



Referring Students for Special Education Services

The referral process shall include Student Study Team (“SST”) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. BPA-SD will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

The SST meeting is an integral part of the support mechanisms for students who are struggling at BPA-SD and is part of the general education program at BPA-SD. A SST includes the parent, the student (when appropriate), the teacher, and other school personnel or interested persons, and uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the teacher and student. A SST is a general education function. All students can benefit from a SST, including but not limited to those students who are repeating a grade level, those who are achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student may refer that student to a SST for consideration. Anyone who is connected with that student may be included in the SST to provide information to share about the student strengths, concerns, and strategies that have been used in the past. These people may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, probation officers, and other law enforcement officials.

The following is the process for guiding a SST:

- Team members introduce themselves and their roles.
- Purpose and process of the meeting are stated.
- The strengths and challenges facing the student are identified.
- Concerns are discussed, clarified, and listed.
- Concerns are synthesized; one or two are chosen for focus.
- Modification and accommodations to the student’s educational plan and to classroom activities and instruction are discussed.
- Modifications and accommodations are finalized.
- Persons responsible for implementing modifications and accommodations are identified.
- All of the above is in the SST plan.
- A follow-up date is set.

If the problems or challenges continue after implementation of a SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education assessment might be deemed necessary by the SST.

If a referral is made verbally, BPA-SD will assist the parent/guardian to submit the request in writing. All referrals will be responded to in writing by BPA-SD within 15 days. BPA-SD will notify the SELPA of the assessment request within 5 days of receipt. The parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent. The assessment will be completed and an Individual Education Program (IEP) meeting held within 60 days of the parent's written consent for assessment.