

Referral Procedures for Private School Special Education Evaluations

Richfield Public Schools Special Education



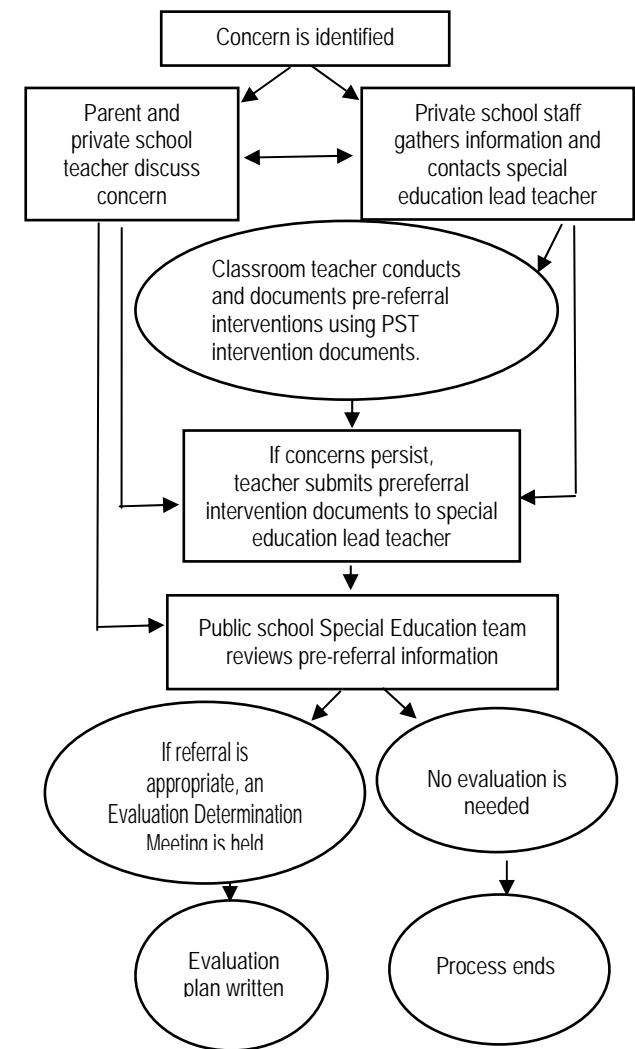
students with disabilities who are in need of special education and related services. An educational evaluation is conducted to determine if a child meets the state mandated eligibility criteria for disabilities and if the child is in need of special education and related services. The disability areas include:

- Autism Spectrum Disorders (ASD)
- Deaf-Blind (DB)
- Deaf and Hard of Hearing (DHH)
- Developmental Cognitive Disability: Mild to Moderate or Moderate-Severe (DCD-MM, DCD-MS)
- Developmental Delay (DD)
- Emotional or Behavioral Disorders (EBD)
- Other Health Disabilities (OHD)
- Physically Impaired (PI)
- Severely Multiply Impaired (SMI)
- Specific Learning Disability (SLD)
- Speech or Language Impairments (S/LI)
- Traumatic Brain Injury (TBI)
- Visually Impaired (VI)

The purpose of this brochure is to outline the initial referral process used if a parent or teacher suspects that a student between the ages of 5 and 21 may have a disability and needs special education and related services.



Child Find Process



Since 1975, public schools have been responsible for providing special education services to children with disabilities. Part of that obligation is the identification of

Referral Process

- Parent or private school teacher identifies a concern with the student's academic performance, communication, health/physical status, social/emotional or behavioral skills, motor skills, or functional skills.
- Parent and private school teacher discuss concern.
- Private school teacher gathers information on student performance and contacts the building lead teacher for consultation and the format to document interventions with the student.
- Private school teacher conducts and documents pre-referral interventions.
- If interventions are effective, the process may end here.
- If concerns persist and performance is discrepant from classmates/norms, teacher submits pre-referral interventions and information to the special education lead teacher to initiate referral.
- The public school Special Education Team reviews pre-referral information and interventions and will contact parent, teacher and/or principal for additional information or consultation.
- The public school Special Education Team determines whether there is enough information to proceed with an evaluation. If not, the information is returned to the referring party for further interventions/information.
- The two school teams meet to determine if an evaluation is needed.
- If evaluation is needed, an evaluation determination meeting is held and an evaluation plan is developed. An evaluation will proceed once written parental consent is given.
- If the team determines that no evaluation is needed, the process ends.

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