

Policy IHBAAR - Referral Policy - Procedures

The West Bath Administrative Unit (WBSAU) shall refer to the Individual Education Plan (IEP) Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

Referrals by parents: A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing to the building principal who will send it directly to the office of the Director of Special Education. Should the parent seek to make a referral through other professional staff (such as teachers or guidance counselors), that professional staff member shall directly assist the parent in making the referral in writing and provide it to the building principal to be forwarded to the office of the Director of Special Education. Should a parent attempt to make a referral orally, professional staff shall assist that person in transcribing that referral to a written referral and submitting it to the building principal for delivery to office of the Director of Special Education. A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the school unit's general education interventions. Those general education interventions shall continue during the referral process.

Referrals by staff: Regardless of the results of the initial child find activities, any professional employee of the school unit may refer a child to the IEP Team, but only after completion of any general education intervention process used by the school unit. The school unit may move forward with the referral process in those circumstances where the school unit and parent give consent. Even in that situation, however, general education interventions will continue during the referral process. Professional school staff shall prepare a written referral and submit that referral directly to the building principal to be forwarded to the office of the Director of Special Education.

Referrals by others: Regardless of the results of the initial child find activities, individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team, but only after completion of any general education intervention process used by the school unit. The school unit may move forward with the referral process in those circumstances when the school unit and parent give consent. Even in that situation, however, general education interventions will continue during the referral process. Should such a person attempt to make a referral orally, professional staff shall assist that person in transcribing that referral to a written referral and submitting it to the building principal to be forwarded to the office of the Director of Special Education.

Receipt of Referral: Regardless of the source of the referral, a referral is received by the school unit on the date that the written referral is received by the office of the Director of Special Education. It shall be signed and dated by Special Education Director or his/her designee, thereby indicating the date of the receipt of that referral.

Timeline for Processing Referral: Once the referral has been received in the office of the Director of Special Education, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the local unit must send a consent to evaluate form to the parent within 15 school days of

receipt of the referral. Also upon receipt of the referral (from any source), the local unit shall send the parent its Written Notice form documenting that referral.

Upon receipt of the signed consent for evaluation from the parent to the school's office, the local unit shall have 45 school days to complete the evaluation and hold an IEP Team meeting to determine whether the student qualifies for special education services. If a disability is identified and the child qualifies as needing special education services, the IEP Team should develop an IEP for that child either at the same meeting or within 30 calendar days of the determination that the student is eligible.

Transfer Students: Students who have already been identified as in need of special education services and who transfer into the school unit from another school unit within Maine (and who had an IEP that was in effect in a previous school unit in Maine) shall upon enrollment and in consultation with the parent be provided with Free Appropriate Public Education (FAPE) (including services comparable to those described in the child's IEP from the previous school unit) until the local unit either adopts the child's IEP from the previous unit or develops, adopts and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into the school unit from another school unit from outside of Maine (and who had an IEP that was in effect in a previous school unit in another state) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit conducts an evaluation (if determined to be necessary by this school unit) to determine whether the student is eligible for special education, and if so, develops, adopts and implements a new IEP.

If the transfer student's current IEP from his or her prior school unit is not available, or is believed to be inappropriate by either the parent or the school, the local unit should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into the school unit after the referral time line has begun in the previous school unit but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if the local unit is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and school unit agree to a specific time when the evaluation will be completed and the eligibility decision made.

General Education Interventions

General education interventions are general education procedures involving regular benchmark assessment of all children, using curriculum based measurements, to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

The WBSAU shall implement general education interventions. These interventions shall include:

1. Documentation that every child, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965

