

West Carroll Special School District  
Referral Process for Special Education Checklist  
SDOE E-Mail Directive, November 2, 2105

A referral can be made at any time if a student is suspected of having an educational disability. Examples of possible reasons for referral can be, but are not limited to:	
Factor	Refer to WCSSD RTI <sup>2</sup> Form(s)
Poor performance in more than one subject area.	PM Data, REF-403, REF-408, REF-409, REF-410, REF-411, REF-412, REF-413
Reports of medical diagnosis.	REF-404, REF-407
Inadequate response to tiered interventions through RTI <sup>2</sup>	PM Data, REF-401, REF-402
Difficulty producing age-appropriate speech sounds.	PM Data, REF-412
Language skills are inconsistent with those expected of same age peers.	PM Data, REF-410
Poor fine/gross motor skills.	REF-404, REF-405
The rate of progress has decreased.	PM Data, REF-401, REF-402, REF-403, REF-408, REF-409, REF-410, REF-411, REF-412, REF-413, REF-414
If you have reason to suspect a student might have an educational disability, discuss these concerns with the school level RTI <sup>2</sup> data team ( <b>sic</b> , <b>Intervention Support Team</b> ). If the school level RTI <sup>2</sup> team determines a referral to special education is warranted, the following steps should be taken.	
Complete the Student Support and Intervention Team Referral for Comprehensive Evaluation.	REF-407
The special education teacher sets up meeting with Parent and RTI <sup>2</sup> Data Team to discuss the need for evaluation.	IST-303
SPED Referral Packet completed with ALL <b>appropriate</b> contents and documentation as listed below:	
Vision and Hearing Screening Results	IST-303, REF-405, REF-406
General Education Teacher Input (Indirect Observation)	REF-403
<b>Systemic</b> Observation of student ( <b>Certifying Specialist</b> )	REF-414
Teacher Checklists(s) based on area(s) of deficit identified in school level RTI <sup>2</sup> Data Team Meetings (General Ed. Teacher)	REF-408, REF-409, REF-410, REF-411, REF-412, REF-413
RTI <sup>2</sup> data file with all contents will be collected (school interventionist)	REF-406, DN-501, DN-502
Copy of cumulative record which includes grades, attendance, and results of standardized testing	PM-202, DN-501, DN-502
Documentation of parent involvement (parent letters, RTI <sup>2</sup> meeting notes, signed progress monitoring reports, contact logs)	REF-407, REF-406, DN-501, DN-502
Documentation of RTI <sup>2</sup> Data Team Meetings on student (Intervention logs, meeting notes, data of progress monitoring and benchmark)	IST-301
Documentation of fidelity checks and effective instruction (use fidelity checks documentation form)	
Tier I Fidelity Monitoring: Tier I documentation	TEAM Observations, REF-414, DN-502, DN-503
Tier II Fidelity Monitoring: 3 checks – 2 direct observations/1 indirect	PM-203
Tier III Fidelity Monitoring: 5 checks – 3 direct observations/2 indirect observations	PM-203
<b>Send the above documents to the special education teacher in your school.</b>	
<u>At school level meeting with parent:</u>	
Review student information and discuss the need for evaluation.	IST-301, IST-303
If warranted, obtain parental consent for evaluation (parent must be present at meeting for initial referral).	REF-406
Special Education Teacher will explain "Notice of Procedural Safeguards" and provide parent with their prior written notice.	REF-406
Conduct parent interview for social history.	REF-404
Obtain pertinent medical information.	REF-404
Complete the student profile.	REF-406
** The agreed upon assessments will be conducted within 60 calendar days and an IEP meeting will be scheduled to review the results of the evaluation and determine eligibility for special education services.	

Highlighted cells represent WCSSD additions or revisions to directive.