

## REFERRAL PROCESS FOR TESTING

### WHO SHOULD BE TESTED?

That is a difficult question. Not all children who are having trouble (behind grade level, not doing work, acting out, daydreaming, etc.) should be tested. Some children are slow learners who are mastering skills as rapidly as possible. Others can do the work, but get more attention by not doing it. Each teacher will need to use his or her own judgment. If after informally checking out a child's capabilities you feel you need additional information to better plan a teaching program or to get special help for the youngster you can refer the child for testing.

### Referral Process

1. Teacher referrals made to counselor.
2. Teacher is given form to record types of classroom intervention tried.
3. Counselor administers achievement tests, if necessary.
4. Counselor or Special Education teacher does classroom observation.
5. Counselor contacts Special Education contact about referral.
6. Counselor contacts parent to get permission for testing and home adaptive behavior rating.
7. Counselor gets with teacher to fill out referral forms and school adaptive behavior rating.
8. Permission for testing forms returned to Special Education contact.
9. RESC or Co-Op administers battery of tests.
10. Results come back to Special Education contact.
11. Results are reviewed by counselor, teacher, and building principal.
12. Counselor sets up eligibility meeting with Special Education Committee. Eligibility team meeting includes counselor, special education teacher, building principal and regular teacher. This meeting must be held prior to a Placement/IEP meeting.
13. Placement/IEP meeting will follow the eligibility team meeting. Placement team includes counselor, special education teacher, building principal, regular teacher and parent. Placement meeting is arranged by counselors. Special education teacher will write out IEP with parents input.
14. Appropriate forms to be signed at eligibility and placement meeting will be completed by counselor before each meeting as needed.
15. The file will be given to the Special Education contact to be assembled and a check list will be completed. The completed file will then be given to the appropriate counselor.
16. Copy of IEP will go to special education teachers. Original test results and forms signed by parents will remain in files at the appropriate counselors office.
17. Once a student has been referred to the counselor or a re-evaluation is due, all forms including record of types of class room intervention (new referrals only), referral, parent permission, home adaptive behavior rating and school adaptive behavior rating need to be given to the Special Education contact.
18. All re-evaluations must be completed and returned to the Special Education contact three (3) months prior to due date.
19. All new referrals will be completed within fifteen (15) school days after counselor receives the types of class room intervention tried prior to referral form from the regular teacher.
20. All eligibility, team and IEP meetings will be held before school, after school or during the Special Education teachers planning period. Exceptions will be made with prior approval by building principal or Special Education contact only.
21. When students are in the Co-Op, a representative from the Commerce district must attend; this may include counselor, Special Education contact or building principal.
22. Adaptations to be made by regular teacher will be given within five (5) school days by the Special Education teacher.
23. All files will be re-checked by the Special Education Director at the end of school for compliance purposes. Special Education teacher will not be checked out at the end of school until this is completed.