

1.2: CHILD FIND AND REFERRAL – Referral for Special Education Evaluation (students 3-21 years)

Introduction: The purpose of referring a student for evaluation is to determine eligibility for special education and related services. The referral may be initiated by any source including parents/guardians, teachers, medical personnel, school staff, community agencies, or civil authorities such as case workers or advocates. Existing school, medical and other records in the possession of the parent/guardian and the district, including the data that may have been gathered during the Multi-Tiered Support and Services (MTSS) intervention process or other intervention processes and activities, are reviewed to determine the need for further evaluation. This process should be followed for all resident students, ages 3 to 21, including:

- resident preschool age students unilaterally enrolled in private schools inside or outside of the district's boundary;
- resident students placed by district in Non-Public Agencies

Questions regarding the residency of a student should be directed to Enrollment Services.

These procedures are based on [WAC 392-172A](#) Rules for the Provision of Special Education and the following Seattle Public School District Memoranda:

- May 10, 2007 Mandatory Legal Guidance Regarding the Special Education Referral Process
- August 28, 2008 Mandatory Legal Guidance Regarding Completion of Evaluations
- September 9, 2011 Mandatory Written Guidance (IEP and evaluation procedures)
- December 12, 2012 Mandatory Legal Guidance Regarding Special Education Evaluation Requirements
- February 15, 2013 Legal Guidance Regarding Evaluation Timelines, Procedures and Participation
- March 22, 2013 SPS Administrative Procedures Role of Occupational and Physical Therapists in the Evaluation of and Development of IEPs for Special Education Students

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	RESOURCES
<ol style="list-style-type: none"> 1. Any source may initiate an oral or written request for evaluation to determine if a student is eligible for special education. 2. Upon receipt of a referral, district staff will note/"date stamp" the date the referral was received by the district. The date the District receives the request for a special education evaluation constitutes the date of referral, and triggers the district's obligations to comply with state and federal timelines. 		<p>All SPS Staff and Contractors</p> <p>All SPS Staff and Contractors</p>	<p>Within 1 school day of receipt of the referral</p>	<p>WAC 392-172A-03005</p>
<ol style="list-style-type: none"> a. Within twenty-four hours of receipt, referrals are forwarded to the building school psychologist or, in the case of speech- language-only concerns, the SLP. The school psychologist or SLP serves as the Evaluation Case Manager throughout the referral process b. When a district receives a written request for an evaluation, the district must notify the parent that the student has been referred with a prior written notice and provide the parent with a copy of their procedural safeguards. c. If the referral request was discussed during a face-to-face conversation, the staff member receiving the request should then ask for this request in writing. If the referrer needs assistance in developing a written request, assistance should be provided, as necessary. The person receiving the request shall inform the school psychologist assigned to the building of the referral. d. A person who makes a referral through a phone call to a school staff member should be asked to either make the referral in writing or to contact the psychologist assigned to the building. The staff member receiving the referral should inform the school psychologist of the referral. e. Individuals with other communication barriers should be directed to the evaluation case manager (psychologist or SLP, as appropriate), principal or building administrator or assistance with providing written consent. 	<p>Special Education Referral (GT Tab)</p> <p>Procedural Safeguards</p>	<p>Principal or Building Administrator</p> <p>Evaluation Case Manager</p>	<p>25 school- day timeline begins from the date of referral</p>	<p>SPS Decision Not to Assess Checklist</p>

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<p>3. A "Special Education Referral" is created in the GT tab in IEP Online.</p> <p>a. If the parent makes the SPED referral, the Evaluation Case Manager sends a PWN indicating receipt of the SPED referral to the parent within 1 business day of receipt of the referral. The referral receipt PWN should be attached to the referral in IEP Online.</p> <p>4. A meeting may be held to discuss the decision to/not to assess. The Evaluation Case Manager can identify a meeting date and district participants.</p> <p>a. The parent/guardian is sent (a) an invitation to the meeting, (b) a copy of the Special Education Referral, and (c) a copy of the Notice of Special Education Procedural Safeguards for Students and Their Families (WAC 392-172A-05015)</p> <p>b. District meeting participants are selected based on area of expertise and relationship to the child and are notified of the meeting date, time, and location.</p> <p>5. If an interpreter is needed for meetings and/or home communication, an interpreter will be obtained.</p>	<p>Meeting Invitation</p> <p>Notice of Referral (PWN)</p> <p>Procedural Safeguards</p>	<p>Evaluation Case Manager</p>	<p>25 school-day timeline begins from the date of referral</p>	<p>Translation and Interpretation Services Procedures</p>

Effective Date: 9/1/22

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<p>5. The Evaluation Case Manager facilitates the meeting of the school-based special education team and parent/guardian to review the existing school, medical and other records/data for the student, On the basis of this review and input from the student’s parents, the team makes a decision whether or not to evaluate.</p> <ul style="list-style-type: none"> a. If the decision is to evaluate the student, the team identifies what areas will be assessed and what additional data, if any, are needed to determine whether the student is eligible for special education and what special education and related services the student needs. All areas of suspected disability should be considered for the evaluation plan. b. <i>Please note: OT, PT, SLP, DHH, Vision, Audiology, Assistive Tech and/or Adaptive PE specialists should be consulted or must screen prior to recommending an evaluation in the corresponding area within the 25 school day timeline.</i> c. <i>Note: In the event that the request for evaluation was generated during the MAT process and the parent/guardian was present, when the MAT team has evidence that a disability exists that adversely impacts a student’s educational program, the MAT team may use its professional judgment to make the decision to evaluate while convened, rather than at a later date.</i> d. <i>If there is disagreement about the decision to evaluate the student, the school team should continue to discuss and look at additional data/info until a consensus among all stakeholders is achieved. The decision should not be made by majority rule.</i> <p>7. Prior written notice is provided to the parent, documenting the team’s decision to move forward with evaluation or to refuse to evaluate.</p>	<p>PWN Safeguards</p>	<p>School-Based Staff (identified by principal)</p> <p>School-Based Special Education Team</p> <p>Evaluation Case Manager</p>	<p>Within 25 school days of receipt of the referral</p> <p>Within 25 school days of request for referral</p>	<p>Translation and Interpretation Services Procedures</p> <p>Assistive Technology Consult Form</p>

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<p>8. If the team <u>decides to evaluate</u>,</p> <p>a. On the Decision tab in IEP Online, the Evaluation Case Manager chooses “Refer to Evaluation Group” as the recommendation, and then creates a Consent Form that indicates all of the areas that will be assessed identified in Step 6.a. above.</p> <p>b. A Medicaid permission form is printed.</p> <p>c. Written parental consent must be obtained prior to beginning the evaluation. Once that consent is obtained, the Evaluation Case Manager enters the date consent was provided to the district in the GT tab, uploads a copy of the signed consent, and locks the Referral in IEP Online.</p> <p>d. The Evaluation Case Manager creates an initial evaluation under the Eligibility tab and notifies all evaluation team members of the receipt date of consent.</p> <p>e. If parent/guardian consent for evaluation and Medicaid has not been received within 10 school days, follow the consent contingency plan detailed in the Consent Section.</p> <p>9. If the team <u>determines that evaluation is not necessary</u> (or requires additional information to determine the need for an evaluation), the Referral in IEP Online is locked. A PWN and Procedural Safeguards are sent to the parent/guardian to document the decision.</p>	<p>Decision Tab Consent Form</p> <p>Medicaid Permission</p> <p>Special Education Referral (GT Tab)</p> <p>Eligibility Tab</p> <p>GT Tab Referral paperwork</p> <p>PWN Safeguards</p>	<p>Evaluation Case Manager</p> <p>Evaluation Case Manager</p> <p>Evaluation Case Manager</p>	<p>35 school-day timeline begins from the date consent is received by the district</p> <p>Within 5 school days of decision</p>	<p>Parental Consent Section 3.1</p> <p>Parental Consent Section 3.1</p>

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