

# How Do I Get Help If I Think My Child May Have a Learning Problem?

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If your child appears to be struggling, please do not hesitate to contact your child's teacher. Communication between parent and teacher is critical to student achievement, and may very well resolve the issue. However, after attempting to address your child's needs through strategies in the classroom and academic intervention services (AIS), the teacher may find that the issue is not resolved and will contact you to discuss the Instructional Support Team (IST) process.

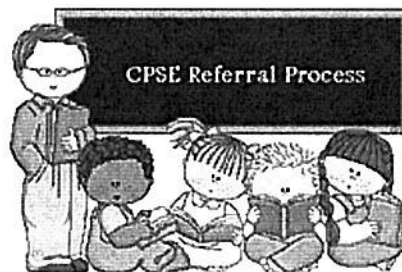
The IST process is a team-based problem solving approach. The child's teacher fills out an IST Meeting Request form indicating the appropriate professional staff needed to attend the team meeting. The team *may* include any of the following professionals depending on the needs of the student: general education teacher, special education teacher, speech teacher, occupational therapist, physical therapist, counselor, psychologist, parent, and an administrator. Together the team discusses appropriate research or evidence-based interventions to address the child's needs.

The IST Coordinator will set a meeting date or a follow up meeting that is usually about four to eight weeks after interventions are initiated. The purpose of this meeting is to collect data such as student work samples, test results, etc. to help the team determine if the interventions are helping the student make adequate progress. If the team discerns that adequate progress is being made, the interventions will remain in place. If the team discovers that the current interventions are not affecting adequate progress, changes to the interventions will be made, such as but not limited to:

- Change in approach
- Increase in duration of instruction (example: increased session time)
- Increase in frequency of instruction (example: everyday versus alternating day)
- Increase in intensity of instruction (example: decrease teacher to student ratio)

If your child's learning difficulties persist after the IST/RTI process, a request for referral to the Committee on Special Education can be made by the classroom teacher to the Administrator for Special Education, Mrs. Alyse Middendorf, located at North Babylon Senior High School, New York. A parent can also make a referral in writing at any time to the Director.

## Referral Process



### Referral Process for CPSE (Preschool ages 3-5)

The Committee on Preschool Special Education (CPSE) is responsible for arranging for the evaluation of any student who is suspected of having a disability, who meets the age eligibility requirements specified in the Regulations, and is a resident of the school district. **The evaluation process begins when a written request for evaluation is made by either:**



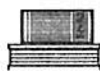
the child's parent or person in parental relationship



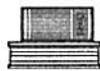
a professional staff member of the school district in which the child resides or the public or private school the student legally attends



a professional staff member of a preschool program approved pursuant to Section 4410 of the Education Law



a professional staff member of an approved program providing special instruction to students ages birth to three (3)



a licensed physician or judicial officer



the commissioner or designee of a public agency with responsibility for the welfare, care or education of students



a professional staff member of the Early Childhood Direction Center



The referral can be made at any time during the school year. It should specify the extent to which the preschool student has received any services prior to referral. When the CPSE receives a referral, the chairperson will meet with the parent describing the evaluation procedures and request parental consent for the evaluation. A list of County approved evaluation sites will be provided to the parent. Translations will be provided as needed. In the event that consent is not provided, the Committee shall implement the district's practices for ensuring that the parents have received and understood the request for consent.



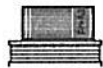
## **Referral Process for CSE**

In accordance with New York Education Law Section 4402 and Part 200.2, 200.4 and 200.5 of the Commissioner's Regulations, the CSE is responsible for evaluating all school-age students suspected of having a disability, identifying a disability or determining that no disability exists, and recommending placement and type of special education programs and/or services within sixty (60) days of the date of receipt of consent for evaluation. Referrals can be made at any time during the twelve-month year.

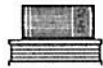
A student suspected of having a disability shall be referred in writing to the Chairperson of the Committee on Special Education or to the building administrator of the school which the student attends or is eligible to attend for an individual evaluation and determination of eligibility for special education programs or services. The school district must initiate a referral and promptly request parental consent to evaluate the student to determine if the student needs special education services and programs if a student has not made adequate progress after an appropriate period of time when provided instruction within a multi-tiered problem-solving approach that utilizes systematically applied strategies and targeted instruction. A referral may be made by:



A student's parent or guardian including an individual who is acting in the place of a birth or adoptive parent including a grandparent, stepparent, or other relative with whom the child resides;



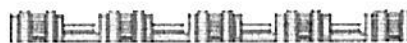
A designee of the school district in which the student resides;



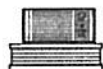
The commissioner; and/or



A designee of an education program affiliated with a child care institution with committee on special education responsibility.



A written request that the school district or agency refer the student for an initial evaluation may be made by:



A professional staff member of the school district in which the student resides or the public or private school the student legally attends;



A licensed physician;



A judicial officer;



A professional staff member of a public agency with responsibility for the welfare, health or education of children; or



A student who is 18 years of age or older, or an emancipated minor, who is eligible to attend the public schools of the district.

All new entrants to the district are screened at the time of enrollment and such screening, if it indicates a possible disability, can lead to a CSE referral. The referral must be written and dated.

Except for written requests for referrals submitted by the student and referrals by parents or judicial officers, the referral must state the reasons for the referral and include any test results, records or reports upon which the referral is based. It must also describe, in writing, efforts made by the school and parent to resolve the difficulties leading to referral or to meet the needs of the student in the general classroom setting, including intervention services, programs or instructional methodologies used to remediate the student's performance prior to the referral. It must also describe the extent of parental contact or involvement prior to the referral. If a referral is received by the building administrator, it must be forwarded to the CSE Chairperson immediately. If a referral is received by the CSE Chairperson, a copy will be forwarded to the building administrator within five school days of its receipt.

Within 10 school days of receiving a written request for referral for an initial evaluation, the school district will notify the parent that a referral for an evaluation has been received and either:



Request parent consent to initiate the evaluation; or



Provide the parent with a copy of the request referral; and

- Inform the parent of his/her right to refer the student for an initial evaluation; and

- Offer the parent the opportunity to meet to discuss the request for referral and, as appropriate, the availability of appropriate general education support services for the student, with:
  - the building administrator or other designee of the school district authorized to make a referral;
  - the party making the request for referral if a professional staff member of the school district; and
  - upon request of the parent or school district, any other person making a request for referral must have the opportunity to attend such a meeting.

A professional staff member of the school district who made a request for referral that results in a parent referral for special education, must attend any meeting requested by a building administrator to determine whether the student would benefit from additional general education support services as an alternative to special education and receive a copy of any agreement to withdraw the referral.

The parent will be provided with information regarding the evaluation, the procedural safeguards notice which includes a listing of free or low-cost legal and other relevant services in the area, sources to obtain assistance in understanding the referral and evaluation process, and a copy of A Parent's Guide to Special Education. Translations are provided to assist parents as needed.