

Pre-Referral/ Referral

1. How do you let parents know that you will be addressing their concerns about their child through the TAT process or other interventions in the classroom?

Pre-referral procedures such as Teacher Assistance Teams (TAT), Student Assistance Teams (SAT) or Response to Intervention (RtI), are addressed through district policy and procedure. Information may also be located in the district comprehensive plan for special education. Parent involvement is a very important component of any pre-referral process and should be addressed when developing the districts plan. Typically district staff will contact parent at any point in time there is a concern regarding their child.

2. Should a parents concern regarding their child's Speech/Language be considered in the pre-referral process? Do we need pre-referral data?

A district's pre-referral process may include any concerns brought to the attention of the district's team. Any data that is available would be beneficial once a formal referral to special education is made. If through the pre-referral process the child was referred for evaluation suspecting a possible specific learning disability in the area of language, data would be required to demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in the regular education settings by qualified personnel and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction...

District policy would dictate if a student referred for articulation concerns only, would need to be reviewed through their pre-referral team.

3. What kind of pre referral strategies should you use for someone who has attended a preschool screening and did not do well on the screening?

A variety of instructional strategies can be implemented along with progress monitoring to determine effectiveness. Progress could be based upon a district's preschool curriculum or typical developmental scales. To locate possible interventions, www.interventioncentral.com is a website that could assist you. You could also access the RtI technical assistance guide for additional intervention information.

4. Do we need consent to conduct an observation of a student who you have concerns about but have not been formally referred? For example, the TAT would like an observation done.

The screening or observation of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services. This would not require informed parent consent.

5. Can referrals come from screenings?

Referrals can be made by a parent or other sources including screening, classroom teacher, other district personnel, public or private agencies and by private schools including religious schools.

6. Is the parent involved in the informal review process and is there a time limit?

Upon receiving a referral the school district shall conduct an informal review or may proceed with the evaluation process. An informal review includes a conference, if appropriate and necessary, either in person or by telephone, with the person making the referral and a review of the student's school record.

Parent should always be involved in and informed of the district's efforts to meet the educational need of their child. There is not a specific timeline for the informal review process; however, case law suggests this be completed as soon as possible.