

Inspire Academies Special Education *Procedures: Child Find— Process for Initial Referral for Special Education Services*

I. What's Required/Purpose

As part of the Child Find process required by federal regulations, Inspire Academies will ensure that all students ages three through twenty-one with disabilities who are residing in the district, regardless of the severity of their disabilities, who are in need of special education and/or related services will be identified, located, and evaluated. In addition to students enrolled in the public schools, the Child Find duty extends to students who are homeless, wards of the State, or who are attending private schools.

For private schools, Inspire Academies will work with currently enrolled families to determine the Child Find contact within their boundary of residence:

- locate, identify, and evaluate all students with disabilities who are currently enrolled by their parents* (or self-enrolled if an adult student) in private schools, including religious elementary schools and secondary schools located in the district;
- conduct timely and meaningful consultation with representatives of private schools; and
- maintain and provide to TEA the number of students evaluated, determined to be eligible, and served under the Child Find requirement

The Child Find requirement includes parental requests for evaluation as well as referrals initiated by the district through the Multi-Tiered Systems of Support (MTSS) process.

Regardless of referral source, if the district's decision is to proceed with the evaluation, Inspire Academies will conduct a full and individual initial evaluation (FIE) before the initial provision of special education and/or related services to a student with a disability. The purpose of the evaluation is to determine if the student is a student with a disability under the Individuals with Disabilities Education Act (IDEA) and to determine the educational needs of the student.

The initial evaluation **must be completed not later than the 45th school day following the date written consent was received**. The FIE must be conducted according to procedures outlined in federal and state regulations covering evaluation instruments, areas to be evaluated, specialists involved in the evaluation, and completion of the written report.

An **ARD Committee must be held within 30 calendar days of completion of the FIE** to determine the student's eligibility for Special Education services and, if eligible, develop an IEP. Refer to *Operating Guidelines: Preparing for and Conducting ARD Meetings* for actions and requirements related to the ARD process in Inspire Academies.

**For purposes of this Operating Guideline, "parent" is defined as: The biological or adoptive parent of a child; A foster parent of a child who meets the requirements set forth in rule; A guardian (but not the state if the child is a ward of the state); An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, An individual who is legally responsible for the child's welfare; or An individual assigned to be a surrogate parent*

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II. How Compliance Is Monitored

A. State Performance Plan indicators:

- **Indicator #11- Child Find**—The percent of students who were evaluated within the state established timeline after receiving informed, written parental consent to evaluate. The data collection period is July 1 to June 30 of each year. All students, ages 3-21, who were evaluated, had their eligibility determined and had an individualized education program (IEP) developed between July 1 and June 30 should be reported each year during the SPP 11 submission window. Indicator 11 refers to “initial” eligibility determinations made for students ages 3-21.

B. Internal database tracking timelines for referral, consent, completion of FIE, date of initial ARD meeting, initial provision of services, and other applicable timelines

C. Monthly internal folder reviews including analysis of initial referrals and completion of evaluations within established timelines.

III. Inspire Academies Procedures: How It’s Done

The process in Inspire Academies for ensuring that for ensuring that, under the Child Find requirement and regardless of referral source, students ages five through twenty-one with disabilities are identified, located, and evaluated in a timely manner and according to state and federal guidelines is as follows:

Action	Person(s) Responsible	Timeline
1. Compile and submit referral packet to the Special Programs Assessment team member (LSSP/SLP) prior to speaking to parent/adult student about the referral: <ul style="list-style-type: none"> a. Referral packet must include all supporting data as specified on the <i>Special Education Referral Package Checklist</i> b. Referral packet should contain a minimum of 6 - 12 weeks of supporting data 	Special Programs Coordinator and Campus LSSP	Upon determination that a referral is warranted, if at least 6 weeks of supporting data are available.

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<p>c. If the referral is initiated by the parent, the packet should be completed and submitted within 3 school days of the request, regardless of length of any interventions</p>		<p>Within 3 school days of parental request</p>
<p>3. Campus Administrator or designee schedules a MTSS meeting to determine if testing is warranted; The MTSS Committee:</p> <p>a. Rules out the following as the student’s lack of response to intervention:</p> <ul style="list-style-type: none"> i. Medical/physical concern ii. Lack of educational opportunity iii. Limited English Proficiency iv. Excessive absenteeism <p>b. Affirms that data demonstrate interventions were selected that matched the student’s underlying deficits or concerns, were scientifically based, and were feasible given the resources available.</p> <p>c. Affirms that data demonstrate appropriate changes were made when required to intensify instruction to include individualized or small group tutoring</p>	<p>Campus Administrator</p> <p>MTSS Committee should be minimally comprised of:</p> <ul style="list-style-type: none"> • Campus Special Programs Coord. • Special Programs Assessment Team Member (LSSP) • Dyslexia Specialist • Campus SpEd Teacher • General Education Teacher of student • Campus Administrator 	<p>Within 5 days of receipt of referral to Special Programs Department</p>
<p>4. If the MTSS Committee determines that testing <u>is</u> warranted:</p> <p>a. The committee determines the scope of the evaluation.</p> <p>b. The Special Programs (LSSP/Instructional Coord.)</p> <ul style="list-style-type: none"> i. notifies the parent/adult student that SpEd testing is being recommended 	<p>MTSS Committee</p> <p>Special Programs LSSP or Instructional Coordinator</p>	<p>At MTSS meeting</p> <p>Within 48 hours of MTSS meeting</p>

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<ul style="list-style-type: none"> ii. explains why testing is recommended iii. informs parent/adult student that assessment staff will contact the parent to obtain consent iv. documents parent contact in the “Parent Contact Log” and archived in eSped 		
<p>5. The Special Programs LSSP or Instructional Coordinator:</p> <ul style="list-style-type: none"> a. Notifies the Special Programs Case Manager to create an eSped account b. LSSP contacts the parent/adult student to schedule a face-to-face meeting to explain the reason for the referral and obtain consent for assessment c. Holds the face-to-face/Zoom meeting to: <ul style="list-style-type: none"> i. Explain the <i>Notice of Proposal to Evaluate</i>, including a review of all areas to be assessed as outlined in the referral packet and specific concerns to be addressed in the assessment ii. Provide copies of <i>Explanation of Procedural Safeguards</i> and the <i>Guide to the Admission, Review, and Dismissal Process</i>, review the documents with the parent/adult student, and obtain parental/adult student signatures for receipt of these documents iii. Explain the assessment process and obtain parental/adult student consent/ signature on the <i>Consent for Full and Individual Evaluation</i> form 	<p>Special Programs LSSP/ Instructional Coordinator</p>	<p>Within 48 hours of MTSS meeting</p> <p>Meeting should be scheduled no more than 5 school days from MTSS meeting in which scope of evaluation was determined</p>

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<p style="text-align: center;"><i>Confidential Information</i> form and obtains parental/adult student signature on this form</p> <p>v. Explain and obtain parental/ adult student signature on the <i>Parent Consent to Access SHARS Benefits and Release Records</i> form (Note: this form must be completed and signed even if the student does not currently receive Medicaid benefits)</p>		
<p>6. Assessments are completed within required timelines and the initial ARD Committee meeting is held.</p> <p>Eligibility is determined by the ARD committee. An Individualized Education Program (IEP), if appropriate, is developed. Parents are provided with Prior Written Notice outlining decisions made and actions to be taken. Parents are also provided an opportunity to give consent for initial placement.</p> <p>7. Parent is provided the Parent’s Guide to the Admission, Review, and Dismissal Process (at any time prior to the Initial ARD committee meeting)</p>	<p>Special Programs Team Member (LSSP)</p>	<p>The evaluation is completed not later than the 45th school day following the date written consent was received.</p> <p>ARD meeting to review the evaluation is held within 30 calendar days of the FIE’s completion (unless the initial evaluation indicates that the student will need extended school year services during the summer, then the ARDC must determine eligibility as promptly as possible).</p> <p>Parents provided at least 5 school days’ notice of Initial ARD committee meeting. Meeting will be held at a mutually agreeable time and place.</p>

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<p>7. If the MTSS Committee determines that testing is <u>not</u> warranted:</p> <ul style="list-style-type: none"> a. The MTSS process continues on school-based referrals b. Documentation is provided to parents/ adult students on parent/adult student-initiated referrals <ul style="list-style-type: none"> i. The documentation is archived in eSped ii. The <i>Notice of Proposal or Refusal to Provide Services</i> (with rationale for not testing) and recommendations are sent to the parent 	<p>Special Programs Instructional Coordinator/Campus Administrator/LSSP</p>	<p>Upon completion of MTSS Meeting</p> <p>With 48 hours of the MTSS meeting and no later than 15 days from date district received the parent/adult student's request</p>
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