



A Charter School Of Russian Language and Culture

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Pre-referral Process and Specific Learning Disability Identification

Referral is a formal, ongoing process for receiving and responding to referrals when a student shows signs of potentially needing special education and related services. The referral process includes the school's review of screening and other information on referred students, and the school's decision about whether to conduct a formal special education evaluation. All learners have a right to an education that enables them to perform at a satisfactory level, even when the curriculum is standardized across grade levels or by department (e.g., math, English) in a district. As problems arise, classroom teachers respond by entering into a problem-solving process (first with grade-level teams, then with the Problem Solving Team). When a learner experiences academic, emotional, social, or developmental difficulty (which interferes with learning), parents and school staff should address the specific area of concern in the most relevant but least intrusive manner. Parent contact, discussion with colleagues and consultation with the School Social Worker, Assistant Director or Special Education Director are likely to occur. As necessary, the curriculum and instruction are customized to meet the needs of these learners in the regular classroom.

Pre-referral Interventions are one option available in the problem-solving process. The pre-referral process is directed toward students in grades Kindergarten through 8 with academic concerns, or any student with a behavioral concern. The process is used to ensure that appropriate attempts are made to identify and solve problems or address concerns in the classroom or environment in which they occur, making it unnecessary to remove the learner from that environment. Pre-referral problem solving is a general education responsibility and needs to occur and be unsuccessful before learners are referred for special education evaluation.

Interventions are implemented in a consistent and timely manner by building staff. The design and implementation of the intervention are:

- (a) relevant to the area of concern,
- (b) understandable by parents, learners, and instructional staff,
- (c) measurable over time,
- (d) directed toward a behavior change,
- (e) achievable by the learner and
- (f) manageable by the team

At least two documented pre-referral interventions are required (as defined in federal law). Each intervention must be implemented for a minimum of 4-6 weeks. If there is no improvement another intervention should then be implemented. The intervention must be documented with baseline data and consistently implemented using scientific research based interventions.

In the event the team determines the circumstances are urgent and pre-referral interventions are waived, documentation is required.

Nasha Shkola's Pre-Referral Intervention Process

1. Teachers that are concerned about a student's academic achievement and/or behavior talk to the head of the Problem Solving Team (PST), the school social worker. He gives them a referral form to fill out and schedules them for a PST meeting.
2. PST meeting are held every Thursday at 7:30 AM in the conference room. Attendees include special education teachers, administrators, social worker, coaches, EL teachers, reading specialists, and the referring teacher.
3. At the PST meeting the teacher shares with the team the concerns and the team brainstorms what scientifically research-based interventions are to be done for six weeks.
4. After the six weeks, the teacher brings in the data and documentation and the team utilizes data-based decision making in order to determine whether to continue the intervention, modify the intervention, or add another intervention for six additional weeks.

5. If the student does not make adequate progress after receiving two scientifically research-based interventions, then the PST will refer that student to the Child Study Team in order to plan an initial special education evaluation.
6. For the purposes of identifying a student with a Specific Learning Disability, Criteria C, the discrepancy model, will be used.

Response to Intervention

Response to Intervention is another pre-referral process. At this time, Nasha Shkola Charter School does not have an established Response to Intervention process, therefore Criteria D is unable to be used as a method of identifying a student with a Specific Learning Disability.