

OPERATING PROCEDURES

REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES

UT Tyler University Academy

212804

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Legal Framework: REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES

[Related Resources](#)

Broad Category: CHILD FIND

PROCEDURES:

- UTTUA has a multi-tiered system of support. Tier 1 provides effective classroom instruction using research-based instructional strategies. Tier 2 provides targeted, intensive small-group instruction designed to catalyze growth and to help struggling students master skills that they need to meet grade-level expectations. Teachers begin instruction with research-based instructional strategies. At the end of a 6–9-week period, reading and math teachers meet with the Multi-Tiered System of Support Team. At that time, the MTSS coordinator, campus director, curriculum coach(s), and teacher review each student's progress. When a student is not making expected progress, parents are notified via a telephone call and/or a letter home that their child will receive Tier 2 supports in the area of skill deficit. Once it is determined that a student requires Tier 2 support, a performance goal is established, and a plan for increasingly intensive instruction is determined. The goal and student progress toward meeting the goal are monitored every 6-9 weeks.

To support behavior, the school district participates in school-wide Leader in Me training. When a student requires additional social-emotional support, teachers can refer students for counseling with a licensed professional counselor (consent must be provided by the parent).

- If a parent of a student at UTTUA feels that a referral for special education is needed for their child, the parent can email the campus diagnostician, the campus director, or the director of special education. The special education director will share this information with the campus diagnostician. Within 15 school days of receiving the request, the special campus diagnostician will provide the parents with a prior written notice stating why the district does not recommend an evaluation and a copy of procedural safeguards, or the campus diagnostician will provide the parent with the Notice of Evaluation and Consent for Evaluation as well as a copy of the procedural safeguards and the Overview of Special Education for Parents.

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- If school personnel wish to refer a student for special education services, referral requests are reviewed during the MTSS meeting. If the MTSS team feels that there is sufficient evidence of a lack of progress, then a data review meeting will be held between the general education teacher and the evaluation team, where an intensive data review will be completed to ensure proportionality of identification and to ensure that all suspected areas of concern are assessed. If a teacher needs to refer a student for a Full and Individual Evaluation between MTSS meetings, the teacher can email the campus diagnostician to schedule a data review meeting to ensure proportionality of identification and to ensure that all suspected areas of concern are addressed.
- If the school nurse or other school staff members educating or caring for the student wish to refer a student for special education services, the campus diagnostician will schedule a data review meeting to review existing data and make recommendations regarding the student's instructional needs, including, but not limited to the need for a referral for a special education evaluation.
- To ensure that students are referred for an evaluation regardless of whether they have participated in an intervention, teachers can request a data review meeting with evaluation staff to review data and the need for an evaluation. Parents have the option to refer their student for special education services. Other staff, such as the school nurse, can also request a data review meeting with the special education director to discuss the need for a referral to special education.
- When a special education referral is received, teachers complete the digital referral packet, which includes items such as the parent information form, teacher input, vision and hearing screening, classroom observation, and uploading classroom data. Once the referral packet is completed, special education evaluation staff contact parents to review procedural safeguards, provide parents with a copy of the TEA-provided IDEA Overview, notify parents in writing of the need for an evaluation, and obtain consent for the evaluation.
- To determine if a student needs an evaluation, the Multi-Tiered System of Support Team (comprised of the classroom teacher(s), campus director, appropriate evaluation staff, curriculum specialist, and any other appropriate staff, e.g., school nurse) reviews existing data for the student. This may include but is not limited to, MTSS data, office discipline referrals, classroom work samples, attendance records, and grade reports. If there is an indication that the student is struggling academically (often despite intervention) or behaviorally or has serious health or physical concerns, the committee makes a

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recommendation to evaluate or refuses to recommend a student for an evaluation. When parents request an assessment or present the school with a private medical evaluation, the evaluation team reviews the request, completes a review of existing evaluation data, and determines the need for assessment based on school data, health data, school-related behavioral data, and information provided in the private medical evaluation.

- To train school personnel on the referral process, a flow chart has been developed to outline the referral process through MTSS and when to refer outside of the MTSS process. This flowchart has been made available to the campus director at each campus. The special education director is available to provide training during campus PLC meetings or other times at the request of the campus director.
- Parents are informed about how to request an initial evaluation for special education services on the district's website under the Special Education link.
- When a student's parent provides a copy of a private evaluation, the evaluation team completes a review of existing evaluation data as part of the referral process.
- When appropriate, the campus diagnostician will obtain consent and complete the evaluation for private school/home school students using the same procedures as students enrolled at UT Tyler University Academy.
- Students currently receiving dyslexia services but are served under Section 504 of the Americans with Disabilities Act will be referred for a special education evaluation (FIIE). The 504 committee will comply with the Review of Existing Evaluation Data operating procedures. Consent for assessment will be obtained at this time. All students receiving dyslexia services under Section 504 will receive a Full and Individual Initial Evaluation, and an ARD committee convened to determine eligibility for special education no later than the last day of school in the 2024-2025 school year.

STAFF RESPONSIBLE:

District Level: Student Success Coordinator, Director of Special Education

Campus Level: Campus Diagnostician, School Psychologist, Speech Pathologist

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TIMELINES FOR REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES:

- Staff will be trained before the beginning of the school year as well as at the request of the campus director
- Information for families is available year-round on the district's website.
- When a parent requests an evaluation in writing, the district will respond within 15 school days with either a prior written notice outlining a recommendation not to assess or provide parents with a Notice of Evaluation and Consent for Evaluation.
- A parent's verbal request for an initial evaluation will be treated similarly to a written request. Parents should direct verbal requests to the campus diagnostician or special education director.

EVIDENCE OF PRACTICE:

- Forms or checklists
- Prior Written Notice of Proposal or Refusal to Evaluate
- Written consent for evaluation
- Staff training artifacts (presentation handouts, sign-in sheets, etc.)
- Annual LEA statement regarding IDEA's Child Find and FAPE requirements in your LEA's student handbook or by other means