OPERATING PROCEDURES

REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES

Legal Framework: REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES
Related Resources
Broad Category: CHILD FIND

PROCEDURES:
PERSONS RESPONSIBLE: Campus Evaluation Team Member/Speech Language Pathologist

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on a pre-referral tier system. Making progress through interventions should not be used as a reason for denial of an evaluation.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.
There is an exception to the 45-school-day timeline. If a district receives a parent's consent for

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the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

For referrals initiated at the campus level, once the referral paperwork has been completed it will be given to the NFPS evaluation personnel. The LSSP, educational diagnostician, or speech language pathologist will meet with parents to obtained signed consent for assessment.

If parents provide outside testing results, the outside evaluation must be taken into consideration when conduction and writing the formal evaluation report.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost. The evaluation staff should meet with the parent(s) to review and explain the assessment results prior to the IEP committee meeting.

Additional information regarding special education is available from the district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

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