

Early Childhood Child Study Team and Referral Procedures

The purpose of a Child Study Team (CST) is to review and discuss challenges a teacher may experience in supporting the educational needs of a child and to provide ideas and support on how to address his/her challenges.

A. Referral for Children in Head Start Programs

Head Start Child Study Team (CST) Procedures for:

Teacher or Teacher Assistant will:

1. Observe the child and document, using the Observation Form, any learning and/or behavioral challenges that a child is exhibiting.
2. Use the "*Child Assessment Worksheet*" to document the child's level of performance in daily classroom activities.
3. Meet with the child's parents and share their concerns.
4. Consult with the Head Start Disability and Center Coordinators on the child's academic and/or behavioral challenges.

CST Meeting:

- Head Start Disability Coordinator or designee will convene the initial CST that is comprised of the Parent(s), Teacher, Teacher Assistant, Head Start Disability and Center Coordinators or their designees to review and discuss the following child data and information:
 - behaviors the child is exhibiting;
 - classroom observations;
 - child's work;
 - interventions tried and results;
 - Temperament and Typical Behavioral Scale (TABS);
 - Early Screening Inventory Revised (ESI-R) results; and
 - Parent Reports
- After reviewing the child data and information, the CST will discuss the following:
 - Is the child in need of supplementary or intensive instruction?
 - i. If NO-- then the CST committee will request the teacher to continue providing support to the child and no further action is needed.

- ii. If YES-- the child is in need of supplementary or intensive instruction, the CST will develop and implement a plan for intervention. The "*Curriculum Modification Planning Form*" is an intervention plan of strategies and modifications that will be implemented to support the child's learning and/or behavior needs. This plan shall include timelines for progress monitoring and next steps should the child not respond to the intervention.
- The Head Start Disability Coordinator will support and monitor the implementation of the Curriculum Modification Plan for at least 3 to 4 weeks. The Head Start Disability Coordinator will reconvene the CST discuss the results of the Curriculum Modification Plan and ----
 - If the child is performing at age and the interventions have been effective, then the teacher will continue to implement and monitor the intervention strategies and no further action is needed.
 - If the child is NOT performing at age and the interventions have not been successful, and the CST suspects the child has a disability, a referral for Special Education and related services is made.
- If the child is NOT performing at age, the Head Start Disability Coordinator will document the CST's decision, and a written request will be sent to parents to sign and consent to "Release Information" from Head Start to Special Education Program.
- Within in 5 working days after the CST's decision to refer the child, the Head Start Disability Coordinator or designee, will complete the intake and referral forms "Referral for Special Education Services" for SE1 and transmits all child data and information to the Special Education Program.

Referral Procedures:

- Step1:** Within 2 days, Early Childhood Consulting Resource Teacher (CRT) and or the early childhood staff submits the *Referral for Special Education* form SE-1 to the Data Manager to input the information into the Special Education Data System (SEDS).
- Step 2:** Within 10 working days upon receipt of a referral from the Head Start Program, the Early Childhood CRT with support of the Early Childhood Special Education Teacher schedules a conference with the parents to review the following:

- a) To review the referral process and provide copy of the *Prior Written Notice for Proposed/Refused Action* form SE-3.
- b) To review existing child evaluation data, including other information from qualified professionals. This includes reviewing:
 - Evaluations and information provided by the parents of the child;
 - Temperament and Typical Behavioral Scale (TABS);
 - ESI-R Results
 - Progress on the Teaching Strategies GOLD;
 - Teacher Observations
 - Doctors Reports
 - Parent Reports
- c) To schedule the pre-evaluation meeting to discuss and review the "Evaluation Plan".

Step 3: Within 5 days upon initial meeting with the parents, the EC CRT convenes a pre-evaluation meeting to review existing data and to gather input from the child's parents, the Team (comprised of the CRT, Head Start Teacher, Center and Head Start Disability Coordinators or their designee) on any additional data, if any, are needed and develop the *Evaluation Plan* form SE-2), parent's signs a *Consent for Evaluation* form SE-4, and the *Prior Written Notice for Proposed/Refused Action* form SE-3. In addition, parents are informed and provided a copy of the *Parent Rights* (Procedural Safeguards).

Step 4:

GO to the ELIGIBILITY SECTION in the Special Education Manual

B. Out of Program Referral

For young children 3 to 5 years of age that are not enrolled in an early childhood setting/ program, parents or other service providers may refer a child for early childhood special education services should the parent or the provider suspect the child may have a disability.

Out of Program Referral Procedures:

Step 1: The parent or provider calls the Special Education Program to refer a child for special education and or related services.

Step 2: Within 5 days of the call, the assigned CRT with support of the Early Childhood Special Education Teacher will contact the parent(s) and schedule a time to meet the parent and to observe the child.

During this time, the CRT and / or the Early Childhood Special Education Teacher will --

- Observe the child to document, using the observation form, any learning and/or behavioral challenges that the child is exhibiting.
- With consent of the parents, the CRT and / or the Early Childhood Special Education Teacher may conduct a developmental screening.

OR

If the child has a known mental or physical condition, GO directly to Step 6.

Step 3: The CRT with support of the Early Childhood Special Education Teacher will schedule a conference with the parents to review information on the observation, results of the developmental screener, and other reports.

- If the child is performing at age, the CRT will provide parents with recommendations and strategies to continue to support their child's development. No further action is needed.
- If the child is NOT performing at age and the CRT along with the parents agree to the results, GO to Step 6

Step 4: The CRT, Early Childhood Special Education Teacher, and Service Providers from the Other Program or their designee will meet with the parent(s) to review the referral process and complete *Referral* form. Parents will be provided their *Prior Written Notice for Proposed/Refused Action* form informing the parent of the referral for special education and related services and a copy of the *Parent Rights (Procedural Safeguards)*.

- Step 5:** The CRT, Early Childhood Special Education Teacher, and Service Providers from the Other Program or their designee will review existing child evaluation data, including other information from qualified professionals. This includes reviewing:
- a) Evaluations and information provided by the parent(s) of the child;
 - b) Observations by ECSE teacher and related service providers
 - c) Doctors Reports ;
 - d) Parent Reports

Based on the review and input from the child's parents, the Team (comprised of the CRT, Early Childhood Special Education Teacher, and Service Providers) identifies what additional data, if any, are needed to determine:

- Whether the child is a child with a disability, and
- The educational needs of the child.
- Present levels of the academic achievement and related developmental needs of the child;
- Whether the child needs special education and related services.

The review is documented on the *Evaluation Plan* form and the parent signs a "Permission for Evaluation" form.

Step 6:

GO to the ELIGIBILITY SECTION in the Special Education Manual.