



**Pre-Child Study  
and  
Child Study Process Handbook**

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## **Introduction**

The Pre-Child Study and Child Study Process Handbook outlines the procedures and practices of the pre-child study and child study process in Newport News Public Schools. The pre-child study and child study process is based on a response to intervention model. Response to intervention is a multi-tiered, problem-solving approach designed to address academic and behavioral difficulties of students. It is an integrated school improvement model that is standards-driven and incorporates both prevention and intervention activities.

## **Underlying Tenets of the Pre-Child Study and Child Study Process**

### ***1. We believe that Newport News Public Schools can effectively teach all children.***

Response to intervention practices are based on the belief that all children can learn. It is the responsibility of district and building personnel to identify the curricular, instructional, environmental conditions and resources that make possible continuous growth in learning.

### ***2. Newport News Public Schools will intervene early.***

To increase the likelihood of success, intervention must occur at the earliest indication of academic or behavioral need. Effective prevention and/or intervention practices should be modified based on ongoing monitoring of student progress.

### ***3. Newport News Public Schools will use a tiered system of interventions and practices.***

A continuum of scientifically-based instructional interventions, strategies, and resources that meets the academic, emotional, and behavioral needs of students must be provided. These interventions and practices must be effective, efficient, and linguistically / culturally responsive, differentiated in both makeup and intensity, and must be delivered with fidelity.

### ***4. Newport News Public Schools will use a collaborative decision-making process within the intervention model.***

A scientific inquiry model will be implemented by building and district personnel to collaboratively develop intervention and action plans, monitor student progress, and make data-based decisions regarding student response to intervention.

## Tier 1 Instruction

Tier 1 is the lowest level of intervention for a student and is provided solely by the classroom teacher. The focus is improving the core classroom instruction that all students receive. Tier 1 instruction is designed to address the needs of the majority of a school's students. By using a proven curriculum and best practices, flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals.

**Tier 1 instruction encompasses the following basic elements:**

- A high-quality curriculum based on the Virginia Standards of Learning
- The use of quality research-based instructional materials and strategies
- A planned and purposeful instructional model for the delivery of the instructional program
- An ongoing assessment of students to determine instructional strengths and needs
- Ongoing professional development to provide teachers with the necessary tools to ensure every student receives quality instruction
- Intervention is done within the general framework of the classroom

### Reading (PreK - 5)

<b>Focus</b>	For all students in class
<b>Program</b>	NNPS English Curriculum
<b>Grouping</b>	Multiple and flexible grouping formats to meet student needs
<b>Time</b>	90 minutes per day
<b>Assessment</b>	Universal Screening: <ul style="list-style-type: none"> <li>• PK-3 Phonological Awareness Literacy Screening (PALS)</li> <li>• Harcourt Placement Tests</li> </ul> Benchmark Assessments: <ul style="list-style-type: none"> <li>• Developmental Reading Assessment (DRA)</li> <li>• NNPS Benchmark Assessments</li> <li>• Harcourt Skills Assessments</li> </ul>
<b>Interventionist</b>	General education classroom teacher
<b>Setting</b>	General education classroom

### Math (PreK - 5)

<b>Focus</b>	For all students in class
<b>Program</b>	NNPS Mathematics Curriculum
<b>Grouping</b>	Multiple and flexible grouping formats to meet student needs
<b>Time</b>	60 minutes per day
<b>Assessment</b>	Universal Screening: <ul style="list-style-type: none"> <li>• Core program assessments</li> </ul> Benchmark Assessments: <ul style="list-style-type: none"> <li>• NNPS Benchmark Assessments</li> </ul>
<b>Interventionist</b>	General education classroom teacher
<b>Setting</b>	General education classroom

## Tier 1 Instruction

### English/Language Arts (6-12)

<b>Focus</b>	For all students in class
<b>Program</b>	NNPS English Curriculum
<b>Grouping</b>	Whole, multiple and flexible grouping formats to meet student needs
<b>Time</b>	90 minutes per day (6-8); 90 minutes every other day (9-12)
<b>Assessment</b>	Universal Screening: <ul style="list-style-type: none"><li>Let's Go Learn's Diagnostic Online Reading Assessment (DORA)</li></ul> Benchmark Assessments: <ul style="list-style-type: none"><li>NNPS Benchmark Assessments</li></ul>
<b>Interventionist</b>	General education classroom teacher
<b>Setting</b>	General education classroom

### Math (6-12)

<b>Focus</b>	For all students in class
<b>Program</b>	NNPS Math Curriculum
<b>Grouping</b>	Whole, multiple and flexible grouping formats to meet student needs
<b>Time</b>	90 minutes per day (6-8); 90 minutes every other day (9-12)
<b>Assessment</b>	Benchmark Assessments: <ul style="list-style-type: none"><li>NNPS Benchmark Assessments</li></ul>
<b>Interventionist</b>	General education classroom teacher
<b>Setting</b>	General education classroom

### Tier 1 Prevention and Intervention

- Highly qualified teachers
- Instructional coaching model
- Professional development
- Research based curriculum design
- Newport News Instructional Model
- Systemic assessment program
- High interest, real life application of skills embedded in curriculum
- Preschool initiative
- Increased time for instruction
- Strategic reading focus
- Integrated curricula
- Career Pathways
- Dropout recovery program
- 9<sup>th</sup> grade transition
- Credit recovery

## Tier 2 Instruction

For 15 to 25 percent of students, focused instruction within the general education classroom setting is not enough. These students require supplemental instruction in addition to the standard classroom instruction and curriculum.

The supplemental instruction in Tier 2 is designed to meet the needs of these students by providing additional individual or small group instruction. This may include technology-assisted instruction to support and reinforce skills taught by the classroom teacher.

Tier 2 interventions are successful when:

- Specific weaknesses are identified using assessment data
- Measurable goals are written to address weaknesses
- Strategies and interventions are implemented to address specific weaknesses
- Student progress toward goals is monitored using achievement data
- Interventions are adjusted based on student achievement data

<b>Focus</b>	For students identified with marked difficulties and who have not responded to Tier 1 efforts
<b>Program</b>	Programs, strategies, and practices designed and used to <b>supplement</b> , enhance, and support Tier 1
<b>Grouping</b>	Individual or homogeneous small group instruction (1:3, 1:4, or 1:5). It is important that group members be at the same ability/ instructional level
<b>Time</b>	Minimum of 30 minutes per day, three to four days per week in <b>addition</b> to core instruction
<b>Assessment</b>	Progress monitoring weekly
<b>Interventionist</b>	Personnel determined by the school
<b>Setting</b>	Appropriate setting designated by the school: may be within or outside of the classroom

## Tier 3 Instruction

A small percentage of students who have received Tier 2 supplemental instruction will continue to have significant difficulty in acquiring grade level skills. These students require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs.

Tier 3 interventions are successful when:

- They occur more frequently than Tier 2 interventions
- The duration is longer than Tier 2 interventions
- Progress monitoring of student progress is conducted more frequently

In some cases, Tier 3 interventions are the same as those implemented in Tier 2, though intensified in frequency and duration. In other cases, Tier 3 interventions may be different from those implemented in Tier 2.

<b>Focus</b>	For students identified with marked difficulties and who have not responded to Tier 2 efforts
<b>Program</b>	Programs, strategies, and procedures designed and used to <b>supplement</b> , enhance, support, or <b>replace</b> Tier 1 and 2.
<b>Grouping</b>	Individual or homogeneous small group instruction (1:3, 1:4, or 1:5). It is important that group members be at the same ability/ instructional level
<b>Time</b>	Minimum of 60 minutes per day, five days per week in addition or as a <b>replacement</b> of core instruction
<b>Assessment</b>	Progress monitoring at a minimum weekly
<b>Interventionist</b>	Personnel determined by the school
<b>Setting</b>	Appropriate setting designated by the school: may be within or outside of the classroom

### Tier 2 and Tier 3:

**Sample Intervention Providers:** Classroom teacher, Title I teacher, reading specialist, literacy coach, tutor, paraprofessional, special education teacher

**Sample Intervention Programs:** Earobics, Soar to Success, Reading Recovery, Great Leaps, Quick Reads, Wilson Reading, Reading Mastery, Foundations, KidBitz, College Ed.

## **Purpose of the Pre-Child Study and Child Study Process**

The pre-child study and child study process is an intervention activity designed to meet the needs of students experiencing learning and adjustment problems through the development of specific interventions and strategies tailored to meet identified weaknesses. A Student Intervention Plan is developed during pre-child study activities and a Child Study Action Plan is developed by the Child Study Committee if Tier 1 strategies do not result in marked improvement. The process involves administrative, instructional, and support personnel in providing alternatives and interventions within the general education setting.

## **Objectives of the Pre-Child Study and Child Study Process**

1. Analyze student learning and behavioral characteristics and needs.
2. Assess aspects of the curriculum, teaching methods, and environmental factors that influence student learning and adjustment.
3. Develop, implement, and monitor a Student Intervention Plan or Child Study Action Plan within the general education program to improve student performance.
4. Determine and justify the need for formal assessment with documentation of unsuccessful results of the Student Intervention Plan and Child Study Action Plan.

## **Pre-Child Study**

Pre-child study activities are initiated and monitored by the classroom teacher with the support of colleagues and building specialists. In some buildings, school administrators may participate in pre-child study activities.

## **Child Study Committee Members**

The Child Study Committee is made up of school and division personnel. The Child Study Committee will consist of at least three persons, including:

- The principal/ designee who schedules and conducts meetings and maintains records of committee actions.
- The student's classroom teacher.
- The student's parent/ legal guardian.
- Specialists in the problem area. This may include, but is not limited to: reading specialist, counselors, audiologist, school nurse, physical education teacher, speech/ language pathologist, special education teacher.
- School psychologist and/or school social worker (must attend if child study meeting may lead to a referral for evaluation).
- Referring source as appropriate if other than a member listed above (except when referring source would breach confidentiality of the student).

## Pre-Child Study Procedures

### Tier 1 Early Intervention/ Pre-Child Study

Increasing student achievement and adjustment to school require specific and early intervention based on student data. As teachers and school personnel identify students exhibiting difficulty in the general education setting, the following procedures will be initiated and followed by the classroom teacher.

- The classroom teacher will consult with parents and school personnel as appropriate: other teachers, counselor, reading specialist, nurse, administrators, support staff
- Using form *CS-1 Student Intervention Plan*, the teacher will:
  - identify specific weaknesses to target based on student performance data.
  - identify classroom based interventions and/or strategies to implement to address targeted weaknesses.
  - use classroom assessments to monitor student progress.

#### Timeline

The amount of time spent in Tier 1 with a *Student Intervention Plan* will vary from student to student. Adequate time should be allowed for strategies/ interventions to be fully implemented so that accurate student data can be obtained to document their effectiveness. Typically, this process takes 4-6 weeks.

#### Completing the Student Intervention Plan

The classroom teacher will follow the process below when identifying weaknesses, selecting strategies and interventions, and monitoring progress. The teacher's efforts will be documented on the Student Intervention Plan CS-1. Typically, this process is followed with teachers using grade level colleagues and school based specialists as support. Schools may decide to follow this process using the support of school administrators as well. In either case, these are Tier 1 pre-child study activities that are delivered within the general framework of the classroom and documented on the Student Intervention Plan.

1. **Using data to identify weaknesses:** Teachers use screening and progress monitoring assessments to identify specific weaknesses. These weaknesses, and the supporting data, are recorded in the first column of the Student Intervention Plan (CS-1). Record only one weakness in each space. It is important to note that it is not always possible to address several weaknesses at one time and priority should be given to the 1-3 skills that will serve as prerequisites for future learning. As students progress toward achieving goals, additional goals may be added.
2. **Determining goals:** Based on grade level benchmarks and what students need to be able to do, in the second column, teachers will write a goal in relation to each identified weakness. It is important that goals are specific and measurable.

3. **Identifying strategy or intervention:** Teachers will select instructional strategies or interventions that are intended to address the identified weaknesses. These strategies or interventions are ones that will be implemented within the general education classroom.
4. **Starting/ending date:** The teacher will record the starting date to note when strategies or interventions will be implemented and an anticipated ending date. The ending date will indicate when the Student Intervention Plan will be reviewed to determine student progress toward established goals.
5. **Data for progress monitoring:** The teacher will determine what data she/he will use to monitor the progress of the student's attainment of the goals. Data may be collected from both formal and informal assessment measures. Assessments should measure the performance of the specific skills or strategies that were targeted.
6. **Results of intervention:** After interventions and strategies to address the identified weaknesses have been implemented, the Student Intervention Plan will be reviewed by the teacher to determine if the student has met or made progress toward the established goal(s). The teacher will use results from recent progress monitoring assessments to determine student progress toward goals.

### Reviewing the Student Intervention Plan

There are three possible outcomes after a *Student Intervention Plan* has been implemented, monitored, and reviewed by the classroom teacher. See the chart below for an explanation of possible outcomes and next steps.

Possible Outcomes	Next Steps
The implemented interventions/ strategies have resulted in improved student performance and the student is successfully functioning in the general education classroom, requiring minimal support to meet established grade level benchmarks. <span style="float: right;">—————&gt;</span>	The <i>Student Intervention Plan</i> may be terminated. Student progress will continue to be monitored by the classroom teacher. OR <i>Student Intervention Plan</i> may be modified to reflect student progress and remain in effect for a specified amount of time in order to monitor continued student progress.
The implemented interventions/ strategies have resulted in some improvement but the student still fails to reach benchmarks set for the grade level. The student may need additional time with interventions. <span style="float: right;">—————&gt;</span>	The <i>Student Intervention Plan</i> may be modified to reflect the addition of different strategies or interventions or additional time with current interventions. The <i>Student Intervention Plan</i> is monitored and reviewed regularly by the classroom teacher to ensure continued progress toward grade level benchmarks.
The implemented interventions/ strategies have not resulted in significant improvement and the student regularly fails to meet established benchmarks. <span style="float: right;">—————&gt;</span>	The teacher follows procedures for referring the student to the Child Study Committee.

## Procedures for Referral to the Child Study Committee

If the classroom teacher determines that the implementation of the Student Intervention Plan (Tier 1 interventions) did not result in significant improvement, he/she will follow the procedures below for referring a student to the Child Study Committee.

Typically it is the classroom teacher who was responsible for implementing the *Student Intervention Plan (CS-1)* who will refer a student to the Child Study Committee. However, a parent, guardian, student, or others including the SEA or a state agency may initiate a referral to the Child Study Committee. With the exception of emergency situations, this practice should be discouraged, and an attempt made to follow pre-child study procedures prior to the referral to the Child Study Committee.

### **Step 1 Classroom Teacher's Role (or other referring source)**

The teacher will complete the *Referral to Child Study Committee (CS-2)* and submit to the appropriate school administrator or his/her designee with a copy of the completed *Student Intervention Plan (CS-1)*, supporting documents, and student performance data.

### **Step 2 Principal's Role (or designee)**

The principal/ designee shall notify the student's parents or legal guardian of the referral to Child Study Committee using the Notice of Child Study Meeting letter. While parent permission is not required to initiate the child study process, parents will be invited and encouraged to participate in the child study process. Parents must be notified in their native language if they are not fluent in English or in another mode of communication if they are not able to read.

Parents will be provided an opportunity to attend the meeting at a mutually agreed upon date and time. A record of notices and contacts informing the parent of the meeting must be maintained in the student's educational record, Part 1.

The principal or designee will schedule the child study meeting and inform appropriate members of the Child Study Committee.

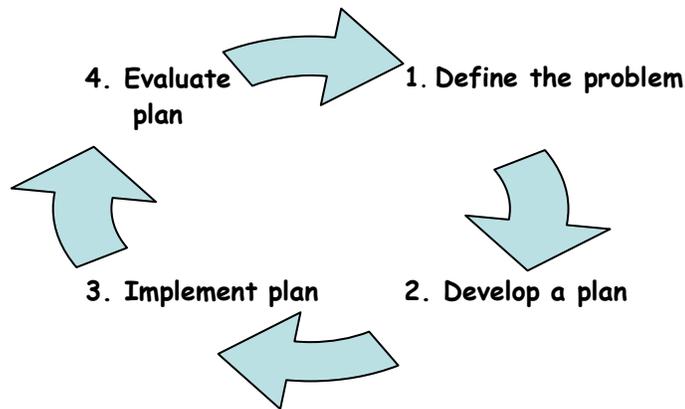
A Child Study Committee meeting must be held within 10 business days from the date of the Referral to Child Study Committee (CS-2).

## The Child Study Committee Meeting Process

Child Study Committee members will work using a collaborative, problem solving model. The committee functions to:

- Clearly describe the student's areas of weakness in a manner that is specific and measurable.
- Analyze student achievement data as it relates to the areas of weakness.
- Create an action plan to address the identified weaknesses.
- Support the classroom teacher as he/she continues to instruct the student.
- Reconvene to evaluate the effectiveness and results of the action plan.
- Utilize student data to make recommendations regarding the need for additional interventions or for a referral for evaluation to special education.

### A Team Approach: Steps to Problem Solving



#### 1. Define the problem

##### Gather background information

The *Student Intervention Plan (CS-1)* and the *Referral to Child Study Committee (CS-2)* will provide relevant information on student performance and previous intervention activities. Additionally, while preparing for the child study meeting, the classroom teacher and designated administrator should consider:

- Recent achievement data
- Previous state and local assessment results
- Health records (request that the school nurse conduct vision and hearing screenings, if appropriate, and investigate health concerns that appear to impact learning or adjustment)
- Available confidential reports
- Attendance records
- Work samples and observation reports

- If appropriate, ask a teacher or specialist to screen student for the purposes of determining appropriate instructional strategies for curriculum implementation. This screening is not an evaluation for eligibility for special education and/ or related services, and does not require parental consent.
- Previous intervention strategies or programs
- Parental concerns and information on the child's development
- Student's relationships to other student and adults

Once the background data has been collected and reviewed, the Child Study Committee will be able to clarify the problem by:

- Describing, in observable and measurable terms, the weaknesses that need to be addressed by the team. Providing baseline data of where the student is currently performing is an important task at this step.
- Analyzing the problem by generating hypotheses in more than one domain about why the behavior is occurring. Domains include: *curriculum, instruction, school/classroom environment, peer relations, home/ community, and child characteristics.*

Step 1 Common Pitfalls	Guiding Questions
<ul style="list-style-type: none"> <li>• The concern is vague or general</li> <li>• Description is not behavioral</li> <li>• Jumping to generating interventions before problem has been analyzed</li> </ul>	<ul style="list-style-type: none"> <li>• What is it you would like the student to do to be successful?</li> <li>• What does the solved problem look like?</li> <li>• Do we fully understand the problem yet?</li> </ul>

## 2. Develop a plan

Once the problem is defined, a specific plan of action must be designed to address the problem. The *Child Study Action Plan (CS-3)* will be completed during the child study committee meeting. The action plan must:

- Be specific.
- Have clearly defined goals and desired outcomes. For example, "By January 31, John will be able to correctly name the sounds of 20 letters."
- State what data will be used for progress monitoring.

It is important for the child study committee to develop a *Child Study Action Plan* that uses different practices and materials than those previously used with the student. Given the problem and hypotheses, the team should brainstorm possible interventions and strategies. The committee should evaluate alternatives and act on the following:

- Select interventions for implementation. What materials will be used? What specific methods, strategies, or best practices will be used?
- Who will serve as the interventionist to implement the intervention/ strategy: teacher, tutor, assistant, specialists, etc?
- In what setting will the plan be implemented (classroom, pull-out program)?
- What time of day will the plan be implemented (during the day, before/after school)? How long will the plan be in place (5 weeks, 8 weeks)?

Step 2 Common Pitfalls	Guiding Questions
<ul style="list-style-type: none"> <li>• Goal is vague, not in behavioral terms</li> <li>• Setting a goal by stating absence of behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Would we have the goal if we reversed the description of the problem?</li> <li>• What are the replacement behaviors we would like to substitute for the problem behavior?</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluation of ideas as they are generated</li> <li>• Limiting suggestions to what is currently in place</li> <li>• Tendency to see a specific place or person as an intervention</li> <li>• Selecting interventions that are unrelated to the hypothesized reason for the problem</li> <li>• Giving referring teacher sole responsibility for implementing interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Let's just list ideas now and evaluate later</li> <li>• If we could do anything, what intervention would we design?</li> <li>• Is that an intervention, or a place where an intervention occurs?</li> <li>• Will that intervention address the cause of the problem?</li> <li>• How can we share responsibility for implementation?</li> <li>• Who will implement the intervention?</li> <li>• What method and materials will be used?</li> <li>• When and how often will the intervention occur?</li> <li>• Where will the intervention occur?</li> <li>• Who will support the teacher as he/she continues to instruct the child?</li> </ul>

### 3. Implement the plan

- Decide how the plan will be monitored. Who will monitor the plan? How often will the plan be monitored?
- What data will be used to show student progress? How will student data be displayed or charted to show student progress?
- Decide on a review date for the plan.

Step 3 Common Pitfalls	Guiding Questions Monitoring
<ul style="list-style-type: none"> <li>• Failure to specify goal or review date</li> <li>• Failure to thoroughly describe intervention</li> <li>• Failure to incorporate monitoring procedures</li> <li>• Intervention is not implemented as planned</li> <li>• Intervention is restricted to a specialized service</li> </ul>	<ul style="list-style-type: none"> <li>• What do we expect and when do we expect it?</li> <li>• How will _____ be implemented?</li> <li>• What data will we use to evaluate the effectiveness of this intervention on the review date?</li> <li>• Problem-solving about reasons why plan would fail to be implemented, and develop a plan to address</li> <li>• Strategy is taught to others</li> </ul>

#### 4. Evaluate the results of the plan (Review Meetings)

Ongoing assessment of student achievement data is needed to determine the effectiveness of the plan. At review meetings, the effectiveness of the *Child Study Action Plan* is reviewed by comparing current results to baseline measures. The results of progress monitoring are recorded on the original *Child Study Action Plan*. The plan may be revised as necessary. Follow the process below to evaluate the plan:

- Review the goals and objectives of the *Child Study Action Plan*.
- Collect, organize, and analyze student achievement data.
- Ask and answer the following questions:
  - Did the student meet/ exceed the goals and objectives?
  - If the intervention has not yet ended, is the child making appropriate progress toward goal?

Step 4 Common Pitfalls	Possible Remedies
<ul style="list-style-type: none"> <li>• Data from monitoring procedure are not available</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify/ revise monitoring procedure</li> </ul>

There are four possible outcomes that may result from a child study review meeting. See the chart below for an explanation of possible outcomes and next steps.

Possible Findings	Next Steps
The student is responding to strategies/ interventions and is not suspected to be disabled.	Continue with effective strategies and interventions in general education classroom. The <i>Child Study Action Plan</i> can be terminated or left in place to monitor continued student progress for a specified amount of time.
The student has not met the stated goals but has made some progress.	Continue with effective strategies and interventions while revising the <i>Child Study Action Plan</i> by following steps 2 and 3 (developing and implementing plan) to add or replace strategies or interventions. Another review meeting should be scheduled.
The student is not responding to strategies/ interventions and is suspected of having a disabling condition.	Request a formal assessment: Notice of Intent SE-1, Permission to Evaluate SE-2, and Student Referral for Formal Assessment SE-3. Identify components needed to determine the educational needs of the child.

## Suggestions for Conducting Efficient Meetings

1. Adhere to a meeting agenda:
  - Define the problem
  - Review relevant data
  - Hypothesize why problem is occurring
  - Brainstorm possible interventions/ strategies
  - Select most appropriate interventions/strategies
  - Develop plan
  - Define implementation
  - Schedule review meeting to evaluate
  
2. Consider using a case facilitator to assist with the meeting process. Role of case facilitator:
  - Interview teacher or referring source prior to Child Study Committee meeting.
  - Review background information and problem.
  - Present the information to the Child Study Committee and assist with implementation of interventions.
  
3. When brainstorming, consider creating a visual map. The goal and the word "data" can be written on a piece of paper or white board and all team members have the opportunity to add possible interventions to address the goals and ideas about how data should be collected. This is a non-verbal activity that allows several people to add ideas at one time and discourages that pitfall of evaluating ideas prior to all ideas being collected.

## Referral for Special Education Consideration

At the child study review meeting, if the Child Study Committee suspects that the child has a disability and finds that a child needs formal assessments to determine the need for special education services, follow the guidelines below:

### 1. Create and complete the Permission to Evaluate event in Exceed

This event contains two forms: *Permission to Evaluate* and the *Prior Written Notice* (PWN). The PWN should indicate that the Child Study Committee proposes to conduct an evaluation to consider the student's need for special education and related services. The *Permission to Evaluate* form will indicate all the assessment components that will need to be completed as part of the initial evaluation. Both forms will need to be signed by the parent. Once the forms are signed, you may lock the event and proceed to assigning the assessment components.

### 2. Assign the assessment components

Once the Permission to Evaluate event (above) is locked, an *Initial Eligibility Meeting* event will be automatically generated in Exceed. Within this event, the identified assessment components will need to be added and assigned in the *Evaluations* section. All evaluations should be assigned to the school-based assessment team members. Reassignments will be made as needed in central office for special cases.

### 3. Send referral packet to central office within 3 days

Complete referral packets (please refer to next page for required documentation) must be sent to the Special Education Department in Central office within 3 business days of the parent signing the permission form.

## Special Circumstances

When a parent or other referring source asks for an evaluation due to a suspected disability prior to a Child Study Committee meeting:

- A Child Study Committee meeting must be convened as soon as possible and no later than 10 days.
  - If the Child Study Committee agrees that an evaluation is appropriate, follow the referral steps above. A Child Study Action Plan should be developed for implementation during the evaluation period.
  - If the Child Study Committee does not agree that an evaluation is appropriate, it should continue with the development of a Child Study Action Plan and provide a Prior Written Notice indicating that an evaluation is being denied and outlining the reasoning behind this proposed action.

For additional information regarding navigating Exceed, please refer to the Exceed manual and/or help desk: [Exceed.Help@nn.k12.va.us](mailto:Exceed.Help@nn.k12.va.us) (757) 283-7850 ext.10421

## Documentation Needed for Referral Packets

### **New Referrals:**

- Student Intention Plan (CS-1)
- Referral to Child Study Committee (CS-2)
- Child Study Committee Action Plan (CS-3)
- Prior Written Notice- completed in Exceed and signed by school official and parent
- Permission to Evaluate- completed in Exceed and signed by school official and parent
- Child Study Notice of Meeting to parent

### **Reevaluations (components requested):**

- IEP Addendum - Triennial Component Review completed in Exceed and signed by all participants including assessment team
- Prior Written Notice- TCR completed in Exceed and signed by school official and parent
- Permission to Evaluate- TCR completed in Exceed and signed by school official and parent
- IEP Notice of Meeting to parent - IEP Addendum marked

### **Reevaluations (review of records; no components requested):**

- IEP Addendum - Triennial Component Review completed in Exceed and signed by all participants including assessment team
- Prior Written Notice- TCR completed in Exceed and signed by school official and parent
- IEP Notice of Meeting to parent - IEP Addendum marked
- Eligibility meeting documents should also be included if the EC immediately followed the TCR

Newport News Public Schools Student Intervention Plan

Tiers 1 & 2

Student \_\_\_\_\_DOB \_\_\_\_\_ Student ID # \_\_\_\_\_Grade \_\_\_\_\_

Teacher \_\_\_\_\_ Interventionist \_\_\_\_\_ School \_\_\_\_\_Year \_\_\_\_\_

Weakness and Supporting Data	Goal	Strategy/ Intervention Tier 1	Strategy/ Intervention Tier 2	Starting/ Ending Date	Data used for monitoring progress	Results of Intervention
						<input type="checkbox"/> Goal Met <input type="checkbox"/> Progressing <input type="checkbox"/> No Progress Comments:
						<input type="checkbox"/> Goal Met <input type="checkbox"/> Progressing <input type="checkbox"/> No Progress Comments:
						<input type="checkbox"/> Goal Met <input type="checkbox"/> Progressing <input type="checkbox"/> No Progress Comments:

Additional Information:

### Child Study Action Plan (Tiers 2 and 3)

<b>Student Name</b>	<b>Student ID</b>	<b>Grade</b>
	<b>DOB</b>	<b>School</b>
<b>Date</b> _____ initial meeting    _____ review meeting _____ review meeting    _____ review meeting _____ review meeting    _____ review meeting	<b>Teacher</b>	

**Committee Action: Please date each action.**

\_\_\_\_\_ Continue in general education with implementation of Child Study Action Plan and schedule the child study committee meeting review no later than \_\_\_\_\_.

\_\_\_\_\_ Terminate Child Study Action Plan and continue in general education with Tier 1 modifications.

\_\_\_\_\_ Refer student for consideration for eligibility for special education services by requesting formal assessment. Request parent/guardian to sign Form SE-2.

**Committee Members Present**

Printed Name	Signature	Title	Date (s)	

**Areas of Concern:**

**Achievement Data (compare to expected performance and benchmarks):**

**Additional Information:**

Goal (Based on identified weakness)	Intervention/Strategy	Interventionist & Time (when, where, frequency)	Measurement of Student Progress	Progress Monitoring: Results from Assessments
				<input type="checkbox"/> Goal has been met <input type="checkbox"/> Goal not met, making progress <input type="checkbox"/> Goal not met, no progress Comments:
				<input type="checkbox"/> Goal has been met <input type="checkbox"/> Goal not met, making progress <input type="checkbox"/> Goal not met, no progress Comments:
				<input type="checkbox"/> Goal has been met <input type="checkbox"/> Goal not met, making progress <input type="checkbox"/> Goal not met, no progress Comments:

Student \_\_\_\_\_ DOB \_\_\_\_\_ Student ID# \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

English/Reading Circle: 1P, 1E, 2E, 2T, 3  <input type="checkbox"/> Above benchmark <input type="checkbox"/> Meets benchmark <input type="checkbox"/> Below benchmark	Most Current Reading Data: Date _____ DRA running record %/LV _____ DRA comprehension score _____ Reading Benchmark score _____ Latest SOL Score _____	PALS SUMMARY: Student Score/Benchmark <table border="1"> <tr> <td></td> <td>Fall</td> <td>Spring</td> </tr> <tr> <td>Kindergarten</td> <td>____/____</td> <td>____/____</td> </tr> <tr> <td>First Grade</td> <td>____/____</td> <td>____/____</td> </tr> <tr> <td>Second Grade</td> <td>____/____</td> <td>____/____</td> </tr> <tr> <td>Third Grade</td> <td>____/____</td> <td>____/____</td> </tr> </table>		Fall	Spring	Kindergarten	____/____	____/____	First Grade	____/____	____/____	Second Grade	____/____	____/____	Third Grade	____/____	____/____	MATH: <input type="checkbox"/> Above grade level <input type="checkbox"/> On grade level <input type="checkbox"/> Below grade level Math Benchmark score _____ Latest SOL score _____
		Fall	Spring															
Kindergarten	____/____	____/____																
First Grade	____/____	____/____																
Second Grade	____/____	____/____																
Third Grade	____/____	____/____																

Check if applicable:

Gifted Education  
  Title I  
  Reading Recovery  
  Literacy Group  
  SOL Remediation  
  ESOL  
  Other  
  
 Retention: grade \_\_\_\_\_

AREAS OF WEAKNESS

Check if attendance is a problem

**WORK-STUDY SKILLS:**

	S	U
Ability to follow directions	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work independently	<input type="checkbox"/>	<input type="checkbox"/>
Ability to handle distractions and interruptions	<input type="checkbox"/>	<input type="checkbox"/>
Ability to complete learning tasks	<input type="checkbox"/>	<input type="checkbox"/>

**COMPONENTS OF MATH INSTRUCTION:**

\_\_\_\_\_ Number and Number Sense      \_\_\_\_\_ Measurement  
 \_\_\_\_\_ Computation and Estimation      \_\_\_\_\_ Geometry  
 \_\_\_\_\_ Probability and Statistics  
 \_\_\_\_\_ Patterns, Functions, and Algebra

**Description of Weakness:** \_\_\_\_\_

**SOCIAL-ADAPTIVE BEHAVIOR:**

	S	U
Relationships with teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to teacher/adult correction	<input type="checkbox"/>	<input type="checkbox"/>
Compliance with rules and regulations	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to failure experiences	<input type="checkbox"/>	<input type="checkbox"/>

Physically aggressive toward peers  
 Disrupts learning activities of peers  
 Withdraws from interaction with peers

**COMPONENTS OF READING INSTRUCTION:**

\_\_\_\_\_ Phonemic Awareness      \_\_\_\_\_ Phonics  
 \_\_\_\_\_ Fluency      \_\_\_\_\_ Vocabulary  
 \_\_\_\_\_ Comprehension

**Description of Weakness:** \_\_\_\_\_

**HEALTH:**

Date of last physical exam \_\_\_\_\_

Normal: Yes  No  If physical exam notes a disability, describe it below \_\_\_\_\_

Medication taken \_\_\_\_\_

Hearing: **Hearing aids worn**  **Not worn**

Vision: **Glasses worn**  **Not worn**

**COMPONENTS OF WRITING INSTRUCTION:**

\_\_\_\_\_ Composing      \_\_\_\_\_ Written Expression  
 \_\_\_\_\_ Usage/Mechanics

**Description of Weakness:** \_\_\_\_\_

**SPEECH/LANGUAGE SKILLS:** Is the child receiving speech services? Yes  No

	S	U
Speech is easily understood by peers and adults	<input type="checkbox"/>	<input type="checkbox"/>
Voice is clear; loudness appropriate to situation	<input type="checkbox"/>	<input type="checkbox"/>
Speech flow and rate are smooth and even	<input type="checkbox"/>	<input type="checkbox"/>
Uses language to ask questions, give information, or explain	<input type="checkbox"/>	<input type="checkbox"/>

Dates of parent conference (Attach parent contact log/conference forms) \_\_\_\_\_

Student Intervention Plan (C.S. #1) (Check that it is attached \_\_\_\_\_)

	S	U
Verbally interacts socially with peers and adults	<input type="checkbox"/>	<input type="checkbox"/>
Verbalizations remain on topic during conversation	<input type="checkbox"/>	<input type="checkbox"/>
Responds to oral requests without undue delay	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary is consistent with age and experiences	<input type="checkbox"/>	<input type="checkbox"/>

Dates: \_\_\_\_\_

Signature of Classroom Teacher/Referring Source

Date

Newport News Public Schools  
REFERRAL TO CHILD STUDY COMMITTEE – GRADES 6-12

To be completed by  
referring source

Student  
School  
Referred by

DOB

Student ID#  
Grade  
Relationship to student

Reason for referral (To be completed by referral source):

**GRADES:** circle: MP1 MP2 MP3 MP4 F

**SOL SCORES:** Most recent

Subject	Grade	Subject	Grade

Area Assessed	Score	Area Assessed	Score

Does the student have a 504 Plan?  Has the student ever received Special Ed Services?  If checked, enter date and disability:

**AREAS OF STRENGTH:** (Check all that apply)

- Academic performance: Reading
- Academic performance: Math
- Academic performance: Written Expression
- Academic performance: Other \_\_\_\_\_
- Social Skills
- Work/Study Skills
- Attention/Concentration
- Following Directions
- Other: (describe) \_\_\_\_\_
- Verbal Expression
- Positive Attitude
- Attendance
- Leadership Skills

**OTHER ASSESSMENT SCORES:** (Indicate date and scores)

- DORA Scores: \_\_\_\_\_
- IReady Scores: \_\_\_\_\_
- Voyager Scores: \_\_\_\_\_
- DOMA Scores: \_\_\_\_\_
- Other: \_\_\_\_\_

**AREAS OF CONCERN:** (Check areas of most concern)

**ACADEMIC PERFORMANCE**

- Reading
- Math
- Written Expression
- Other: \_\_\_\_\_

**Description of Weakness:**

**BEHAVIOR** (if checked, attach discipline record)

- Attention/Distractibility
- Activity Level
- Impulsivity
- Other: \_\_\_\_\_
- Work/Study skills
- Non-compliance
- Disruptive

**Description of Weakness:**

**EMOTIONAL/SOCIAL**

- Relationship with teachers
- Easily frustrated
- Atypicality
- Other: \_\_\_\_\_
- Relationship with peers
- Withdrawn
- Emotional self-control

**Description of Weakness:**

**OTHER**

- Attendance if checked: \_\_\_\_\_ (#Absences) as of \_\_\_\_\_ (date)
- Speech/Communication
- Health
- Other: \_\_\_\_\_
- Home/Family

**Description of Weakness:**

Dates of parent conference (Attach parent contact log/conference forms)

Dates: \_\_\_\_\_

Student Intervention Plan (CS-1) (Check that it is attached )

Discipline Record (must be attached if Behavior is an area of concern )

Signature of Referring Source

Date

**NOTICE OF CHILD STUDY MEETING**

Date: \_\_\_\_\_

Dear Parent/ Guardian of: \_\_\_\_\_ DOB: \_\_\_\_\_ ID#: \_\_\_\_\_

From: \_\_\_\_\_ School: \_\_\_\_\_

We are committed to meeting the needs of each child at our school in partnership with parents and families. Your child's teacher has identified some specific areas which may need additional attention in order for your child to be most successful in school.

Each school in the Newport News Public School Division has a Child Study Committee for the purpose of reviewing student achievement and work study progress to ensure a successful school experience for each child. A plan to address identified weaknesses will be developed by members of the Child Study Committee based on information shared at the meeting.

Child Study Committees may have various members, including you, the parent or guardian, your child's classroom teacher, reading specialists, school counselors, administrators, school social worker, school psychologist, and others who have the best interest of your child in mind. You may also invite others to attend with you such as your child's physician, social worker, or a member of your family.

Please plan on joining us at our school for a Child Study Meeting scheduled to review the school progress of your child. If you are unable to join us at this meeting, please call the school office at \_\_\_\_\_ so that an alternate date may be scheduled if necessary.

Date: \_\_\_\_\_ Time: \_\_\_\_\_

-----  
**Please detach and return to school within three days.**

\_\_\_\_\_ I will attend the Child Study Committee Meeting.

\_\_\_\_\_ I am not able to attend the Child Study Committee Meeting.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Date



Newport News Public Schools  
12465 Warwick Boulevard  
Newport News, VA 23606

**Prior Written Notice Of Intent To Initiate Deny or Change  
Identification Evaluation or Educational Placement**

Student Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_ Date: \_\_\_\_\_

To the Parents of: \_\_\_\_\_

DOB: \_\_\_\_\_

School: \_\_\_\_\_

A description of the action proposed or refused by the school division.

An explanation of why the action is proposed or refused.

A description of any options the school division considered and an explanation of the reasons why these options were rejected.

A description of each evaluation procedure, test, record or report used as a basis for the action.

A description of any other factors relevant to the school division's proposal or refusal.

As a parent or a child who has been identified as disabled you have certain rights as outlined in the booklet, Procedural Safeguards for Special Education Related to Free Appropriate Public Education.

A copy of the booklet can be obtained by contacting your child's school principal or by calling (757) 591-4592.

**Sources from which parents may obtain assistance in understanding these provisions.**

Supervisor, Referral/Assessments, Newport News Public Schools, 12465 Warwick Blvd., Newport News, Virginia, 23606, Phone (757) 283-7850.  
Director, Special Education, , Newport News Public Schools, 12465 Warwick Blvd., Newport News, Virginia, 23606, Phone (757) 283-7850.  
Department of Compliance and Due Process, Virginia Department of Ed, P.O. Box 2120, Richmond, VA 233218-2120, Phone (804)225-2771.

\_\_\_\_\_  
Parent/Guardian/Surrogate Acknowledges Receipt of this Notice

\_\_\_\_\_  
Signature of School Personnel Completing Form