tests to place students into different programs (ex: Resource Center). CST writes Individualized Education Plans (IEP's) which are reviewed annually. Re-evaluation of the IEP's must take place every three years or sooner.
Systematically focuses all school and community resources on the resolution of individuals' educational problems, in particular, and school-wide problems, in general	Focuses special education, general education and other pupil services on the needs of students with educational disabilities