



**Child Find Policies and Procedures**

## **Chapter 1: Overview and Procedures for Locating, Evaluating and Identifying Children with Disabilities (Child Find)**

### **I. Overview**

DC Prep is committed to providing students with disabilities with a free and appropriate public education (FAPE). In accordance with Federal and District of Columbia laws, policies and procedures, DC Prep has implemented the following:

- Child find practices to identify and evaluate children who may have a disability;
- Initial eligibility and re-evaluation guidelines which are in compliance with both IDEA and SEA regulations;
- Individualized Education Programs for eligible children with disabilities which provide special education and related services in the least restrictive environment;
- Continuum of alternative placements as defined by IDEA to meet the needs of students with disabilities and related services;
- Policies to prohibit discriminatory practices against children with disabilities.

DC Prep operates as a local education agency (LEA) in order to provide the maximum flexibility needed to service students with special needs. DC Prep is also a member of the D.C. Cooperative on Special Education. The Cooperative provides technical assistance, access to best practices, and introductions to needed specialists. DC Prep contracts with qualified organizations for some evaluation and related services.

### **II. Program Overview**

At DC Prep policies and procedures are put in place so all children in preschool through eighth grade with disabilities who are in need of special education and related services are identified, located and evaluated. An integral part of DC Prep's mission is to provide students with high quality services in the least restrictive environment. To meet this goal, DC Prep is committed to the follow best practices:

- Making every student's progress on both academic and social and emotional needs the responsibility of both the general education and special education teacher every staff member;
- Using best pedagogical practices to increase student achievement in reading, writing, and math;
- Providing the necessary social and emotional supports so that every student meets character, leadership, and behavior goals;
- Involving families as essential partners at every step from enrollment to graduation;
- Supporting families by connecting them to community and educational resources necessary to ensure attainment of the school's curricular goals;
- Providing teachers with the resources, training, and assistance necessary to support them in teaching all students;
- Making necessary accommodations and modifications and implementing necessary supplementary aides and services for students with special needs;
- Implementing appropriate child find procedures;

- Aligning IEP goals with the general education curriculum to ensure access, authenticity and relevance;
- Educating a child in the least restrictive environment, removing them from the general education setting only when doing so is necessary to provide appropriate instruction;
- Providing students with a continuum of educational placements in order to ensure the provision of FAPE.

## **Special Education Staff**

### Senior Director of Student Support

The Senior Director of Student Support at DC Preparatory Academy serves in a leadership position within the organization. The senior director, who is responsible for managing special education services at all campuses, provides oversight of service provision, compliance, assessment and professional development in the schools' special education programs.

Responsibilities of the Senior Director of Student Support include the following:

- Consult with Principals and Special Education Coordinators (SECs) to:
  - support the provision of specialized instruction by special education teachers
  - support the provision of ELL services across all campuses
  - develop a professional development plan for special education teachers at all campuses that balances the needs of special education students, teacher need, and campus data
  - provide updates regarding student concerns, services, and planning
  - observe special education teachers during inclusion and pull-out and provide feedback on instructional delivery
  - support teachers in making and documenting accommodations and modifications
  - ensure appropriate communication with related service providers
  - develop an ongoing system to collect and manage student data to monitor student progress on IEP goals, reading and math skills, and grade level standards
  - Serve as the LEA contact for all federal and state reporting regarding special education and ELL data
  - Formulate policies and procedures for programming and services
  - Maintain ongoing documentation for the purpose of compliance with federal and state regulations
  - Serve as the LEA representative for students attending nonpublic day schools
  - Monitor and coordinate the provision of related services: counseling, occupational therapy, physical therapy, speech-language, etc.
  - Manage the documentation of related services using Qlik database
  - Communicate when needed with counsel for DC Prep regarding legal issues in special education
  - Conduct regular file reviews at each campus to ensure compliance with IDEA and OSSE requirements
  - Manage the documentation and reporting for Medicaid reimbursements

- Attend and report back on trainings offered by OSSE relevant to special education reporting and compliance
- Provide support and assistance to the Student Support Team (SST) at each campus

### Special Education Coordinator

Each DC Prep campus has a Special Education Coordinator (SEC) to oversee the provision of special education services at the campus level. The SEC is responsible for the following:

- Oversee special education programming
  - Coordinate paperwork and maintain compliance with special education law and DC Prep special education expectations
  - Coordinate and facilitate MDT meetings with the assistance of the Assistant Principal and Director of Special Education;
  - Maintain ongoing documentation for the purpose of compliance with federal and state regulations;
  - Coordinate evaluations to ensure that they are completed in a timely manner
  - Implement/oversee child find procedures (participate in SST meetings and oversee implementation of interventions)
  - Maintain and complete all necessary paperwork in EASY IEP (quarterly progress reports, IEPs, referral, and eligibility)
  - Coordinate testing accommodations for interim and standardized assessments
  - Manage classroom testing and classroom accommodations with special education teachers
  - Ensure that students with IEPs meet academic achievement goals through consistent data analysis and action planning
  - Serve as member of crisis team to ensure safety and well-being of students in crisis
  
- Lead, manage, and coach the special education department and intervention teachers (such as the ELL teacher)
  - Develop and lead weekly special education department professional development;
  - Manage team to communicate regularly with grade level teams regarding servicing students with special needs;
  - Manage team to communicate regularly with related service care providers through monthly meetings, weekly email updates, and with shared communication system (SharePoint)
  - Monitor student performance on both grade level standards and IEP goals (data dashboard, reviewing grade reports, GLT meeting notes, interim assessment scores, student portfolios, and STEP assessments), synthesize information and make adjustments/ recommendations
  - Communicate regularly with parents of students with disabilities regarding progress on IEP goals and grade level standards, absences and tardiness, and progress on behavior intervention plans; assist with the drafting and implementation of behavior intervention plans

- Collaborate with GLLs to monitor intervention and IEP services for students
- Provide instructional leadership around special education for all staff and teaching within the inclusion model
  - Consult with teachers to develop classroom interventions for students struggling to meet academic and behavioral expectations;
  - Conduct classroom observations for the purpose of overseeing service delivery, making recommendations regarding the instruction of students with disabilities and struggling students and to provide special education teachers with feedback on instructional practices (data from observations can be used for department PD planning and for individual coaching sessions);
  - Coach members of the special education department on instructional practices and overall job responsibilities
  - Participate as a member of the Academic Team to assist in planning school-wide PD and with aligning sped department PD with ELA/math department PD

### Special Education Teacher

Each campus has several special education teachers to provide direct support of students with special needs. The Special Education Teachers' responsibilities include:

- Communicate regularly with grade level teams regarding the needs of students with disabilities and struggling students;
- Communicate regularly with parents of students with disabilities regarding progress on IEP goals and grade level standards, attendance and punctuality, and progress on behavior intervention plans;
- Implement IEPs in a resource setting and/or an inclusion setting, as determined by students' IEPs;
- Work closely with co-teaching peers to identify and implement targeted accommodations and/or modifications and develop high quality specialized instruction that correlated with individualized IEP goals and grade level standards;
- Maintain a student portfolio consisting of both informal and formal assessments in order to monitor growth on IEP goals;
- Utilize information in the student portfolio to create meaningful present levels of performance for all annual IEP meetings;
- Utilize the present levels of performance to create measurable IEP goals for all annual IEP meetings;
- Use data to analyze academic strengths and deficits and to drive instructional support for students.

### School Psychologist/ Licensed Professional Counselor

The school psychologist (SP) or licensed professional counselor (LPC) works with students at all DC Prep campuses. The SP or LPC contributes to the establishment and maintenance of a positive environment in which students can develop their social and emotional skills. The SP or LPC is responsible for conducting evaluations, designing and implementing Individualized Education Plans, and consulting with teachers to provide instructional support for students with social, emotional and behavioral needs. The SP/ LPC responsibilities include:

- Implementing a therapeutic program to meet the individual needs of students with social, emotional and behavioral needs
- Conduct ADHD screenings
- Conduct comprehensive psychological evaluations
- Participate as a member of the multi-disciplinary team to review evaluations and/or develop IEP goals related to student assessment data
- Provide appropriate individualized programs of therapy based on individual student IEP goals to meet individual students' needs
- Document student services through the weekly submission of progress notes and compile necessary information to track student progress on IEP goals.

### **Services**

A description of special education and related services for each individual child with a disability is provided through the IEP process, based on the number of hours of service received by the student. Children may receive a variety of services concurrently. Children with disabilities receive services in the least restrictive environment (LRE) and are provided an equal opportunity for participation in academic, nonacademic, and extra-curricular services and activities as interests permit.

## **Chapter 2: Procedures for Locating, Evaluating and Identifying Children with Disabilities (Child Find)**

### **Purpose**

According to state and federal special education regulations, annual public notice to parents of children who reside within a local educational agency (LEA) is required regarding Child Find responsibilities.

DC Prep is required to conduct child find activities for children who may be eligible for services via the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Since public charter school LEAs are not neighborhood schools and do not have geographic boundaries, DC Prep PCS is only responsible for child find activities within its LEA. See *OSSE Comprehensive Child Find System Guidance*, March 22, 2010.

This chapter provides guidance on how DC Prep will locate and identify all enrolled children between the ages of 3 and 21 who may need special education and/or related services to address problems that may interfere with their future development and learning, including those students who are advancing from grade to grade.

### **Legal Standards**

#### *Public Awareness*

Each LEA must have policies and procedures in effect to ensure that all children with disabilities, regardless of the severity of the disability, who are in need of special education and related services, are identified, located, and evaluated.

In order to meet these requirements, each LEA is required to adopt and use public outreach awareness activities sufficient to inform parents and the LEA community concerning the availability of special education and related services and the methods available to request those services and programs. For public charter school LEAs, the public notice may be provided through a variety of methods, such as:

- School handbooks and calendars;
- Brochures available in the main office;
- Posting information on the LEA website; and
- Provision of information at parent-teacher conferences.

#### *Screening*

Child Find activities may include some type of screening process to determine whether a child should be referred for an evaluation. For children age 3 through 21, even when the LEA does not suspect the child may be disabled and in need of special education or related services, the LEA should utilize a comprehensive screening process, the results of which are provided to the child's parent. This process includes, but is not limited to: (a) observations in a variety of settings; (b) multi-tiered problem-solving approach; (c) parent/family interviews; and (d)

review of attendance and grades. Screenings must be available for all children in the LEA and include the review of whether:

- Appropriate instruction in the general education setting was delivered by qualified personnel;
- Instruction and interventions were provided at varying intensity levels; and
- Progress monitoring data that was collected which reflected the child's progress during instruction.

#### *School-Based Screening*

The screening process shall follow, as appropriate, the procedures outlined in DC Prep's Student Support Process as described in Chapter 2. Make sure to consider the following areas:

- Academic – for students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessments;
- Behavior – for students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty;
- Intervention – intervention based on the results of the above academic and behavioral screenings;
- Progress Monitoring – progress monitoring of the student's response to the intervention;
- Appropriate Instruction – a determination as to whether the student's assessed difficulties are due primarily to a lack of appropriate instruction in reading or in mathematics;
- Limited English Proficiency – a determination as to whether the student's assessed difficulties are due primarily to a student's limited English proficiency; and
- Parental Involvement – activities designed to gain the participation of the parent and, through written notice, inform the parent of the results of the screening and whether follow-up is required.

### **DC Prep Public Awareness and Outreach Activities**

#### *Training*

DC Prep conducts ongoing professional development activities and ongoing trainings for staff to ensure that Child Find, screening activities, and referrals for special education evaluations are carried out in a manner consistent with the timelines and requirements established by the IDEA and this manual.

#### *Annual Public Notification*

With a circulation adequate to notify parents throughout the school community, DC Prep will publish and announce child identification activities and advise families of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible children. DC Prep will accomplish this goal through:

- Providing information to parents and the school community at school events such as parent-teacher conferences, back-to-school events, summer enrollment events, etc.;

- Publishing information in the Student Parent Handbook, on the school calendar, and on its website at <https://www.dcrep.org>;
- Providing information to parents during quarterly parent-teacher conferences; and

- Including relevant Child Find information in any family recruitment and enrollment materials

#### *Parent Engagement*

Parents may obtain information about the availability of special education and related services through this policy, information posted on our website at <https://www.dcprep.org/>, or by contacting Michelle Hess, Senior Director of Student Support ([mhess@dcprep.org](mailto:mhess@dcprep.org)). DC Prep also maintains written materials for parents, which can be found on our website at <https://www.dcprep.org/>. DC Prep staff is required to provide information to parents upon request and at parent-teacher conferences.

#### *Points of Contact*

Parents are encouraged to speak with any DC Prep staff if they have concerns about their child. Parents and other stakeholders should contact one of the following DC Prep staff to discuss Child Find, the referral process, and the availability of special education programming at DC Prep:

- Anacostia Elementary Campus – Kelly Muller, [kmuller@dcprep.org](mailto:kmuller@dcprep.org)
- Benning Elementary Campus – Emily Jeffries, [ejeffries@dcprep.org](mailto:ejeffries@dcprep.org)
- Edgewood Elementary Campus – Laura Ressler, [lressler@dcprep.org](mailto:lressler@dcprep.org)
- Benning Middle Campus – Matt Guerrero, [mguerrero@dcprep.org](mailto:mguerrero@dcprep.org)
- Edgewood Middle Campus – Kara Schoo, [kschoo@dcprep.org](mailto:kschoo@dcprep.org)

#### *Target Populations*

This policy and DC Prep Child Find efforts apply to children between the ages of three (3) and twenty-two (22) years of age enrolled in DC Prep, including children who are:

- Newly enrolled;
- Homeless;
- In the custody of the District of Columbia Child and Family Services Agency;
- Committed to the District of Columbia Youth Rehabilitation Services Agency;
- Making progress grade to grade; and
- Highly mobile children.

#### *Coordination with Non-Educational District Agencies*

To ensure coordination with appropriate District agencies to facilitate the identification, location, and evaluation of children with disabilities enrolled in DC Prep, DC Prep maintains contacts with the following District agencies:

- District of Columbia Public Schools (DCPS) Early Stages program;
- The Child and Family Services Agency (CFSA);
- Department of Behavioral Health (DBH);

DC Prep conducts meetings with representatives of the above agencies as needed to ensure open and cooperative lines of communication regarding DC Prep’s Child Find, referral, and initial evaluation processes and procedures, as well as continuously updating agencies of changes in appropriate points of contact.

DC Prep may establish agreements with other entities responsible for administering various education, health, and social service programs to children from birth through age 22. Those agencies include, but are not limited to: District of Columbia Public Schools (DCPS), Department of Human Services (DHS), Department of Healthcare Finance (DHCF), Department of Health (DOH), Department of Behavioral Health (DBH), Child and Family Services Agency (CFSA), and the Department of Youth Rehabilitation Services (DYRS).

#### *Referral Processes*

A referral is documentation provided by the child's parent, or other referral source, which clearly states why it is thought that the child may have a disability. DC Prep is required to complete an initial evaluation and determine if a child is a child with a disability eligible for special education and related services under IDEA within 60 days of receipt of consent to evaluate.

The 60-day requirement does not apply if:

- The parent fails or refuses to respond to a request for consent for the evaluation;
  - The parent of the child repeatedly fails or refuses to produce the child for the evaluation;
- or
- The child enrolls in another LEA prior to the determination of eligibility.

If a parent or community member would like to request an initial evaluation to determine if a child is in need of special education and related services, please contact Michelle Hess, Senior Director of Student Support ([mhess@dcprep.org](mailto:mhess@dcprep.org)). All DC Prep staff must accept an oral or written referral for initial evaluation. Upon receiving an oral referral, DC Prep staff must assist any outside referral source in documenting the referral in writing, and must document the date of the referral within three (3) business days of receipt. DC Prep provides a referral form to assist parents and other parties in documenting a referral. To obtain this form, please contact Michelle Hess, Senior Director of Student Support ([mhess@dcprep.org](mailto:mhess@dcprep.org)).

DC Prep accepts referrals for initial evaluation from the following persons:

- A student's parent;
- The student, provided that educational rights have transferred to the student; and
- Employees of DC Prep who has knowledge of the student.

DC Prep maintains regular contact with community-based referral sources, and works to collaborate with community-based service providers to provide information on the availability of special education and related services and the means through which parents or organizations may submit a referral. After DC Prep has received a referral, DC Prep must make reasonable efforts to obtain parental consent for an initial evaluation within 30 days of receiving the referral, which includes attempting to contact the parent at least three (3) times on three (3) different dates using at least two (2) modalities. DC Prep shall conduct an analysis of existing data on the student to determine if additional assessments are necessary. Existing data that may be considered may include but is not limited to teacher observations, classroom assessments, schoolwide screenings and assessments, state assessments, student grades and records, parent reports, health records, or data from other interventions. DC Prep will provide the parent of a

child suspected of having a disability with information about the nature of any additionally required assessment.

#### *Screenings*

DC Prep implements a comprehensive screening process to determine if a child should be referred for an evaluation, the result of which is provided to the child's parent. Screenings utilize assessments and tools that are generally applied across the entire student population. Parent consent is not required for DC Prep to conduct a uniform, schoolwide screening. A screening conducted by a DC Prep teacher or specialist to determine appropriate instructional strategies for curriculum implementation does not constitute an evaluation for eligibility for special education and related services and does not require parent consent. DC Prep screenings must not delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

#### *Response to Intervention*

DC Prep Response to Intervention (RtI) efforts must not delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

#### *Parent Procedural Safeguards and Rights*

Parents' legal rights during the Child Find process are defined by IDEA and District of Columbia law. In the event of a disagreement, parents may pursue dispute resolution and due process rights, including mediation, due process complaints, or state complaints. Parents can learn more about their rights under IDEA by referring to the Part B Procedural Safeguards located on OSSE's website <https://osse.dc.gov/publication/rights-parents-students-disabilities-idea-part-b-notice-procedural-safeguards> or by contacting [name and contact] to obtain a copy of their procedural safeguards.

#### *Data Reporting*

In accordance with District of Columbia law, DC Prep counts and reports the number of children with disabilities receiving special education and related services count annually on October 5 or the date set for the annual pupil count required by D.C. Official Code § 38-2906.

## **Chapter 3: Student Support Process (SSP)**

### **I. Purpose**

This chapter describes supports in regular education settings for students experiencing academic or behavioral difficulty. The Student Support Process (SSP) is DC Prep's framework for student assistance, governed by federal and state mandates. SSP is a multi-tiered collaborative team process, which provides progressive levels of support to students.

### **II. Legal Standard**

Pursuant to the IDEA and Section 504 of the Rehabilitation Act, the SSP is the mechanism by which DC Prep provides regular education interventions to students with academic or behavioral difficulties, as appropriate, so that students are not inappropriately referred for an evaluation for special education services.

### **III. Overview**

The Student Support Process (SSP) performs the following functions:

- Provides staff with a system for ensuring that underachievement is not due to the student's limited English proficiency or ineffective instruction in reading and in math, and that positive behavioral supports are provided to students experiencing barriers to learning;
- Facilitates a process for removing student barriers to learning. This process involves assessment, intervention planning, and progress monitoring by the grade level team, provided through the regular educational program;
- Serves as a screening mechanism for students who may be eligible for special education services under IDEA or for accommodations under Section 504.

NOTE: Parents continue to have a right to request an evaluation for his/her child, at any time, including prior to or during the conduct of SSP activities. SSP teams may also refer a student for evaluation for special education services at any time.

### **IV. The Student Support Process (SSP)**

#### **Screening Procedures**

DC Prep implements a variety of screening procedures in order to ensure that all enrolled children receive necessary supports and services. All students, both new and returning, are administered both formal and informal reading, writing, and math assessments throughout the school year in order to monitor student progress on grade level standards. Students who do not demonstrate mastery of grade level standards are identified and provided with targeted interventions with regards to their specific needs. All students also receive positive behavior support to increase positive behaviors in the classroom setting. Students who fail to respond to universal positive behavior supports are identified and receive additional behavior support and social skills training.

In addition to the universal supports for academics and behavior, DC Prep utilizes the Student Support Process that serves as a multi-tiered problem-solving approach to support individual student needs. The purpose of the Student Support Process is to ensure the success of the DC

Prep mission by promoting comprehensive, classroom-based, student-centered interventions that allow DC Prep students to achieve their optimal level of academic success. The Student Support Process provides suggestions for interventions and determines whether or not a child should be referred for further evaluation based on the following data gathered throughout the SST process:

- Observations in a variety of settings;
- Parent, teacher, and family interviews;
- Educational records including previous evaluations, results from both formal and informal assessments, attendance, and behavior and disciplinary tracking logs; and
- Progress monitoring data of tailored academic and behavioral interventions delivered by qualified personnel.

### Procedures for SST

The Student Support Process at DC Prep encompasses three main tiers:

*Tier 1* – Classroom based strategies

*Tier 2* – Referral to the Grade Level Team (GLT) for additional strategies and interventions

*Tier 3* – Referral to the school wide Student Support Team (SST)

*Note: If a parent asks for the student to be referred to the SST or for a special education evaluation, please send an email the SST leader and Special Education Coordinator within 24 hours of the request.*

There are slight differences in the student support process for early childhood (PS/PK), elementary (K-3) and middle school (4-8) based on the unique characteristics and needs of campus structures and grade levels.

### Elementary/Middle School Student Support Process

#### **Tier 1: Classroom Based Strategies**

Teacher provides in-class interventions to the student exhibiting academic, behavioral, and/or social/emotional difficulties.

1. If interventions are successful, the teacher documents interventions and outcomes and continues this process as needed.
2. If interventions are not successful, the teacher refers the student to the GLT.

The following table describes the different stages of the SSP process at DC Prep:

SSP Stage	Timeline and Action Steps
<b>Referral</b> – the student has been identified as an outlier based on <b>Student Support Referral</b> entry	<input type="checkbox"/> Teacher refers student by completing the <b>Student Support Referral</b> page on PowerSchool <ul style="list-style-type: none"> <li>○ Complete referral page indicating areas of concern and any previous strategies tried</li> </ul>

<p>completed by a teacher or staff member.</p>	<ul style="list-style-type: none"> <li>○ Teachers could choose to do this on their own or at the request of a GLL or SST Coordinator based on review of RTI dashboard in Schoolzilla</li> <li>□ During monthly review of referrals in SST Coordination meeting, SST Coordinator determines next steps which could include: <ul style="list-style-type: none"> <li>○ Talk with teacher about concerns</li> <li>○ Work with GLL to implement interventions via GLT</li> <li>○ Escalate to SST based on concerning data points</li> </ul> </li> </ul>
<p><b>GLT Interventions</b> - the student receives targeted interventions around a specific area of need for 6-8 weeks owned by a member of the GLT</p>	<ul style="list-style-type: none"> <li>□ Teachers implement interventions (for 6-8 weeks) <ul style="list-style-type: none"> <li>○ Document progress in <b>Student Support Management</b> page, including intervention goals and progress monitoring</li> </ul> </li> </ul>
<p><b>GLT Progress Monitoring</b> - the student's progress is reviewed with GLT members who are implementing interventions</p>	<ul style="list-style-type: none"> <li>□ GLT reviews progress (after 6-8 weeks of interventions) and documents in <b>Student Support Management</b> page in PowerSchool <ul style="list-style-type: none"> <li>○ Team determines that the student made sufficient progress - continue or exit interventions</li> <li>○ Team determines that the student did not make sufficient progress - refer to SST Team</li> </ul> </li> <li>□ If referring to SST Team, GLL communicates with SST Coordinator via GLL meeting and updates <b>Student Support Referral</b> page in PowerSchool to reflect official referral to SST</li> </ul>
<p><b>SST Interventions</b> - the student receives targeted interventions around a specific area of need for 6-8 weeks owned by a member of the SST team</p>	<ul style="list-style-type: none"> <li>□ SST Team implements and manages interventions (for 6-8 weeks) <ul style="list-style-type: none"> <li>○ Document progress in <b>Student Support Management</b> page, including intervention goals and progress monitoring</li> <li>○ Student is assigned an SST case manager who is responsible for this data entry and management.</li> </ul> </li> </ul>
<p><b>SST Progress Monitoring</b> - the student's progress is reviewed with the SST members and teacher(s) who are implementing interventions</p>	<ul style="list-style-type: none"> <li>□ SST reviews progress (after 6-8 weeks of interventions) and documents in <b>Student Support Management</b> page in PowerSchool <ul style="list-style-type: none"> <li>○ Team determines that the student made sufficient progress - continue or exit interventions</li> <li>○ Team determines that the student did not make sufficient progress - refer for further evaluations</li> </ul> </li> <li>□ If referring for special education evaluations, this date begins the 30 day timeline for obtaining parental consent to evaluate. The special education coordinator obtains all documentation and additional information from teachers, and submits referral paperwork to the parent and takes steps to obtain consent. <p style="margin-left: 40px;"><b>Characteristics that should indicate a referral include:</b></p> <ul style="list-style-type: none"> <li>▪ Abnormally slow rate of academic progress or communication skills in response to interventions that are appropriately designed and measured;</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ The continued presence or acceleration of inappropriate behavior that significantly affects a student’s educational performance and little or no response to positive behavior supports via an appropriately designed Behavior Support Plan which was implemented and monitored;</li> <li>▪ Needs that exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.</li> </ul> <p><b>Exclusionary Circumstances:</b> Prior to any referral for evaluation, the SST must determine whether the student’s assessed difficulties are due to:</p> <ul style="list-style-type: none"> <li>▪ <b>Limited English Proficiency (LEP):</b> The team determines whether the student has been given appropriate instruction to learn English and to address the reasons for the referral;</li> <li>▪ <b>Lack of Appropriate Instruction:</b> Appropriate development and implementation of the Intervention Plan would document the following IDEA requirements to support this finding: <ul style="list-style-type: none"> <li>• Documentation of appropriate instruction provided in general education by qualified personnel;</li> <li>• Evidence of repeated assessments of achievement at reasonable intervals</li> </ul> </li> </ul>
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**V. Evaluation Referral Protocol:**

1. The team then brainstorms additional interventions and progress monitoring measures to be implemented during the evaluation process.
2. The GLT leader and SST case manager continue to monitor the implementation of interventions and progress monitoring measures. The special education coordinator compiles the information collected throughout the SST process and inputs the information into the analyzing existing data form in SEDs.
3. The special education coordinator contacts the parent and coordinates an analyzing existing data (AED) meeting. The SST should ensure that all relevant data is gathered and reviewed for accuracy and completeness prior to any further referral. After sufficient information is compiled in the analyzing existing data section of SEDs, the multidisciplinary team meets to make final determinations regarding special education testing.
4. The MDT team creates a student evaluation plan which is entered in SEDs. Parent consent is requested and the parents are given a copy of the Procedural Safeguards Manual and Prior Notice of the school’s proposal to evaluate.
5. After parental consent is obtained, the student evaluation plan is entered into SEDs and evaluators are contacted through email.

6. Once the evaluations are completed, the evaluators draft a summary of strengths and weaknesses under each category of the student's need and fax a copy of the evaluation into SEDs.
7. The evaluators then contact the special education coordinator by email to notify him or her that the evaluations are complete.
8. Once all of the evaluations are complete, the special education coordinator coordinates an eligibility meeting. At the eligibility meeting, the special education coordinator provides the MDT with a draft copy of the eligibility report and summary in SEDs.