



# ALL ABOUT REFERRALS & EVALUATION

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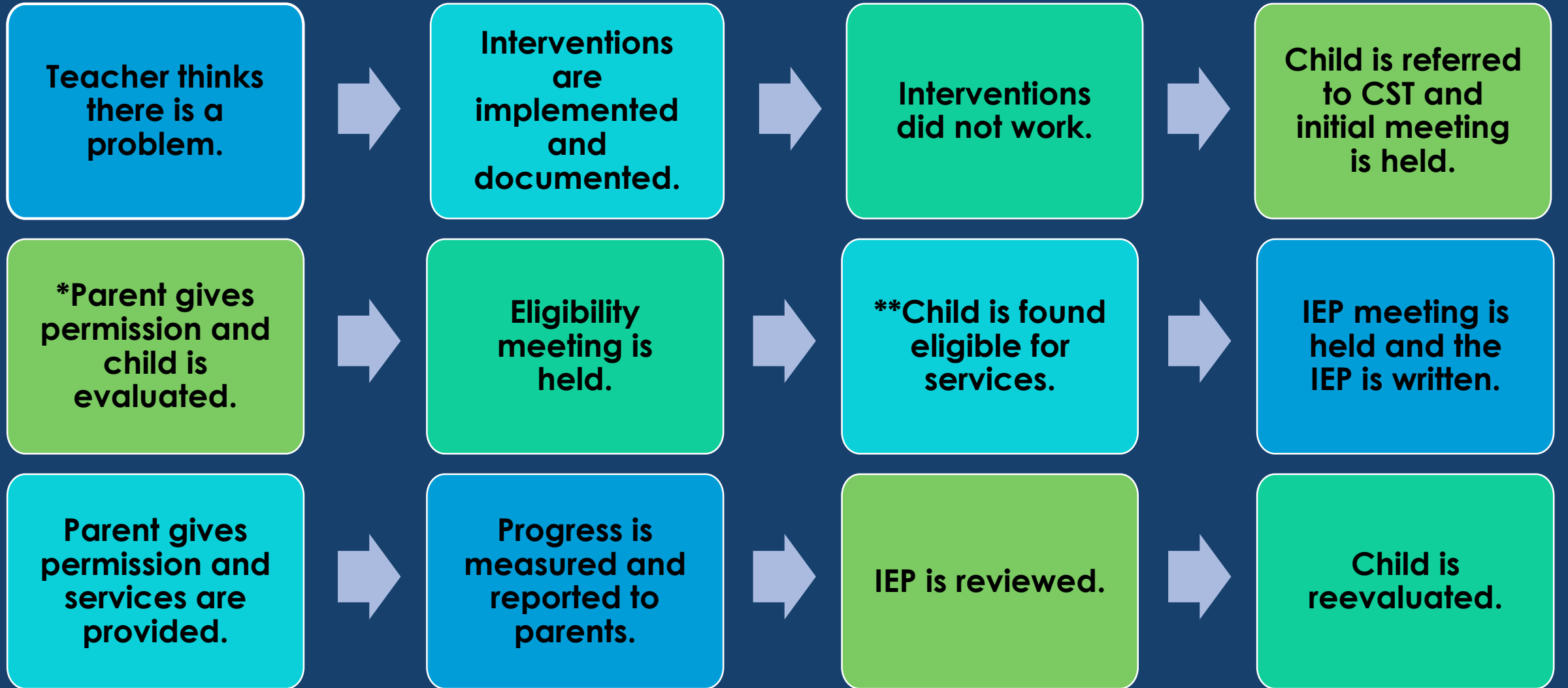
# Purpose of Today's Session

- List and discuss the steps in the special education process (interventions-reevaluation).
- Review the Child Find requirements found in N.J.A.C. and district policy.
- Discuss when a direct referral to the CST may be warranted.
- Review the district policy on a School Initiated Referral.
- Discuss the required areas of evaluation when evaluating a student suspected of having a disability.
- List and discuss important timelines throughout the special education process.

# Icebreaker Activity!

1. Break into groups of 3-4.
2. You will receive sentence strips with the steps in the special education process.
3. Review the steps with your group.
4. Work together to put the special education steps in order.
5. Use the sentence strips and glue sticks to record your answers.

# The Special Education Process



# Locate- Child Find

“Each district board of education shall develop written procedures for students age three through 21, including students attending nonpublic schools located within the district regardless of where they reside, who reside within the local school district with respect to the location and referral of students who may have a disability due to physical, sensory, emotional, communication, cognitive or social difficulties.”

# Intervention & Referral Services

District boards of education SHALL (emphasis added) establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist children who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing the child's learning, behavior or health needs. District boards of education shall choose the appropriate multidisciplinary team approach for planning and delivering the services required under this subchapter.

# What is a Referral?

"Referral" means the written request for an initial evaluation to determine whether a student is eligible for services.

# Who Can Refer a Student?

Parents

School  
Personnel

Agencies concerned with the  
welfare of students, including the  
New Jersey Department of  
Education



# How Does a Teacher Refer a Child?

By completing the I&RS packet and providing the packet to the Child Study Team Case Manager.

**Although I&RS is a general education process, the law and Camden City School District Policy (R 2460.1) clearly states that Intervention and Referral Services (I&RS) must be implemented and documented PRIOR to the referral to the Child Study Team.**



# What is a Direct Referral?

A direct referral to the child study team may be made when it can be **documented** that the nature of the student's educational problem(s) is such that evaluation to determine eligibility for special education services under this chapter is warranted without delay.

The parent may make a written request for an evaluation to determine eligibility for services under this chapter. Such a request shall be considered a referral and shall be forwarded without delay to the child study team for consideration.

# Case Study of James

James is ten years old and in a 4<sup>th</sup> grade general education class at H.B. Wilson Family School. James moved to New Jersey from Delaware in September after his parents' divorce. His teacher, Ms. Noble, noticed that James has been "acting out" during any instruction that requires him to read, independently or in a group setting. Additionally, he has not been completing his reading homework assignments. As a result, Ms. Noble has been unable to assess his current reading skills. Ms. Noble reached out to James' father to discuss her concerns and to ask about James' educational history when he lived in Delaware. James' father stated that he remembers that his son was in a small class setting in 3<sup>rd</sup> grade but does not have details because his ex-wife was the one who attended his school meetings. Ms. Noble suspects that James may have a learning disability and would like to refer him to the Child Study Team for an evaluation.

# What is an Evaluation?

“Evaluation” means the review of existing evaluation data on the student including evaluations and information provided by the parents, current classroom-based assessments and observations, and the observations of teachers and related service providers, and consideration of the need for any health appraisal or specialized medical evaluation.

# Initial Evaluation Meeting

## Student Data

- Includes evaluations, current classroom-based assessment, observations, etc.

## Health Appraisal

- The school nurse shall review and summarize available health and medical information.

## Additional Information Needed to Determine...

- Whether the student has a disability.
- The present levels of academic & functional achievement & educational needs of student;
- Whether the student needs special education & related services.

## Determine assessments

- Which Child Study Team members and/or specialists will conduct each assessment that is part of the evaluation.

# Initial Evaluation Requirements

- Multidisciplinary assessment in all areas of suspected disability.
- Include at least TWO assessments.
  - Conducted by at least TWO Child Study Team members
- Conducted in the native language or form most likely to yield accurate information.

# Initial Evaluation Requirements (cont'd)

- Assessments must apply standards of validity, reliability and administration.
- Include, where appropriate, or required, the use of a standardized test(s).
- Include a functional assessment of academic performance\*



# Areas of Evaluation

The school district must assess the child in all areas of suspected disability including:

**Academic performance**- General Educator & LDT-C

**Health**- Case Manager\*

**Vision**- Case Manager\*

**Hearing**- Case Manager\*

**Social & emotional status**- Social Worker

**Communication**- Speech & Language Pathologist, School Psychologist & LDT-C

**Motor abilities**- Occupational and Physical Therapists

**General intelligence**- School Psychologist

**Functional performance**- School Psychologist, LDT-C & Social Worker

Other areas as needed.

# Initial Evaluation Requirements (cont'd)

Each of the following components must be completed by at least one evaluator:

**A minimum of one structured observation by one evaluator in other than a testing session**

**An interview with the student's parent**

**An interview with the teacher(s) referring the potentially disabled student**

**A review of the student's developmental & educational history including records and interviews**

**A review of interventions documented by the classroom teacher(s) and others who work with student\***

# Types of Assessments

**Hearing and  
Vision**

**Psychological**

**Educational**

**Social History**

**Auditory  
Processing**

**Speech &  
Language**

**Physical  
Therapy**

**Assistive  
Technology**

**Functional  
Behavioral**

**Neurological**

**Occupational  
Therapy**

**Vocational**

# Independent Evaluations

A parent has the right to request an independent evaluation if:

- 1) Disagrees with the results of the district evaluation **OR**
- 2) District decided not to perform an evaluation

*\*The request for an independent evaluation shall specify the assessment(s) the parent is seeking as part of the independent evaluation request*

Referral/Evaluation  
Timelines-  
Let's Play a Game!

Number of days to  
schedule a meeting upon  
receipt of a written referral.

20

N.J.A.C. 6A:14-2.3(h)(5)

Number of days to complete an evaluation and, if eligible, to initiate services.

90

Number of days to conduct  
and complete reevaluations  
of students with disabilities.

60

N.J.A.C. 6A:14-3.8(e)



Number of days to provide  
parents with a copy of  
evaluation reports prior to IEP  
eligibility meeting.

10

Number of days to provide parents with written notice when proposing any action related to identification, referral, evaluation and placement of students with disabilities.

15

Number of years to  
complete reevaluation for  
special education services.

**3**

N.J.A.C. 6A:14-2.3(h)

Total number of calendar days  
a student with disabilities can  
be removed from school  
through suspension/expulsion.

45

N.J.A.C. 6A:14-2.8(d) and 2.8(f)

Timeframe for the CST to seek and obtain parental consent to excuse a required team member for an IEP meeting.

**Reasonable**

Number of days to implement a current IEP when a student transfers from one NJ school district to another NJ school district.

1

Number of days to conduct any necessary assessments and implement an IEP when a student transfers from an out-of-state district.

**30**

# Materials Needed to Present

- Copy of the All About Referrals & Evaluation PowerPoint;
- Special Education Process Icebreaker Activity cards;
- CCSD District Policy- R 2460.1 (Special Education- Location, Identification and Referral);
- CCSD District Policy- R 2417 (Student Intervention and Referral Services);
- Intervention and Referral Services packet;
- Structured Observation Form;
- Teacher Interview Form;
- Special Education Timelines Activity cards; &
- NJOSEP Letter on state-imposed rules, regulations and policies- dated March 1, 2016.