

REFERRAL

Student Intervention Team (SIT)

When concerns are expressed by parents, teacher, or other entities, the school district addresses those concerns through a student intervention team (SIT). Members of the SIT 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 (e.g., School Psychologist, Special Education Teacher, regular education teacher, Speech/Language Pathologist); and
- Others as needed (Behavior Specialist, Counselor, ESL teacher, Juvenile, Nurse, Central Oregon Regional Program representative).

The purpose of the SIT is to appropriately address concerns. Concerns may be addressed through the implementation of strategies and progress monitoring data collection.

Interventions may include classroom, curricular and or behavioral. The SIT may refer students to a core team of specialists (CORE) for special education evaluation.

When the SIT members may be discussing a referral for special education evaluation, the parent must be provided written notice using the **Notice of Team Meeting**. Document attempts to schedule the SIT meeting to discuss a referral for special education evaluation to determine if the child is a child with a disability on a **Contact Log**.

Student CORE Team Members

Each building will designate a core team of specialists (CORE). The CORE team includes: special education teacher(s), speech language pathologist, behavior specialist, and school psychologist. The purpose of the CORE team includes:

- Completing a referral for an initial evaluation made through the school SIT process.
- Evaluate student's transferring into Oregon from another state to determine eligibility or ineligibility for special education services in Oregon.
- Evaluate IEP needs for students' transferring from another school district in Oregon.
- Monitor state mandated timelines for completion of evaluations.
- Collaborate on the re-evaluation summary plan for student's triennial evaluation.
- Collaborate on students' identified for special education services who may need additional services.

Evaluation Planning

As an integral part of an initial evaluation or re-evaluation, the CORE team must:

- 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 re-evaluation, 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 CORE 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.

Written Agreement for No Additional Assessment Required for Triennial Re-evaluation

If the district and parent agree that sufficient information exists to plan the child's educational program and no additional assessment is necessary, then a three-year re-evaluation does not have to be conducted. Use the **Written Agreement Between the Parents and District** form to document this agreement between parents and the district.

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 of refusal using the **Prior Notice of Special Education Action** form.

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

Prior Notice About Evaluation/Consent for Evaluation

Before conducting any evaluation or re-evaluation, the district must:

- Provide notice to the parent. The notice must include the name and a brief description of the evaluation procedures the agency proposes to conduct as a result of the evaluation planning process (**Educational Assessments pamphlet**); and
- Obtain informed written consent for evaluation. Using the **Prior Notice About Evaluation/Consent for Evaluation** form.

Developmental History

The CORE team may request a **Developmental History** to be completed by the parent prior to submission of referral materials to the district assessment team.

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

If student is being referred for an eligibility that requires a medical statement, authorization to share information should be obtained with the completion of the **Prior Notice About Evaluation/Consent for Evaluation**. Document on the form (**Prior Notice About Evaluation/Consent for Evaluation**) the date the authorization was signed by the parent.

Medical Statement or Health Assessment Statement

Medical Information is required for children evaluated for:

- Mental Retardation;
- **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 or Health Assessment Statement** form to the physician. The cover letter **Attention/Behavior School Information Summary** must be utilized when contacting a physician for possible **Attention Deficit Hyperactivity Disorder (ADHD)**.

If requesting a district-paid medical, the CORE team should make a request to the Special Programs 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 from the Special Programs Director's office to the medical/health professional.

Forms for Non-English Speaking Parents

The following forms must be provided and/or interpreted in the parent's native language:

- **Procedural Safeguards Notice**
- **Prior Notice about Evaluation/Consent for Evaluation**
- **Developmental History**

Forms for Initial Evaluation and Triennial Re-evaluation

All case managers may refer to the **Initial IEP Checklist** and **Three Year Review Checklist** for a detailed scope and sequence of required forms from referral to completion of the process.

Central Oregon Regional Programs (CORP)

Central Oregon Regional Program (CORP) provides services for children who have been determined eligible for special education services under the following disabilities: visual impairment, hearing impairment, orthopedic impairment, and/or autism spectrum disorder. Occupational therapy and physical therapy evaluation for children with less severe motor impairments are also available at an additional cost to the district.

The CORP process is time sensitive. A CORP referral is necessary for the following:

- Assistive Technology*
- Augmentative Communication
- Autism Spectrum Disorder
- Hearing Impairment
- Occupational Therapy
- Physical Therapy
- Sign Language Interpretation
- Speech and Language
- Vision Services

*Assistive Technology - It is required that AT services or devices be considered for all students with disabilities. An AT specialist is available through the High Desert Education Service District (HDES). The specialist is accessed by using the HDES website and filling out an AT Referral form. The AT specialist will then make contact and determine how best to provide assistance to the teacher and student. Many devices are available to try with students until a successful device is found. The AT specialist can assist by asking specific questions about a student and recommending devices to be tried. The special educator's role is often to take data on the use of a specific device to determine if the device is improving the "functional capability" of the child. The specialist also provides training as necessary or provides access to training for specific devices. Many devices are available for long-term loan from the HDES.

Central Oregon Regional Program (CORP) Referral Process

- School SIT or CORE team identifies student concern and initiates request for HDES services by linking to www.HDES.org/referral
- School initiator completes and sends on-line Service Request.
- HDES Web Service Request Manager receives request, forwards it to the appropriate HDES specialist and emails a reply to initiator indicating which specialist will be contacting them.
- HDES Specialist and school initiator discuss concerns and either:
 - Determine that a referral for evaluation by the specialist would be appropriate, or
 - Problem solve ways the student's educational team can address the concerns without making a referral.

- Specialist notifies Web Referral Manager to either send referral forms or close request.
- If proceeding with referral, Web Referral Manager emails school initiator the forms specific to area of concern, and
- Initiator completes forms, gets parental signatures, and sends to district Special Programs Director to sign and send to HDESD/CORP office at the Bend Education Center.

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;
- Professional development activities 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.

Transfer Students

- **In state** – continue eligibility with current IEP and re-evaluation date. Complete **Team Review of Eligibility and IEP For Students Transferring From Another Oregon School District**. Indicate on the form if the evaluation is accepted or additional assessment is necessary. Also indicate if the IEP is accepted or is need of revision. Please note the child must continue to receive special education services that mirror as close as possible services received in the prior school district.
- **Out of State** – All students transferring from out of state must meet Oregon's criteria for eligibility. Complete **Team Review of Eligibility and IEP For Students Transferring From Another Oregon School District**. Indicate on the form if the evaluation is accepted or additional assessment is necessary. ***A new Oregon eligibility statement form must be completed.*** Also indicate if the IEP is accepted or is need of revision. ***A new IEP on Oregon state approved forms must be completed.*** Please note the child must continue to receive special education services that mirror as close as possible services received in the prior school district. An interim IEP may be developed and implemented until the re-evaluation is completed and eligibility determined. This is considered an initial eligibility and must follow the 60 school day timeline from signed parent consent to eligibility.

Transfer out (or) Withdrawal From Jefferson County Schools

For students who transfer from one school located within the school district boundaries to another school located within the school district boundaries, case managers must complete the **Transfer Out (or) Withdrawal From Jefferson County Schools** form.

For students who transfer from the school district to another school district located in another school district within the state or out of state, case managers must complete the **Transfer Out (or) Withdrawal From Jefferson County Schools** form.

For students who are found ineligible for special education services after an evaluation, the case managers must complete the **Transfer Out (or) Withdrawal From Jefferson County Schools** form.

For students who are withdrawn from Special Education services due to the following reasons:

- Graduation with regular diploma;
- Received a modified diploma;
- Returned to regular education;
- Reached maximum age;
- Moved, continuing in education;
- Dropped out.

Case managers must complete the **Transfer Out (or) Withdrawal From Jefferson County Schools** form.

Send all completed **Transfer Out (or) Withdrawal From Jefferson County Schools** forms to JCESD.