



A d P r i m a C h a r t e r S c h o o l s

## Annual Public Notice for Child Find

It is the policy of Ad Prima Charter Schools that all students who are in need of specialized services and related services, will be identified, located, evaluated, and ultimately served. Ad Prima Charter Schools identifies and refers for evaluation students who are thought to be eligible for special education services and need instructional and/or behavioral interventions as well as a 504 Plan. These screenings and referral processes include the standardized reading and mathematics assessments, classroom performance, formative assessments, vision and hearing screenings, and the Student Support Team.

Ad Prima Charter Schools preserves the parent's right to request their child be evaluated through a multidisciplinary process, to determine if their child qualifies for specialized services. Requests for a multidisciplinary evaluation may be made in writing to a school official. If a parent makes an oral request for a multidisciplinary evaluation, the school will provide the parent with the permission to evaluate form within 10 calendar days of the request being made. Whenever a student is referred for a multidisciplinary team evaluation, Ad Prima Charter Schools must obtain written consent from a parent before the evaluation can be conducted. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and/or related services.

## Child Find

“Child Find” refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child’s need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities that if found to cause a child to need services are autism, deafness, emotional disturbance, hearing impairment, intellectually disabled, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury, visual impairments and developmental delay.

Pursuant to 22 Pa. Code Chapter 711, each charter school is required to establish written policies and procedures to ensure that all children with disabilities who are enrolled in the charter school and who are in need of special education and related services, are identified, located and evaluated. Additionally, each charter school is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement. Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. These activities are sometimes called screening activities. The activities include review of group data, conducting hearing and vision screening, assessment of student’s academic functioning, observation of the student displaying difficulty in behavior and determining the student’s response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

1. Throughout the school year, Ad Prima Charter Schools will engage in activities and procedures to seek students suspected of having a disability. The Special Education Liaison, Teachers, School Administration, Nurse and School Personnel will observe and monitor all students in the following areas:

- (a) Academics
- (b) Emotional Behaviors
- (c) Communication
- (d) Attendance
- (e) Medical Concerns

2. Ad Prima Charter Schools will offer parent information outlining the Referral for Intervention to the Student Support Team and Response to Intervention (RTI) process for determining whether additional student supports or an evaluation for specialized services is needed for a student.

3. The Special Education Liaison and school administrators will develop and distribute information to school staff on identifying, locating, and evaluating students with disabilities.

4. Teachers will receive professional development on the use of academic and behavioral checklists designed to identify areas of concern.
5. All students suspected of having a disability will be referred for regular education intervention and review by the Student Support Team.
6. All student data will be reviewed by the Student Support team who will determine regular education interventions or referral for a multidisciplinary evaluation.

## **The Basic Special Education Process Under IDEA**

Ad Prima Charter Schools believes that all students can and must have an opportunity to reach their full potential. To this end, we have certified special education faculty, counselors, support staff and school psychologists to provide ongoing support for students who have been identified as being in need of specially designed instruction or specialized services.

Students are eligible for special education, assistive technology, and related services if they need specially designed instruction and have one or more of the following physical and/or mental disabilities:

- Autism, Deaf Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectually Disabled, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (for example, ADD, or ADHD), Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment
- Specific Learning Disability including; Basic reading skills, Reading comprehension, Math calculations, Math reasoning, Listening comprehension, Written expression, Oral expression

It is Ad Prima Charter Schools intent to exhaust all measures (specialized programming, services, support, etc.) tailored to meet the needs of individual students to ensure that they receive a world class educational experience regardless of disability.

The writing of each student's Individualized Education Plan (IEP) takes place within the larger picture of the special education process under IDEA. Before taking a detailed look at the IEP, it may be helpful to look briefly at how a student is identified at Ad Prima Charter Schools as having a disability and needing special education and related services and, thus, an IEP.

### **Step 1. Child is identified as possibly needing special education and related services.**

*"Child Find."* The state must identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, public school districts conduct

“Child Find” activities. Parents may be asked if the school district can evaluate their child. Parents can also call the public school district and ask that their child be evaluated. Or— *Referral or request for evaluation*. A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child’s teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within 45 school working days after the parent gives consent.

**Step 2. Child is evaluated.**

The evaluation must assess the child in all areas related to the child’s suspected disability. The evaluation results will be used to decide the child’s eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

**Step 3. Eligibility is decided.**

A group of qualified professionals and the parents look at the child’s evaluation results. Together, they decide if the child is a “child with a disability,” as defined by IDEA. Parents may ask for a hearing to challenge the eligibility decision if they disagree with it.

**Step 4. Child is found eligible for services.**

If the child is found to be a “child with a disability,” as defined by IDEA, he or she is eligible for special education and related services, and the IEP team will write an IEP for the child.

Once the student has been found eligible for services, the IEP must be written. The two steps below summarize what is involved in writing the IEP.

**Step 5. IEP meeting is scheduled.**

The school system schedules and conducts the IEP meeting. School staff must:

- contact the participants, including the parents;
- notify parents early enough to make sure they have an opportunity to attend;
- schedule the meeting at a time and place agreeable to parents and the school;
- tell the parents the purpose, time, and location of the meeting;
- tell the parents who will be attending; and
- tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

**Step 6. IEP meeting is held and the IEP is written.**

The IEP team gathers to talk about the child’s needs and write the student’s IEP.

Parents and the student (when appropriate) are part of the team. If the child's placement is decided by a different group, the parents must be part of that group as well.

Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the meeting. If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be available.

**Step 7. Services are provided.**

The school makes sure that the child's IEP is being carried out as it was written.

Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

**Step 8. Progress is measured and reported to parents.**

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their nondisabled children's progress.

**Step 9. IEP is reviewed.**

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement. If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. They may also file a complaint with the state education agency.

**Step 10. Child is reevaluated.**

At least every three years the child must be reevaluated. This evaluation is often called a "triennial." Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a reevaluation.