

21CCCS Child Find Policy

In accordance with Chapter 711 of Title 22 of the Pennsylvania Code, the Director/CEO or his/her designee shall ensure that children with disabilities, regardless of the severity of their disabilities, who are enrolled at the charter school and are in need of special education and related services, are identified, located, and evaluated. A practical method will be developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Child Find includes children who are suspected of having a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade. This is extended to highly mobile children, including migrant children, homeless youth and parentally placed private students, as appropriate.

Activities

The Director/CEO or his/her designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend 21CCCS:

- . Offer parents/guardians and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents/guardians. Trainings in the areas of behavior support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination, are important. Parents/Guardians may also be directed to PaTTAN training opportunities. Parent/Guardian input is to be sought to determine what parent/guardian trainings are needed/desired.
- . Provide access to interested health and mental health professionals, daycare providers, county agency personnel and other professionals, including: professionals and agencies who work with homeless and migrant or other highly mobile youth, wards of the state, as well as to students attending private schools (where applicable).
- . Provide information concerning the types of special education programs and services available in and through 21CCCS. Further, 21CCCS

will provide information regarding the manner in which parents/guardians can request and access those services.

- . Provide or obtain periodic training for 21CCCS's regular education staff and special education staff concerning the identification and evaluation of special needs. Further, provide a provision of special education programs and services available to students with disabilities.
- . The public outreach awareness system utilized by 21CCCS shall include methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children.
- . 21CCCS shall conduct *Child Find* activities to inform the public of its special education services and programs and the manner in which to request them.
- . 21CCCS's *Child Find* effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.
- . Efforts must be made to identify enrolled students who have a native language other than English to ensure that notices and other outreach efforts are available to them in their native language. This is required by law, unless it is clearly and absolutely not feasible to provide such. **Screening** The Director/CEO or his/her designee shall establish a system of screening in order to:
 - Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation.
 - Provide peer support for teachers and other staff members to assist them in working effectively with students using the general education curriculum.
 - Conduct hearing and vision screening in accordance with the Public School Code of 1949, for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education, if necessary.
- . Identify students who may need special education services and

programs.

- . Maintain the confidentiality of information in accordance with applicable state and federal regulations. **Pre-Evaluation Screening** The pre-evaluation screening process shall include:
 - For students with academic concerns: an assessment of the student’s functioning in the curriculum, including curriculum-based or performance-based assessments.
 - For students with behavioral concerns: a systematic observation of the student’s behavior in the classroom or area in which the student is displaying difficulty (“FBA” or functional behavior assessment).
 - An intervention based on the results of the assessments conducted.
 - An assessment of the student’s response to the intervention, if applicable.
 - A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency.
 - A determination of whether or not the student’s needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program.
 - Activities designed to gain the participation of parents/guardians.
 - Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent/guardian to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, 21CCCS may initiate a multidisciplinary team reevaluation without completion of the screening process in accordance with Chapter 711. Whenever an evaluation is conducted without a pre-evaluation screening,

the activities described shall be completed as part of that evaluation whenever possible.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL SUPERSEDES THIS POLICY.

References: 20 USC 1401(3), 1412(a)(3); 34 CFR §300.111; 22 Pa. Code §711.21

Public Awareness The Director/CEO or his/her designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are enrolled at 21CCCS: 21CCCS shall annually publish a written notice (attached hereto), in means accessible to 21CCCS's families. Such notice must be included in 21CCCS's Handbook and on 21CCCS's website. The Notice may also be made available in means accessible to the public, such as: at 21CCCS's main office, in 21CCCS's special education office, through local Intermediate Units and/or through other generally accessible print and electronic media, and with the Board meeting minutes. The notice should include a description of: child identification activities, 21CCCS's special education services and programs, the manner in which to request services and programs, and the procedures followed by 21CCCS to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

Special education students newly enrolled in 21CCCS with an Individualized Education Plan shall receive services upon enrollment. Within 30 days, the IEP team will meet and determine whether to accept the IEP from the previous placement as is, or write a new one. If the IEP from the previous placement is acceptable, the team will issue a new IEP cover page and Notice of Recommended Educational Placement. If a new IEP must be written, the special education teacher will schedule an IEP meeting with the student and his parents/guardians. There is no delay in services during this time.