



**Evidence of Progress Monitoring**  
**School District of Indian River County**  
**#SDIRCStrongerTogether**

**Date:** 9/30/2020

**School/Department:** Strategic Planning & Support Services

**Action Step #**  
**and Description:** 3.6  
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

**Explanation of Evidence:** The Pre-referral checklist was revised to reflect that utilization of evidenced based culturally responsive strategies accurately linked to the identified problem and implemented with the needed level of intensity and fidelity (teams are to utilize the CR Strategy Crosswalk) before a student is considered for eligibility as a child with an SLD.

**Results of Action Taken:** The revision is complete and pending results will be likely be reflected at the end of the school year.

**Reflection:** It is hypothesized that with the revision of the pre-referral checklist and increased assurance that culturally responsive strategies accurately linked to the identified problem are considered prior to SLD consideration, teams will be more efficient in considering each rule out factor prior to making an eligibility determination.



### 3.6 Re-Establish accountability for the use of Tier 2 and 3 Interventions Before a student is tested (reviewed) for a learning disability

Evidence below:

Revised Checklist of pre-referral documentation and accompanying  
procedure

# Pre-Referral Documentation Checklist

## Required for All Staffings K-12

(Except Gifted, HHB + SIP [IF INTERVENTIONS NOT NECESSARY])

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

ID# \_\_\_\_\_

### REQUIREMENTS

- \_\_\_\_\_ Parent Conference Notes and Dates
- \_\_\_\_\_ Parent Notification of Screening
- \_\_\_\_\_ Vision and Hearing Results
- \_\_\_\_\_ Guided Observation Summary Forms
  - \_\_\_\_\_ (1) Teacher RFA
  - \_\_\_\_\_ (1) Staff MTSS Observation as related to the area of concern
- \_\_\_\_\_ Progress Monitoring Data
- \_\_\_\_\_ Attendance for the year; attendance in intervention
- \_\_\_\_\_ Documentation of parent opportunity to participate in problem solving
- \_\_\_\_\_ Problem solving pages including meeting notes completed by MTSS team
- \_\_\_\_\_ Report Card
- \_\_\_\_\_ Evaluation reports, team summary reports, screening results
- \_\_\_\_\_ Release of Information form completed, if applicable

### SLD Consideration:

A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.

- \_\_\_\_\_ Parent Permission to Evaluate (obtained prior or at meeting)
- \_\_\_\_\_ SLD Eligibility Summary Draft
- \_\_\_\_\_ Graphic documentation of repeated measures of achievement provided to parents
- \_\_\_\_\_ Utilization of evidenced based culturally responsive strategies accurately linked to the identified problem and implemented with the needed level of intensity and fidelity (teams are to utilize the CR Strategy Crosswalk)

Parent Permission Signed \_\_\_\_\_ 45 days \_\_\_\_\_ 60 days \_\_\_\_\_

Signed by Principal or Designee \_\_\_\_\_ Date \_\_\_\_\_

## **Pre-Referral Documentation Procedure**

1. Present all documentation to be reviewed at a scheduled problem-solving team meeting.
2. LEA must be present at the meeting
3. Upon review of documentation form must be signed by Principal or Designee
4. Form must be placed in the students file