

# **Response to Referral**

**Bremen HS District  
#228**



# What constitutes a referral?

A referral can be any...  
verbal or written request  
from any parent,  
guardian, staff person,  
Or a community service  
agency asking for  
“special education  
testing” or a specialized  
evaluation of a student.



# If you hear a verbal request...

- Ask the person making the statement to put their request in writing.
- Offer to write it for them, if necessary.
- Then ask them to sign and date the request.



# Then what do I do?

- Turn in the request to your Principal or PPS Coordinator that day.
- They will notify a pre-referral team of the need to meet / review the situation.  
(Proposed regulations include parent in the referral meeting.)



# Who is on the pre-referral team?

- PPS Coordinator or designee
- A regular ed teacher
- A special education teacher
- A school psychologist
- A school social worker
- A counselor
- Parent/Guardian



# Are there timelines?

- The pre-referral team has 14 school days to reply to the request.
- Quick and accurate feedback from teachers on that student is essential.



# What does the pre-referral team look for?

- Grades and achievement data.
- Behavior data.
- Effective instructional strategies used so far.
- Clues as to why the student is not succeeding.
- Which school resources have been tried already?
- What is the “problem” and how can it be solved?



# What is the result from the pre-referral team meeting?

A written reply, on ISBE Form # 34-57 A, which indicates that the student is either referred for a special education evaluation OR requires a plan of more interventions designed to help the student succeed.



# Who gets the written reply?

- Parent / Guardian \*
  - Student, if 18 years old
  - All teachers of the student
  - PPS Support staff who work with the student
  - Principal
  - Special Education Supervisor
  - Person who referred
- \* A copy of the Explanation of Procedural Safeguards is also given to the Parent/Guardian, along with an explanation of those.



# Why not test all referred students?

**IDEA 2004 requires that we “implement coordinated early intervention educational services for students who are not receiving special education services,...**



# Why not test all referred students ?

**...but require additional academic and behavioral support to succeed in the general education environment."**



# Intervention Planning

- A plan for how best to intervene / support the student is developed by the pre-referral team, based on input from the current teachers.
- The intervention plan is communicated to all involved staff.



# Now what happens?

- The PPS Team monitors the progress of the student, along with the teachers.
- Everyone looks for signs of effective interventions that can be tried throughout the student's day.
- Good communication is essential.



# How long is the process?

- Best practice indicates that 4-6 weeks of close monitoring of the intervention plan's effectiveness is best.
- Crises can occur which could shorten the length of time for review.



## Back to the Pre-referral Team

- A schedule of periodic reviews by the pre-referral team serves to “follow-up” and assess the effectiveness of current interventions.

*Is the student more or less successful now?*

*Which interventions are showing promise?*



# Data driven decision making

- What additional data would help to monitor progress?
- Be certain data is available for review.
- Professional judgment, based on good data leads to good decisions on how best to support “at-risk” students.



# Parent / Guardian Rights

**The Parent/Guardian has the right to challenge the decision not to refer for an evaluation by requesting a due process hearing.**



# Desired outcome =

- A student who is successful in regular education, taught by effective teachers who understand the academic and behavioral support this student requires.

OR

- An appropriately referred student for specialized evaluation.



# Questions or Ideas?

