

# INTERVENTION & REFERRAL SERVICES (I&RS)/504 POLICIES AND PROCEDURES NEWARK PUBLIC SCHOOLS

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# NEWARK PUBLIC SCHOOLS

## INTERVENTION & REFERRAL SERVICES (I&RS)/ 504 POLICIES AND PROCEDURES

NJ Administrative Code requires that district boards of education establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, and/or health difficulties and to assist staff who have difficulties addressing students' learning, behavior and/or health needs (N.J.A.C. 6A:16-8.1).

This code, therefore, requires schools to:

1. Choose the appropriate multidisciplinary team approach for planning and delivering the services required under N.J.A.C. 6:16-8
2. Provide Intervention and Referral Services to aid students in the general education program.
3. Integrate I&RS teams into the school's overall program and employ research-based educational practices and planning principles
4. Review and assess the effectiveness of their practices and system of intervention and referral, and make recommendations for improving school programs and services.

## OVERVIEW

The responsibility for establishing, implementing and evaluating programs of I&RS is clearly centered in the general education program rather than special education. I&RS programs are intended to be used as a primary mechanism in a school building for assisting general education staff and expanding their skills and abilities to successfully accommodate the needs of significant numbers of student in the general education program who are at risk for school failure.

The mandates of the NJ Administrative Code requires that the I&RS process be an adult-centered process i.e. based on assisting staff to accommodate students. By design, the I&RS team invites requests for assistance from school staff or parents, rather than referrals to the team. Welcoming requests for assistance clearly communicates that the team exists to assist staff or parents with educational problems they are experiencing with students or their children. I&RS programs are not intended to replace traditional methods or resources for helping students to function effectively in school. They exist primarily to bring particularly difficult or repeat cases into focus using available resources in a coordinated manner. It is also not necessarily a pre-referral intervention mechanism for CST evaluations. However, it should be noted that programs of intervention and referral services may not be used to delay obvious and appropriate referrals to special education (N.J.A.C. 6A:14-3 et seq). Schools are not permitted to create any barrier for the administration of appropriate evaluations to determine the existence or nature of student's educational disabilities. This means that schools may not require the review of all student cases by the I&RS program prior to child student team review since this requirement would create a barrier to the administration of appropriate evaluations.

Per N.J.A.C. 6A:16-8.2(a) 6, parents must be invited to be actively involved in the development and implantation of I&RS action plans. Parents may also initiate a request for assistance of the school team in addressing issues and concerns they have with their children.

**Note:** The intervention and referral services, pursuant to N.J.S.A. 18A:46-8.1 et seq. and this subchapter, may be provided for students who have been determined to be in need of special education programs and services.

The intervention and referral services provided for students with learning disabilities shall be coordinated with the student's Individual Educational Program team, as appropriate.

### 6A: 16-8.2 Function of Intervention and Referral Services

1. Identify learning, behavior, and health difficulties of individual students;
2. Collect information on the identified learning, behavior, and health difficulties of individual students;
3. Develop and implement action plans (e.g. Pupil Assistance Plans (PAP), 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, attendance and health difficulties.
4. Provide support, guidance, and professional development to school staff who identify learning, behavior and health difficulties.
5. Provide support, guidance and professional development to school staff who participate in each building's system for planning and providing intervention and referral services.
6. Actively involving parents or guardians in the development and implementation of intervention and referral services action plans.

7. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans.
8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans (Pupil Action Plans).
9. Monitor the progress of individualized action plans and intervention strategies.

## I&RS/504 Team Members

1. The Person Requesting Assistance – Requests for assistance to the I&RS/504 team can be completed by a student, staff member or parent/guardian. As ad hoc members of the team, persons requesting assistance are bound by all of the same applicable rules of privacy, ethical standards, and I&RS procedures as are regular of “core” members of the I&RS team. The individual who completes the RFA is a contributor to the Pupil Action Plan.
2. The school’s I&RS/504 Coordinator - Each school must have a designated individual who is charged with leading the work of the I&RS/504 team. Designation of this professional is decided by the school’s Principal.
3. Parent/Guardian – Serves as an expert resource on the student being referred, provides background information on previous interventions and contributing factors, describes successful strategies that can be replicated in the school, and agrees to support efforts identified as intervention strategies listed in the Pupil Action Plan.
4. Student– S/He describes context of difficulty, provides insights into areas of strength that could be tapped to enhance intervention effectiveness, and agrees to work both at home and school to employ the strategies outlined in the Pupil Action Plan (PAP), and provide honest feedback regarding intervention success or areas of challenge.
5. I&RS Case Manager- Engages all participants, coordinates the development, execution, and monitoring of the PAP and ensures that monitoring and progress forms are completed on a biweekly basis. Case managers are assigned by the Principal or Principal designee. This responsibility can be assigned on a rotating basis among I&RS school team members.
6. Teacher/ Teacher Coach/ Academic Interventionist- Assists in the screening and observation of students presenting academic challenges in specific skill development and aids in the development, execution, and monitoring of PAP. The instructor should be trained in the subject area specific to the student’s needs.
7. School Nurse- Assists in the identification and screening of students to determine eligibility for 504 Accommodations: Assists in the development of Pupil Individual Health Plan and Pupil Action Plan (PAPs).
8. Social Worker II, Guidance Counselor or Behavioral Interventionist -assists in the screening of students referred to the I&RS due to challenges in managing their behavior and/or meeting target social and emotional competency objectives: Aids in the development of Pupil Action Plans (PAPs).

9. Child Study Team Member – assists in the screening of students referred to the I&RS, who have demonstrated challenges in literacy, numeracy or behavior. CST members are not required to attend all I&RS meetings but are an essential resource in the screening of students.
10. Community Member Participants -Community based organizations that service students with needs similar to the student being identified for an individual Pupil Action Plan (PAP), may be invited to participate in the development of the PAP, sharing their insights how their resources can be best matched with school-based strategies to meet the short and long term student growth objective.

Based on the identified difficulty in the Request for Assistance (RFA), there may be a need for additional core team members. Some members may be identified to participate in pupil action plan development should it be deemed appropriate e.g. sports coach, security guard, classroom aide etc.

## Newark Public Schools Request for Assistance Process

All Newark Public School students experiencing learning, behavioral, and/or health problems are entitled to I&RS/504 services after classroom interventions have been attempted and supportive documentation has been provided. Requests for Assistance (RFA) are forwarded to the I&RS/504 Coordinator who determines if there is evidence substantiating the identified problem (i.e. class work, test scores, curricula assessment, behavioral examples) and documentation supporting the attempted interventions. If the RFA is accepted, the I&RS/504 Coordinator activates the I&RS team process and holds a meeting within two (2) weeks of RFA acceptance.

### Step 1: Making a Request for Assistance:

*This step is part 1 of NJ Administrative Code 6A:16-8.2 which requires that schools begin by identifying learning, behavior and health difficulties of students.*

Any staff member, parent and/or student in the Newark Public Schools can request assistance from the I&RS/504 team by completing: 1) the Request for Assistance (RFA) form and 2) the I&RS Strategies and Interventions form, and forwarding them to the I&RS/504 Coordinator. The I&RS/504 Coordinator will then:

1. Review the RFA form to ensure that the identified student difficulty is clearly defined.
2. Ensure that required documentation accompanies the RFA form:
  - A. I&RS Strategies and Interventions form (to be completed by the referring staff member)
  - B. Documentation of Teacher Interventions in areas including:
    - Learning:** (Evidence of): The District’s Literacy, Math, Science, and Social Studies curriculum provides an extensive number of adaptations that are specifically designed to assist teachers with students who are experiencing academic difficulty.
    - Behavior:** (Evidence of): Effective classroom management; Rules/Consequences Posted; Positive Behavior Supports; Suspensions, incident reports; parental conference; Where possible: Behavioral Intervention Plans (BIP) & Functional Behavioral Assessments (FBA). These assessment tools require permission from parents.

**Health:** (Evidence of): The I&RS/504 Coordinator is responsible for issuing the Authorization to Release/Obtain Information Form to the parent/guardian and ensuring that the returned signed copy is in the student's file. The school nurse is the I&RS/504 lead person regarding any and all student health issues. The Nurse is responsible for reviewing all current medical information contained in the student's file and any new medical documents received as a result of the Release of Information Form. The primary purpose of the medical review is to determine if any health conditions are impacting on the current difficulties cited in the Request for Assistance Form (RFA). If a medical/health condition is contributing to the student's difficulty, it is the joint responsibility of I&RS Coordinator and Nurse to ensure that the student's Pupil Action Plan (PAP) reflects appropriate interventions.

3. Accepts or denies the RFA – if the RFA is denied, the I&RS/504 Coordinator informs the Principal/Administrator. The RFA is returned to the individual who made the request with the written reason for denial and direction/recommendations for resubmission..
4. When the RFA is accepted, the case is forwarded to the I&RS/504 team and a Pupil Action Plan meeting is scheduled.
5. **The I&RS/504 Coordinator will ensure that, upon receipt of a Request for Assistance, the I&RS Procedure Review form is completed for each case.**
6. The I&RS/504 Coordinator logs the student referral in PowerSchool and completes all related fields based on case progression.
7. The I&RS/504 Coordinator ensures that the school nurse completes and signs the RFA form.

### ***Step 2: I&RS Activities before the Pupil Action Plan Meeting***

*This step is part 2 of NJ Administrative Code 6A: 16-8.2 which requires schools to collect thorough information on the identified learning, behavior and health difficulties.*

With the support of the Principal, the I&RS/504 Coordinator assists in the shared distribution of tasks among I&RS members:

- Conducting interviews of relevant staff;
- Observing student in settings where problems are reported as well as in settings where problems are not reported;
- Interviewing parent/guardian;
- Interviewing student when appropriate;
- Requesting that appropriate staff complete the I&RS Planner Form; and
- Ensuring that the above occurs and required documentation is collected before an Individual I&RS meeting is scheduled.

### **The I&RS/504 Coordinator will:**

- Establish the date, time, location and required staff to attend the PAP meeting.
- Select one or two members from the Core Team, to act as lead facilitator at the Pupil Action Plan meeting. The I&RS/504 Coordinator, with the involvement of the school nurse, must facilitate 504 meetings if it is a medical referral;



- Identify one to two other required staff (e.g. related subject instructors) to attend the meeting;
- Identify community partners that provide related support services that could be called upon as a referral source; and
- Notify parent/guardian of scheduled meeting by ensuring the following:
  - Mail Notice of Meeting to parent/guardian (confirm address);
  - Parent/guardian contacted via phone (confirm number);
  - Notice of Meeting sent home with student; and
  - Home visit – If required, due to inability to contact with family through other forms of outreach.

The I&RS/504 Coordinator must make every attempt to actively involve the parent/guardian in the development and implementation of the intervention and referral action plans. All attempts to contact parent/guardian should be documented via Summary of Contacts Form.

Ensure that the initial meeting is held within two weeks (14 days) of the **acceptance** of the RFA (data entry into PowerSchool I&RS fields).

### ***Step 3: I&RS Activities during the Pupil Action Plan Meeting***

*This step is part 3 in NJ Administrative Code 6A:16-8.2 which requires that schools 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.*

The facilitating core team members should be mindful of the importance of conducting all PAP meetings with the utmost professionalism. This is of particular importance for the meetings that parents/guardians have been scheduled to attend. At no time, should a parent/guardian participate in a scheduled PAP meeting that the core members have not clearly determined the student's difficulty and the appropriate interventions.

The parent/guardian should witness a team of professionals in full agreement of their child's needs and the intervention plan developed to address those needs.

**Note: All formal meetings MUST have an agenda and meeting minutes.**

The I&RS/504 Coordinator conducts the meeting in the following manner:

- Problem identification** – The I&RS facilitator provides a brief overview of the presenting problem based on data previously gathered and the assembled team describes the problem in observable and measurable terms.
- Eligibility for services** – Based on the analysis and the following considerations, the I&RS facilitator will fill out the I&RS/504 Eligibility Form after determining whether:
  - The student requires intervention and/or referral services;
  - The student requires additional evaluations to make the 504-eligibility determination;
  - The student is eligible for services under 504;
  - The student is not eligible for intervention and referral services or 504 services with a rationale for the decision and recommendations; and/or

- The student should be referred to the Child Study Team for a possible special education evaluation.
- c. **Development of Pupil Action Plan (PAP)** – If I&RS team determines that the student should receive intervention services, or 504 services, the team will develop a PAP that specifies:
- **Goals and Objectives.** These must be written in SMART terms.
  - **Intervention Strategies** - Intervention strategies will be developed based on identified goals and objectives and utilizing the collective expertise of the I&RS team, NPS district resources, community partner (present at meeting) interventions recommendations and other evidence-based intervention strategies. The intervention strategies will clearly delineate who does what, when, where and how, a timeline for intervention and date for review meeting.
- d. **Case Management Assignment**
- The Principal, with input from the I&RS/504 Coordinator, will assign a case manager. It is recommended that the I&RS team members share case management responsibilities. It is also recommended that the case management assignment, whenever possible, consider the nature of the student difficulty and the intervention to be implemented.
- e. **Notification of I&RS Eligibility** – parent(s) must receive any or all of the following:
- Notice of the I&RS Eligibility Form
  - Copy of I&RS PAP
  - Copy of “Section 504 Parental Rights”

#### **Step 4: Implement and Monitor Interventions**

*This step is part 10 of NJ Administrative Code 6A:16-8.2 which requires that schools 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*

The assigned I&RS/504 case manager will use the “I&RS Monitoring and Progress Form” on a biweekly basis to:

- Monitor the implementation of the PAP;
- Provide feedback to the I&RS core members;
- Provide copies of the form to persons responsible for implementation of the PAP;
- Immediately notify the principal if resources are not available to implement the intervention and/or designated staff are not adhering to the agreed upon implementation plan;
- Provide the student and parent with feedback at regularly scheduled intervals on the student’s progress towards achieving performance goals/objectives identified in the intervention plan; and
- Provide the parent/student with the opportunity to give input and feedback on the implementation of the plan.

## Step 5: 40 Day Case Review

The I&RS/504 Coordinator will ensure that each PAP is reviewed and/or revised within **40 days** from the date that the Action Plan was initiated. On the review date, the assigned I&RS case manager will report on the effectiveness of the PAP utilizing the Monitoring and Progress Form and any other relevant information. The team will decide to continue, revise or discontinue the PAP, or refer the student to Child Study Team (CST) to determine eligibility for services under special education (IDEA). If the student is referred to the CST, all required documentation from the I&RS team will be forwarded to the CST, including a completed Procedural Review Form.

## Child Find Mandates

IDEA and New Jersey State Code (N.J.A.C. 6A:14) states that school districts shall ensure that all students with disabilities ages 3-21 residing in the district who are in need of special education and related services are identified, located, and evaluated. Specifically school districts must search out and find students with disabilities. The code stipulates that this should be achieved through utilizing strategies identified through the Intervention and Referral Services program according to N.J.A.C. 6A:16-8, as well as other general education strategies. The I&RS/504 process enables schools to be in compliance with Child Find Mandates. The Procedural Review Form, documenting compliance, should be included in each I&RS student file and **must** be included as part of the documentation when a referral to the Child Study Team is initiated.

## Records

*This step is part 11 of NJ Administrative Code 6A:16-8.2 which requires that the I&RS maintain records of all requests for assistance and all intervention and referral services action plans and all related student information.*

The I&RS/504 Coordinator is responsible for ensuring that all student records are organized and maintained according to the following guidelines:

### **Each I&RS/504 student folder must contain:**

- RFA including documentation requested
- I&RS Procedure Review Form
- Notice of Eligibility
- Power School Face Sheet
- Release of Information
- Home Visit Form (if applicable)
- Notice of I&RS/504 meeting
- Pupil Action Plan (PAP)
- I&RS Monitoring and Progress Form
- Summary of Contact
- Agenda and Meeting Minutes

The I&RS/504 student folders must be stored in a secured file cabinet located in the coordinator's office. It is the principal's responsibility to ensure that a file cabinet, with a functional lock, is made available for the storage of student folders.

## I&RS/504 Electronic Records

The I&RS/504 Coordinator is responsible for entering all student data into the appropriate fields in PowerSchool. The I&RS/504 fields **must** be continuously updated to ensure that the data entered is accurate, complete and current. Inaccurate, incomplete or the absence of data entered will adversely impact on the school and District's ability to determine the effectiveness and efficiency of the I&RS process.

## Transfer of I&RS/504 Student Records

The I&RS/504 Coordinator is responsible for ensuring that all student records are forwarded to the appropriate receiving school in a timely manner.

- At the beginning of the school year, the I&RS/504 Coordinator and school- based CST will collaborate on a school-wide presentation of their respective team purpose and procedure.
- Parents will be provided with presentations on the purpose, roles, responsibilities and process of the I&RS on an ongoing basis.
- **Monthly Activities** – The principal/administrator will review the I&RS/504 flowchart on a monthly basis to identify problems, concerns or issues and to develop a plan of action to address the problem(s). Principal must sign the flowcharts confirming his/her review.
- **Annually** – Pursuant to N.J.A.C. 6A:16-8.2(a)(11), At a minimum, the I&RS/504 team will review annually all action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate.

It is recommended that the I&RS/504 Coordinator utilize the *End of Year Summary Report* to assist with the development of the annual *Recommendations for Improvement Report to the Principal*. The *End of the Year Summary Report* **and** the *I&RS/504 Recommendations to Principal for Improvement Report* must be submitted to the Assistant Superintendent as part of the required School Closing documents.

## Section 504 Considerations and Eligibility

In addition to developing intervention action plans for students, the I&RS Team is also responsible for determining if a student meets the eligibility criteria as stated under Section 504. The District's 504 Manual should be utilized to follow 504 policy and procedures.

### What is Section 504 of the Rehabilitation Act of 1973?

**Section 504** is a major component of the Rehabilitation Act, which was passed in 1973. It is basically civil rights legislation for persons with disabilities. The legislation prohibits discrimination against individuals who meet the definition of disability in the act, and it applies to entities that receive federal funding.

Section 504 is a relatively simple part of the rehabilitation act. It is only one sentence long. Section 504 states: **No otherwise qualified individual with a disability...shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or actively receiving federal financial assistance.**

Since public schools receive federal funds, they must comply with Section 504. The primary areas that public schools must deal with are those that focus on program accessibility, preschool, elementary and secondary. Schools must afford students with disabilities with equal opportunities "to obtain the same result, to gain the same benefit or to reach the same level of achievement", as students without disabilities. **Section 504 does not guarantee success for students with disabilities; it guarantees an equal opportunity for success.**

### Definition of Disability under Section 504

The definition of disability under Section 504 is broader than the definition used in IDEA. Unlike an eligibility system that is based on clinical categories of disabilities, eligibility for Section 504 is based on a more functional model. Under 504, a person is considered to have a disability if that person:

1. has a physical or mental impairment, which substantially limits one or more of such person's major life activities.
2. has a record of such an impairment.
3. Is regarded as having such an impairment.

Note: A medical diagnosis by a physician is preferred for consideration of Section 504 Eligibility though not required.

### The Act defines a physical or mental impairment as:

(A) Any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs;

respiratory; including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or

(B) Any mental or psychological disorder, such as organic brain syndrome, emotional or mental illness, and specific learning disabilities.

The second part of the definition relates to the impact of the physical or mental impairment on a major life activity. The act defines a major life activity using a functional approach. Major life activities include a wide variety of daily activities including behavioral and academic. They include functions such as:

- caring for one's self
- walking
- hearing
- performing manual tasks
- seeing
- speaking
- breathing
- learning
- working

Basically, any function that is performed routinely by individuals can be considered a major life activity.

### *Evaluations and eligibility for services under Section 504*

1. Although not mandated in the statute, a medical diagnosis for a “physical impairment” and/or DSM IV diagnosis for a “mental impairment” by a mental health professional or a physician would be helpful in the determination.
2. The District cannot mandate that the parent provide copies of outside medical and/or mental health evaluations with corresponding diagnosis; however, they would be helpful for making the decision.

### *Determining Substantial Limitations*

As stated provisionally, the identified disability must substantially limit one or more of a person's major life activities. The determination of whether or not a disability substantially limits a major life activity is subjective, since 504 and the ADA do not provide any operational criteria of substantial limitation. School personnel must use their professional judgment, collectively, to make this determination. The I&RS/504 school-based teams determine eligibility, not physicians, psychologists, or other professionals who may have diagnosed a disability.

A diagnosis in and of itself does not automatically trigger 504 eligibility. A substantial limitation of a major life activity must also be present. The Office of Civil Rights leaves the determination of substantial limitations to the school.

Factors that should be considered when determining if the substantial limits requirement is met include Section 1630.2(j) (2) (i) (ii) (iii):

- 1. How severe is the impairment?**
- 2. What is the expected duration of the impairment?**
- 3. What will be the permanent or long term impact resulting from the impairment?**

As indicated in the ADA definition of substantially limits is average performance in the general population not the optimal performance level for a person. Please be mindful of the fact that when comparing the performance of a student being considered for 504 eligibility to the performance of average students in general population it does not necessarily mean 50<sup>th</sup> percentile. Average could include low average.

### *Students Covered under 504*

The following are examples of children who **MAY** be eligible under 504/ADA:

- Students with ADD or ADHD who do not need special education;
- Students with health impairments who do not need special education;
- Students with physical impairments who do not need special education;
- Students with various psychiatric impairments who not need special education;
- Students found eligible for special education but parent/guardian refuses placement;
- Students with a substance abuse issue;
- Students with severe behavioral issues;
- Students with academic disabilities;

### *Summary Points*

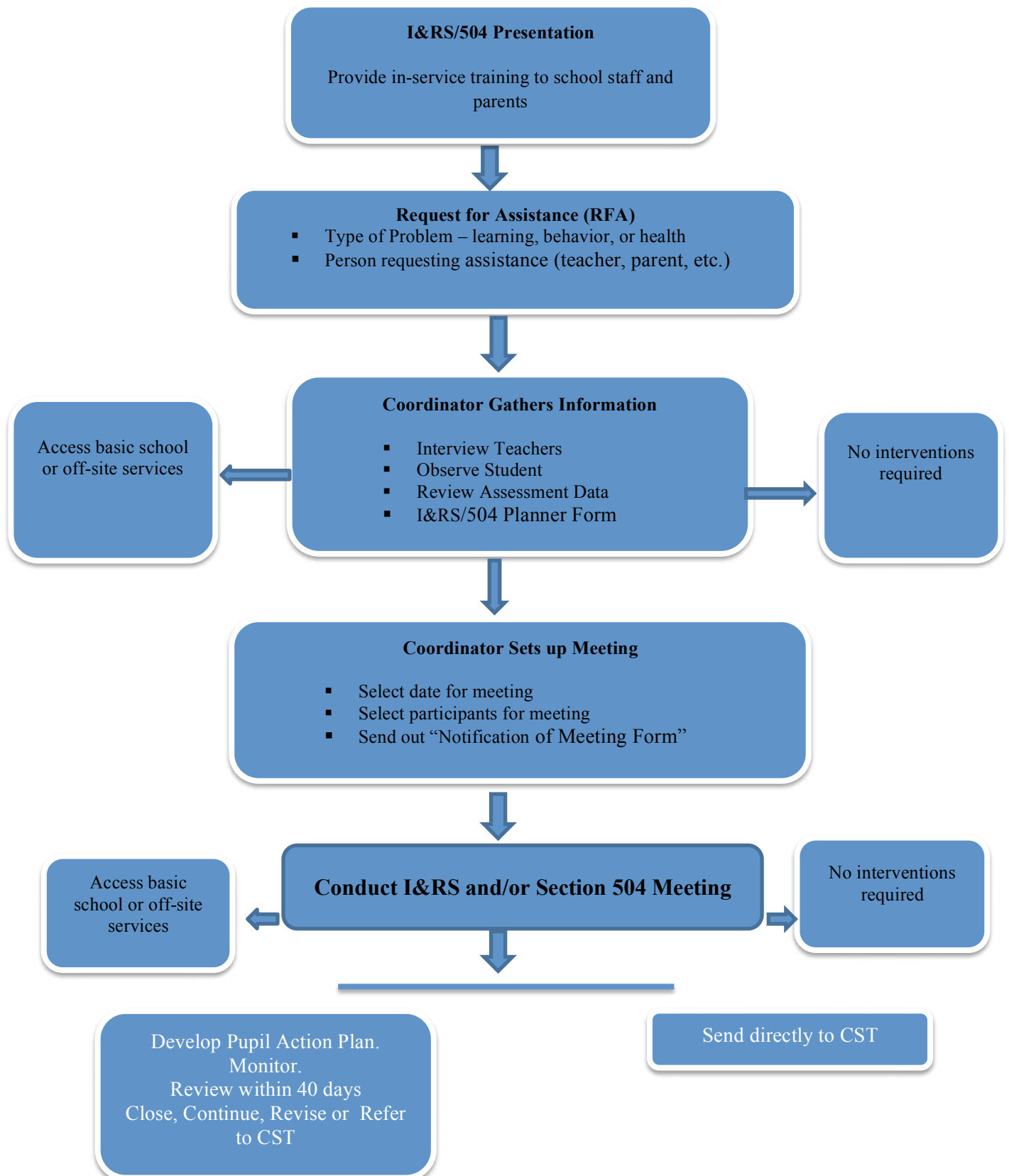
1. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are very comprehensive civil rights laws that protect individuals with disabilities. Section 504 applies to entities that receive federal funds, and therefore applies to the vast majority of public schools. The ADA applies to virtually all entities except churches and private clubs. As a result of a broad, functional definition of disability, there are many students eligible for protections and services under Section 504 and the ADA that are not eligible for services under IDEA.

2. In order to comply with Section 504 and the ADA, schools must identify students who are eligible for 504/ADA protections and services, and implement procedures to ensure that they receive a free appropriate public education. For many students, this results in a need for schools to develop and implement accommodations and modifications based on individual student needs.
3. Section 504 and the ADA apply to all ages of individuals. Therefore, schools must address 504/ADA issues with students, employees, and the parents of students.

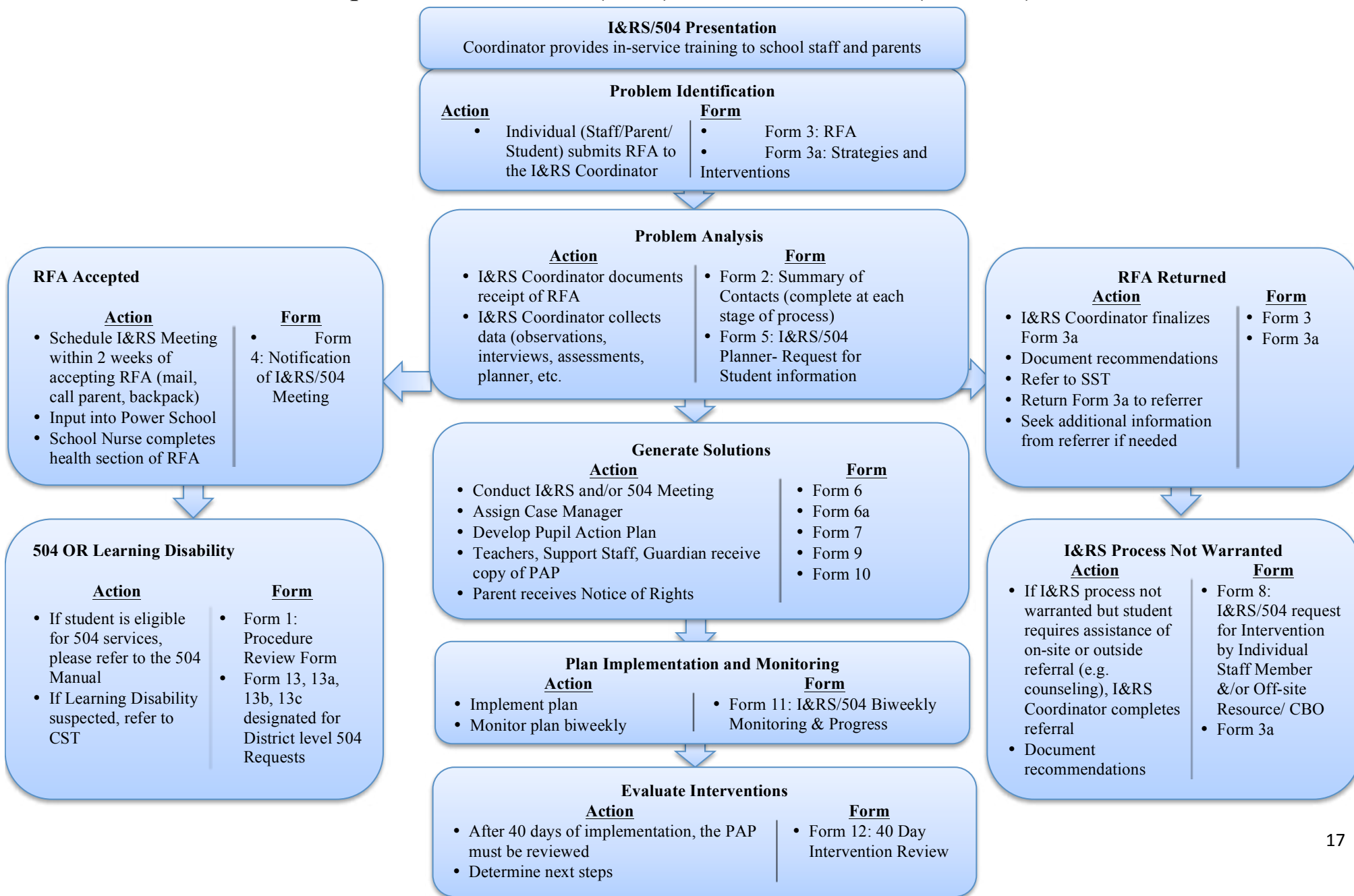
Disciplining students protected by Section 504 and the ADA follows the same guidelines used with IDEA students. These students cannot be expelled or suspended for a long term (more than 10 cumulative days) without a manifestation determination hearing. If a manifestation determination hearing indicates that the behavior is related to the disability, then the student may not be expelled or suspended.

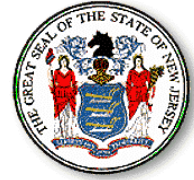


## Request for Assistance (RFA) Process Flowchart (Simple)



## Request for Assistance (RFA) Process Flowchart (Detailed)





## Intervention and Referral Services (I&RS) Team

### Procedure Review Form

Pupil : \_\_\_\_\_ D.O.B. : \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_

1. Was there a request for intervention and referral services for the student?	<input type="checkbox"/> YES <input type="checkbox"/> NO
2. Did the I&RS team identify a need for intervention and referral services for the students?  <b>IF YOU ANSWERED "NO" TO QUESTION 2, DO NOT ANSWER QUESTION 3.</b>  <b>IF YOU ANSWERED "YES" TO QUESTION 2, YOU MUST ANSWER QUESTION 3.</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO
3. Did the I&RS team develop an action plan for the students?	<input type="checkbox"/> YES <input type="checkbox"/> NO

**This form must be completed for ALL students referred to the I&RS Team.**

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**THE NEWARK PUBLIC SCHOOLS**  
 Office of Student Support Services  
 2 Cedar Street Room 904  
 Newark, New Jersey 07102  
 Phone: 973-733-8792  
 Fax: 973-733-8512

**Request for Assistance**

**I&RS/504 Team**

Pupil Name		Age		DOB		Grade		Pupil ID #	
Parent/Guardian Name		Phone (Home)		Phone (Cell)		Phone (Work)		Phone (Work)	
Address		City				Zip			
Individual Submitting RFA		Rm #		Date of Request		Initial Request (Y/N)			
School		Principal				Contact #			
Bilingual/ESL (Y/N)		Language Spoken in Home		# of Retentions		Special Needs Student (Y/N)			

**REASON FOR REQUEST**

(Please check all areas of concern)

<b>ACADEMIC LANGUAGE ARTS/LITERACY</b>	<b>PHYSICAL</b>	<b>BEHAVIOR</b>	<b>WORK HABITS</b>
<input type="checkbox"/> Letter/word reversal	<input type="checkbox"/> Hearing	<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Working independently
<input type="checkbox"/> Sight word recognition	<input type="checkbox"/> Vision	<input type="checkbox"/> Peer Relationships	<input type="checkbox"/> Working with others
<input type="checkbox"/> Phonics/word attack skills	<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Impulsive	<input type="checkbox"/> Lacking motivation
<input type="checkbox"/> Written expression	<input type="checkbox"/> Gross Motor	<input type="checkbox"/> Poor self-concept	<input type="checkbox"/> Following verbal/written directions
<input type="checkbox"/> Oral expression	<input type="checkbox"/> Coordination	<input type="checkbox"/> Temper tantrums	<input type="checkbox"/> Retaining information (short term memory)
<input type="checkbox"/> Reading comprehension	<input type="checkbox"/> Spatial orientation	<input type="checkbox"/> Sensitive	<input type="checkbox"/> Careless work habits
<input type="checkbox"/> Spelling	<input type="checkbox"/> Self Help/Adaptive	<input type="checkbox"/> Immature	<input type="checkbox"/> Lacks organization
<input type="checkbox"/> Fluency	<input type="checkbox"/> Physical Handicap	<input type="checkbox"/> Argumentative	<input type="checkbox"/> Inattentive
<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Hygiene	<input type="checkbox"/> Inappropriate sexual behavior	<input type="checkbox"/> Remaining on task
<input type="checkbox"/> Grammar (usage)	<input type="checkbox"/> Frequent trips to Nurse	<input type="checkbox"/> Blaming/denying/not accepting responsibility	<input type="checkbox"/> Completing class work
<input type="checkbox"/> Grammar (mechanics)	<input type="checkbox"/> Other	<input type="checkbox"/> Adjusting to new situation NS/Transitioning	<input type="checkbox"/> Completing homework
<input type="checkbox"/> Study Skills		<input type="checkbox"/> Defiance/Violation of rules	<input type="checkbox"/> Cheating
<input type="checkbox"/> Speech/Language		<input type="checkbox"/> Attendance/Tardiness	<input type="checkbox"/> Distractible
<input type="checkbox"/> Other		<input type="checkbox"/> Threatening/Violent behavior	<input type="checkbox"/> Procrastinates
		<input type="checkbox"/> Drug & Alcohol use	<input type="checkbox"/> Drop in grades
<b>MATH</b>		<input type="checkbox"/> Cuts Class	<input type="checkbox"/> Other
<input type="checkbox"/> Computation		<input type="checkbox"/> Bully & Intimidation	
<input type="checkbox"/> Understanding concepts		<input type="checkbox"/> Abuse/obscene language & gestures	
<input type="checkbox"/> Solving word problems		<input type="checkbox"/> Hyperactivity	
<input type="checkbox"/> Multi-step problems		<input type="checkbox"/> Hypo activity	
<input type="checkbox"/> Other		<input type="checkbox"/> Other	

[Request for Assistance, pg. 2](#)

Please complete the following using observable and measurable terms

**Academic Problems**

1. Identify specific areas of difficulty:

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2. Identify specific areas of strengths:

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**Behavior Problems**

3. Identify specific areas of difficulty:

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4. Identify specific areas of strengths:

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**Health Problems**

5. Identify specific symptoms/conditions observed (Note: all health issues must be addressed by School Nurse)

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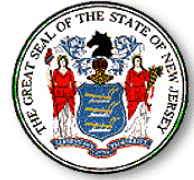
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**THE NEWARK PUBLIC SCHOOLS**  
 Office of Student Support Services  
 2 Cedar Street Room 904  
 Newark, New Jersey 07102  
 Phone: 973-733-8792  
 Fax: 973-733-8512



**I&RS REQUEST FOR ASSISTANCE**

**Strategies and Interventions**  
 (Activities completed prior to RFA submission)

**Pupil:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>In School Resources</b>	<b>Date(s) Implemented</b>	<b>Duration</b>	<b>Outcome(s)</b>
<input type="checkbox"/> Reading Recovery/Read 180/Wilson Reading/Waterford Early Reading Program			
<input type="checkbox"/> Social Worker			
<input type="checkbox"/> Tutoring before/after school			
<input type="checkbox"/> Conference with Vice Principal			
<input type="checkbox"/> Conference with Literacy Coach/LAL Teacher			
<input type="checkbox"/> Conference with Math Coach/Math Teacher			
<input type="checkbox"/> Conference with I&RS Coordinator			
<input type="checkbox"/> Conference with Parent/Guardian			
<input type="checkbox"/> Conference with School Counselor			
<input type="checkbox"/> Conference with School Nurse			
<input type="checkbox"/> Assistance from Aide			
<input type="checkbox"/> Other			

Describe specific academic and/or behavioral strategies utilized in the classroom. What were the outcomes?

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**DOCUMENTATION CHECKLIST**

(Please submit as much of this documentation as possible)

<input type="checkbox"/> Copy of Cum Card with most recent Standardized Test Scores <input type="checkbox"/> District & Curriculum Assessments (DRA, Slossan, SPA, Brigance etc.) <input type="checkbox"/> Copy of Current Report Card <input type="checkbox"/> Teacher Documentation of Parent contact & dates	<input type="checkbox"/> Sample of class work, test scores, literacy logs, math logs & science logs <input type="checkbox"/> Disciplinary records (suspensions, SOS) <input type="checkbox"/> Attendance Records (763, s) <input type="checkbox"/> Documented interventions by literacy coaches and math tutors <input type="checkbox"/> Documentation of behavioral intervention implemented
--	---

**Referrer Signature:** \_\_\_\_\_ **Date Submitted:** \_\_\_\_\_

I&RS REQUEST FOR ASSISTANCE

Strategies and Interventions; Pg. 2

**FOR SST USE ONLY:**

I&RS/504 Coordinator: \_\_\_\_\_

Date RFA Received \_\_\_\_\_

RFA Accepted

RFA Returned

Reason for Returning RFA

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Class-wide Recommendations (if returning RFA)

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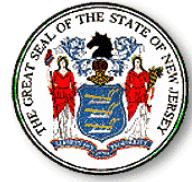
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**I&RS/504 Planner - Request for Student Information**

**Request Date:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Teacher/Staff:** \_\_\_\_\_ **Room#:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Gender:** \_\_\_\_\_ **D.O.B.** \_\_\_\_\_

*An I&RS/504 meeting will be held on: \_\_\_\_\_ at \_\_\_\_\_ am./p.m. regarding the  
 aforementioned student. Given your direct involvement with the student, the I&RS Team is  
 requesting that you provide information, specific to your work with this student, one week prior to the  
 meeting. Please focus your responses on the following presenting problem:*

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

1. Your role/position related to this student: (specify subject areas or service(s) provided)

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

2. Frequency of instructional/service contact: \_\_\_\_\_

3. What specific needs (e.g. academic, motivation, behavioral, social, medical, attendance, etc.) does the student exhibit that contribute to the problem identified above?

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

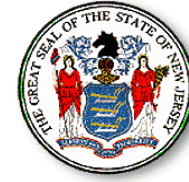
4. What specific strengths (e.g. academic, motivation, behavioral, social, medical, attendance, etc.) does the student exhibit that can be capitalized on with interventions to address problem identified above?

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

Please return to I&RS/504 Coordinator: \_\_\_\_\_



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I&RS  504

Case Manager: \_\_\_\_\_

**Pupil Action Plan**

Pupil: _____	ID#: _____	DOB: _____
Parent/Guardian: _____	Teacher: _____	School: _____
Initial Referral Date: _____ by _____	Intervention Meeting Date: _____	
<b>(Attendees sign below where appropriate)</b>		
Principal: _____	Vice Principal: _____	I&RS/504 Coordinator: _____
Teacher: _____	CST: _____	SST Coordinator: _____
Math Coach: _____	Literacy Coach: _____	HSSC: _____
Community Engagement Specialist: _____	Tutor: _____	Guidance Counselor: _____
Social Worker: _____	Attendance Counselor: _____	Security: _____
Other: _____	Other: _____	

**CATEGORY OF PRESENTING PROBLEM(S) – Check appropriate:**  Academic  Behavior  Health/Medical

**PRESENTING PROBLEM STATED IN OBSERVABLE & MEASURABLE TERMS:**

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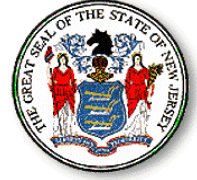


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Goal – List in Observable and Measurable Behaviors	Specific Interventions/Strategies/Accommodations	Responsible Party
	•	
	•	
	•	



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### Individualized Health Care Action Plan

Name \_\_\_\_\_ DOB \_\_\_\_\_ Sex \_\_\_\_\_ Allergies \_\_\_\_\_ Physician \_\_\_\_\_

Relevant Diagnosis: \_\_\_\_\_

Diet: \_\_\_\_\_ Mobility \_\_\_\_\_ Equipment \_\_\_\_\_

Medical History \_\_\_\_\_

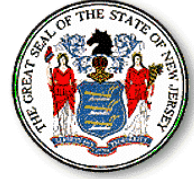
Medication/Treatment \_\_\_\_\_

Signature \_\_\_\_\_ Signature \_\_\_\_\_ Signature \_\_\_\_\_  
(Parent) (Student) (Nurse)

Date	Health Problem / Nursing Diagnosis	Student Goals	Intervention and Responsible Person	Evaluation and Timeline



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**Authorization to Release/Obtain Information**

Date: \_\_\_\_\_ Pupil: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

I, \_\_\_\_\_, hereby give permission to release all information  
 (Print parent/guardian name)  
 (included, but not limited to anecdotal records, diagnostic impressions, individual education programs (IEPs), evaluation reports, documents memorializing eligibility decisions, transcripts, standardized tests, and medical reports), regarding the above-referenced student to the below identified individuals and/or entity.

I further represent that I have the authority to provide such consent, given my legal relationship to the student as indicated below.

Parent/ Guardian's Signature	Relationship	Date
Current Address	Newark, N.J.	071

**Please send all information and educational materials to:**

Name/Position: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_ Newark, NJ 071 \_\_\_\_\_

Phone #: \_\_\_\_\_ on M / T / W / TH / F

Parent/Guardian's Signature: \_\_\_\_\_ Relationship: \_\_\_\_\_

Witness: Title: Date: \_\_\_\_\_

Witness: Title: Date: \_\_\_\_\_

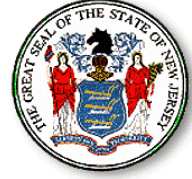
(Two witnesses required for verbal consent)

(For Office Use Only)

Date Information Released/Obtained: \_\_\_\_\_ Signature: \_\_\_\_\_



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**I&RS/504 Request for Intervention by Individual Staff Member &/or Off Site Resources/CBO**

Pg.1 of 2

Person Requesting Assistance: \_\_\_\_\_ Request Date: \_\_\_\_\_

School: \_\_\_\_\_ Teacher/Room#: \_\_\_\_\_

Pupil: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_ Gender: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Phone: \_\_\_\_\_

Request involves (check all that apply):

- Direct intervention with student (e.g. counseling, tutoring)
- Outreach to family
- Assistance obtaining needed documents or student data
- Referral to community resource
- Other: \_\_\_\_\_

Briefly describe the presenting problem and what you expect the intervention to accomplish:

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

**Space below to be completed by service provider**

Request assigned to: \_\_\_\_\_ Date assigned: \_\_\_\_\_

Describe service provided:

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

I&RS/504 Request for Intervention by Individual Staff Member

&/or

Off Site Resources/CBO

Pg. 2 of 2

**Forty school day follow-up by I&RS/504 Coordinator**

- Service continues
- Service completed/terminated

Date: \_\_\_\_\_

Describe current status of presenting problem, objectives accomplished, reason for discontinuing service:

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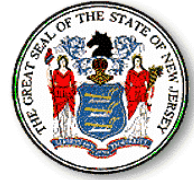
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**I&RS/504 Notice of Eligibility/Proposed Actions**

Date: \_\_\_\_\_ School: \_\_\_\_\_

Dear Mr./Ms. \_\_\_\_\_ Re: \_\_\_\_\_

An I&RS/504 team meeting on \_\_\_\_\_ determined the following:

- S/he is eligible for services under I&RS statutes – Pupil Assistance Plan (PAP) attached
- S/he is eligible for services under section 504/ADA – PAP attached
- S/he is **not** eligible for services under I&RS statutes or 504/ADA
- After reviewing her/his progress, s/he will continue to receive I&RS/504 services – PAP attached
- An annual review of her/his Pupil Assistance Plan (PAP) was conducted – PAP attached

This determination was based on the following factors:

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

**Fill in this Text Box Only if the Student is Eligible for Services Under 504/ADA**

The student qualifies for services under Section 504/ADA because of a physical or mental impairment that substantially limits his/her major life activities checked below:

- |  |  |                                  |                                    |
|--|--|----------------------------------|------------------------------------|
| <input type="checkbox"/> Caring for one's self | <input type="checkbox"/> Performing manual tasks | <input type="checkbox"/> Hearing | <input type="checkbox"/> Speaking  |
| <input type="checkbox"/> Walking               | <input type="checkbox"/> Working                 | <input type="checkbox"/> Seeing  | <input type="checkbox"/> Breathing |

**Participants at this meeting were:**

- Student       Parent       Social Worker       Community Partner

Should you have questions please feel free to contact the I&RS/504 Coordinator at: \_\_\_\_\_ (973) \_\_\_\_\_

Sincerely,

\_\_\_\_\_  
 I&RS/504 Coordinator





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**STUDENT AND PARENT/GUARDIAN RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT (ADA) ON NONDISCRIMINATION ON THE BASIS OF DISABILITY IN PROGRAMS AND ACTIVITIES**

**1. DESCRIPTION OF RIGHTS**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act are statutes enacted by the United State Congress to prohibit discrimination on the basis of disability in programs and activities sponsored or provided by the District.

A qualified student under Section 504/ADA is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

It is our intent to keep you fully informed concerning decisions about your child and your rights should you disagree with any decision made with respect to your child.

**2. GENERAL**

- a) Your child has the right to receive a free appropriate public education. 34 C.F.R. 104.33
- b) Your child has a right to take part in, and receive benefits from public education programs without discrimination on the basis of disability. 34 C.F.R. 104.4
- c) Your child has the right to otherwise participate with nondisabled students in regular education programs and receive related services and/or aids to the maximum extent appropriate under Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, as well as other Federal, State and City laws. 34 C.F.R. 104.34

- d) The school district has the responsibility to identify and locate every qualified disabled person residing in its jurisdiction who is not receiving a public education and take appropriate steps to notify these disabled persons and their parents/guardians of this responsibility. 34 C.F.R. 104.32
- e) You have the right to receive notice and participate in the process with respect to your child's identification, intervention and accommodation. 34 C.F.R. 104.36
- f) You have the right to request an impartial hearing regarding any decisions or actions taken by the public schools regarding your child's identification, assessment, educational program or placement, with opportunity for parental participation in the hearing and representation by an attorney, and a review procedure. C.F.R. 34 104.36 The request for an impartial hearing should be made in writing to:

**Superintendent's Designee for Section 504/ADA Services for Students**

**Dr. Margaret O'Donoghue  
Newark Public School District  
2 Cedar Street, Room 904  
Newark, New Jersey 07102-3091  
973 733 8792**

(Although the request must be made in writing any questions about preparing the written request should be directed to the school principal.)

- g) You have the right to institute any mediation, impartial hearing or appeal. 34 C.F.R. 104.36
- h) You have the right to examine all relevant records relating to the identification, assessment and related aids and services of your child.
- i) You have the right to obtain copies of all such records at reasonable cost unless the fee would effectively deny you access to records.

**3. ASSESSMENT**

- a) Your child has the right to an assessment for the provision of a free appropriate public education through the use of tests and other assessment materials that have been: validated for the specific purpose for which they are used, administered by trained personnel, and selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the students aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).
- b) You have the right to submit any assessment information that you have regarding your child for consideration as part of the assessment process; 34 C.F.R. 104.35

- c) If you disagree with the determination made by the school district regarding your child, you are entitled to have the determination reviewed by requesting that the State District Superintendent appoint a designee to hear your challenge. The procedures to be followed are outlined in the Grievance Procedures.

**4. REASSESSMENT**

The District is required to periodically reassess your child in accordance with C.F.R. 104.35 (d).

**5. PLACEMENT**

- a) The District, in interpreting assessment data and in making placement decisions, shall:  
carefully draw upon information from a variety of sources including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior, use procedures to ensure that information obtained from all such sources is documented and carefully considered, ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the assessment data and the placement options, and ensure that the placement decision is made in conformity with C.F.R. 104.34 and 104.35.

Your child has the right to be educated in facilities, and receive services, comparable to those provided to nondisabled students; 34 C.F.R. 104.33, 34 C.F.R. 104.34

- b) Your child has the right to equal opportunity to participate in school and school-related programs and activities. 34 C.F.R. 104.4
- c) Your child has the right to adequate transportation to and from any program not operated by the Newark Public School District in which your child is placed by the public schools, at no greater cost to you than if he/she had been placed in a public school program; 34 C.F.R. 104.33
- d) If placement in a public or private residential program is necessary to provide a free and appropriate public education, the program including non-medical care and room and board, shall be provided at no cost. C.F.R. 104.33
- e) You child has the right to equal opportunity to participate in all nonacademic and extracurricular activities offered by the public schools. 34 C.F.R. 104.34

**6. EXCEPTIONS TO BE NOTED**

- a) Section 504/ADA regulations do not establish timelines for submission of a hearing request. However, the hearing must be done in a timely manner.
- b) Section 504/ADA regulations do not require that the selection of the hearing officer be a mutually agreed upon decision between the school district and the parent(s).

**7. ADDITIONAL ASSISTANCE - LEGAL AND ADVOCACY SERVICES**

You may request a copy of a non-exclusive listing of various organizations and agencies, which the parent/student may contact in order to obtain free or low cost assistance with questions pertaining to the rights of students. Included in this list is a non-exclusive list of persons and groups who are advocates of students with disabilities. Determination of the nature and extent of an advocate's services are the joint responsibility of the parent and the advocate.



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## I&RS/504 Bi-Weekly Monitoring & Progress Form

School: \_\_\_\_\_

Pupil/ ID#: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Room#: \_\_\_\_\_

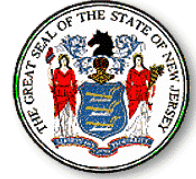
Case Manager \_\_\_\_\_ Biweekly Timeframe for Monitoring: \_\_\_\_\_

Specific Interventions/Strategies/ Accommodations	Did Intervention occur?	Responsible Party	Actions that facilitated and/or impeded implementation of intervention	Progress towards achieving goals.
	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No			

Case manager will ensure that this form is filled out on a biweekly basis & after completed will provide copies to all I&RS/504 participants who developed the PAP. The I&RS/504 Coordinator will attach copies of these monitoring & progress forms to the corresponding PAP.



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### 40 Day Intervention Review

I&RS    504

Case Manager: \_\_\_\_\_

Pupil: _____	ID#: _____	DOB: _____
Parent/Guardian: _____	Teacher: _____	School: _____
Initial Referral Date: _____ by _____	Intervention Meeting Date: _____	
<b>(Attendees sign below where appropriate)</b>		
Principal: _____	Vice Principal: _____	I&RS/504 Coordinator: _____
Teacher: _____	CST: _____	SST Coordinator: _____
Math Coach: _____	Literacy Coach: _____	HSSC: _____
Community Engagement Specialist: _____	Tutor: _____	Guidance Counselor: _____
Social Worker: _____	Attendance Counselor: _____	Security: _____
Other: _____	Other: _____	

**PRESENTING PROBLEM STATED IN OBSERVABLE & MEASURABLE TERMS** (from PAP): \_\_\_\_\_

Action (please check appropriate box):

<input type="checkbox"/> Discontinue PAP	<input type="checkbox"/> Continue with PAP	<input type="checkbox"/> Revise PAP	<input type="checkbox"/> Refer to CST	<input type="checkbox"/> Refer to other gen. ed. staff/program (list below):	<input type="checkbox"/> Offsite Resources (list below):
<b>Goal – List in Observable and Measurable Behaviors</b>	<b>Specific Interventions/ Strategies/ Accommodations</b>		<b>Responsible Party</b>	<b>Outcomes in Observable Measurable Behaviors</b>	
	•				
	•				

Attach Copies of biweekly I&RS Monitoring & Progress Forms

I&RS/504 Form 12



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## Request to District 504 Team

### Cover Sheet

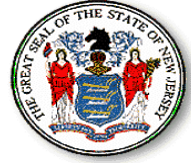
**Student Name:** \_\_\_\_\_

**Please check off the assistance you are requesting:**

- Aide
- Occupational Therapy
- Physical Therapy
- Speech
- Transportation (Bus Tickets)
- Transportation (Bus)



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**Request for Service to District 504 Team**  
**(Occupational Therapy, Physical Therapy, Audiology, Transportation, Speech, Aide)**

**Demographic Information**

**School:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Date of 504 Eligibility:** \_\_\_\_\_

**DOB:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **City/State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Services Requested:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Referred by:** \_\_\_\_\_

*(Print Name/Title)*

**Case Manager:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Days:**  M  T  W  TH  F





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**Request to District 504 Team for Aide Feedback Form**

Category	Medical	Behavioral	Academic
<b>Student Name:</b>	<b>Student ID:</b>	<b>School:</b>	<b>Principal:</b>

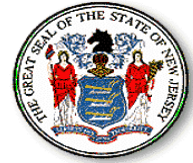
Check all that apply:

- RFA including documentation requested (see page 3 of RFA Form)
- Student Support Team (I & RS Team) Procedure Review Form
- Notice of Eligibility
- Notice of SST/504 meeting
- Pupil Action Plan (PAP)
- SST Monitoring and Progress Form
- Summary of Contact

Guiding Questions to Consider	Met/ Not Met	Feedback
Have the needs of the student that necessitate the assignment of a personal or shared aide been identified?		
Have the skills and goals that the student must achieve to reduce or eliminate the need for a personal or shared aide been identified?		
Have the potential benefits of the assignment of a personal or shared aide been evidenced?		
What role will personal or shared aide fulfill (e.g., instructional; behavioral support, personal hygiene assistance)?		
For what specific activities (e.g., toileting) and /or times of day (e.g., transition to and from bus) is the aide needed?		
What is the plan for progressively reducing the support provided to the student and his or her dependence on an aide over time?		
If the student's personal or shared aide is absent, who will cover in order to ensure the student receives the recommended services of the personal or shared or aide?		



**THE NEWARK PUBLIC SCHOOLS**  
 Office of Student Support Services  
 2 Cedar Street Room 904  
 Newark, New Jersey 07102  
 Phone: 973-733-8792  
 Fax: 973-733-8512



**Parent Notification of Recommendation for OT/PT Services**

Dear Parent/Guardian,

The 504 Team is requesting that your child be seen due to difficulty in the following area or area(s):

<input type="checkbox"/> <b>Physical therapy</b>	<input type="checkbox"/> <b>Occupational therapy</b>
<input type="checkbox"/> <b><u>Self-Care Domain</u></b> Displays difficulty in managing personal needs within the educational environment. For instance toileting and bathroom activities, clothing management, eating and drinking.	<input type="checkbox"/> <b><u>Self-Care Domain</u></b> Displays difficulty in managing personal needs within the educational environment. For instance toileting and bathroom activities, clothing management, eating and drinking.
<input type="checkbox"/> <b><u>Mobility Domain</u></b> <b>Lacks mobility, posture, coordination and balance that would enable child to safely and efficiently access appropriate educational opportunities within the school’s physical environment including playground access and transportation.</b>	<input type="checkbox"/> <b><u>Fine Motor Concerns</u></b> Lacks fine motor abilities that are necessary for manipulation of classroom or personal materials/items to accomplish typical daily school activities: donning or removing clothing; utilization of various fasteners (zippers, buttons, hooks, etc.); difficulties with drawing/writing; awkward grip with pencils and eating utensils or classroom manipulative; etc.
<input type="checkbox"/> <b><u>Community Transition Assistance</u></b> Lacks skills that are necessary for accommodating to new physical environments, adapting physical skills to community requirements and developing responsible health behaviors including self-directed physical maintenance programs.	<input type="checkbox"/> <b><u>Visual Perception/Visual Motor Concerns</u></b> Displays difficulties with: copying designs; coloring/writing within lines space provided; copying items from chalkboard, following moving items/people; completing puzzles or finding items “mixed in” among others; cutting simple shapes or along a line; etc.
<b><u>Additional Concern(s):</u></b>	<b><u>Additional Concern(s):</u></b>

Parent: \_\_\_\_\_

Date: \_\_\_\_\_

Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

## New Jersey Administrative Code for I&RS

**Intervention and Referral Services are governed by NJ Administrative Code.**

### **SUBCHAPTER 8. INTERVENTION AND REFERRAL SERVICES 6A:16-8.**

1 Establishment of intervention and referral services (a) District boards of education shall establish and implement in each school building in which general education students are served a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs. District boards of education shall choose the appropriate multidisciplinary team approach for planning and delivering the services required under this subchapter.

1. The intervention and referral services shall be provided to aid students in the general education program.
2. The intervention and referral services may be provided for students who have been determined to need special education programs and services. The intervention and referral services provided for students determined to need special education programs and services shall be coordinated with the student's individualized education program team, as appropriate.
3. Child study team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.

#### **6A: 16-8.2 Functions of Intervention and Referral Services**

1. Identify learning, behavior and health difficulties of students;
2. Collect information on the identified learning, behavior and health difficulties;
3. 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;
4. Provide support, guidance, and professional development to school staff who identify learning, behavior and health difficulties;
5. Provide support, guidance and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;
6. Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;
7. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
9. Maintain records of all requests for assistance and all intervention and referral services action plans and all related student information, according to the requirements of 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR

Part 98, Student Rights in Research, Experimental Programs, and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A- 7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, non-liability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records; as well as other existing Federal and State laws and rules pertaining to student records and confidentiality.

10. 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; and
11. At a minimum, annually review the intervention and referral services action plans and the action taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate

**School Staff and Community Member Roles** under N.J.A.C. 6A:16-8.3, district boards of education are required to establish guidelines for the involvement of school staff and community members in each building's system of intervention and referral services. At a minimum, the following information should be identified: "the roles and responsibilities of the building staff who participate in each building's system for planning and providing intervention and referral services;" "the roles and responsibilities of staff members who identify learning, behavior or health difficulties;" "the roles and responsibilities of other district staff for aiding in the development and implementation of intervention and referral services action plans; and" "the roles, responsibilities and parameters for the participation of community members for aiding in the development and implementation of intervention and referral services action plans."

The school must establish and convey clear parameters for the involvement of school staff who ask for help from the I&RS team and for both school staff and community resources who plan and implement I&RS services. Defining the roles and responsibilities of participants is essential for effective I&RS team operations. The I&RS regulations were specifically designed to provide a foundation for the establishment and delivery of I&RS services, while providing schools with *flexibility* in adapting the mandated program to individual school needs. The regulations provide direction to school districts regarding the structure and functions of I&RS services and the roles and responsibilities of those involved with the I&RS program. Schools, however, may determine the best multidisciplinary team structure and coordinated system for delivering the services, based on their specific needs, resources available, the surrounding community and building staff.