



Initial Referrals

IDEA requires that every school district engage in various "child find" activities to alert parents and others to the right to have children evaluated if they suspect a handicapping condition and, if eligible, be provided special education programs and services. Our district meets this obligation through numerous Public Service Announcements; information sent to hospitals, pediatricians, other health care providers and clinics.

Child/Student Study Teams is another way our district meets this obligation. Please refer to Child Study Teams for information on how the Child/Student Study Team functions. The Team must rule out economic, cultural and environmental disadvantage, and show that the lack of progress in school is not due to lack of instruction in reading, math or limited English proficiency. If they have tried numerous interventions and there are no improvements in the student's learning and/or behavior, the team should consider a referral to special education. The special education referral should not be used as a "fishing expedition" to gather more information. That is the role of the Child/Student Study Team.

The building administrator in consultation with the building special education coordinator shall obtain the parent written consent for a special education evaluation. The signed consent along with all Child/Student Study Team documentation, including the principal's signature on the Administrator Endorsement for a Special Education Referral form should be given to the building coordinator for processing. Referral Process

Child Study

Each building at Mattawan Consolidated School has a Child/Student Study team to assist staff and parents in meeting the academic, behavior, and emotional needs that our students may present. The team is comprised of general and special education staff who confer to develop strategies to assist students in improving their achievement. The result of the intervention may be improved school performance or a referral for a special education evaluation. Parents who have a concern about their child's progress in school, suspect that their child might have a disability, or needs special education or related services, should contact their building principal in writing to express their concerns. After reviewing the information and/or interventions designed by the Child/Student Study team that have been tried, the principal may ask the parent to sign a consent for the special education evaluation, or the parent may request the special education referral in writing.

When the evaluation is complete, the IEP team meets to:

1. Review existing evaluation data on the child including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and observations by teachers and related services providers and determine:
2. Whether the child has a particular category of disability, the present levels of performance and education needs of the child, and whether the child needs special education and related services.
3. A copy of all evaluation reports must be provided to the parent prior to the IEPT meeting.