

## PREP CHARTER HIGH SCHOOL CHILD FIND POLICY

*(applicable to any review year)*

Prep Charter believes that all students can and must have an opportunity to reach their potential. It is our intent to take the necessary measures (i.e., specialized programming, services, and support) to meet the needs of individual students and to ensure that they receive a world-class educational experience regardless of disability. To this end, we have certified special education faculty, counselors, related service providers, and psychologists to provide ongoing support to students who have been identified as needing special education services. Our special education program complies with federal and state special education laws

### ***Step 1: Identification***

Prep Charter identifies and refers students who might be eligible for special education services for evaluation through our child find process. Screening and referral processes include initial review of admission records, academic placement tests, standardized reading and mathematics assessments, classroom performance evaluations, benchmark examinations, vision and hearing screenings, and participation in the Student Assistance Program (SAP). Whenever a student is referred by a school employee [SAP team member] for a multi-disciplinary team evaluation, the school must obtain written consent from a parent/guardian to proceed with the evaluation process. Please note that if you consent to the evaluation of your student, you are agreeing to an evaluation of your student's *eligibility* for services, and not the implementation of special education services. Not all children who are evaluated meet the eligibility criteria for special education services. If your child is determined by the child find team to be ineligible, he or she may be a candidate for other non-special education services, programs, and interventions available at Prep Charter. These may be discussed at the eligibility meeting.

If you think that your child might be eligible for special education services, please contact the Director of Special Education to request an evaluation for special education eligibility. Requests for an evaluation can be made at any time during the year. When you make a request for an evaluation, the school will follow these steps:

- An evaluation request form will be sent to the parent/guardian to complete within ten (10) calendar days after the school receives the request for an evaluation.
- Upon receiving the evaluation request form, the school will issue a formal *Permission to Evaluate (PTE)*. The multi-disciplinary evaluation will occur within sixty (60) calendar days **after receiving the signed Permission to Evaluate form** agreeing to the evaluation.
- Once the evaluation is completed, the school psychologist and the Director of Special Education will meet with the parent or guardian to review the evaluation findings after the parent has had 10 days to review the evaluation.

- If the student is eligible for special education services, an initial Individualized Education Program (IEP) meeting will be scheduled and held to determine the appropriate services and programming for the student (*see Step 2*).
- The student (if eligible) will not officially receive special education services until the initial Notice of Recommended Educational Placement (NoREP) is signed by the parent/guardian agreeing to the recommended placement and services in the student's IEP (*see Step 2*).

Students are only 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; a hearing impairment; an intellectual disability; multiple disabilities; an orthopedic impairment; other health impairment(s) (e.g., ADD or ADHD); a speech or language impairment; a traumatic brain injury; a visual impairment; and/or a specific learning disability in one or more of the following areas: reading, mathematics, or written expression.

Students with a (1) physical or mental impairment that substantially limits one or more major life activities; or (2) has a history of or record of having such an impairment are eligible for 504 plans and may be referred for an evaluation to determine if they are eligible to receive special education services. Please make sure to disclose student medical records to the school nurse accordingly if your child needs accommodations.

### ***Step 2: Individualized Education Program (IEP) Process***

If your child is identified as needing special education services, the next step in the process is to develop an Individualized Education Program (IEP). This document describes your child's needs and explains the specific services that Prep Charter will provide to your son or daughter to assist him/her in achieving academic and/or social-emotional progress in school. The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports the child needs to maintain steady and ongoing progress. The IEP is a living document and can be amended at any time in order to consistently reflect the needs of the student. The IEP is written by a team of qualified professionals, and parents/guardians are critical members of the team. As a parent/guardian, you are invited to all IEP meetings. We value parent/guardian and student input during these meetings; input allows the team to devise an IEP that will meet your child's individual academic and/or social-emotional needs. When your son or daughter turns 14 years of age within an IEP term, s/he will be invited to the IEP meeting to discuss post-secondary goals and transition needs.

After the IEP is written, parents/guardians will be asked to sign a Notice of Recommended Educational Placement (NOREP). By signing this document, you indicate your approval or

disapproval of the proposed program and services included in the IEP. Services will commence once the NOREP is signed and agreed upon by the student's parents/guardians.

### ***Step 3: Service Implementation and Progress Monitoring***

After the NOREP is signed, indicating approval of proposed services, your child will begin receiving the services outlined in the IEP. Prep Charter utilizes data to monitor the academic and social-emotional/behavioral growth of all students in order to determine progress towards meeting the goals outlined in their IEP. Progress monitoring reports are sent home at the end of each report period and/or at the request of the parent/guardian.

### ***Step 4: Transition Services***

Prep Charter ensures that all students are able to transition from their high school career into valuable post-secondary opportunities. Consideration of transition needs is required annually for all students once they reach the age of 14. Prep Charter provides transition services to all of our special education students. This may include linking students to outside agencies while supporting students and their families in identifying post-secondary opportunities. When a student graduates or "ages out" of their special education programming, the student and his/her family will receive a copy of the student's Summary of Academic Achievement and Functional Performance. The purpose of this document is to provide the student and his/her family with information regarding the student's academic achievement/functional performance and recommendations on how to assist the student in meeting his/her post-secondary goals.