

EUT POLICY ON REFERRAL/PRE-REFERRAL

Pre-Referral

Professional school staff members who observe that a student is encountering academic, social, or emotional difficulties in school that interfere with the student's education shall document those specific difficulties and document interventions. The classroom teacher may consult with other school employees and/or the student's parents in developing intervention strategies. The intervention strategy shall have an established time period for implementation, and at the end of that time its success shall be assessed and documented. If the intervention fails to satisfactorily resolve the difficulties that were interfering with the student's education and the staff member suspects that the student may be in need of special education, the staff member shall make a referral to special education in accordance with the special education referral process. The pre-referral process is in place to provide additional options and strategies for the student to succeed, prior to a referral to the IEP TEAM. Parents are not required to use the pre-referral process prior to making a referral to special education.

Referral

School staff making a referral should do so by contacting the Building Principal and only after referring the student to the RTI Team. If the RTI interventions fail to meet the student's needs the appropriate referral forms will be used. Parents may at any time refer their child to the Individual Educational Program (IEP), if they believe the child may be in need of special education services. Parents should contact the Director of Special Education or the classroom teacher to make a referral. School professionals who are informed by parents or others of a desire to refer a student should immediately direct that person to a special educator for initial discussion of the referral process. The school professional should also document in writing the contact with the parent or other person and should immediately forward that documentation to the Director of Special Education.

Data should clearly define the reason for the referral; specify the educationally relevant problem; define the cognitive weaknesses presented in the classroom and how these weaknesses adversely affect the student's education performance. The referral is considered received once it is signed and dated by the Special Education Director or their designee.

Within 15 school days of receiving the referral, the Division of State Schools—EUT should provide the parents with Written Notice of the referral and a form seeking parental consent to evaluate or Advanced Notice to convene an IEP Team meeting. The school has 45 SCHOOL DAYS to complete the evaluation once consent is obtained and to hold an IEP Team meeting to review the evaluation and determine eligibility. If the student is eligible for special education, the IEPT Team will develop an Individualized Education Plan (IEP) for the student within 30 days of the eligibility determination.

Transfer students who have already been identified as in need of special services shall, upon transfer, be provided with special education consistent with the IEP developed at the prior school, until such a time as the IEP team can meet and accept the IEP or develop an appropriate one.

Upon enrollment in a public school, the local unit shall treat a student who was being served by Child Development Services (CDS) system in the same manner, as are transfer students under the state special education regulations.

Parental Notice

In addition to other requirements for parental notification the local school unit shall notify parents in writing consistent with state special education regulations whenever their child has been referred to the IEP

TEAM and shall notify parents whenever their child has demonstrated educational difficulties that have led to completion by a staff member of an intervention strategy checklist.

Legal Reference:

34 CFR §300.126 (Mar. 1999)
20 USC §1400 c(5)(F)
Ch 101 §7.7, 9.2, 9.17 (Nov. 1999)
Policy Adopted: May 2022