
Who serves on the

Tatem School's

I and RS Committee?

Permanent members of the Problem Solving Committee include the Principal, Guidance Counselor, School Nurse, Grade Teachers, Reading Specialist, and Social Worker.

2009-2010 members include:

Gino R. Priolo
Principal

Your Child's Grade Level

Joanne Letwinch
LA Specialist

Maria Iula-Bezich
Speech and Language Therapist

Elyse Batoff
Guidance Counselor

Jan Zubak
Social Worker

Beth Herrerra R.N.
School Nurse

Susan Tily
Second Grade Teacher

Donna Sacks
Special Education Teacher

How can I get additional information
about

Intervention and Referral Services?

Please contact either

your child's teacher

or

Gino R. Priolo

Principal

856-429-0902

gpriolo@haddonfield.k12.nj.us

Thank You

J.FITHIAN TATEM ELEMENTARY

Intervention and Referral Services (I&RS)

*The J. Fithian Tatem School
Intervention and Referral Services Team
serves to support the needs of students
who are experiencing some level of
difficulty within the regular education
program. In collaboration with the
teacher and parent, the team recommends
intervention strategies designed to support
the needs of the learner.*

Intervention and Referral Services (I&RS)



J. Fithian Tatem School

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 and RS Committee when a particular child continues to have difficulties despite these efforts.

What kind of needs are reviewed by the I & RS?

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 and 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 teacher and student by developing an intervention plan that may provide alternative strategies, programs, and/or assessments. The interventions are designed to support the student in achieving success within the regular education program.

How are parents informed?

The teacher discusses his or her concerns with the child's parents prior to requesting an I&RS review. Following the meeting, the classroom teacher will brief parents about the meeting; parents will also receive a copy of the plan developed during the meeting.

What happens during an I&RS meeting with the teacher?

Following a teacher's submission of an I&RS request to the principal, the 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 time line is established for implementing the plan and assessing its effectiveness.

How is follow-up provided?

The action plan is monitored by the classroom teacher and the I&RS Committee. At a time specified within the plan, the teacher meets with I&RS once again to report on its success. If the child's needs are not being met by the initial plan, additional interventions may be suggested and modifications made to the plan.

Is this the same as a referral for Special Education? Under what circumstances might the Child Study Team?

I&RS recommends actions intended to help resolve the challenge identified to prevent referral to the Child Study Team. If the actions taken and resources used are not adequate and the problem still remains, the child's needs may suggest referral to the Child Study Team. Parents will participate in the decision as to whether a Child Study Team evaluation will be done.