

I have concerns about my child's

LEARNING

SPEECH

BEHAVIOR

DEVELOPMENT

SPECIAL EDUCATION IS HERE TO SUPPORT!

For more information on special education at your child's school, please contact

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HOW DO I ACCESS FREE SPECIAL EDUCATION SERVICES?

1. WHO can refer a child for a special education evaluation?

Anyone, including a parent, concerned about a child's learning, development, speech, or behavior can make a referral (or request) for a special education evaluation. If the school determines an evaluation is necessary, **written consent from the child's parent is required** before an evaluation is conducted.

2. WHAT is an evaluation?

An evaluation may involve **observations and tests** with the child and interviews with the parent.

3. HOW is special education eligibility determined?

A school-based team, including the parent, will review the evaluation results and determine if the child has a disability and needs special education services.

4. WHAT will happen if a child is determined eligible for special education services?

A team, including the parent, will convene to **develop an individualized education program (IEP)** to support the child. All of this is provided free of charge.

SPECIAL EDUCATION IDENTIFICATION TIMELINE

Special Education Referral



School Review



Parent Consent to Evaluate



Evaluation

within 30 days of parent consent



Review of Evaluation Results

within 60 days of parent consent



Eligibility Determination



Individualized Education Program (IEP)

What is Child Find? Child find is a process required by the *Individuals with Disabilities Education Act (IDEA)* to **identify, locate, and evaluate** all children from birth through 22 years of age who may have disabilities and may need special education services. Child find is an ongoing process of public awareness and screening activities that help to ensure all students who need special education receive these services.



Child Find

General. Cedar Tree Academy identifies, locates, and evaluates all children with disabilities enrolled in Cedar Tree Academy, regardless of the severity of their disability, who are in need of special education and related services including children who are made a ward of the state, county, or child welfare agency, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade.

PROCEDURES FOR LOCATING, EVALUATING, AND IDENTIFYING CHILDREN WITH DISABILITIES (Child Find)

I. Purpose

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. Charter Schools (as is the case with Cedar Tree Academy) are required to conduct child find activities for children who may be eligible for services via the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation

These procedures provide guidance on how Cedar Tree Academy (CTA) will locate and identify all children between the ages of 3 and 6 who may need special education and/or related services to address problems that may interfere with their future development and learning, including those students who are advancing from grade to grade.

School-Based Systematic Screening

Cedar Tree Academy shall establish a system to accomplish the following:

- **Initial Screening** – Identify and provide initial screening of students to identify any with academic, social/emotional or sensory (vision/hearing) or speech/language difficulties. To facilitate this process, CTA will:

- provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum; and

- **Purpose** – Identify students who are suspected of having a disability and who may need special education services.

Requirements



The screening process shall follow, as appropriate, Cedar Tree Academy's procedures described for evaluation and assessment must include a timely, comprehensive, multidisciplinary evaluation which identifies the appropriate intervention services that will assist in the development of the child. Each evaluation and assessment will include the following components:

An evaluation of the child's level of functioning in each of the following developmental areas:

- a. Cognitive development
- b. Physical development, including vision and hearing
- c. Communication development
- d. Social or emotional development; and
- e. Adaptive development