

Section 2

CHILD FIND PRE-REFERRAL / REFERRAL REGISTRATION / ENROLLMENT PROCESS



Area: Child Find Process

Introduction: Child Find is a process designed to locate children, birth through age 21, with a suspected disability to evaluate and identify a need for special education and related services. These children include highly mobile students, homeless, and migrant students. A variety of methods are used to find these children.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
<p>Conduct public notification of child find activities to locate children, birth to 21 years of age, with suspected disabilities who are residing within the boundaries of the school district. Methods of finding these children may include:</p> <ul style="list-style-type: none"> • Written notification to all parents in the school district • Notices posted in school buildings and other public areas describing availability of special education programs • Developmental screening for ages 3-5 • Local media informational campaigns • Coordinating the distribution of information with other child find programs within public and nonpublic agencies • Screening of district wide test results • Staff inservice education • Systematic intervention-based process within general education 	N/A	District Special Education Staff	Ongoing	WAC 392-172A-02040

For information regarding Developmental screenings for children ages birth to 2 years old: 1-800-756-5437

Developmental screenings for children ages 3 to 5 years old: 206-631-3009

Developmental screenings are conducted September through May for children ages 3 to 5 years old. Call **206-631-3009** for more information.

See section 10 for Early Childhood Child Find and Birth to Three information

Area: PRE-REFERRAL (MTSS- Multi-Tiered Systems of Support)

Introduction: During the pre-referral process, strategies are discussed, interventions are implemented, and data is collected to assist students in being successful with the educational process. Screening by a specialist or teacher to determine appropriate instructional strategies for curriculum implementation may be performed without consent. **This screening is not considered an evaluation** according to [WAC 392-172A-03010](#).

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<ol style="list-style-type: none"> 1. The teacher notifies parents of significant concerns of any area of student learning and function (academic, social-behavioral, communication, adaptive, motor, health). 2. The teacher collects data regarding student concern(s) and may informally consult with special education teachers and/or related service providers as needed. 3. The teacher refers the student to the building support team and completes any school based forms—documents of interventions and actions taken to address specific concerns. 4. The building support team meets to understand and identify the student’s performance and specific areas of need. The building support team may consider including related service providers depending on the concerns for the specific student. 5. The building support team discusses previous classroom strategies and their effectiveness. 6. Scientifically based research intervention strategies are implemented by the building support team. Some students may warrant an immediate referral for evaluation based on prior knowledge and evidence of a suspected disability. 7. The classroom teacher implements identified intervention strategies, for 6 to 12 weeks. 8. Student progress is monitored and data collected. 9. The building support team, general education teacher, and parent(s) meet periodically to discuss student progress. 	<p>School-based Form</p>	<p>General Education Teacher</p> <p>General Education Teacher</p> <p>General Education Teacher</p> <p>Parent General Education Teacher Building Support Team</p> <p>Parent General Education Teacher Building Support Team</p> <p>General Education Teacher</p> <p>General Education Teacher</p> <p>Parent General Education Teacher Building Support Team</p>		<p>WAC 392-172A-01165</p>

<p>10. If a student is successful, he or she remains in the general education classroom with consultation from the building support team, as needed.</p>		<p>General Education Teacher</p>		
<p>11. If the student is unsuccessful, the documentation gained during the pre-referral intervention is used to make a formal referral for evaluation and consideration for other support services.</p>		<p>Parent General Education Teacher Building Support Team</p>		

Area: REFERRAL

Introduction: A student who is suspected of having a disability which significantly impacts his or her progress academically or behaviorally may be referred to the building evaluation team. Related Services staff will be notified as appropriate. The supporting data gathered during the pre-referral process is reviewed to determine the need for further evaluation. This process should be applied for all students, including private and home schooled students.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
1. Referral of a student suspected of having a disability may be initiated by any source in writing (or verbally if the individual is unable to write).		Any Source	25 school day timeline begins	WAC 392-172A-03005
2. A Goalview referral form is completed identifying the referral source, areas of concern, relevant information, and previous educational interventions.	Goalview Referral Form	School Psychologist or related service provider		
3. The parent is sent the Goalview Notice of Referral and Procedural Safeguards.	Goalview Notice of Referral	School Psychologist or related service provider	Immediately, but no later than 10 days of referral date	
4. The multidisciplinary team reviews the MTSS and other data supporting the request for further evaluation. Expansion of the multidisciplinary team beyond the core members, to include related service providers, is needed when meeting to make decisions regarding an evaluation in the area of the related service provider's expertise.		Parent(s) Evaluation Team General Education Teacher		
5. If needed, additional data is gathered to decide whether to evaluate.		Parent(s) Evaluation Team General Education Teacher School Nurse School Psychologist		
6. A team decision is made whether or not to evaluate.		Parent(s) Evaluation Team General Education Teacher	By 25 th school day	

7. Written notice is given to parent(s) whether or not their student is a candidate for evaluation.	Prior Written Notice	School Psychologist or related service provider	Parents must be informed within 25 school days, followed by a Prior Written Notice	WAC 392-172A-03005 WAC 392-172A-03015
8. If the student is to be evaluated, written parent permission must be obtained and parents are given the procedural safeguards.	Consent for Evaluation	Special Education Staff Designated by the School	As soon as possible	

Area: REFERRAL OF PRIVATE SCHOOL STUDENTS

Introduction: If a child attends a **private school located in the Highline Public Schools**, the same procedures are followed as with any referral. This includes file review, school observation, consultation with the private school, consultation with the parent, decision to evaluate, decision as to what areas to assess, and how that will be done. If the decision is made to evaluate, HPS will do the evaluation; but the student will be served in their resident district. Evaluation may occur at the private school’s HPS neighborhood school or at the school the child is attending.

If the student is a resident in the HPS, the law requires that we offer services if the family is requesting services and the student qualifies. The services are provided at the neighborhood school during the instructional day. The WAC indicates that the services may be provided on site. Highline Public Schools provides services at the child’s public home school or a public school determined by the team. The student is registered at the public school as a part-time student.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
1. Referral of a student suspected of having a disability may be initiated by any source in writing (or verbally if the individual is unable to write).		Any Source	25 school day timeline begins	WAC 392-172A-03005
2. A Goalview referral form is sent to and completed by the referral source, identifying areas of concern, relevant information, and previous educational interventions.	Goalview Referral Form	School Psychologist or related service provider		
3. The parent is sent notification of the referral using the Goalview Notice of Referral form and Procedural Safeguards.	Goalview Notice of Referral	School Psychologist or related service provider		
4. The special education team reviews the data supporting the request for evaluation.		Parent(s) Evaluation Team General Education Teacher		
5. If needed, additional data is gathered to decide whether to evaluate.		Parent(s) Evaluation team General Education Teacher School Nurse School Psychologist		
6. A team decision is made whether or not to evaluate and if so, in what areas.		Parent(s) Evaluation Team General Education Teacher		

7. Written notice is given to parent(s) stating whether or not their student is a candidate for evaluation.	Prior Written Notice	School Psychologist or related service provider	By 25 th school day	
8. If the student is to be evaluated, written parent permission must be obtained and parents are given the procedural safeguards.	Consent for Evaluation	Special Education Staff Designated by the School	As soon as possible	

Area: REGISTRATION PROCESS FOR TRANSFER STUDENTS

Introduction: All students moving into the HSD enroll at their neighborhood school. Parents or guardians complete a district enrollment form that includes identifying if the student/students received special education services in their previous district/districts. If the student/students did receive special education services, the enrollment form is faxed to the Records Secretary in the Special Services Department. Special education records are requested from the previous district/districts.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
The parent/guardian completes registration paperwork at the neighborhood school, noting if their student/students received special education services in their previous district/districts.	District registration form	Parent / Guardian		
The school registrar faxes the enrollment form, noting special education services, to the Records Secretary in the Special Services Department. The school registrar will also alert the school psychologist.	District Registration form	School Registrar	Immediately	WAC 392-172A-03105(5)
The Records Secretary requests special education records from the previous district/districts.		Records Secretary	Immediately	
When received, the records are reviewed by the psychologist from the neighborhood school using the Transfer Validation form. If a related service is the only area of qualification, the psychologist will give the validation to a related service provider.	Transfer Validation form	School Psychologist or related service provider		
If placement is anything other than a Learning Resource Center, the psychologist will contact the appropriate Special Services Assistant Director for placement location. The Assistant Director will notify the placement school staff of the placement. See Section 5-3 for details.	Prior Written Notice	School Psychologist/Special Services Assistant Director	Immediately	