

Special Education Procedures for Initial Referrals

Prior to referring a student to Special Needs Team, the student should be reviewed at a Student Assistance Team meeting. Prior to referring the student, the teacher is required to implement a variety of modifications and/or accommodations for the student. These interventions must be documented and occur for an extended period of time. Parent communication should be continuous throughout this process. If interventions and accommodations are not successful, the student should be referred to the Special Needs Team.

Classroom Teacher Responsibilities

1. Once the student has gone through the Student Assistance Team process and significant improvements have not been documented a referral to special education can be made.
2. Complete the pink Special Education Referral packet. Continue to implement current interventions throughout the testing process.
3. Return completed referral form to building principal.
4. Work with the Special Education Staff to complete a skill base assessment.
5. Attend SNT meeting to discuss test results.

Resource Room and Speech/Language Teachers Responsibilities for initial referrals

1. Complete prior notice, consent for evaluation form, and evaluation notification form for all students after discussion at Special Needs Team meeting. These forms could be cooperatively completed by the principal/special education staff/counselor/Special Need Team members. The Evaluation Notification form identifies the individuals who will be completing the evaluations for each student.
2. Inform principal that evaluations have been completed in order to place the student name on the SNT agenda.

3. Bring completed test results to meeting. This testing should be completed within 25 school days of consent to test.
4. Upon completion of staffing and discussion of eligibility, the special education teacher and/or speech-language pathologist will complete a meeting notice form for parent meeting. The meeting must be held within 30 calendar days of completing the evaluation.
5. If a student qualifies for services, complete entire IEP, Initial Consent Provision for Special Education, and Multi Disciplinary Team report (MDT).
6. If a student does not qualify for services, complete front page of IEP (with signatures) and addendum page. The addendum page should contain information as to why the student was not placed in services. Signatures on the front page of the IEP indicate attendance at the meeting.

Principal Responsibilities

1. Assign evaluations and observation. Someone other than the classroom teacher must complete the observation. This person could be another teacher, principal, counselor, speech-language pathologist, resource room teacher, etc. Observation forms are available at each site to be used for this process. Information from the observation must be transferred in narrative form and given to the appropriate School Psychologist. The observation will then be included in the student's report. This should be done by the staff member assigned to complete the observation. Observations must be completed on all students (this includes in the Enrich and Achieve Classrooms).
2. Notify teachers of Special Needs Team meeting.
3. Bring student files to meeting.
4. Conduct Special Needs Team meeting.