

Keystone Montessori Charter School's "Child Find" Policy and Procedures

Policy

If you have concerns about your child's development or progress in school, you may find the following information may be helpful.

What is "Child Find?"

The Individuals with Disabilities Education Act (IDEA) 2004 obligates schools to identify, locate, and evaluate all children with disabilities and guarantees eligible children with disabilities a free and appropriate public education (FAPE), based on the child's unique needs, in the child's least restrictive environment (LRE).

In compliance with IDEA, Keystone Montessori Charter School staff members conduct "Child Find" activities for children from birth through 21 years old.

Procedures

"Child Find"

- 1) Keystone Montessori Charter School staff members identify, locate, and evaluate all children within the school population who require special education and related services. School staff members responsible for this task include, but are not limited to,
 - i) the Associate Head of School,
 - ii) the Director of Special Education,
 - iii) the school's office manager,
 - iv) the general education teachers, and
 - v) other support staff as needed.

- 2) Keystone Montessori Charter School staff identify, locate, and evaluate children within the school population who are suspected of having a disability or requiring special education, even if

- a) the child promotes from one grade to another grade or
- b) is highly mobile, including migrant children.

School staff members responsible for this task include, but are not limited to,

- i) the Associate Head of School,
- ii) the Director of Special Education,
- iii) the school's office manager,
- iv) the general education teachers, and
- v) other support staff as needed.

- 3) The school's Director of Special Education and the school's office manager maintain hard-copy and electronic files for all children receiving special education and related services.

Public Awareness

1. Keystone Montessori Charter School staff members let the general public know that special education services are available for students aged 3 through 21. School staff members also let the general public know how to access those special education services. School staff members responsible for this task include, but are not limited to,
 - a. the Associate Head of School,
 - b. the Director of Special Education,
 - c. the school's webmaster,
 - d. the school's office manager,
 - e. the general education teachers,
 - f. and other support staff as needed.

2. Keystone Montessori Charter School staff members let parents/guardians/surrogates with a child / children enrolled within the school know that special education services are available for students aged 3 through 21. School staff members also let parents/guardians/surrogates with a child / children enrolled within the school how to access those special education services. School staff members responsible for this task include, but are not limited to,
 - a. the Associate Head of School,
 - b. the Director of Special Education,
 - c. the school's webmaster,
 - d. the school's office manager,
 - e. the general education teachers,
 - f. and other support staff as needed.

3. Keystone Montessori Charter School staff members let the general public and parents/guardians/surrogates with a child / children enrolled within the school know about the early intervention services that exist for children from birth through 2 years of age. School staff members responsible for this task include, but are not limited to,
 - a. the Associate Head of School,
 - b. the Director of Special Education,
 - c. the school's webmaster,
 - d. the school's office manager,
 - e. the general education teachers,

- f. and other support staff as needed.
4. “Public Awareness” activities conducted by Keystone Montessori Charter School staff members include, but are not limited to, providing the general public and parents/guardians/surrogates with a child / children enrolled within the school with
- a. the direct URL link to the school board-approved “Child Find” policies and procedures on the school’s website;
 - b. a printed copy of the school’s board approved “Child Find” policies and procedures;
 - c. a bilingual copy of the “AZ FIND: Helping All Children Succeed” flier;
 - d. a copy of the English or Spanish “AZ FIND: Helping All Children Succeed” brochure.

School staff members responsible for this task include, but are not limited to,

- a. the Associate Head of School,
- b. the Director of Special Education,
- c. the school’s office manager,
- d. the general education teachers,
- e. and other support staff as needed.

Child Identification and Referral

1. The school’s Director of Special Education establishes, implements, and makes available to all of the school’s staff members, the general public, and parents/guardians/surrogates with a child / children enrolled within the school, the school board-approved “Child Find” policies and procedures designed to identify and refer all children with disabilities aged through 21, regardless of the severity of the child’s disability.
2. The school’s Director of Special Education makes sure that printed copies of the school board-approved “Child Find” policies and procedures are available to the general public and parents/guardians/surrogates with a child / children enrolled within the school.
3. The Director of Special Education makes sure that the school’s webmaster posts the most up-to-date electronic copy of the school board-approved “Child Find” policies and procedures on the school’s website.
4. Appropriate Keystone Montessori Charter School staff members meet at least once every calendar year to inspect and, if necessary, revise the school board-approved “Child Find” policies and procedures. School staff members responsible for this task include, but are not limited to,
 - a. the School Board members

- b. Associate Head of School,
 - c. the Director of Special Education,
 - d. and other support staff as needed.
5. The school's Director of Special Education and office manager maintain print and electronic documentation of who attended any review meetings held throughout the calendar related to the school board-approved "Child Find" policies and procedures. School staff members who will attend these meetings include, but are not limited to,
 - a. the School Board members,
 - b. Associate Head of School,
 - c. the Director of Special Education,
 - d. and other support staff as needed.
6. The school's Director of Special Education meets at least once every calendar year with the School Board members, the Associate Head of School, and other support staff as needed to ensure that the school board-approved "Child Find" policies and procedures for child identification and referral continue to follow federal and state legislation, rules, and regulations.
7. The school's Director of Special Education conducts at least one annual professional development session so that all school staff members understand the roles they play in conducting child identification activities related to students enrolled in the school and the general public. The Director of Special Education requires all relevant school staff members to attend. The Director of Special Education and the school's office manager maintain hard-copy and electronic meeting attendance files.
8. The school's Director of Special Education works with the Associate Head of School and the general education teachers to ensure completion of identification screening for possible disabilities within 45 calendar days after:
 - a. Entry of any student enrolling without appropriate records of screening, evaluation, and progress in school; or
 - b. Notification by parents of concerns regarding developmental or educational progress by their child (aged 3 years through 21 years).
9. The school's Director of Special Education ensures that the school's screening procedures include the following components:
 - a. cognitive or academic;
 - b. communication;
 - c. motor;
 - d. social or behavioral;

- e. and adaptive development.
10. The school's Director of Special Education makes sure that the general public, parents/guardians/surrogates with a child / children enrolled within the school, and all school staff understand that this screening does not include detailed individualized comprehensive evaluation procedures.
 11. For a student transferring to Keystone Montessori Charter School, the school's Director of Special Education reviews enrollment data and the student's educational performance at their prior school. If there is a history of special education for a student not currently eligible for special education, or if there has been a history of poor progress, the Director of Special Education will meet with the Associate Head of School and the student's general education teacher to consider the need for a referral for a full and individual evaluation or other services.
 12. If a concern about a student is identified through screening procedures or through a review of records, the school's Director of Special Education shall have the student's general education teacher notify the child's parent/guardian/surrogate of the concern within 10 school days and inform them that the Director of Special Education will follow up with them about the school's procedures and the student's needs.
 13. The school's Director of Special Education maintains a print and electronic record of the identification procedures used, the dates of entry into school or the notification by parents/guardians/surrogates, and the dates of screening. The school's office manager maintains the results inside the student's permanent records file, located in the locked cumulative file room. In the case of a student no longer enrolled, the results are maintained by the school's office manager in a secure, off-site facility.
 14. If the identification process indicates a possible disability, the name of the student is submitted by the general education teacher to the school's Director of Special Education and the Associate Head of School. The school's Director of Special Education, the Associate Head of School, and the general education teacher meet to consider the need to refer the student for a full and individual evaluation or other services.
 15. Parents/guardians/surrogates may request an evaluation of their child / children by calling the Director of Special Education at 480-460-7312 or by email at info@keystonemontessori.com.
 16. If, after consultation with the parent/guardian/surrogate, the school's Director of Special Education, Associate Head of School, and general education teacher decide that a full and

individual evaluation is not warranted, then the school's Director of Special Education ensures that the student's parent/guardian/surrogate receives a prior written notice and their procedural safeguards within a timely manner.

Referral: Birth to 2 years 9 months

1. When the school's Director of Special Education receives a statement of concern from a parent/guardian/surrogate about the development of a child / children aged from birth to 2 years 9 months, the Director of Special Education will complete the following steps within two (2) business days of the date of the parental referral.
2. The school's Director of Special Education provides the child's parent/guardian/surrogate with the direct URL link to the school board-approved "child find" policies and procedures.
3. If needed, the school's Director of Special Education provides the child's parent/guardian/surrogate with a printed copy of the school board-approved "child find" policies and procedures.
4. The school's Director of Special Education provides the child's parent/guardian/surrogate with a copy of the "AZ FIND: Helping All Children Succeed" flier.
 - a. The double-sided flier has English on one side and Spanish on the other.
5. The school's Director of Special Education provides the child's parent/guardian/surrogate with a copy of the "AZ FIND: Helping All Children Succeed" brochure.
 - a. The school's Director of Special Education asks the child's parent/guardian/surrogate if they would like a brochure in English or Spanish.
6. The school's Director of Special Education informs the child's parent/guardian/surrogate that the Director of Special Education will submit an online referral to the Arizona Early Intervention Program (AzEIP).
7. The school's Director of Special Education uses the "Arizona Department of Education, Exceptional Student Services Child Find Referral Form" to collect all needed information from the child's parent/guardian/surrogate.
8. The school's Director of Special Education submits an online referral at www.azdes.gov/AzEIP.
9. If the online application malfunctions, the school's Director of Special Education immediately contacts AzEIP for technical assistance.

10. The school's Director of Special Education records the date of the online referral on the "Arizona Department of Education, Exceptional Student Services Child Find Referral Form."
11. The school's Director of Special Education provides the child's parent/guardian/surrogate with this date and informs them that this date is considered the initial referral to AzEIP.
12. After submitting the online referral, the school's Director of Special Education prints two copies of the referral for verification purposes.
13. The school's Director of Special Education keeps one printed copy of the referral for school record-keeping purposes.
14. The school's Director of Special Education gives one printed copy of the referral to the child's parent/guardian/surrogate for their records.
15. The school's Director of Special Education provides the child's parent/guardian/surrogate with AzEIP's email and phone number so that they can check the status of the referral.
 - a. Email: AzEIP@azdes.gov
 - b. Phone Number: (602) 532-9960
16. The school's Director of Special Education regularly checks the status of the referral with AzEIP.
17. The school's Director of Special Education encourages the child's parent/guardian/surrogate to regularly check the status of the referral with AzEIP.
18. As needed, the school's Director of Special Education keeps the child's parent/guardian/surrogate updated on the status of the referral with AzEIP.

Referral: 2 years 10 months to 5 years

1. When the school's Director of Special Education receives a statement of concern from a parent/guardian/surrogate about the development of a child / children aged from to 2 years 10 months to 5 years, or a request for an evaluation, the Director of Special Education will complete the following steps within two (2) business days of the date of the parental referral.
2. The school's Director of Special Education provides the child's parent/guardian/surrogate with the direct URL link to Keystone Montessori's school board-approved "child find" policies and procedures.

3. If needed, the school's Director of Special Education provides the child's parent/guardian/surrogate with a printed copy of its school board-approved "child find" policies and procedures.
4. The school's Director of Special Education provides the child's parent/guardian/surrogate with a copy of the "AZ FIND: Helping All Children Succeed" flier.
 - a. The double-sided flier has English on one side and Spanish on the other.
5. The school's Director of Special Education provides the child's parent/guardian/surrogate with a copy of the "AZ FIND: Helping All Children Succeed" brochure.
 - a. The school's Director of Special Education asks the child's parent/guardian/surrogate if they would like a brochure in English or Spanish.
6. The school's Director of Special Education informs the child's parent/guardian/surrogate that Keystone Montessori will submit a referral to the child's District of Residence.
7. The school's Director of Special Education uses the "Arizona Department of Education, Exceptional Student Services Child Find Referral Form" to collect all needed information from the child's parent/guardian/surrogate.
8. The school's Director of Special Education works with the child's parent/guardian/surrogate to determine the child's District of Residence.
9. The school's Director of Special Education faxes the completed "Arizona Department of Education, Exceptional Student Services Child Find Referral Form" to the child's District of Residence.
 - a. The school's Director of Special Education uses a cover sheet marked "confidential" when faxing the form to the District of Residence.
 - b. The school's Director of Special Education maintains a copy of the form for verification purposes.
 - c. The school's Director of Special Education gives a copy of the form to the child's parent/guardian/surrogate for their records.
10. The school's Director of Special Education records the date of the faxed referral on the "Arizona Department of Education, Exceptional Student Services Child Find Referral Form."
 - a. The school's Director of Special Education provides the child's parent/guardian/surrogate with this date and informs them that the date the

District of Residence receives the referral begins the timeline requirement for eligibility determination:

- i. 45 calendar days to screen, and
- ii. 60 calendar days to evaluate.

11. The school's Director of Special Education gives the child's parent/guardian/surrogate a copy of their child's District of Residence information, including the

- a. District name,
- b. physical address,
- c. point of contact's name,
- d. phone number,
- e. fax number, and
- f. email address.

12. The school's Director of Special Education regularly checks the status of the referral with the District of Residence.

13. The school's Director of Special Education encourages the child's parent/guardian/surrogate to regularly check the status of the referral with the District of Residence.

14. As needed, the school's Director of Special Education keeps the child's parent/guardian/surrogate updated on the status of the referral with the District of Residence.