

## **REFERRAL**

Students are referred to the Special Education Evaluation Team (SET) when the CARE/Problem Solving Team makes a referral to Special Education or the parent makes a request in writing to the district special education director.

### **SET Team Members:**

Each building will designate a team to determine whether an evaluation will be conducted. The Team must include:

- The parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities (School Psychologist, Special Education Teacher, Current Teacher, Speech/Language Pathologist); and
- Others as needed (Behavior Specialist, Counselor, ELD, Juvenile, Nurse, CORP).

The team may make this decision without a meeting. If a meeting is held, parents must be invited to participate.

### **Notice of Team Meeting**

The parent must be invited to participate in the SET team meeting. Written notice is provided using the **Notice of Team Meeting**. Document attempts to schedule SET meetings on a **Contact Log**. Notify all team members of the meeting.

### **Evaluation Planning Meeting**

Before conducting an initial evaluation or reevaluation, the SET must conduct an evaluation-planning meeting.

- Introduce all participants including names, titles and describe the role of all participants – what people are expected to contribute;
- Clearly state the purpose of the meeting and expected outcomes;
- Agree on a time limit for the meeting;
- Have each team member sign in on the **Meeting Notes**;
- Designate someone on the team to take meeting minutes;
- Review existing evaluation data on the child, including:
  - Evaluations and information provided by the parents of the child;
  - Current classroom-based, local, or state assessments, and classroom-based observations; and
  - Observations by teachers and related services providers.
- On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether the child is, or continues to be, a child with a disability;
- The present levels of academic achievement and related developmental needs of the child;
- Whether the child needs, or continues to need, special education and related services; and
- For reevaluation, whether the child needs any additions or modifications to special education and related services to enable the child to meet the measurable annual goals in the child's IEP; and to participate, as appropriate, in the general education curriculum.

If the child's Evaluation/IEP team determines that no additional data are needed to determine whether the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the public agency must notify the child's parents:

- Of that determination and the reasons for it; and
- Of the right of the parents to request an assessment to determine whether, for purposes of services under this part, the child continues to be a child with a disability, and to determine the child's educational and developmental needs.
- The district is not required to conduct an assessment of the child unless requested to do so by the child's parents.

### **Developmental History**

If the SET requests a **Developmental History** to be completed by the parent, delay obtaining written consent for evaluation using the **Prior Notice About Evaluation/Consent for Evaluation** form until the **Developmental History** is returned.

### **Authorization to Use and/or Disclose Educational And Protected Health Information**

If student is being referred for eligibility that requires a medical statement, authorization to share information should be obtained during the SET Meeting.

### **Prior Notice About Evaluation/Consent for Evaluation**

Before conducting any evaluation or reevaluation, the district must:

- Provide notice to the parent that describes any evaluation procedures the agency proposes to conduct as a result of the evaluation planning process (**Commonly Used Assessments or Student Assessment List**); and
- If using a response to intervention model for SLD eligibility, the parents must be notified of the following prior to initiation: ODE and district policies regarding the amount and nature of student performance data to be collected and the general education services to be provided; strategies for increasing the child's rate of learning; and the parents right to request an evaluation using the **Parent Notification When Using RtI Under IDEA** or your child's instructional program in the Crook County School District.
- Obtain informed written consent for evaluation using the **Prior Notice About Evaluation/Consent for Evaluation** form.
- Upon initial consent for evaluation the district must document that a copy of the Procedural Safeguards "**Parents Rights for Special Education**" has been given to the parent.

### **Referral to District Evaluation Team**

The following documents must be completed and attached to the **File Review Checklist** before sending to the district assessment team:

- Prereferral Information (including: **CARE/Problem Solving Team Referral** with Tier II/III **Student Intervention Profile** with Progress Monitoring data attached).
- **File Review and Data Summary Worksheet**
- **Developmental History**
- **SPED referral form**
- **SET/IEP Meeting Agenda Review**
- **Prior Notice/Consent to Evaluate**

### **Written Agreement for No 3-Year Reevaluation**

If the district and parent agree, a three- year reevaluation does not have to be conducted, when there is no possibility of a change in the student's eligibility status and new data is not necessary for educational decisions use the **Written Agreement Between the Parents and District** form.

Document file review and assessment information using the **3 Year Re-Evaluation Checklist**.

### **Refusal to Evaluate**

If the district refuses to complete an evaluation or re-evaluation requested by the parent, the district must provide the parent with prior written notice using the **Prior Notice of Special Education Action** form.

Parents may challenge the public agency's refusal to conduct a reevaluation.

### **Medical Statement or Health Assessment Statement**

Medical Information is required for children evaluated for:

- Intellectual Disability;
- Emotional Disturbance;
- Autism;
- Traumatic Brain Injury;
- Voice Disorders;
- Hearing Impairment;
- Vision Impairment;
- Orthopedic Impairment; and/or
- Other Health Impairment.

The Case Manager/Coordinator prepares a letter to the medical provider and includes specific questions for the medical provider. The letter is sent, along with the medical statement form to the physician.

If requesting a district-paid medical, the SET should make a request to the Special Education Director for payment. A purchase order from the district, a medical statement form, consent to exchange medical information, and a cover letter identifying the team's concerns or questions are sent to the medical/health professional.

### **Assistive Technology Consideration**

It is required that Assistive Technology services or devices be considered for all students with disabilities. As student data are reviewed and areas of need discussed, the team needs to consider ways AT might help improve the student's functional capability and if an AT request should be included as a part of the evaluation plan. An AT request may be made by completing the **Assistive Technology Request Form** and send this to the special education secretary.

## **Consideration of Autism Spectrum Disorder (ASD)**

Invite your autism specialist to the SET team meeting. The role of the autism specialist at this point is to educate and assist the team to determine if a referral for an ASD evaluation is appropriate. The autism specialist will review with the team: ASD in general-opportunity to provide general information to the parents; Characteristics of impairments in all four areas – and concerns the school team consider; and the components of an ASD evaluation.

## **Transfer Students**

- **In state** – continue eligibility with current IEP and reevaluation date. If continuing with current IEP, the following components must be entered into the districts records management system.
  1. Coversheet, including dates and codes (participants names are not required)
  2. Goals
  3. Service Summary
  4. Placement including Federal Placement Code
- **Out of State** – New eligibility for the state of Oregon must be determined. Student is referred if more testing is needed to establish the student's eligibility status. These students are considered an initial eligibility and have a 60 contact day timeline to complete the eligibility.

## **CORP Referrals**

Regional Programs

The CORP process is time sensitive. Please contact CORP immediately.

Eligibility determinations: web page: [www.hdesd.org/referral](http://www.hdesd.org/referral)

- Assistive Technology
- Autism Spectrum Disorder
- Hearing Impairment
- Occupational Therapy
- Physical Therapy
- Sign Language Interpretation
- Vision Services

## **CENTRAL OREGON REGIONAL PROGRAM**

### **Definitions for Regional Programs**

**Consultation services** - Technical assistance to or conferring with the local education agency and staff or early intervention/early childhood special education providers and staff or families to assist them to provide services to eligible children.

**Direct services** - Services provided to the child by regional specialists.

**Eligible children** - Children with low-incidence, high need disabilities that need the services of the regional program.

**Low incidence, high needs disabilities** -One or more of the following categories:

- Autism Spectrum Disorder,
- Deafblindness,
- Hearing Impairment,
- Orthopedic Impairment,
- Traumatic Brain Injury, and
- Vision Impairment.

A child with an orthopedic impairment is eligible for regional services only if determined to be severely orthopedically impaired by his/her eligibility team based on eligibility tool(s) approved by the Department.

**Regional program** - Direct or consultative services that assist school districts and early intervention/ early childhood special education providers in meeting the unique needs of eligible children.

**Services** - Early intervention services, early childhood special education and/or related services, and special education and/or related services.

### **Eligibility for Regional Services**

The determination of a child's eligibility for services as a child with autism spectrum disorder, deafblindness, hearing impairment, traumatic brain injury, orthopedic impairment, or vision impairment is the responsibility of the resident school district for children who are at the age of eligibility for kindergarten through age 21.

Regional programs may assist the local district or designated referral and evaluation agency in evaluating and/or determining eligibility when the local district or the designated referral and evaluation agency does not have a person trained and experienced in the area of the suspected disability(ies).

A child who is found eligible for services as a child with autism spectrum disorder, deafblindness, hearing impairment, traumatic brain injury, or vision impairment may be eligible for regional services if the child needs regional program services.

A child who is found eligible for services as a child with orthopedic impairment may be eligible for regional services if the child is determined to be severely orthopedically impaired by his/her eligibility team based on eligibility tool(s) approved by the Department, and needs regional program services.

### **Referral for Regional Services**

In referring a child to the regional program the regional coordinator with the following information:

- A request for regional services;
- A statement of a child's eligibility in one of the following categories, if previously determined: autism spectrum disorder; deafblindness, hearing impairment, orthopedic impairment, traumatic brain injury, vision impairment, or;
- A statement from the child's eligibility team for a child who is severely orthopedically impaired, including eligibility tool(s) approved by the Department, if previously determined; and

- Additional information as the regional coordinator or other regional program representative may request.

### **Individualized Educational Program**

- An eligible child must have an individualized educational plan (IEP) developed.
- A designated regional program staff must be included in the development of the IEP.
- The IEP serves as the basis for determining the child's unique developmental or educational needs and the extent and nature of services to be provided, including services provided by the regional program.

### **Regional Program Services**

The resident school district has the primary responsibility for the education of an eligible school age child, and is responsible for all costs beyond the fiscal capacity of the regional program that result from the full implementation of the child's IEP.

Eligible children may receive one or more of the following regional services based upon the child's needs according to the IEP and available resources of the regional program and agreement of the resident school district:

- Direct services to the child as determined in the IEP by an itinerant specialist up to full-time instruction in a self-contained classroom operated by the regional program;
- Consultation to providers of the child's educational or early intervention/early childhood special education program and/or the parents;
- Participation in developing the student's IEP;
- Recommendations for classroom activities, materials, equipment, adaptations and modifications to instruction, and/or assessment;
- Evaluation and interpretation of assessment information;
- Audiological management;
- Inservice for staff and parents; and
- Provision of certain related services.

Teachers and therapists employed by the regional program to serve eligible children must hold the appropriate special education or appropriate state licensure.

Regional programs must be in compliance with all applicable statutes and administrative rules pertaining to the education of children with disabilities.