

REFERRAL

A student experiencing difficulties in the regular education program may be considered for eligibility for special education services. The school maintains specific procedures to identify those students, attempt modifications in the regular program first (if appropriate) and begin the comprehensive individual assessment to establish eligibility when other modifications have failed and the student is suspected of having a disability.

A. PRE-REFERRAL - pre-referral activities are a mainstream initiative to address the problems students may be having in the regular education program who have not been determined to be eligible for special education services.

1. School staffing - a team consisting of teachers, administrators, school counselors and/or parents may elect to review the performance of a student in the mainstream education program who is experiencing difficulties either with academics or behaviorally; student work samples, grades, standardized test results, state competency testing, anecdotal records and discipline records may all be made a part of this review.
2. Recommendations - as a result of the school staffing team's review of student progress and records, modifications within the regular education program are documented which include any methods the team feels would be appropriate to the resolve of difficulties the student is experiencing; the team agrees to reconvene within 30 school days to review progress or change.
3. Referral for special education - upon the team's reconvening, documentation of the student's unresolved behavioral problems or lack of expected progress is made and the committee may then determine that a referral for special education services is appropriate; at this point, the team will be sure to involve the parent in the decision to refer, and begin the referral process upon parent signature for consent to conduct a comprehensive individual assessment; additionally, parent or legal guardian is given a copy of procedural safeguards and their rights are explained to them by a school representative.

B. INITIAL REFERRAL FOR SPECIAL EDUCATION SERVICES

1. Referral packet - upon obtaining consent to conduct comprehensive individual assessment, school personnel will initiate a referral packet which includes documentation made by the pre-referral team, student progress reports, anecdotal reports, grade reports, behavioral/discipline records, standardized test results and competency test results.
2. Language, hearing and vision - all students referred for special education are screened for limited English proficiency (Home Language Survey conducted) to insure that the lack of progress in the general education program is not due to language difficulties; additionally, hearing and vision screenings are conducted to ensure that lack of progress in the general education program is not due to vision or hearing (physical) problems; this data is made a part of the Comprehensive Individual Assessment.
3. CIA Written Report - Notice of comprehensive Individual Assessment is given to parents a reasonable period of time prior to conducting the assessment; a written report of a comprehensive Individual assessment of a student for purposes of determining eligibility for special education services shall be completed not later than the 60th calendar day following the date on which the referral for assessment was initiated by school personnel, the student's parent or legal guardian, or another appropriate person. The assessment is conducted using procedures that are appropriate for the student's most proficient method of communication or in the student's dominant language;
4. ARD Meeting Scheduled - an Admission, Review or Dismissal meeting is scheduled within 90 days of the signing of the consent to conduct comprehensive individual assessment, or within 30 days of the completion of the written report by the clinician; the purpose of this meeting initially is to establish eligibility (or not), and if the student is found to be eligible for special education services, then an Individual Education Plan is developed by the ARD committee.

C. INITIAL REFERRAL FOR PRE-SCHOOL CHILDREN - Students referred by parents/guardians or others who have not been previously served in ECI

1. Birth - 3 years of age - For children with suspected developmental delays birth through 2 years of age, communication logs are maintained that document:
 - a. Child find referrals - forwarded to an ECI program for students birth to 2 years old, and collaborate with the ECI program and determine appropriate steps based on the student age and needs, or
 - b. ECI involvement - will follow up with the ECI program to assure assessment is completed within 45 calendar days from the date the referral is made,
 - c. The ARD determines eligibility, educational need and develops an IEP to determine placement prior to the third birthday.

2. Ages 3-5 - for children referred for services, either from Child Find or elsewhere, the same referral process stipulated in B (1-4) above will be followed. A Temporary ARD may be conducted based on school screening which may determine eligibility in order to provide services during the 90-day comprehensive Individual Assessment process.

D. LIMITED ENGLISH PROFICIENCY REFERRAL -

1. LPAC report - students for whom it has been determined through the use of the Home Language Survey or other sources that the student is not primarily English speaking must have an LPAC report completed within the past year included in the referral packet.
 - a. Speech only referral - a language proficiency assessment is done to determine:
 1. language of assessment
 2. English proficiency, lower proficiency in Spanish, uses normal assessments;
 3. Spanish proficiency, lower proficiency in English, student probably is not in need of special education services (bilingual or ESL instead);
 4. Low proficiency in both languages, additional consultation regarding methods of assessment must be accomplished prior to testing;
 5. High proficiency in both languages determines English as language of assessment.
 - b. Articulation - determine need for therapy based on sounds that are mis-articulated and are language specific;

2. Related Service Referral - students may be referred for assessment for related services based on screening.
 - a. no ARD meeting is required to screen for related service;
 - b. when screening indicates need for related service assessment
 - c. consent and notice are provided to parent (unless assessment is made a part of the overall comprehensive individual assessment);
 - d. if assessment indicates a need for services, a student may be eligible for related services as part of special education services or as the sole support based on student's identified needs and handicapping condition;
 - e. all screening, assessment and service provisions are conducted by clinician properly certified and trained in the area of related service.