

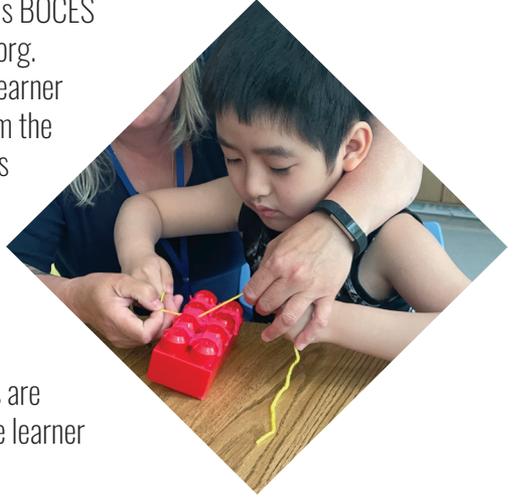
Special Education Intake Guide



District Referrals

Districts can access St. Lawrence-Lewis BOCES program descriptions at www.sllboces.org. Included with each description are the learner characteristics of the students for whom the program was designed and the supports these students will receive in the program. The purpose of designing programs based on students' learner characteristics rather than a ratio or disability is to ensure that the most appropriate supports and services are incorporated for specific and observable learner characteristics.

When making referrals, school districts are asked to submit sufficient information for BOCES to determine if the student meets the learner characteristics of a specific program. This will ensure the student is matched with the appropriate program and supports.



Parental Communication

An assurance from the school district that the parents/guardians are in support of the referral to SLL BOCES programs is needed.

We will contact parents/guardians, if appropriate to share confidential information when this assurance has been communicated.



Timelines for Referrals and Placement Decisions

We recognize that districts and families are eager to find an appropriate placement for students who are referred to us. Therefore, we commit to completing our intake process as quickly and thoroughly as possible and communicating our decision as soon as possible to the parents/guardians and to the school district.

To ensure timeliness, it is critical that school districts provide the required information initially to avoid requests for further documentation. The chart on Page 5 lists the information required at the time of referral, which must be provided before a student begins.



THE ANTICIPATED TIMELINE FOR THE REFERRAL PROCESS

Initial referral (complete when all required information is received by St. Lawrence-Lewis BOCES.)

The BOCES principal reviews the file with staff and, if the student's learner characteristics match the program, an intake is scheduled. The initial intake meeting is scheduled within 10 days.

If the student is eligible for placement, the BOCES principal informs the BOCES Special Education Director, and a start date is determined based upon the CSE meeting date. All information required prior to the start date is requested from the school district.

The CSE meeting to review and revise the Individualized Education Program (IEP) is scheduled for 30 days after the start date.

The student begins in the program and staff review and revise the IEP.

The IEP is reviewed and, if necessary, revised at the CSE meeting held within 30 days of the student's start in the BOCES program.

Information for Referrals

The following chart identifies the information needed for the initial referral and the information required prior to the student's start in a BOCES program. Please note that not all data is required for every student.

Please contact the BOCES Special Education Division at 315-386-4504, ext. 10132, with any questions. We will provide assistance in helping to make sure that referrals are complete and the process is timely.

INFORMATION OR DATA	INITIAL DOCUMENTATION UPON REFERRAL	SUBSEQUENT DOCUMENTATION REQUIRED PRIOR TO THE START DATE FOR THE STUDENT
MEDICAL	<ul style="list-style-type: none"> ➤ Individual health plan (if appropriate) ➤ Emergency contact information ➤ Medication list 	<ul style="list-style-type: none"> ➤ Immunization records ➤ Most current physical ➤ Medical history ➤ Physician contact information ➤ Scripts for related services
BEHAVIORAL	<ul style="list-style-type: none"> ➤ Description of current behavioral needs <ul style="list-style-type: none"> ➤ Significant behaviors ➤ Triggers ➤ Safety concerns ➤ History of physical intervention ➤ Use of time-out ➤ Peer relationships ➤ Response to authority ➤ Positive behavioral reinforcement ➤ FBA and BIP (if appropriate) <ul style="list-style-type: none"> ➤ Data on specific behavioral interventions ➤ Behavior plan (if appropriate) <ul style="list-style-type: none"> ➤ Data on specific behavioral interventions ➤ Crisis (ICMP) and/or Safety Plan (if appropriate) 	<ul style="list-style-type: none"> ➤ Updated FBA/BIP progress monitoring data ➤ Family Court, PINS or SPOA application (if appropriate)
SOCIAL-EMOTIONAL WELL-BEING	<ul style="list-style-type: none"> ➤ Most recent psycho-educational evaluation ➤ Social history ➤ Mental health checklist (if appropriate) ➤ Mental health assessment (if appropriate) ➤ Trauma screening (if appropriate) ➤ History of hospitalization (if appropriate) ➤ Diagnosis (if appropriate) 	<ul style="list-style-type: none"> ➤ Medication list ➤ Contact names of psychiatrist, mental health counselor (if appropriate) ➤ Family therapist (if appropriate)

INFORMATION OR DATA	INITIAL DOCUMENTATION UPON REFERRAL	SUBSEQUENT DOCUMENTATION REQUIRED PRIOR TO THE START DATE FOR THE STUDENT
INSTRUCTION	<ul style="list-style-type: none"> ➢ Current (dated) academic assessments for reading and math ➢ Additional assessments (i.e. Fountas and Pinnell, etc.) if available ➢ Description of student's learning style (i.e. appropriate group size, level of independence, etc.) 	<ul style="list-style-type: none"> ➢ Transcript (including grades, credits, and CDOS hours) ➢ NYSAA results (if appropriate)
ATTENDANCE	<ul style="list-style-type: none"> ➢ District attendance report (including reasons) 	<ul style="list-style-type: none"> ➢ Special arrangements regarding attendance (i.e. early/late arrival, partial day, etc.)
DISCIPLINE	<ul style="list-style-type: none"> ➢ District suspension information (including reasons for suspension, type of suspension) ➢ Disciplinary referrals (number of referrals, type of referrals) 	<ul style="list-style-type: none"> ➢ Discipline concerns with transportation
IEP	<ul style="list-style-type: none"> ➢ Current finalized IEP ➢ Current related service evaluations ➢ Transition information (for students age 14 and older) <ul style="list-style-type: none"> ➢ Employability profile ➢ If a student is on home instruction, what related services were provided prior to home instruction 	<ul style="list-style-type: none"> ➢ Finalized IEP for placement in the BOCES program
FAMILY CONTACT INFORMATION	<ul style="list-style-type: none"> ➢ BOCES student referral form ➢ Legal guardian(s) ➢ Primary language ➢ Working phone numbers ➢ Mailing address ➢ E-mail address ➢ Name and contact information for students in foster care ➢ Parental consent for the referral to BOCES 	<ul style="list-style-type: none"> ➢ Legal orders that pertain to student (e.g. custody, orders of protection)



BOARD OF COOPERATIVE EDUCATIONAL SERVICES
40 W. Main Street, Canton, NY 13617
(315) 386-4504

SPECIAL EDUCATION DIRECTOR

40 W. Main Street, Canton, NY 13617
(315) 386-4504, ext. 10132

Our Mission and Vision

The **MISSION** of the St. Lawrence-Lewis BOCES Special Education Division states all persons involved with our students will create quality educational experiences within a positive learning environment in which individuals achieve their fullest potential and contribute as members of their community.

Within the Special Education Division, our **VISION** is to foster and maintain a culture of inclusiveness and positive relationships to build the foundation for all students to become engaged and active members of their community.

The St. Lawrence-Lewis Board of Cooperative Educational Services (BOCES) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its' programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The BOCES is an equal opportunity employer.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Andrew Silver, Esq., St. Lawrence-Lewis BOCES, 40 West Main Street, Canton, NY, 13617, 315-386-4504.

Inquiries concerning the application of the St. Lawrence-Lewis BOCES non-discrimination policies may also be referred to the US Department of Education, Office of Civil Rights (OCR), 32 Old Slip, 26th Floor, New York, NY 10005, telephone (646) 428-3800 (voice) or (800) 877-8339 (TTY).