Speech-Language
Referral Process and User Guide

TABLE OF CONTENTS:

I. SCOPE OF SERVICES AND SUPPORTS
   ➢ Services and Supports for Students with IEPs
   ➢ Supports for Students with 504s
   ➢ Location of Offices and Contacts

II. REFERRAL PROCESS
    ➢ Pre-referral Collaboration

III. IEP TEAM SCREENING MEETING
     ➢ Speech-Language Assessment

IV. DETERMINING INITIAL ELIGIBILITY

V. ANNUAL REVIEW MEETINGS
   ➢ IEPs
   ➢ 504s

VI. REEVALUATION PROCESS

VII. CHILD FIND
     ➢ Preschool Age
I. **SCOPE OF SERVICES AND SUPPORTS**

Speech-Language services are designed to meet the needs of students who have been identified as Speech-Language Impaired by the IEP Team. Services are provided by a Speech-Language Pathologist (SLP). Students may receive direct services which can be provided either inside the general education classroom or in a special education room. In addition, students may receive consultative services through supplemental aids and services on their IEP. SLPs provide professional learning opportunities to school staff regarding the role of the SLP and the needs of students with Speech-Language Impairments and serve as a resource for families.

**Services and Supports for Students with IEPs**

Based on the Individuals with Disabilities Education Act (IDEA 2004), students with IEPs coded (04) Speech-Language Impaired have an educational disability that requires specialized instruction. For students with IEPs, SLPs participate in IEP team meetings, develop and implement goals/objectives, provide supplementary aids/services and program modifications/supports, as determined by the IEP team.

**Supports for Students with 504s**

Based on the Section 504 Rehabilitation Act of 1973, students with a medical or physical impairment (including a Speech-Language Impairment) may require 504 plans to provide accommodations for instructional access. While SLPs are rarely involved with 504 plans, their expertise may occasionally be requested at a 504 meeting. Accommodations/supports may include training or collaborating with school-based staff.

**Location of Offices and Contacts**

A SLP is assigned to every school. All student concerns should be directed to the SLP who services that school. The Supervisor of Speech-Language Pathologists and Child Find oversees the Speech-Language department which is supported by Speech-Language Pathologist Teacher Specialists. Resource information may be found on the special education website and at [www.fcps.org](http://www.fcps.org).

II. **REFERRAL PROCESS**

**Pre-referral Collaboration**

- When a classroom teacher has concerns about a student’s speech-language skills, that student should be referred to the Student Services Team (SST). At the SST meeting, the team will discuss the referring teacher’s concerns and
document suggested interventions, strategies and resources to address the student’s needs. This process may include having the SLP informally assess the student’s speech-language skills in the school setting. The SLP will then report back to the SST and indicate if a formal referral to special education is indicated. The SLP may determine that a referral to special education is not warranted. Suggestions may be given to the classroom teacher and practice materials may be provided to parents.

III. IEP TEAM SCREENING MEETING

Speech-Language Assessment

- If a referral to special education for speech-language concerns is warranted, the classroom teacher should fill out the Screening Referral for Speech-Language Assessment form (SE1:C/D).
- An IEP Team Screening meeting is scheduled, and a SLP must be present at the meeting.
- During the IEP Team Screening Meeting, the need for a Speech-Language assessment will be discussed. This assessment is used to determine the educational impact the student’s speech-language impairment may have on his/her classroom performance.
- If an evaluation is to be administered, the “Parental Consent for Evaluation and State Reporting” (SE: 2) must be completed and signed.
- The special education case manager will indicate this assessment on the school’s Indicator 11 data and submit to the Supervisor of Compliance for monthly review.
- The Special Education Case Manager will also initiate the OIEP process by contacting the Data Manager at x66881 with student information.

IV. DETERMINING INITIAL ELIGIBILITY

- The IEP Team meeting to review the Speech-Language assessment and determine eligibility must be completed within 90 calendar days after the date on the Screening Referral or 60 calendar days after receiving signed parental consent, whichever comes first. The SLP must be invited to attend this meeting.
- In order to receive Speech-Language services through an IEP, the student must have a documented speech-language impairment that impacts the student’s educational performance. The IEP Team Eligibility Report for Speech/Language Impairments (SE: 3) must be completed.
  - A copy of the signed assessment and the Eligibility Report should be held within the student’s confidential folder.
  - If determined eligible and the student requires specialized instruction, the IEP team will develop and approve an IEP within 30 calendar days. The SLP is responsible for developing proposed goals and objectives focusing on the student’s speech-language needs. Classroom and testing accommodations and supplementary aids/services will be included, as determined necessary.
  - If a student is not found to be eligible for special education services,
eligibility and assessment information are entered into the draft IEP and the Data Manager is contacted to inactivate the draft IEP.

V. ANNUAL REVIEW MEETINGS

IEPs
- The SLP must be included in all annual IEP Team meetings when a student receives speech-language services.
- As a part of the annual review process, the SLP will update the present level of performance goals/objectives and supports which are included in the IEP.
- If a student only receives speech-language services, the SLP is typically responsible for coordinating the development of the IEP.

504s
- The SLP may be invited as the expert of the mental or physical disability to consult about possible accommodations for access for the student.

VI. RE-EVALUATION PROCESS

- The re-evaluation must take place within 3 years of the initial eligibility date.
- When a student receiving Speech-Language services is being considered for re-evaluation, a SLP must be included at the IEP meeting to discuss the need for an updated Speech-Language assessment.
- If assessments are recommended, the SLP will complete the assessments within the 90 day timeline and must be invited to the Re-Evaluation meeting.
- If the team determines that they have enough data and updated testing is not warranted, this information should be clearly documented in the Prior Written Notes.

VII. CHILD FIND

Preschool Age
- For preschool walk-in students and preschool students currently enrolled in a general education pre-k class who may appear to require additional services, school teams should follow the SST process, utilize all school resources, communicate with special education teacher specialists, and share information with parents. If significant concerns continue, a referral for additional testing and consideration for a change in placement may be appropriate.
- If it appears that a change in placement to a more restrictive environment (i.e. Special Education Pre-k) may be appropriate:
  - Hold an IEP meeting at the school to discuss student concerns and, if appropriate, recommend assessments in the areas of need. At a minimum, developmental and psychological assessments should be completed. Assessments should be completed by school staff.
Please document in the IEP meeting notes that a referral will be made to Child Find- where the assessments will be reviewed and the need for additional IEP goals will be considered.

Contact the Child Find Office at x45292 to Request a Child Find Referral form (SE: 19). Submit to the Child Find Office: (1) the completed SE: 19 form, (2) a copy of meeting notes and (3) a signed Permission to Test form (SE: 2).

Contact the Child Find office in a timely manner so that the meeting may be scheduled within the appropriate compliance time lines. When the meeting convenes, notes from the IEP meeting and contact information for the family will be required.

Important tasks to be completed by current school service provider prior to the Child Find meeting:
  - Send all updated assessments to the Child Find Teacher Specialist at the Child Find office immediately; and,
  - On the OIEP, open an amendment or Work on Next IEP and add current information.

Eligibility for Initial referrals will be determined at the Child Find meeting.