



The Teacher Support Team (TST) consists of general educators, the school psychologist, the school social worker, the school counselor, the school nurse, academic and behavioral interventionists, English language teacher, general education administrators, and the special education assistant director. Membership is flexible based on the nature of the referrals. The team meets at least bi-weekly to discuss parent or teacher referrals about student mental health, academic performance, and social/emotional/behavioral problems that interfere with school success. A parent or a faculty member may make a referral *for consideration* of interventions or a special education evaluation at any time.

Parent Referral Procedure

1. Any faculty member (e.g., classroom teacher, school social worker, school director) could receive a referral from a parent. It is very important that the request be made known to the TST as soon as possible. If any parent or guardian mentions that he or she would like to have a special education evaluation conducted for a student, the faculty member must document this request and *why* the parent says the request is being made. Within 24 hours, the faculty member must send this information to the special education assistant director and copy the school psychologist via e-mail. A parent cannot be required to put a request in writing, which is why the faculty member is required to put the request in writing per an e-mail to the assistant director and the school psychologist.

If the parent gives a faculty member a written request, *make sure that the written request is dated with the date received*. Place the dated, written request in the special education assistant director's mailbox.

2. The request for an evaluation by a parent will be on the agenda for the next convened TST meeting after it is received, which will usually be within 10 days of receipt of the request. Prior to the meeting, the school psychologist will make a follow-up phone call to the parents/guardians to clarify further and discuss concerns and to ensure that it is a special education evaluation that they want and to determine if there are any outside evaluations.

3. Student data will be compiled by the school psychologist (e.g. state assessments, interim assessments, progress reports/report cards, basic health information, 504 Intervention Plans, intervention data) for discussion at the Teacher Support Team. This will ensure that complete information is available for planning next steps to best support the student in his/her educational environment and a special education evaluation.

4. The Teacher Support Team, in collaboration with the parents/guardians, will determine whether a special education evaluation is required or if there are general education initiatives that may be implemented to assist the student in a least restrictive environment. If the Teacher Support Team and parents/guardians determine a special education evaluation is necessary, the special education *Child Study Team* will meet to develop a Notice of an Evaluation/Prior Written Notice and an Evaluation Plan for the parent's consent.

Any questions about this process should be directed to the Special Education Assistant Director.

Referral Due to Outside Evaluations

Occasionally, parents bring to staff an evaluation conducted by an outside agency. Often, they assume that an IEP can be written directly from that evaluation. However, this is not the case. The district is still required to conduct a comprehensive evaluation that meets state and federal eligibility criteria. The District is required to review the outside evaluation and will often use some of the testing done for that evaluation, but the evaluation itself is not sufficient to start special education services. If a staff person receives an outside evaluation, it should be treated just like a parent referral.

If the staff person received a paper copy of the evaluation, please put it in the mailbox of the Special Education Assistant Director. If electronic copy was received, please email the evaluation to the Assistant Director of Special Education and cc: the School Psychologist.



K-4 Teacher Referral Procedure

1. Prior to recommendation for a special education evaluation, the teacher will collaborate with the Literacy Gap Specialist or Behavior Analyst to review participation and progress in interventions. Together the teacher and interventionist will bring referrals to TST to determine if interventions have been effective and if additional or more intensive interventions are called for prior to a special education evaluation. The interventionists will bring all of the relevant data to the TST meeting. A special education evaluation cannot take place prior to interventions and this collaboration.

2. If the student being considered for referral has not had any interventions to date, the teacher must reach out to the academic or behavior interventionist to determine what initial interventions can be put into place. If it seems appropriate for the referral to come directly to TST the team will plan interventions, create a plan for implementation of the interventions, and develop a follow-up plan. Two interventions are legally required before a special education evaluation can begin.

In all cases, it is assumed that the parent is aware of teacher concerns at this point.

3. Based on the intervention, follow-up and data review, the Teacher Support Team will determine if a referral for special education evaluation should move forward. If the referral moves forward, the information is brought to the weekly special education *Child Study Team* by the School Psychologist so that a Notice of an Evaluation/Prior Written Notice and an Evaluation Plan can be developed.