

Child Study Procedures for the Identification and Evaluation of Students with Disabilities

Legal Reference

The Warren-Alvarado-Oslo District 2176, a member of the Area Special Education Cooperative has adopted a cooperative procedure for the identification and evaluation of students with disabilities.

Interagency Early Intervention Committee (IEIC) Birth to 5 years

The Warren-Alvarado-Oslo District 2176, in cooperation with the health and human service agencies located in Marshall county in which the district is located, have established an interagency early intervention committee, called Help Me Grow, for referral children with disabilities under age five and their families.

The Help Me Grow team includes representatives of public health, the county public schools, Head Start, mental health and county human service agencies.

The interagency early intervention committee in Marshall County has developed and implemented interagency policies and procedures to coordinate referral and services at the district level for children with disabilities. The IEIC has identified North Valley Public Health as the central point of intake for referrals of children birth to age 5. These referrals may come from a variety of sources such as doctors, parents, daycare providers, and preschool teachers. The public health nurse will make the initial contact with the family and obtain necessary releases and developmental history.

Birth to Age Three: If the child is under the age of three, the referral is given to the ASEC Early Evaluation team within two day of the referral being made. The Early Intervention teacher on this team is assigned as the facilitator for the referral and supports the family during the evaluation process. The evaluation by the Early Evaluation team is completed within 45 calendar days from the referral date.

Age Three to Five: If the child is over age three, the referral is given to the Early Childhood Special Education (ECSE) teacher assigned to the district. The ECSE teacher is responsible for obtaining consent for evaluation, assisting in developing an evaluation plan and participating along with others in the evaluation.

Student Assistance Team (SAT) Kindergarten through 12th Grade

All children with disabilities residing in the State, including children with disabilities who are homeless child or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated.

34 C.F.R. 300.111(a)

General education teachers can effectively meet some of the needs of students with learning and behavior problems within the general education classroom. Situations arise, however, when a teacher needs a support system to help with students who present unique learning and adjustment problems. Student assistance teams (SAT) may assist general educators in solving these problems by determining appropriate pre-referral interventions. Pre-referral interventions help determine if the student's learning problem is specific to the student or a result of the method of instruction or other variables. A SAT team meeting is particularly important in creating a partnership between the school and family; it is an opportunity to collect information about the student.

The district has a SAT in each building. The main function of the team is to provide an orderly and systematic procedure to identify and monitor students at risk of academic or behavioral difficulties by:

- Behaviorally clarifying the presenting problem;
- Pulling together and considering existing information as it relates to the presenting problem;
- Gathering additional information within the general education setting utilizing general education personnel and/or procedures;
- Determining appropriate course of action in attempting to resolve the presenting problem; and
- Recommending when special education assessment seems appropriate.

The SAT team is generally composed of regular education teachers, counselor or school social worker, building principal and others as appropriate such as licensed special education personnel, speech clinician and school psychologist. Some districts have combined the functions of the team to include Early Intervening and Section 504 referrals as well as referrals for special education. Those teams may have a somewhat different mix of special and regular education personnel. There are, however certain permanent members of the SAT and this membership is determined based upon the needs of the building and at the discretion of the principal.

Process for Referral K-12 including Home Schools

1. The teacher, parent, or others identify a concern regarding a student.
 - a. If the referral is initiated by the parent, the SAT referral form is completed and returned to the SAT chair person.
 - b. If the referral is initiated by the classroom teacher the SAT referral and any documentation of interventions attempted is returned to the SAT chair person. Prior to the referral the parent must first be informed of the concern and attempts to intervene.

2. The SAT referral form is returned to the chairperson of the SAT.

- a. Home School Referral: When a child is educated in a home school, the building SAT responsible for that age range of children responds to the referral and follows the same process as a public school referral.
- b. Referrals must be responded to within 10 days of receiving them.
3. The SAT reviews the referral information and any previous teacher interventions. If the referral is from a home school, the parent is invited to the SAT meeting at which the student will be discussed. The SAT, which includes the classroom teacher, determines if additional interventions are appropriate or more data is needed. A “case manger” is assigned to oversee the option recommended by the team.
 - a. If pre-referral interventions are implemented the SAT will monitor effectiveness of the interventions and systematically review the student’s progress.
 - b. If the decision is for an evaluation for special education a special education teacher is assigned as case manager and an evaluation determination is made and additional evaluation team members identified.
 - If the student is evaluated for special education and found eligible for services an IEP is developed and services initiated.
 - If the student is fund ineligible for special education services, the team considers other options or recommendations. Some possible recommendations or options include the suggestions in “c.” below.
 - c. If the team determines not to conduct a special education evaluation, a summary form indicating recommendations is completed and kept on file with the chair of the SAT. A “case manager” should be assigned to follow up on any recommendations made by the team. Some possible recommendations or options include:
 - Continued Early Intervening services;
 - Consider a 504 Plan;
 - Consider referral to outside agencies;
 - No further action, concern resolved.