DIRECTIONS FOR COMPLETING WAIVER OF PREREFERRAL INTERVENTION FORM

STUDENT'S NAME: Enter the full name of the student.
GRADE: Enter current grade level.
PARENT’S NAME: Enter parent(s)/guardian(s) name.
DATE CONTACTED: Enter the date the parent(s) was contacted regarding the concern.
PHONE: Enter the phone number of the parent(s).
PARENT’S ADDRESS: Enter the address of the parent(s).
CLASSROOM ....: Name of the student’s regular education teacher.
DESCRIBE CONCERN: Briefly describe the specific concern that you have. Be as objective as possible.
INFORMATION FROM...: Document information provided by the student’s parent(s) relating to the concern. Include their observations in the home, attempts at addressing the concern, etc.

RATIONALE FOR WAIVER

DOCUMENT ...: Write the rationale for waiving the prereferral interventions. These interventions are waived for early childhood students suspected of having a handicapping condition(s) unless the referral is initiated by a regular education early childhood program. If the student transfers into a new district and if the student will continue services and continue with an IEP plan already in place, new interventions are not required. Although each concern must be considered separately, prereferral interventions may be waived for the following reasons: possible physical and/or sensory handicapping conditions; possible speech impairments (not language); or the student has demonstrated behavior which is a danger to self or others. In addition, a written request for an assessment from a parent must be handled as a "referral" and, as such, any classroom interventions which are attempted would have to occur simultaneously to the assessment.

INDIVIDUAL(S)...: Indicate the person(s) involved in the intervention plan/review.

TEACHER’S...: The regular education teacher completing the form must sign and date it. The form is then given to the building principal.

PRINCIPAL’S...: The building principal must sign and date the form when s/he reviews the waiver form. The first box under the signature would be checked if the principal determines that interventions may be appropriate. The second box would be marked if the form is to be routed to the building Special Education Child Study Team.

It is recommended that each building establish a multi-disciplinary Child Study Team to review all referrals so the performance of the whole child is considered as part of the assessment determination process.