



WASHINGTON LATIN

STUDENT SUPPORT SERVICES

CHILD FIND POLICY & STUDENT INTERVENTION PROCESS

Child Find Policy – Identifying and Supporting Students with Disabilities

Each student at Washington Latin brings unique talents and interests to the community. While some students are versed in demonstrating these abilities, others may struggle to succeed at school. It is our belief that - with the right supports - all students can grow and thrive socially, academically and emotionally. Providing this kind of individual support is central to our mission.

In addition, as an independent Local Education Agency (LEA), we are responsible under Federal laws to find, refer, and possibly deliver services for any student attending our school that may have a disability. According to State and Federal special education regulations, annual public notice to parents of children who reside within a local educational agency is required regarding Child-Find responsibilities. LEAs, including Washington Latin, are required to conduct Child-Find activities for children who may be eligible for services under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

This policy provides guidance on how Washington Latin will locate and identify all enrolled children between the ages of 3 and 21 who may need special education and/or related services to address problems that may interfere with their future development and learning. This policy will also address how Washington Latin will meet its obligations to enrolled students who are transitioning from Part C to Part B of IDEA.

Our **Student Intervention Process (SIP)** is how we seek to provide emotional, behavioral and/or instructional support to assist students in achieving competencies both in and out of the classroom. It is a multi-tier approach to early identification and support of students with difficulties in all academic content areas. Student difficulties may include:

- Problems related to receptive and expressive language
- Conceptual understanding
- Dyslexia, dysgraphia, dyscalculia
- Vision impairment, hearing loss and other physical challenges

The SIP model can be utilized for social, emotional and behavioral concerns as well. Common behaviors addressed through SIP may include:

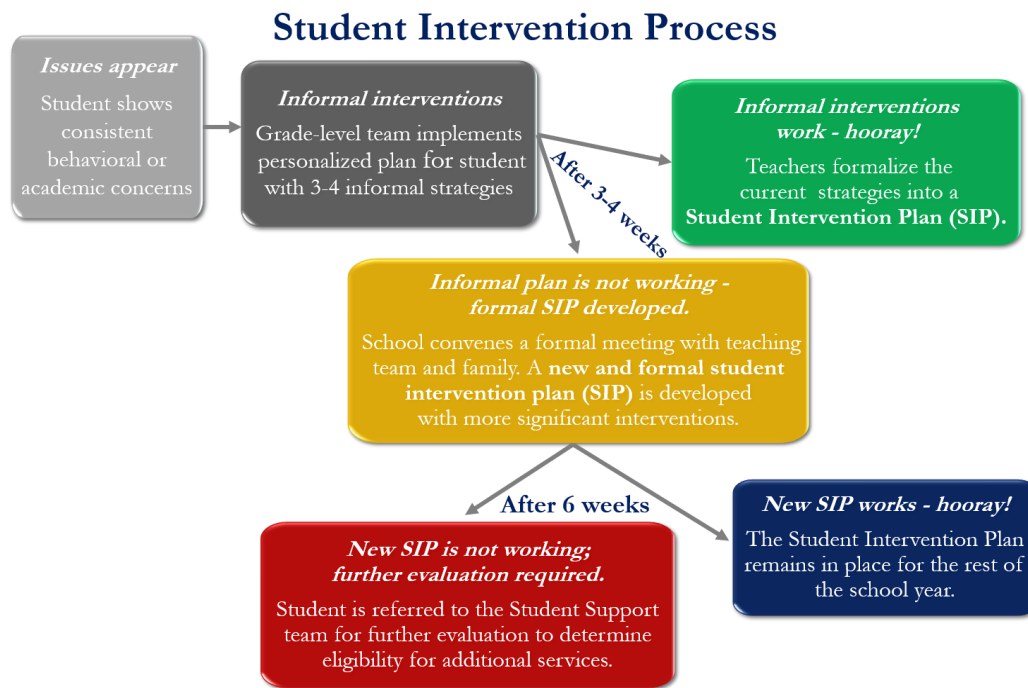
- Talking out of turn
- Verbal outbursts
- Relational difficulties
- Impulsivity
- Executive functioning challenges

The SIP begins with high-quality instruction and universal screening of all children in the general education classroom. High quality instruction allows for a natural process of identifying the learners who

need additional support. These learners are then given supplemental assistance in the necessary areas. These services may be provided by a variety of personnel, including general education teachers, special educators and specialists. However, Washington Latin typically utilizes teacher support for the first two tiers of SIP. Academic and/or behavioral progress is also monitored during this phase.

If, during the process of delivering high quality instruction, a faculty member is concerned about a student’s ability to access the general education curriculum because of either academic or behavioral concerns, the teacher and the grade level team complete the SIP referral forms (see detailed process below). Note that there are myriad opportunities for students to access the general education curriculum through differentiated instruction, tutorial sessions offered by teachers after school and one-on-one or small group support offered during study halls. Any member of a student’s immediate support network including a teacher, advisor, parent/guardian, administrator, or the student him/herself can make referrals of students to SIP. Because any number of varying factors can hinder students from making adequate progress in the general education setting, the SIP is a collaboration among parents, faculty and students.

The chart below gives a high-level overview of the SIT (Student Intervention Team) at Washington Latin during the identification, referral and evaluation processes to ascertain whether additional supports and structures are needed to ensure appropriate instruction for each student:



Notice of Procedural Safeguards for Parents and Students

Parents and guardians who want to learn more about their rights under Section 504 of the Rehabilitation Act can obtain a copy of their procedural safeguards from any one of the following:

- James Kelly, Principal (2nd Street Campus), jkelly@latinpcs.org
- Adelin Brown, Director of Student Support (2nd Street Campus), abrown@latinpcs.org
- Khashiffa Roberts, Principal (Cooper Campus) kroberts@latinpcs.org
- Michael Thomas II, Student Support Coordinator (Cooper Campus) mthomas@latinpcs.org