



Policy and Procedures for Child Find and Student Support

The following are the current Child Find, and Intervention and Support Policies and Procedures at Public Charter School.

Please select this box if your LEA is currently undergoing Focused Monitoring Activities for Child Find (3-to 5-year-old students) by the Office of the State Superintendent of Education (OSSE).

_____ is the date when OSSE issued a Child Find Focused Monitoring Report to our school.

LEAs are required to have systems in place to proactively screen, identify, evaluate, and serve students suspected of having a disability.¹ LEAs also should have systems in place to identify, monitor and serve students who demonstrate gaps in their academic and/or behavioral skills. Please describe each part of those processes through completing the following questionnaire so that DC PCSB can ensure LEA compliance with the law and identify targeted technical assistance that supports compliance and/or development of a quality educational experience for all students.

1) Public Awareness and Universal Screening

a) Public Awareness

- i) Parents are notified regarding how to access the special education (SPED) evaluation process if they are concerned that their child may have a disability in the following ways: (Check all that apply.)
 - School Handbook
 - School Events (please name) - Orientations, Parent Fora
 - Brochures available in main office of school
 - Information posted on the LEA's website
 - Information provided at Parent/Teacher Conferences
 - Other: _____
- ii) Parents are notified regarding how to access interventions if they are concerned about their child's progress (e.g. Multi-tiered system of supports, SST, RTI): (Check all that apply.)
 - School Handbook
 - School Events (please name) - Orientations, Parent Fora

¹ See 20 U.S.C. § 1412(a)(3); 34 C.F.R. § 300.111. Please note that DC PCSB understands that LEAs have flexibility regarding the specifics of how they achieve these requirements, so long as the component parts are in place. Please consult OSSE's Comprehensive Child Find System Policy for further guidance: http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/finalcomprehensive_child_find_system_policy_3_22_2010.pdf



- Brochures available in main office of school
- Information posted on the LEA's website
- Information provided at Parent/Teacher Conferences
- Other: _____

- iii) How do you train your staff, including staff that is hired after the school year starts, to recognize when a student may have a disability and the process to determine when/how to access the evaluation process?
- Annual Professional Development training sessions
 - Training to all/certain staff as needed
 - Post-hire training: Please describe the platform

 - Providing written training materials (if checked, please attach)
 - Other: _____

- b) Screening - What universal screening² processes does your school use to determine which students should be referred for a special education evaluation? (Check all that apply.)
- Observations in a variety of settings
 - Multi-tiered problem-solving approach
 - Parent/family interview(s)
 - Review of attendance, grades, and/or scores of universal norm-referenced assessments such as NWEA MAP, ANET testing, etc.
 - Other: _____

2) Identification

- a) Part C to B Transition - For early childhood transitions, LEAs should have systems in place to (must include all four elements below):
- Receive notification from the Part C program (managed by OSSE and serves infants and toddlers with disabilities aged birth up to the 3rd birthday)
 - Attend and participate in transition conferences convened by the Part C program for students enrolled in the school's Pre-K 3 program and who've been served by the Part C program
 - Ensure appropriate evaluations are conducted to determine the student's eligibility for Part B services (aged 3 up to 22nd birthday) in

² Per OSSE's Child Find Policy, such screenings must include appropriate instruction in the general education setting delivered by qualified personnel; instruction and interventions provided at varying intensity levels; and progress monitoring data that was collected which reflected the child's progress during instruction.

sufficient time to ensure development of an IEP by the child's 3rd birthday if eligible for Part B services

- Ensure development of an IEP, including inviting Part C program staff participation in the IEP meeting, for the student by the student's 3rd birthday
- b)** Identification of a child with a disability under Part B (must include all three elements below):
 - A process for both parents and staff to request evaluations³
 - A process that ensures that a child is evaluated in all areas of concern
 - Evaluations are conducted by qualified trained professional(s) as specified by the producer of the formal assessment tool
- c) Identification of students exhibiting behavioral or academic gaps**
Screening data is used in concert with at least two other data sources. Please check all that apply:
 - Classroom Performance (grades or work samples)
 - Attendance
 - Diagnostic Assessments
 - Behavior checklists
 - Parent or staff behavioral observation
 - Other _____

3) Evaluation

- a)** Procedures to ensure the ability to make sound determinations about whether the student's failure to progress results from inappropriate instruction and/or LEP status. A group of qualified professionals must meet following a referral to review (check all that apply):
 - Existing data (educational, behavioral, attendance, health, etc.)
 - Information from the parent
 - Pre-referral interventions and strategies
 - Current classroom-based assessments, and
 - Observations by teachers and related service providers⁴
- b)** A set of procedures and assessments to determine whether a child has a disability and, if so, the nature and extent of special education and related services that the child needs
 - These procedures allow the school to make eligibility determinations as determined by the timelines established by State policy (i.e., procedures should ensure that the time frame between referral and parental

³ While schools are encouraged to use multi-tiered response to intervention systems, such procedures cannot be used to delay conduct of an evaluation once a parent or staff member has formally requested such evaluation(s).

⁴ Please consult OSSE's Part B Initial Evaluation/Reevaluation Policy: <http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Part B Initial Evaluation Reevaluation Policy.pdf>

consent is 30 days and an eligibility determination is made no longer than 60 days from obtaining parental consent).

c) Reevaluations - Procedures in place to ensure timely and appropriate reevaluations.

- x Procedures should include process to complete reevaluations when written parental consent to reevaluate is not available.⁵ (Please note OSSE's Policy requires LEAs to document that they have attempted to obtain written consent at least 3 times via 2 different communication modes (i.e., phone, letter, etc.)

4) Serving the student with an identified disability

a) Once a child has been identified with a disability, his/her IEP is fully implemented and revised as required. (Must include all four elements below.)

- x Timely development and implementation of the IEP
- x Hire and retain qualified professionals to implement all IEP services
- x Implement routine procedures to conduct ongoing IEP progress monitoring and determine appropriateness of IEP services
- x Determine appropriate settings for services within the Least Restrictive Environment (LRE)

5) Serving the student identified as requiring targeted intervention

Once a student is identified as needing accelerated learning or targeted interventions, the following conditions should be met:

- x Communication sent to the student's family and internal team that includes a description of the intervention and timeline.
- x A coherent mechanism for monitoring student progress and decision-making put into place and communicated to the student's family and internal team
- Please check here if your school does not currently have an established intervention system and require technical support. Describe what aspect of support your school requires _____

6) Of the students who received targeted interventions through MTSS during SY 2022-23 (or other support programs with titles such as RTI, SST, etc), how many:

- a) Were referred to special education _____
- b) Met their goals/closed gaps and discontinued receiving interventions _____
- c) Continued to require and receive interventions _____

THIS DATA HAS NOT BEEN TRACKED AND THUS IS NOT CURRENTLY AVAILABLE.

⁵Id.



7) Staffing

a) What is the title of the person who manages the MTSS (RTI, SST, etc) program?

Chief of Schools (in charge of LEA academic issues, including these); there is not a single LEA staff member for this function (campus and school-based)

b) What is the title of the person who manages the special education program? (*this may or may not be the same person*)

Chief of Schools; there is not a single LEA staff member for this function (campus and school-based)

A handwritten signature in blue ink, appearing to read "Peter Anderson".

Peter Anderson, Head of Schools

Name and signature of School Leader (ED/ Head of School/ Principal)