



CHILD FIND

POLICY AND PROCEDURES MANUAL

Opportunities For Learning

Contents

Introduction.....	3
Universal Screening.....	3
Child Find.....	5

INTRODUCTION

Opportunities for Learning will provide students a continuum of educational opportunities, including those students with special education needs, in compliance with their Individualized Education Program (“IEP”), with the Individuals with Disabilities Education Act (“IDEA”) (20 U.S.C. § 1400 et seq.), and with all applicable state laws and requirements.

In addition to students who enter OFL with an IEP, students with a suspected disability will be identified in accordance with Child Find. Child Find involves identifying, locating, and evaluating eligible students who are either currently enrolled at OFL or who may be potential students. OFL will comply with Child Find by making public awareness literature regarding the availability of services for special populations accessible to potential students through a variety of means, including posting information to OFL’s website . Parent/adult student requests for an evaluation will be responded to within 15 days of receiving the request.

UNIVERSAL SCREENING

OFL assesses all students upon enrolling to determine academic levels using a computer based assessment program. Additional assessments are conducted no less than every 3 months. The screening process may also include data from statewide assessments, observations, work samples, and vision and hearing screenings. When a school’s screening process reveals that a student or groups of students are at risk of not meeting the state Content Standards or state Core Standards, a student study team shall consider the students’ need for “supported” instructional and/or behavioral interventions in order to help the students succeed.

A student study team addresses student learning needs and ensures that referrals to consider special education are appropriate. The student study team may be comprised of both general education staff and parent, student, teacher, special education staff, and outside experts for the following purposes: (1) identifying data-based student needs; (2) developing a set of program support alternatives; and (3) selecting alternative accommodations and adaptations most appropriate to the individual student. It is designed to systematically problem-solve difficulties encountered by a variety of students and use a collaborative approach to assist students who are not demonstrating satisfactory progress. The team offers suggestions, organizes resources, develops remediation plans, clarifies issues and problems, establishes accountability, and/or makes direct referrals to other support services. The general education problem-solving process may include comprehensive services based on a whole-school approach such as: a three-tiered model using evidence-based interventions, positive behavior supports, and a response-to-intervention system.

Referrals to the Student Study Team

Referrals to the student study team may come from a variety of sources including parents, students, other family members, public or private school personnel, agencies, screening programs. Referrals may be made for a variety of reasons dealing with academic and behavioral concerns and may involve, but are not limited to, teaching strategies, material accommodations, social skills training, cooperative learning concepts, classroom organization, and scheduling.

Interventions

- a) Interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team, unless the student's performance indicates an evaluation is warranted or a parent/adult student makes a request for a referral for a special education evaluation.
- b) Interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and should be clearly documented.
- c) Documentation of the success or failure of accommodations and interventions shall be reviewed and discussed by the problem-solving team.

Student Study Team Decisions Following General Education Intervention

Based on a review of data and information presented by the referring party and others, the team has several decision options. Following an intervention, the student study team shall review progress monitoring data from the intervention and other relevant information to determine what action is warranted. The team considers a variety of options, including whether to:

- a) continue the general education intervention because the student is making adequate progress but needs more time to reach goals;
- b) continue the intervention in a modified form;
- c) explore services or programs outside of special education
- d) make a referral for a special education evaluation.

Although problem-solving activities are an important part of the system, they cannot be used to delay processing a referral for a special education evaluation where immediate action is warranted. Either a parent/adult student or a public agency may initiate a request for an initial evaluation. If a parent/adult student initiates a referral for a special education evaluation, the evaluation cannot be delayed or denied due to the child not completing the general education intervention process.

CHILD FIND

POLICY

Opportunities For Learning will ensure that all children with disabilities enrolled in its schools, including children with disabilities who are homeless or wards of the State, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

PROCEDURES

Individuals with Disabilities Education Act (IDEA '04)

34 CFR §300.111 Child Find

- 1) Opportunities For Learning will identify, locate, and evaluate all children with disabilities within their population served who are in need of special education and related services.

This must include:

- a) Children who are homeless;
 - b) Children who are highly mobile, including migrant children;
 - c) Children who are wards of the state; and,
 - d) Children who are attending private schools or home schools.
- 2) Child find must also include children who are suspected of being children with a disability and are in need of special education, even though:
 - a) They are advancing from grade to grade; or
 - b) They are highly mobile children, including those who are migrant children.
 - 3) Opportunities For Learning will maintain a record of children who are receiving special education and related services.

Public Awareness

Opportunities For Learning shall inform all parents of enrolled students and adult students of the availability of special education services for students through 21 years and how to access those services, including information regarding early intervention services for children aged birth through 2 years, which can be assessed through the local school district.

This information may be provided through a variety of methods such as distributing brochures or flyers, including information in school or district publications, speaking at faculty meetings or district in-services, social media and making presentations.

- 1) Opportunities For Learning shall establish, implement, and disseminate to its school-based personnel and all parents/adult students written procedures for the identification and referral of all children with disabilities aged birth through 21 years. The written procedures will include the following:
 - a. The availability of special education services
 - b. A student's right to a free appropriate public education (FAPE);
 - c. Confidentiality protections; and
 - d. The referral process
- 2) Information about Child Find is posted visibly in every school site.

Child Identification and Referral

- 1) Opportunities For Learning will require all school-based staff to review the written procedures related to child identification and referral on an annual basis and will maintain documentation of the staff review.
- 2) Screening for possible disabilities shall be commenced upon notification of concern regarding any student with possible developmental or educational delays.
- 3) Screening procedures (e.g., statewide assessments, curriculum-based measures, daily work in the classroom, teacher observations) may include vision and hearing status and consideration of the following areas:
 - a) Cognitive or academic;
 - b) Communication;
 - c) Motor;
 - d) Social or behavioral; and
 - e) Adaptive development.
- 4) For a student transferring into a school, OFL shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education or of poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services such as general education problem solving team referral.
- 5) If a concern about a student is identified through screening procedures or review of records, OFL shall notify the parents or the adult student of the concern within 10 school days and inform them of OFL's procedures to follow up on the student's needs.
- 6) Opportunities For Learning shall maintain documentation of the identification procedures utilized, the dates of entry into school or notification by parents or adult student of a concern, and the dates of screening. The dates shall be maintained in students' permanent records.
- 7) If the screening indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services such as a general education student study team referral. A parent or adult student may request an evaluation of the student.
- 8) Unless immediate action is warranted and documented, a referral to consider a special education evaluation is sent to the evaluation team after the student study team has determined:
 - a. the student's response to research-based interventions in general education has not resulted in adequate progress; and
 - b. language and cultural issues are not the main source of the student's academic or behavioral discrepancy from peers.
- 9) Procedural safeguards are activated when a referral is made to consider a special education evaluation. If the referral came from someone other than the parent/adult student (see Glossary) the parent/adult student shall be notified. In either case, the parent/adult student shall be provided with a copy of the Procedural Safeguards Notice. At the same time, the parent/adult student shall be afforded an opportunity to provide input regarding the need for and scope of the initial evaluation, including the opportunity to hold a meeting if desired.

10) If, after consultation with the parent/adult student, Opportunities For Learning determines that a full and individual evaluation is not warranted, it shall provide prior written notice and procedural safeguards notice to the parent/adult student in a timely manner.