**CHILD FIND AND SPECIAL EDUCATION REFERRAL PROCESSES**

**HANCOCK PUBLIC SCHOOL DISTRICT**

**Child Find**

Hancock Public School identifies students ages birth-21 years of age who are suspected of having a disability through a comprehensive child find process.

Referrals are accepted by a variety of sources; parents, caregivers, preschool or child care teachers, ECFE staff, classroom teachers, social workers, doctors or other physical or mental health care providers. There is a general process to refer students older than 3 years of age to the district’s administration staff.

**Birth-2:** Children ages birth through 2 years of age are generally referred to the Midwest Special Education Cooperative, who begin the process of determining the evaluation process and/or eligibility for special education services.

**3-5:** Children ages 3 to 5 years (or kindergarten entrance) are generally referred to the Midwest Special Education Cooperative.

**Kindergarten-12th grade:** Students who are considered to be “school aged” are generally referred by the building principal, classroom teacher, or parents, and information is brought to the district’s Child Study Team (CST).

**Pre-Referral/School Problem-Solving Team Processes**

*Elementary Level*

Grade-level teachers identify any student who may be struggling academically, socially, emotionally, or behaviorally. The teacher notifies parents of concerns and proceeds to use all available information to develop, implement, and revise interventions for a minimum six-week period. Teachers have access to consult with the district’s Special Education Child Study Team (CST) during the problem-solving process and intervention implementation process. If the student does not demonstrate adequate progress despite intervention, if all regular education staff and resources have been exhausted, and if a disability is suspected, an administrator or teacher will then complete the CST Referral form as part of the Special Education referral process.

*High School Level*

**Special Education /Child Study Team (CST) Referral Process**

1. CST meetings are held monthly. Team members include the school Principal, Nurse, School Psychologist, Guidance Counselor, Speech and Language Therapist, and Special Education Teachers. The CST discusses students who are experiencing significant academic, social, emotional, or behavioral struggles as requested by grade-level teams or teachers, as well as new requests for Special Education evaluation. The status of annual plan reviews and in-progress evaluations are also discussed.
2. Teachers are informed of the CST process for requesting Special Education assessment via building faculty meetings. Teachers and administrators have access to CST Referral forms.
3. Once a teacher has completed a referral form, it will be submitted to the Child Study Team.
4. The Child Study Team will then invite the referring teacher and any other necessary staff to the next scheduled CST meeting.
5. The CST will consider and review the referral and, based upon all existing information, will determine if a Special Education evaluation is warranted or if more information is needed for making such a determination.
6. The CST will follow timelines and procedures for conducting Special Education evaluation as outlined by the Federal Individual’s with Disabilities Education Improvement Act (IDEIA 2004) and the MN Federal Regulation Law 34, Part 300.