

Referral Procedures for Special Education Evaluations

St. Croix River Education District



Chisago Lakes #2144

North Branch #138

Rush City #139

Pine City #578

Hinckley-Finlayson #2165

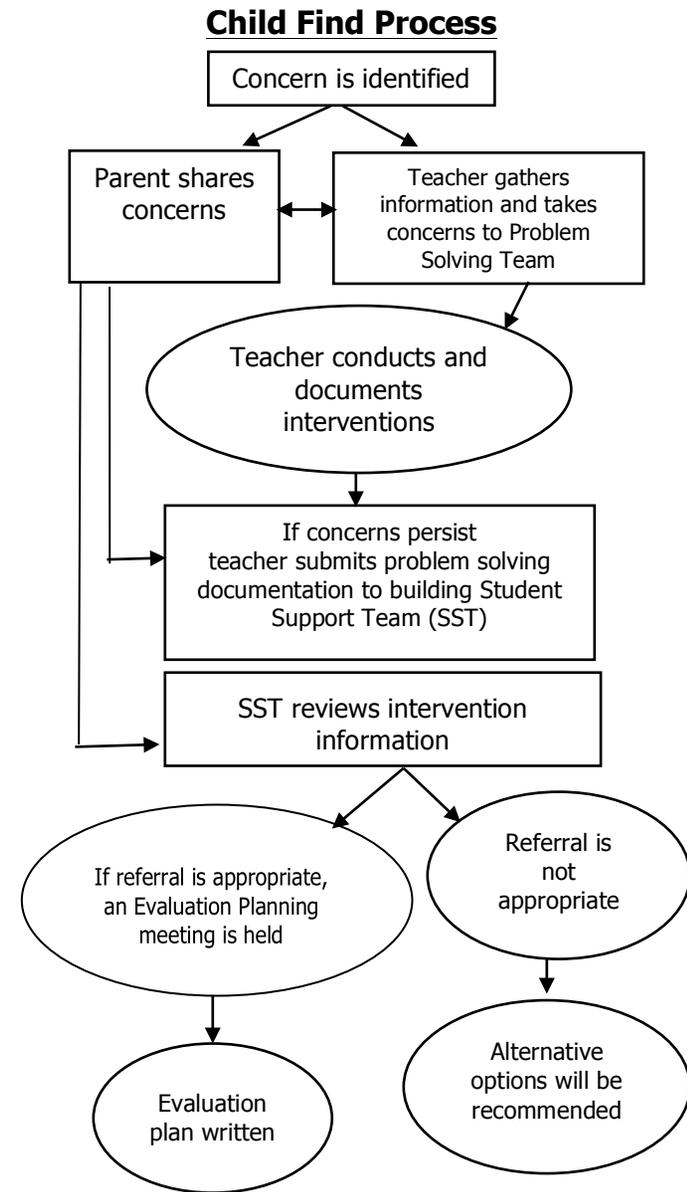
East Central #2580

** Including Non-Public and Home Schooled Students*

Since 1975, public schools have been responsible for providing special education services to children with disabilities. Part of that obligation is the identification of students with disabilities who are in need of special education and related services. An educational evaluation is conducted to determine if a child meets the state mandated eligibility criteria for disabilities and if the child is in need of special education and related services. The disability areas include:

- Autism Spectrum Disorders (ASD)
- Deaf-Blind (DB)
- Deaf and Hard of Hearing (DHH)
- Developmental Cognitive Disability: Mild to Moderate or Moderate-Severe (DCD-MM, DCD-MS)
- Early Childhood Special Education (ECSE)
- Emotional or Behavioral Disorders (EBD)
- Other Health Disabilities (OHD)
- Physically Impaired (PI)
- Severely Multiply Impaired (SMI)
- Specific Learning Disability (SLD)
- Speech or Language Impairments (S/LI)
- Traumatic Brain Injury (TBI)
- Visually Impaired (VI)

The purpose of this brochure is to outline the initial referral process used if a parent or teacher suspects that a student between the ages of 5 and 21 may have a disability and needs special education and related services.



REFERRAL PROCESS

Following is the typical referral process followed by SCRED districts:

1. Parent or teacher identifies a concern with the student's academic performance, communication, health/physical status, social, emotional or behavioral skills, motor skills, or functional skills.
2. Parent and teacher discuss concern.
3. Teacher and/or other Student Support Services Staff (e.g., school counselor) gather information on student performance and present it to the building Problem Solving Team.
4. Problem Solving Team uses the 5-step problem solving process to design an intervention well matched to student need.

5. Teacher and/or designated individual implements and documents interventions.



6. If student demonstrates an inadequate rate progress and performance remains significantly discrepant from peers, the Problem Solving Team submits problem solving documentation to the special education Student Support Team (SST).

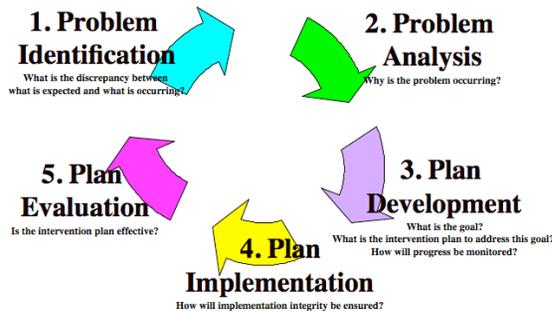
Referrals for non-public and home school students can be made directly to this team.

7. The Student Support Team (SST) reviews problem solving documentation and will contact parent and/or teacher for additional information or consultation.
8. The SST determines whether intervention documentation is adequate. If not, the information is returned to the referring party for completion. The SST then determines if an evaluation is needed.

9. If evaluation is needed, an Evaluation Determination meeting is held and an evaluation plan is completed. The plan is shared with parents for their written consent. Written consent must be obtained before proceeding with a special education evaluation.
10. If the referral is inappropriate, alternative options for action will be recommended, including how to support the student's needs within the regular education setting.

Note: A special education evaluation may be requested by a parent or teacher at any time. School officials will respond to the request in a prompt manner. This response may include an invitation for a meeting during which they will listen to the reasons for the referral and explain the school's procedures, goals, and timelines for an individual evaluation.

Problem-Solving



For Additional Information:

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