

III. Child Find

In accordance with federal law, the South Carolina Public Charter School District assumes responsibility for the location, identification and evaluation of all children ages 3 through 21 who are enrolled in any of the schools chartered with the South Carolina Public Charter School District and who reside within the State of South Carolina and who require special education and related services. This includes children who are suspected of having a disability even though they are advancing from grade to grade (34 C.F.R. § 300.111(a)(c)). The decision to serve students who are 21 years old **on or before September 1 of the school year** is left to each individual charter school that is chartered with the South Carolina Public Charter School District.

A. Responsibility for Determining Eligibility

In the South Carolina Public Charter School District, the multidisciplinary team ensures that the student meets the eligibility requirements of IDEA and South Carolina Board of Education regulations 43-243 and 43-243.1.

In all cases, the South Carolina Public Charter School District multidisciplinary team will not determine that a student has a disability if the suspected disability is the result of a lack of instruction in reading or math. If the student is not proficient in English, the South Carolina Public Charter School District will not identify the student as having a disability if the limited English proficiency (LEP) is the cause of the suspected disability.

B. Child Identification Process

The South Carolina Public Charter School District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability. The South Carolina Public Charter School District, in conjunction with each of the charter schools within the district, coordinates the child identification process. The South Carolina Public Charter School District, its schools, and its staff use a variety of community resources and systematic activities in order to identify children requiring special services.

The following is the school's Child Find notice and a description of methods for publically providing the notice:

The schools' LEA and/or administration will ensure that notices for Child Find be made available to families through the methods of but not limited to:

1. Informational literature explaining the process to families will be located at the front office of the school.
2. Maintaining copies of the Meeting Street Spartanburg Policies and Procedures for Special Education on file. It will be provided to families at each meeting, should a student begin the evaluation process, or upon family request.



3. Maintaining copies of the South Carolina Public Charter School District Procedural Safeguard Notice. It will be provided to families at every meeting or upon request.

Procedures for referring students who may be suspected of having a disability:

A) Referrals initiated by school

The schools' MTSS Coordinator, in alignment with the SCPCSD guidelines, will ensure that students suspected of having a disability have their data reviewed by the MTSS team to determine if additional action needs to be taken. If the team determines there is enough data to support the suspected or definite disability, and the student is of transition age, the MTSS Coordinator, homeroom teacher or school counselor will reach out to the parent(s) to schedule a meeting within 10 days to decide as a team the next steps to best support the student. The MTSS Director or school LEA will ensure the following things are documented and filed:

- Date of the referral and person submitting the referral
- Parent contact log
- Parent meeting notice and parent response to attend
- Meeting purpose
- Documentation that may have been sent to parents prior to the meeting to gather additional information prior to the meeting

If the referral leads to a parent meeting the following and previously listed information will be captured in Ed Plan:

- Date of meeting
- Meeting attendees
- Behaviors or characteristics that have lead to suspected disability
- Documentation of universal accommodations and/or interventions that have been tried, duration, outcome and individual responsible for it pre-referral.
- Any data necessary to be reviewed to provide information regarding the student will be captured in the notes and available at the meeting.
- Depending on information provided by the parents, the school may ask for a Release of Information to be completed or additional medical information be provided to the school.
- The team will also determine if additional data needs to be collected.

B) Referrals initiated by parents

If parents have concerns of a suspected disability for their child they will need to request an evaluation in writing listing the areas of concerns. Upon receiving the letter, the schools' MTSS Coordinator or school psychologist will reach out to the parent(s) to schedule a meeting within 7 days to decide as a team the next steps to best support the student. The MTSS Director or school LEA will ensure the following things are documented and filed:

- Date of the referral and parent submitting the referral
- Parent letter of the request
- Parent contact log
- Parent meeting notice and parent response to attend
- Meeting purpose
- Documentation that may have been sent to parents prior to the meeting to gather additional information prior to the meeting

During the parent meeting the following and previously listed information will be captured in Ed Plan:

- Date of meeting
- Meeting attendees
- Behaviors or characteristics that have lead to suspected disability
- Documentation of universal accommodations and/or interventions that have been tried, duration, outcome and individual(s) responsible (pre-referral) .
- Any data necessary to be reviewed to provide information regarding the student will be captured in the notes and available at the meeting.
- Depending on information provided by the parents, the school may ask for a Release of Information ro be completed or additional medical information be provided to the school.
- The team will also determine if additional data needs to be collected.

Part B (Babynet) to Part C (School Age) Transition

Evaluation, Eligibility Determination and Placement must occur prior to child's Third Birthday. If identified as a student with a disability, services must begin on the child's third birthday.

The children will be referred to the local homeschool district for a comprehensive evaluation and eligibility determination prior to enrolling in the SCPCSD, the part B representative should be invited. Once enrolled, SCPCSD will be responsible for developing the IEP, if appropriate. The Part B representative will be invited to the meeting. If the child is already enrolled in SCPCSD, then the respective Charter School will be responsible for the comprehensive evaluation.

C. Data Collection

The South Carolina Public Charter School District maintains a data management system and submits data to South Carolina Department of Education, Office of Special Education Services pursuant to South Carolina Board of Education Regulations 43-243.