

Preschool Referral Procedures Home & Community Based Students

- 1- Contact Lori Griffis, Technology Dept., to enroll the child in IC, if needed.
- 2- All POI/RtI paperwork is under the PLP tab [just above SPED tab] in IC.
- 3- Complete POI-1 and the Gold Form.
- 4- If parent refuses services on the Gold Form, leave the POI-1 in IC to provide documentation of the referral. Document refusal in the Contact log.
- 5- Complete POI-2 (just developmental and speech sections).
- 6- Complete the POI-3. If some of the information is documented elsewhere, rather than re-writing everything, just indicate where to look for it (e.g., notes, student information form, etc.)
- 7- Complete the POI-40 for speech language concerns if SLP requests it; however, this form was developed for use among K-12 students, so results of the Fluharty-2 or some other screener may suffice.
- 8- Complete the POI-5 to document minutes, including the rationale for moving forward on Consent to Evaluate (Note: If consent is refused, document refusal in Contact Log.) Document parent involvement in the minutes (e.g., signature on gold form, contacts at Head Start, etc.).
- 9- If interventions will be done for the student and/or continued, document those on POI-5C. Even in cases of a direct referral to special education, it is probably best to document the interventions being done during due process on this form.
- 10- If you have a Tier 3/SST meeting, invite the parent using the form in IC.
- 11- Keep a school folder to document observations, progress monitoring, etc. Explain these results in the POI-5 minutes. On the minutes, list the names of those involved with the student and with whom the special education teacher has discussed the interventions and gotten feedback on results.
- 12- If the student makes acceptable progress, continue to monitor and transfer the file to the next school setting. If the student's progress doesn't meet expectations, discuss the results with the parent and move forward with a referral to special education testing. If the student improves significantly, move the student back to Tier 1 and exit RtI.

Notes: Obtain releases to request records from outside agencies serving the student. Some records may provide documentation for prior interventions (e.g., private speech services, medical interventions, etc.).