



REFERRAL TO SMCOE SPECIAL DAY CLASS EDUCATIONAL BENEFIT CONSIDERATIONS

Please complete this page and include with referral packet.

Student:

District:

Person Making Referral:

Phone:

Email:

Assessment (District should conduct an assessment prior to change in placement):

Is there a current, valid assessment by the school district that identifies the student's needs and accurately informs goals? Yes No In progress

Present Levels:

Has the student's present levels been reviewed? Yes No In progress Date:

Goals:

For student to receive educational benefit, goals have been developed in the areas of:

Services/accommodations/modifications:

- What interventions, strategies, and/or services have been tried in the current setting?

- Have the interventions, strategies, and/or services been effective in meeting the student's needs?

Consideration for change in placement:

- Are current services appropriate to meet the student's current goals?

- What additional supports/services/changes are needed for the student to meet his/her goals?

- What service options that meet the Least Restrictive Environment (LRE) have been considered by the IEP team (list all)?

- What considerations have been given to the potential harmful effects on the child or on the quality of the services he or she needs?

- Input from SMCOE Program Specialist:

Flow of Information:

1. District contacts COE Program Specialist (ECE or SpEd K-12) regarding potential referral and need for placement.
2. District reviews Student Information Form, completes referral packet with required documents, and sends to COE Program Specialist at ECE or SpEd K-12 for review.

Signed Consent to Exchange information (between district and COE)

Completed Student Information Form (see attached)

Current psycho-educational evaluation (If this is an initial evaluation, assessment plan should identify other members of the multidisciplinary team participating in the evaluation.)

Current IEP

Behavior Intervention Plan or Behavioral Assessments

Copy of assessment plan for any assessments informing potential placement change

Any Related Service evaluations (i.e., Speech/Language Evaluation)

Birth Certificate

Record of Suspensions (if applicable)

Original Home Language Survey

Language Classification Test Data (i.e., CELDT)

General Medical Information: summary from pediatrician regarding current health status; restrictions; medications; health history

Record of Immunizations

Vision and Hearing Screening (Audiological Evaluation and Audiogram or Vision Evaluation from Doctor, if applicable)

3. COE Program Specialist reviews information and observes student in current school program; follows up with recommendations/status/availability.
4. District and COE collaborate on family visit to recommended COE program.
5. COE and District collaborate on placement decision and potential start date.
6. District coordinates and conducts IEP; at this meeting the school district makes offer of FAPE and Affirms/Attests IEP; COE Program Specialist attends this meeting.
7. COE Requests SEIS Transfer.
8. COE assumes responsibility for IEP case management.

Interim/Administrative Placement Referral information:

1. District sends current IEP (from previous district), psycho-educational evaluation and other available required documentation to COE Program Specialist.
2. If student has an out of state/county IEP, COE will offer administrative placement to fulfill district responsibility (if appropriate).
3. If student is new to the US, or in the initial evaluation process, and does not have an IEP, district must conduct an initial psycho-educational evaluation, create an IEP, and establish goals in order to accurately offer FAPE.
4. Thirty-day placement review will be conducted to determine appropriateness of placement and make necessary adjustments.