

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION	
Child Find Procedures	1001

The purpose of this document is to provide procedural information regarding charter school responsibilities for the creation and implementation of Child Find procedures. These procedures cover:

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Child Find Overview

Under the Individuals with Disabilities Education Act (IDEA), Child Find requires all school districts to identify, locate, and evaluate all children with disabilities from birth through age twenty-one (21), regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. The IDEA requires all states to develop and implement a practical method of determining which children with disabilities are receiving special education and related services and which children are not.

Charter School Responsibilities

All authorized charter schools under the Commission are required to ensure that all children who have disabilities and who are in need of special education and related services are identified, located, and evaluated. The schools' Child Find program shall include at a minimum:

- (1) Established referral procedures, which ensure that all students who are suspected or known to be a child with a disability are referred to the special education evaluation team for further evaluation;
- (2) The ability of any person to refer a child to the IEP team for reasons including, but not limited to:
 - (a) Failure to pass a hearing or vision screening;
 - (b) Unsatisfactory performance on group achievement tests or accountability measures;
 - (c) Repeatedly failing one or more subjects;
 - (d) Inability to progress or participate in developmentally appropriate activities; and
 - (e) Receiving supports and services outside of the school setting;
- (3) Annually publicizing and disseminating information describing its Child Find program, including a description of the school's special education program, supports, and services, as well as the school contact person and his/her functions, including the manner by which he/she might be contacted for further information or referral;
- (4) The public display of Child Find information in a clearly visible, high-traffic area of the school including, but not limited to:
 - (a) The main office; or
 - (b) The school counselor's office;
- (5) Annually providing all parents/guardians of children with disabilities with information regarding their rights and responsibilities under federal and state special education laws;
- (6) Ensuring that all referrals from parents and others who suspect or know a child to have disability are forwarded to the special education evaluation team;

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- (7) Providing parents/guardians with a written notice of any referral not initiated by the parent/guardian; and
- (8) Ensuring that there are continuing efforts related to cultural competency in relationship to public awareness and Child Find activities, such as the ability to communicate with and relate to parents and families in ways which are appropriate to their individual racial, ethnic, and/or cultural backgrounds.

Accountability

All authorized charter schools are required to submit their Child Find procedures to the Commission annually as either part of their student or parent handbook or as an additional policy/procedure requested by the Commission. Plans must outline how the school conducts Child Find through public notice (i.e., website), referrals (parents/guardians, teachers, etc.), and through the response to intervention (RTI²) process.

The Commission shall conduct desktop monitoring to ensure that all charter schools abide by state timelines for initial eligibility and evaluation. Once per quarter, the Commission shall pull the *Initial Eligibility (60 day) Report* in EasyIEP to ensure that students who have parental consent for initial evaluation are evaluated within sixty (60) days of the parents' consent.