

**REGIONAL SCHOOL UNIT No. 67**

**SCREENING, REFERRAL AND CHILDFIND PROCEDURE**

Screening Procedures

A. Kindergarten Screening

Kindergarten screenings will be conducted by a screening team comprised of personnel such as teachers, speech-language therapists, special education teachers and school nurses.

The screening tests will include instruments and procedures covering the following areas of development: gross and fine motor, receptive and expressive language, vision, hearing and cognition. When appropriate, areas covered may include self-help, self-concept, social-emotional development and personal history.

Following the screenings, team members will review each child's test results. A decision will be made whether to refer a child to the Individualized Education Program (IEP) process. A screening documentation form, which will include the date the school conducted the screening, will be completed for all children screened and will be placed in the cumulative file. If the team feels there is a moderate to severe deficit in development following initial screening, an appropriate special education referral form will also be completed and forwarded to the director of special education.

However, if a child's failure on the screening instrument appears to be caused by mild deficits in development (i.e., environmental in nature), the enrichment at school (i.e., 6-8 weeks attendance in school in the fall) followed by re-screening should be provided prior to a referral to the Individualized Education Program (IEP) process. If a child fails a screening a second time, a referral will be made.

B. Transfer Students Screening

The school screening team, comprised of, but not limited to, special education teachers, guidance personnel, nurse, speech-language, therapist, and classroom teachers, shall screen all transfer students of all ages and grade levels unless evidence is indicated or R.S.U. No. 67 has reason to believe that the student has previously been identified as an exceptional student. If needed, a referral form will be completed based on results of this screening.

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Referral Procedures

A. Referrals from School Staff

When a member of the school staff feels a student should be referred for special services, Pre-Referral Activities will be completed. This requires the referring staff personnel to perform at least the following steps: check permanent records; check with previous teachers; check with school nurse; contact parents; provide additional or alternative instruction; interview student, guidance counselor or principal; and check with special education staff.

Following completion of Pre-Referral Checklist, the Referral Form will be completed. This form includes the following: personally identifiable student information; source of referral; date; reason(s) for referral; specific alternative actions that were considered and reasons why they were rejected; procedures, tests, records, or reports used as a basis for the referral; and any other relevant factors involving the referral. The Referral Form will be given to the Director of Special Services, which indicates the referral to special services.

If a two-step Individualized Education Program (IEP) process is used and evaluation are recommended by the Individualized Education Program (IEP) process, the "Evaluation Consent" form will be explained to the parents and then signed by them at the meeting. If the parents are not present, a follow-up conference will be held and a mailing done. If a one-step Individualized Education Program (IEP) process is used or the parents did not attend the Individualized Education Program (IEP) meeting, this form and the Parent Handbook will be mailed home, followed by personal contact (i.e., telephone conference, home visit). The form should be signed and returned to the Director of Special Services as soon as possible.

Determinations regarding the need for special services to a child will be made at an Individualized Education Program (IEP) meeting. When evaluations are recommended by the Individualized Education Program (IEP) process, the team will indicate to the evaluator: 1) which exceptionality is of concern, 2) how the exceptionality is manifest within the school or classroom setting, 3) what information the Individualized Education Program (IEP) desires from the evaluator in order to plan an appropriate program for the student, and 4) any other information deemed relevant by the Individualized Education Program (IEP). Copies of all evaluations will be mailed home to parents.

A copy of the written notice will be made available and mailed to the parents or guardians within twenty-one (21) school days.

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B. Referrals by Parents or Others

When an individual (parent included) agency representative or pre-school coordination site personnel wishes to refer a student for special services, they should contact the parent, if appropriate, and the administrator of the school. A Referral Form will be provided by the administrator or a designee completed by the referring source, then returned to the administrator or a designee who will then give it to the Director of Special Services for review.

Childfind Procedures

The Director of Special Services will:

A. Send notices to:

1. Area nursery schools;
2. Local Physicians;
3. Other area services.

B. Notify local Child Development Services about possible special needs students;

C. Annually conduct, with CDS, childfind screening of three-and four-year-olds within the district;

D. Advertise in the newspaper annually (fall);

E. Ensure that a district-wide Kindergarten screening is conducted annually (spring);

F. Serve as an intake from referring agencies; and

G. Support all intake agencies and their programs.

Cross Reference: IHBAC – Child Find

Legal Reference: TITLES 20 MRSA SEC. 7201  
ME Unified Special Education Regulations 1001—1.1; 1.2; 1.3  
34 CFR 300.111  
ME DOE Rules, CH. 101 § IV (2)

Adopted: September 16, 2009