



Quality Process

STAKEHOLDER CONNECTIONS

Referral procedures are outlined annually to parents through school newsletters and annual notice.

Early childhood screening of 3-5 year olds is held two times per year in November and February.

Speech and Language screening occurs in the fall for BB4C students and 2nd graders.

Staff development regarding the referral process is provided at the building level by the Pupil Services Team on an annual basis.

IMPROVEMENT CYCLE

The referral process is reviewed annually or as mandates in Rules and Regulations governing Special Education occurs.

The Director of Special Ed and Pupil Services will oversee the review process. Contact Christine McMasters at 715-726-2414 ext. 3003

Student Referral for Special Education Services

The state and federal regulations governing special education indicate that when there is a reason to believe that a child may have a disability requiring special education and related services, the child shall be referred for special education services. The law provides that each school district shall develop and make known to all concerned persons the procedures by which an evaluation may be requested.

Chippewa Falls Area Unified School District has a Student Success Team (SST) at each school, which comprises a building administrator, psychologist, guidance counselor, special education teacher and regular education teacher. This team is responsible for processing referrals and documenting what action should be taken, as well as initiating the necessary procedures. The SST determines whether the necessary interventions and progress monitoring have been implemented with fidelity for any referrals for students who are suspected of having a Specific Learning Disability. The SST will refer students for a full and individual evaluation after parents have been notified of their intent.

Referrals may be made by any concerned person including, but not limited to, school personnel, the parent(s) of the child, an employee of a community service agency, another professional having knowledge of a child's problems or an employee of the State Board of Education. Staff development regarding the referral process is provided at the building level by the Pupil Services Team on an annual basis. Referral procedures outlined annually to parents through school newsletters and annual notice. Early Childhood screening will occur two times per year in November and February. Speech and Language screening will occur in the fall for all BB4C and 2nd grade students. Early Childhood screenings are advertised in the local newspapers, in PTA newsletters, school newsletters, to all preschools and BB4C sites, and direct mail to all families with 3-5 year olds listed in the census.

The following steps will be used when considering an evaluation for a Specific Learning Disability.

- Document student’s response to 2 different scientific and/or research-based interventions:
 - Interventions must be a minimum of 8 weeks in length and implemented with fidelity.
 - Interventions must be applied in a manner highly consistent with its design, closely aligned to pupil need, and culturally appropriate.
 - Interventions must focus on a single or small number of discrete skills
 - Interventions must provide “substantial numbers of instructional minutes in addition to those provided to all pupils”
 - Interventions must be implemented by a certified staff member.

- Establishment of a baseline using 3 probes (Aimsweb)

- Progress monitoring conducted weekly for each of the 8 areas of SLD that has high levels of reliability (inter-rater, alternate form, score and slope), validity (construct, content, consequential, criterion, and purpose). Data has specific requirements so that ‘insufficient response/progress’ can be determined.
 - Basic reading
 - Reading comprehension
 - Reading fluency
 - Math computation
 - Mathematics reasoning
 - Written expression
 - Oral expression
 - Listening comprehension

- There must be at least one observation of the student during the intervention (School Psychologist).

- Fidelity check completed for each intervention. Fidelity checks will be completed by the principal or school psychologist. Fidelity is determined by the requirements of the intervention.

- All evaluations for a suspected SLD must include each of the following:
 - **Data analyst:** a licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology.
 - **Interventionist:** a licensed person who has implemented scientific, research-based or evidence-based, intensive interventions with the referred pupil.
 - **Diagnostician:** a licensed person who is qualified to conduct individual diagnostic evaluations of children.

- Must document that referred student delays are not due to inadequate instruction. Student Success Teams will document appropriate instruction by considering whole grade performance data such as WKCE performance, benchmark data and universal screening data. When appropriate, disaggregated data will be used. Adequate instruction will also take into account student attendance and verification that core instruction was delivered regularly and according to its design.

After a referral for SLD is received and the evaluation is complete the three criteria (requirements) below must be considered by the IEP team and **all 3** of them must be met in order to decide the student has a Specific Learning Disability.

1. **Inadequate Classroom Achievement** - This means a student's academic skills in one or more academic areas of concern are well outside the expected range for students without disabilities of the same age. The student cannot do the same academic work as the other students even with extra help or extra time. The student's classroom achievement in one or more academic area of concern is measured using a standardized achievement test **after** intensive intervention has been provided. When the student's score on the achievement test is at or below a level specified in law, this requirement of inadequate achievement is met.

2. **Insufficient Progress** - This means the student cannot meet age or grade level learning expectations in a reasonable period of time even after intensive intervention. Intervention means special instruction for a certain length of time **in addition to** the regular classroom instruction. Before making a decision about the student's progress, the student must receive at least two scientific, research or evidence based interventions (SRBIs) in each academic area of concern. Information is collected about how the student is responding to intervention using tools called probes. The information collected is called progress monitoring (PM) data. The PM data is analyzed to find the student's rate of progress during intervention. The student's rate of progress is compared to what is expected for students without disabilities in the same grade. The IEP team looks at the data and uses rules specified in the law to decide if this requirement of insufficient progress is met.

3. **No Exclusionary Factors** - If the student's inadequate classroom achievement or insufficient progress are primarily due to other reasons, the student does not qualify as a student with a specific learning disability. These other reasons include: learning problems due to environmental or economic disadvantage, cultural factors, lack of appropriate instruction in any of the achievement areas of SLD such as reading or math, limited English proficiency, or other impairments the student may have. The IEP team looks to see if any of these factors exist. If none of them are the main reason for the student's learning problems, then this requirement is met.

Need for Special Education

Before a student can receive special education services and be considered a child with a disability, the IEP team must agree the student has an impairment, such as SLD, **and** also must agree that the student needs special education. If the IEP team agrees the student can succeed in the general education classroom with high quality general education instruction, short term interventions and reasonable classroom accommodations, then the student does not qualify as a child with a disability.

More Information: Wisconsin Department of Public Instruction Website: http://sped.dpi.wi.gov/sped_ld