

Comparison Chart

Component	I &RS / RTI	Section 504	IDEA/ Special Education NJAC
Purpose	<p>Is a state statute whose purpose is to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing student learning, behavior or health needs.</p> <p><i>N.J.A.C. 6A:16-7</i></p>	<p>Is a civil rights law that protects the rights of individuals with disabilities in any agency, school or institution receiving federal funds against discrimination and to provide persons with disabilities to the greatest extent possible, an opportunity to fully participate with their peers.</p> <p><i>Federal-34 CFR 104, Subparts A, C and D, Section 504 of the Rehabilitation Act of 1973</i></p>	<p>Are statues whose purpose is to ensure a free and appropriate education for children with disabilities who fall within one of the specific disability categories as defined by the law.</p> <p>Federal-34 CFR 300, Individuals with Disabilities Education Act</p> <p><i>N.J.A.C. 6A:14, Special Education</i></p>
Student Population	<p>Covers all students experiencing learning, behavior or health difficulties. Serves general education students and permits provision of services to special education students in coordination with student's IEP team.</p>	<p>Covers all persons with a disability. Section 504 defines a person with a disability as:</p> <ul style="list-style-type: none"> ● having a physical or mental impairment which limits one or more major life activity. ● have a record of such an impairment; or ● are regarded as having an impairment 	<p>Covers eligible students ages 3-21 whose disability adversely affects the child's educational performance and the child requires special education</p>
Team Composition	<p>Multidisciplinary Team-any certified staff members and ad hoc members as appropriate.</p> <p>Includes a building principal or designee, general education teacher, school support staff and the person requesting assistance</p>	<p>A group of certified persons, including those knowledgeable about the child, the meaning of the evaluation data and the placement options.</p> <p>Can be same members as I&RS team</p>	<p>Child Study Team includes:</p> <ul style="list-style-type: none"> ● School Psychologist ● School Social Worker ● Learning Disabilities Teacher-Consultant <p>Can also include: Speech and Language Specialist, Physical/Occupational Therapist</p>
Team Leader / Case Management Role	School Counselor	School Counselor	Case Manager from Child Study Team
Assessment	Functional	Functional and/or Standardized	Functional and Standardized
Written Plan	I&RS Action Plan	504 Accommodation Plan	Individualized Educational Program (IEP)
Review and Follow-Up	6-8 weeks after initial problem-solving meeting/implementation of I&RS Action Plan	A one-year review of the accommodation plan	Annual review of IEP Re-evaluation of IEP every 3 years or sooner, if conditions warrant
Family's Due Process Rights	No	Yes	Yes