

# I&RS/504

## Intervention and Referral Services Staff Development Training



*Cedar Hill School*  
*October 1, 2008*

# Overview

- What is I&RS/504?
- CHS I&RS/504 Committee
- Problem Solving
- I&RS Referral Process
- I&RS Referral Form
- I&RS Committee Meeting Procedures
- Resources



# What is I&RS/504?

## Intervention and Referral Services

NJ Administrative Code (Law)



- School Districts shall establish and implement intervention and referral services designed to assist students who are experiencing significant LEARNING, BEHAVIOR or HEALTH difficulties in the regular education program.
- Section 504 protects the rights of persons with disabilities that substantially limits a major life activity such as, walking, seeing, hearing, caring for one's self, performing manual tasks, breathing, learning, speaking, & working.

*\*Programs of intervention and referral services may not be used to delay obvious and appropriate referrals to special education (CST).*

# Cedar Hill I&RS/504 Committee

- Julianne Mahler, Assistant Principal (Chairperson)
  - schedules meetings, agendas, & maintains formal records
- Carley Aroldi, Counselor (Facilitator & Recorder)
  - runs the I&RS meeting, action plan & assigns case monitor
- Gabriella Cavagnaro, Reading Specialist
- Karen Zuchowski, Speech Therapist (Special Area Input)
- Penny Iannella, Special Education
- Kimberly Surett, School Psychologist (CST)
- Amy Lynn, School Nurse (Time Keeper)
  - monitors meeting time & keeps team on task
- Other professionals that may provide specific expertise
  - Instructional Support
  - Former teachers
  - OT/PT
  - E.S.L.



*Case Monitor: manages case and completes Action Plan Review by 8 weeks*

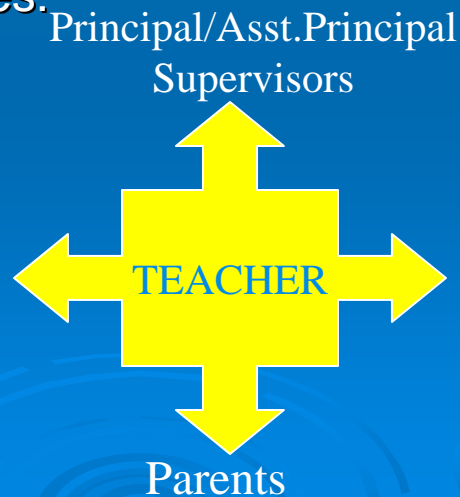


# Problem Solving



- Is this a learning, behavior or health related problem/issue?
- Giving students what they need to succeed.
- On going collaboration:
  - ✓ Discuss struggling learners at Grade Level meetings with team and committee members.
  - ✓ Communicate with parents to inform and gather additional information.
  - ✓ Reach out to colleagues:

Guidance  
CST  
Nurse  
Speech  
OT/PT  
E.S.L.



Instructional Support  
Teachers  
Gr. Level Leaders

# I&RS/504 Referral

- When do I refer a student to I&RS?
- ✓ Tried interventions do not improve student success over time.
- ✓ No measurable improvements are observed.
- ✓ Problem/issues become worse.

**Red flags:** (one or more of the following)

- ✓ *Retention with limited progress or regression*
- ✓ *Little or no progress in Instructional Support (I.S.)*
- ✓ *Test score discrepancy. (ability vs. achievement)*
- ✓ *Low performance on standardized tests*
- ✓ *Changes in mood and or behavior*
- ✓ *Low performance on class work or homework*
- ✓ *Health impairment that substantially limits major life functions (learning, breathing, speaking, moving etc.)*

# Referral Form

- Problem Identification: I.D. Observable & Measurable problems. What is the desired outcome?  
Describe what you would like the student to do that is not currently taking place.  
Describe what you would not like the student to do that is currently taking place.
- Student Abilities:  
Strengths & Weaknesses
- Previous interventions:  
Strategies you have used to assist the student in the classroom etc.
- Contact with Parents/Guardians: dates and comments
- Parental Notification of I&RS referral: When? By Whom? How notified?  
Parental concerns?

# I&RS Committee Meeting

## What to expect...

- Meetings run 30 min. The first 15 min. the referring teacher meets with the I&RS Committee only. The second half of the meeting, parents join the meeting to share concerns with the group.
- The committee will collect thorough information by asking questions about the student:
  - ✓ Is this a recent or ongoing problem?
  - ✓ How does the student perform in class? School? Community? Home?
  - ✓ How are the student's peer relations? Any changes?
  - ✓ Are there any medical or personal issues that may be affecting the student?
- The committee will brainstorm appropriate interventions not already established.
- The committee will assist to provide appropriate interventions based on collected data/desired outcomes and develop an action plan.
- The committee will involve the parents/guardians in the process.

# Action Plan

- The presenting problem/issue will be recorded on the action plan.
- 1-3 interventions will be implemented.
- Timeline: by 8 weeks the case monitor will contact the teacher asking for feedback on the student progress and interventions.
- The committee will review feedback and evaluate.

Meeting Date: \_\_\_\_\_  
**Bernards Township Public Schools**  
**I&RS Action Plan**

DOB: \_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ School: CEDAR HILL  
 Attendance: Julianne Mahler, A.P. \_\_\_ Carley Aroldi, Counselor \_\_\_\_\_ Penny Ianella, Spec. Ed. \_\_\_\_\_ Karen Zuchowski, Speech \_\_\_\_\_  
 Amy Lynne, Nurse \_\_\_\_\_ Gabriella Cavagnaro, Reading Specialist \_\_\_\_\_ Kim Surett, School Psychologist \_\_\_\_\_  
 Homeroom Teacher \_\_\_\_\_ Other \_\_\_\_\_

PRESENTING PROBLEM: (Circle) BEHAVIOR LEARNING HEALTH

\_\_\_\_\_ DESIR  
 ED OUTCOME:

PROPOSED INTERVENTIONS (Max 3)  
 accomplished?

Responsible Start Date What is to be  
 Person

Classroom / School:	Responsible	Start Date	What is to be Person
1. _____	_____	_____	_____
_____	_____	_____	_____
2. _____	_____	_____	_____
_____	_____	_____	_____
3. _____	_____	_____	_____
_____	_____	_____	_____

Family/Community:

\_\_\_\_\_  
 \_\_\_\_\_

Other referrals needed? (Circle)

CST Instructional Support Counseling Services 504/I.P.P.  
 OT/PT/Speech  
 Case Monitor: \_\_\_\_\_ Date for 8 Week Review \_\_\_\_\_

—OVER

# How Can Parents Prepare for an I&RS Meeting?

- Establish communication with classroom teacher and share concerns and observations.
- Prepare and collect relevant information to share with the team.
- Bring a notepad and pen to write down notes and record questions you have for the team.

# 504 Plan

- What is section 504?

Section 504 is from the Rehabilitation Act of 1973. It is a civil rights law, originally intended to end employment discrimination. It was expanded to prohibit disability discrimination in all programs/activities receiving federal monies. Included in the U.S. Dept. of Education regulations for Section 504 is the requirement that handicapped pupils be provided with Free Appropriate Public Education (FAPE). These regulation require identification, evaluation, the provision of appropriate services, and procedural safeguards.

## Bernards Twp. Schools 504 Procedures

1. A request for accommodations under section 504 is initiated by a parent, student, teacher, guidance counselor or I&RS committee.
2. The parents signs “Request for 504 Services” form and is given a copy of “Parents & Students Rights Under Section 504”.
3. The guidance counselor compiles teacher observations and other information necessary to clarify the nature of the impairment that makes the student eligible for 504 accommodations.
4. An I&RS/504 meeting is held to complete the “504 Assessment Summary” and “Documentation of Eligibility or Non-Eligibility”
5. If a student is found eligible for 504 accommodations, the “Student 504 Plan” is completed ad signed.
6. A letter to all teachers who work with the student notifying them of 504 accommodation is completed and distributed.
7. 504 plan is filed in students permanent record file.
8. Copies are sent to Director of Pupil Personnel Services.
9. All 504 plans are reviewed annually and a “504 Plan Update” form is completed.

## Examples of Impairments Resulting in 504 Eligibility

Diabetes

Broken Bone/Physical Impairment

Lyme Disease

Attention Deficit Disorder

Depression/Anxiety

Bipolar Disorder

Crohn's Disease

Cystic Fibrosis

Asberger's Syndrome

Seizure Disorder

Food Allergy

# CHS Child Study Team

Kim Surett, School Psychologist

Nancy Rayner, Learning Consultant

Meredith Ross, School Social Worker

Jessica DuBois, School Psychologist

# CST Referral Process

- Formal referral is made by teacher/parent.
- Planning meeting is scheduled (within 20 days).
- I&RS team articulates all collected data on the referred student.
- CST reviews collected data and meets with parents.
- CST decides if further testing is needed and discusses options with parents.
- Timeline/Referral Packet

*Addition Resources:*

***Differentiating Instruction in the Regular Classroom***

*How to Reach and Teach All Learners, Gr. 3-12*

*DIANE HEACOX Ed.D*

***Different Tools for Different Learners***

*Language Arts Activities to Start Using Today*

***The Differentiated School: Making Revolutionary Changes in Teaching and Learning***

*Carol Ann Tomlinson, June 2008*

***Teaching Kids with Learning Difficulties in the Regular Classroom***

*Strategies and Techniques Every Teacher Can Use to Challenge & Motivate Struggling Students*

*SUSAN WINEBRENNER-FREE SPIRIT PUBLISHING*

***I Can Learn!***

*Strategies and Activities for Gray-Area Children*

*GRETCHEN GOODMAN-CRYSTAL SPRINGS BOOKS*

***Up from Underachievement***

*How Teachers, Students, and Parents Can Work Together to Promote Student Success*

*DIANE HEACOX Ed.D*