

OPERATING PROCEDURES

REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES

GREGORY-PORTLAND ISD

205902

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Legal Framework: REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES

[Related Resources](#)

Broad Category: CHILD FIND

PROCEDURES:

- Prior to a referral to special education, students who are having difficulties progressing within the general education curriculum in the regular classroom instructional setting, must be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on a Multi-Tiered System of Supports (MTSS) with high quality instruction. Collaborative, interdisciplinary teams made up of administrators, instructional coaches, instructional interventionists, and teachers work together to problem solve and match students to the appropriate instructional and/or behavioral interventions. These teams monitor student progress and frequently review student data to evaluate each student's response to the interventions provided by following the G-PISD MTSS Manual.
- A parent, teacher, doctor, childcare provider, relative, staff member, community member or other may contact their child's respective teacher(s), campus counselor, or campus principal/assistant principal to learn about the school's overall general education referral or screening system for support services. A parent may request an evaluation for special education services at any time.
- Implementation of any intervention program cannot serve to delay or deny referral, evaluation, and eligibility determinations under the IDEA when students are suspected of having a disability and a need for special education services.
- When the appropriate committee, SST, MTSS/RtI or 504, or individuals (with input from the evaluation staff, if needed) have reviewed the data, including outside evaluations, and determined that a referral for special education is warranted:
 - The campus counselor, or designee, will compile and complete the special education referral documents and email the completed referral packet to the Director of Special Education.
 - The Director of Special Education will assign the referral packet to the appropriate campus evaluation staff member(s) for completion of the FIIIE.
- If the appropriate committee, SST, MTSS/RtI or 504, or individuals (with input from the evaluation staff, if needed) have reviewed the data, including outside evaluations, and determined that a referral for special education is not warranted:
 - The campus counselor, or designee, will contact the Director of Special Education who will provide prior written notice and a copy of the procedural safeguards to the parent.

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- Campus staff are trained annually regarding the special education referral process at campus faculty meetings.
- Parents may locate the process for initiating a special education referral in the student handbook, the district website or contacting a district staff member.
- The Educational Diagnostician and/or SLP contacts parents or private schools/daycares to schedule an appointment(s) to complete the evaluation.

STAFF RESPONSIBLE:

District Level: Director of Special Education

Campus Level: Counselor, Evaluation Staff

TIMELINES FOR REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES:

- Training for general education and special education staff
- Informational programs for families
- Parent's written request for an initial evaluation
- Parent's verbal request for an initial evaluation

EVIDENCE OF PRACTICE:

- Forms or checklists
- Prior Written Notice of Proposal or Refusal to Evaluate
- Written consent for evaluation
- Staff training artifacts (presentation handouts, sign-in sheets, etc.)
- Agendas from informational programs for parents
- Annual LEA statement regarding IDEA's Child Find and FAPE requirements in your LEA's student handbook or by other means