

Manistique Area Schools Student Referral Process

Prior to referral, students experiencing difficulty in the general education classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory, response to scientific research-based intervention, and other academic or behavior support services. If the student continues to experience difficulty in the general education classroom after the provision of interventions, district personnel must refer the student for a full and individual initial evaluation.

This child find responsibility shall be accomplished through a District-wide process by using a Multi Tier System of Support, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs.

The child find process shall, at a minimum include obtaining and reviewing data on each student suspected of having a disability (through direct or indirect means) of the student's: academic performance, cognitive skills, gross and fine motor skills, receptive and expressive language skills, vision, hearing and social and behavioral skills. If the child finds process indicates that a student may require special education and supportive services in order to benefit from regular education, a representative of MAS shall contact the student's parent and seek consent to conduct evaluations to determine the student's eligibility for special education services and, if eligible, identify needed special education services and supports.

School staff, parents (including individuals who are serving in the role of parents) or agency representatives may request a special education evaluation. Factors to be considered when seeking consent to evaluate for special education included whether the student has been recommended for grade retentions, has accumulated 30 or more absences during a school year, has been suspended or removed for disciplinary reasons in excess of 10 cumulative school days in the school year, takes medication for a chronic condition, receives mental health services, or has experienced an illness, hospitalization or accident that may indicate a need for special education and supportive services. These considerations are intended to serve as a guideline and do not mandate or preclude referral for eligibility.

Parents (including individuals who are serving in the role of parents) may request an evaluation at any time, regardless of whether the referral factors are present. The district must honor the request either by:

- 1) Seeking consent to evaluate the child
- 2) Issue prior written notice that complies with 34 CFR 300.503 explaining why the district does not believe the child has a suspected disability.
- 3) It would be inconsistent with the IDEA's child find/evaluation procedures for a school to reject a referral for a special education evaluation from a parent and delay the provision of an initial evaluation on the basis that the student has not participated in an RTI strategy or framework.