
Noecker SEPAC Meeting #2

THE REFERRAL PROCESS
JANUARY 9, 2019





Agenda

- Definitions
- Differences
- Process
- Questions
- Parent Input for May

Participants

Robyn Greenwald - Principal, I&RS/504
Coordinator

Mark Mansour - Supervisor

Jarrad Brown - Social Worker

Lauren Miller - BSI, 504 & I&RS Member

Lynn Cummings - Counselor, 504
& I&RS Member

Maria Hunkele - School Psychologist

Definitions



Three Levels of Interventions

- **Intervention & Referral Services (I&RS)**
- **504 Accommodation Plan**
- **Individualized Education Plan (IEP)**



Intervention and Referral Services (I&RS) - Definition

Based on the NJ Administrative Code (6A; 16-8.1; Establishment of Intervention and Referral Services) all school districts are required to have an I&RS Committee available for students who are struggling with a learning, behavioral or health issue. The I&RS team is typically composed of the Principal, School Counselor, teachers and the I&RS Coordinator. Other members, such as the Reading Specialist, Occupational/Physical or Speech therapist, and School Nurse can also be members. Additional support staff (i.e. School Behaviorist) can be invited to I&RS on a case by case basis depending on the individual student needs that are being addressed.

An I&RS plan is developed and implemented within the school in order to provide accommodations and support to the student, as well as supporting teachers in the execution of successful interventions for the child. This plan is created by the I&RS team in conjunction with the student's parent(s). Accommodations are based on teacher observations and interventions already used. No testing is required. Classroom assessments, teacher observations and additional data gathered are used to assist with identifying specific goals for the student.

The types of accommodations that can be a part of an I&RS plan range from preferential seating, extended time on assignments or tests, providing a bathroom or snack break, providing verbal and nonverbal cues to help refocus, and providing study guides. This plan is consistently reviewed with specific goals targeted 4-6, 6-8 time frame depending on the need of the child. The Team annually reviews I&RS plans to ensure they are up-to-date, determine if the child may need more than an I&RS plan, or release the child from I&RS if data shows that interventions are no longer needed.



Definitions



504 Plan

The 504 Accommodation Plan is guided by the American with Disabilities Act (ADA) to ensure that a student with a disability has access to accommodations to improve academic functioning, as the disability substantially impacts major life activities, and as a result, affects the student's ability to perform academically during the school day and make progress.

In order to qualify for a 504 Accommodation Plan, a student must have a diagnosis; however, a diagnosis does not ensure that your child will be granted a 504 Accommodation Plan. The diagnosis can include a physical or emotional disability, recovering from a chemical dependency, or impairment (e.g. Attention Deficit/Hyperactivity Disorder) that restricts one or more major life activity.

A document is created that specifies the disability as well as the accommodations needed by the student. Accommodations can consist of: moving a child's seat, permitting a child to have frequent snacks or drink in the classroom due to a diagnosis (e.g., diabetes, etc), providing extended time on tests or assignments, small group testing, adjusting test questions, and/or providing statewide testing accommodations. Note that a student is not able to receive specialized instruction (e.g., In Class Resource program or Out of Class Resource Replacement) through a 504 Accommodation Plan.

Definitions



Individualized Education Program

An IEP is guided by the Individuals with Disabilities Education Act (IDEA) and is a plan and program that provides special education and related services to a student who is identified as having a disability that negatively impacts ability to receive academic instruction. A student who receives special education services is entitled to modification of curriculum, classroom accommodations, specialized instruction, and related services such as occupational therapy, physical therapy, speech therapy and/or counseling.

An IEP is a comprehensive and legal document that incorporates a student's present levels of academic achievement and functional performance (PLAAFP) in which each teacher/therapist provides feedback about the student's performance within the subject area and related service. Information from the PLAAFP guides the goals and objectives, which are specific identification of skills and areas that will be addressed through the IEP program. Goals and objectives are also ways of measuring growth within those areas over the course of the school year.

A student with an IEP is re-evaluated every three years to determine continued eligibility. However, a parent can request a re-evaluation sooner than three years, but not less than one year. An IEP is also reviewed annually.

Process





I&RS Process

Who is Eligible - All General Education students in the school are eligible for I&RS services. This is the first step in the line of interventions for students who are struggling in an academic area. Teachers, administration, counselors and parents can all refer a child to this program.

Goal of I&RS Plan - Intervention and Referral Services, also known to many as I&RS, is an interdisciplinary team of professionals within the school environment who come together throughout the school year to formulate coordinated services and team delivery systems to address the full range of student learning, behavior, social, and health problems in the general education program. The goal of the committee is to see student improvement in targeted areas (specific goals) in a given period of time (i.e. 4-6 weeks, 6-8 weeks).



I&RS Process

Meeting Process / Team Members

Principal, School Counselor, LDTC, Nurse, BSI Teacher, Supervisor of Special Services, and additional staff may be invited based on case-by-case/individual student need.

- A problem is identified: A school staff member or parent needs assistance with their child's learning, behavior, social, or health problem that is occurring during the student's school program.
 - An I&RS Referral Packet is completed: The I&RS team only begins once a staff member completes and submits the referral packet to the School Counselor. The form should state clearly the reasons for the referral, their observations, and all prior interventions tried for the identified area of concern.
 - The referral packet is reviewed: The I&RS coordinator, Robyn Greenwald, along with the I&RS Team and referring classroom teacher, reviews the referral packet to ensure that it is completed accurately, reviews the data presented, and determine if moving forward with I&RS is warranted at that time or if additional data is needed.
 - Schedule the I&RS meeting: If it is determined that a meeting is warranted, an assigned Case Monitor from the I&RS Team will schedule an I&RS meeting for that student and invite the parents to this meeting. The I&RS team meets every week.
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I&RS Interventions

- Interventions in the general education setting shall be provided to students exhibiting academic difficulties and shall be utilized, as appropriate, prior to referring a student for an evaluation of eligibility for special education and related services (First step!).
 - The staff of the general education program shall maintain written documentation, including data setting for the type of interventions utilized, the frequency and duration of each intervention, and the effectiveness of each intervention (I&RS Action Plan).
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I&RS Process

Flow Chart



504 Process

Who is Eligible - Students can qualify for 504 plans if they have physical or mental impairments, even temporarily, that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Goal of a 504

The goal of 504 plans is for students to be educated in regular classrooms along with the services, accommodations, or educational aids they might need. If students with these plans can't achieve satisfactory academic success, then alternative supports will be considered.



504 Sample Accommodations

Samples of Possible Accommodations

- preferential seating
 - extended time on tests and assignments
 - reduced homework or classwork
 - verbal, visual, or technology aids
 - modified textbooks or audio-video materials
 - behavior management support
 - adjusted class schedules or grading
 - verbal testing
 - excused lateness, absence, or missed classwork
 - pre-approved nurse's office visits and accompaniment to visits
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IEP Process



Who is Eligible - To get an IEP, there are two requirements:

- A child has one or more of the 14 specific disabilities listed in IDEA. Learning and attention issues may qualify.
- The disability must affect the child's educational performance and/or ability to learn and benefit from the general education curriculum, leading to the need for specialized instruction.

Goal of an IEP

The Individuals with Disabilities Education Act (IDEA) says the purpose of an IEP is “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living”.



IEP Process

Process

1. Parent Referral or School Referral from I&RS
 2. IEP Planning Meeting
 3. Testing - Social, Academic, Psychological
 4. Eligibility Meeting
 5. Every Year - Annual Review
 6. Every 3 Years - Reevaluation
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IEP Process

IEP Team Members

Parents	Gen Ed Teacher	Special Ed Teacher	LDTC	Student
Psychologist	Social Worker	School District Rep	Advocate	Related Service Providers



IEP Sample Accommodations

Sample of Possible Accommodations

- Modify the work a student is given
 - Extended time for test/quizzes
 - Provide multiple choice for tests and quizzes.
 - Have test read out loud
 - Have student provide answers verbally
 - Employ behavior modification strategies.
 - Study guides a week before tests/quizzes.
 - Graphic organizers
 - Use of manipulatives
 - Verbal and visual cues for redirection.
 - Provide visual daily schedule
 - Weekly check in with case manager, related service providers, and special education teachers.
 - Preferential seating
 - Provide instruction in small group.
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Differences



What is the difference between an IEP, I&RS Services and a 504 Plan?



Summary

To clarify things a little better, an I&RS plan is what you can seek when your child needs informal accommodations, but does not have a documented disability (learning, behavioral or emotional). Request a 504 Accommodation Plan when your child has a diagnosed disability and requires classroom and statewide testing accommodations. Request a Child Study Team evaluation for a potential IEP when your child has a disability (learning, emotional, medical or behavioral) that requires the modification of curriculum and other special education programs, related services, and classroom and statewide testing accommodations.

[Comparisons](#)



Questions



Handouts

Below are some Handouts that were given out at the meeting for your reference

[I&RS Plan](#)

[I&RS Flow Chart](#)

[Section 504 Plan](#)

[IDEA 14 Categories for an IEP](#)

[IEP](#)

[I&RS Brochure](#)

[Comparison Chart](#)



Parent Led Topic

- At our May meeting, we will lead based off of parent interest.
- Think of what you want to learn about and help us help you.
- Please visit the following link or scan the QR code

<https://goo.gl/forms/3tDcaeisn3prJDM02>



Scan me
