

## CHILD FIND DUTY

ALIEF MONTESSORI COMMUNITY SCHOOL

101815

Template update May 2020

Legal Framework: CHILD FIND DUTY

[Related Resources](#)

Broad Category: CHILD FIND

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### POLICIES AND PROCEDURES

All children are included in this charter school's Child Find Procedures. All district staff and administrators receive annual training during the beginning of each school year which addresses Child Find and procedures for referral of students for special education evaluation. Parents are informed of our procedures through public advertisement. Brochures are dispersed yearly in our school's common area in accordance with TEA. Community outreach is conducted on an annual basis in efforts to educate parents.

#### **Ages 3-5**

Any parent has the option of completing an enrollment application to our charter school at any time in the grades according to its approved charter and below the cap on the total number of students it may serve. Charter schools are responsible for Child Find for students enrolled in the school.

#### **Ages 5 and older**

If a student is experiencing learning difficulties, the involved teaching, support staff, and/or the parent should contact the campus administrator or campus referral designee (CRD) about the school's child study team process to address student progress and consider the need for support services. Discussion includes a variety of support options available to the student, including making a referral for a special education evaluation to determine if the student has a disability and needs specially designed instructional supports or services. Whereas the implementation of tiered supports (e.g., Response to Intervention - RTI) has the potential to have a positive impact on the District's ability to meet the needs of all struggling students, a student's Rtl participation cannot be required as a means to delay a struggling student's referral to special education.

Contact information and procedural guidance about requesting a special education referral for students residing in the district is provided to parents through information posted on the district's webpage, community distribution of Child Find flyers, and training of campus personnel to provide information resources and contacts to parents of struggling students. If a parent/guardian, school personnel member, or another person involved in the education or care of the child makes a specific request for a special education evaluation for the child, the

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CRD will begin the referral process by collecting information from the parent/guardian, teachers and campus nurse.

Within 15 school days from the receipt of the request, a review of the educational documentation of the child will be held to determine whether this charter school ISO will move forward with requesting consent to evaluate or issue a Notice of Refusal. Circumstances that may indicate the need for an FIE to be completed may include, but is not limited to:

- Lack of expected gains during intervention progress monitoring
- Gaps between expected and actual growth
- Parental concerns regarding the child's struggles
- Outside evaluations/diagnosis provided by the parent

This charter school uses a variety of methods to monitor students for whether there is reason to suspect they may have a disability and be eligible for special education services. Referral systems are in place for the student study team process to locate and target at-risk students who may be suspected of having a disability which requires special education services. If a child is recommended for a FIE, parental consent is required. If a child's primary language is other than English, an interpreter will be used to provide informed consent to the parent about the request to complete a FIE as well as when testing the child. Conducted by trained special education evaluation specialists, all evaluations include instruments and procedures to ensure cultural and linguistic appropriateness for each student.

This charter school monitors and implements strategies to address disproportionality in the identification, placement, or discipline for diverse student populations. Procedural safeguards for disproportionality include determining student's dominant language, training for campus Special Education referral committees, for general education support of students with cultural/linguistic diversity, training for ARD Committee members to discern the least restrictive environment and instructional settings, and targeted training for staff and administrators on use of disciplinary alternatives to removal (e.g., use of restorative practices and positive behavior strategies). This charter school monitors and reviews student intervention and progress data regularly to evaluate the effectiveness of interventions provided either before or during the Sped referral process to detect and address indications of significant disproportionality.

#### **Children who Attend Private or Homeschool:**

Charter schools are responsible for Child Find for students enrolled in the school.

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### STAFF RESPONSIBLE:

**District Level:** Special Education Director, Diagnostician, LSSP, Related Services Personnel

**Campus Level:** Administrators, Counselors, Campus Referral Designee (CRD), Campus Special Education Representative (CSER), Teachers, Parents

### TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Legal Framework
- Child Find Process [& Initial Evaluations](#)
- Annual training for general education and special education staff
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### EVIDENCE OF PRACTICE:

- Child Find Brochure (English, Spanish)
- Receipt of Notice of Procedural Safeguards
- Forms or checklists used
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations
- Prior Written Notice of Proposal or Refusal to Evaluate
- Written consent for evaluation