

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:

Annual Notice of Child Find: Meeting Street Jasper & Beaufort

Upon request, Meeting Street Jasper & Beaufort is required to evaluate a child for eligibility of special education services. A request can be made by any member of the multidisciplinary team (including, but not limited to a parent or guardian, school personnel, and/or external medical professional) who has suspects the student has

a disability that requires them to receive specialized instruction. A request for evaluation is known as a referral. When the school receives a referral, the school will appoint an evaluation planning team to determine if the child has a disability, and if the disability requires the support of special education services. The school locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in Meeting Street Jasper & Beaufort.

Any school staff member who reasonably believes a child may be a child with a disability has a legal duty to refer the child, including homeless children, to the school district in which the child is enrolled. Before “referring” the child, the person making the referral must inform the child’s parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school or district in which the child is enrolled.

Referrals must be made in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Tamil Goodson, Principal at **(864) 367-5885** or in writing at **8575 East Argent Parkway, Ridgeland, SC 29936**.

Public Dissemination:

Child Find procedures can be found on the Meeting Street Jasper & Beaufort webpage, <https://www.meetingstreetschools.org/ms-jasperbeaufort/> and are posted near the entrance to the school.

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

A) Referrals initiated by school

Child find mandates that students are referred for special education evaluation whenever an individual suspects that a child has a disability that requires the use of specialized instruction. Meeting Street Jasper & Beaufort utilizes a Multi-Tiered System of Support (MTSS) to help identify students who need academic, behavioral, social-emotional, physical, and/or attendance supports above and beyond what is available for all students at the school.

Meeting Street Jasper & Beaufort defines MTSS as:

We believe that all students have the right to a life of choice and opportunity. Multi-Tiered Systems of Support (MTSS) is a structure and a mindset that holds adults accountable to deliver on that promise. At Meeting Street Schools, we give our students high-quality, responsive, and tiered academic, social-emotional, and wellness supports to maximize student growth.

Meeting Street Jasper & Beaufort collects a wide variety of assessment data in order to help identify students who require additional tiered supports. Those assessments include iReady math and reading, MAP Reading Fluency, SAEBRS, FastBridge, and other curricular based assessments. If a

student is flagged as needing additional, personalized support the MTSS team - which includes the grade level dean, classroom teachers, and appropriate specialists - will create a Student Support Plan that will include the type of intervention, goals of the intervention, person responsible for monitoring the data, and an expected completion date. Parents will be notified of the need for intervention support.

At regular intervals aligned with the goal date on the Student Support Plan (typically 6-8 weeks after the start of an intervention), the MTSS team will review student progress to determine need for continued intervention. The outcome of those meetings are one of the following:

1. Continued Intervention at the same pace and intensity
2. Increase the intensity of the intervention
3. Change in type of intervention to address different needs or in a different way
4. Removal of the intervention
5. One of the above PLUS formal referral to special education.

This data cycle continues in 6-8 week cycles in conjunction with the parent until it is determined that additional intervention is not needed or there is a reason to refer the student for special education evaluation. If the MTSS team suspects a disability, they connect with the building's special education teacher and the Meet Street Director of Student Support in order to schedule a formal Student Evaluation Planning meeting with the parent and guardian. Meeting Street's policy is that intervention will be continued throughout the referral process so to make the most informed decision regarding eligibility.

Although the above outlines the typical process for engaging in a school-based special education referral, Child Find laws mandate that a referral is made as soon as one team member believes that there is a disabling condition that requires special education services. If there is a suspected disability outside of the MTSS process, staff members may refer to the Meeting Street Jasper & Beaufort policy regarding Child Find and write a letter to the principal indicating their concerns and why they are referring.

Meeting Street Jasper & Beaufort follows the following timelines for all school-based referrals:

1. A meeting with the parent of the referred student to complete the Student Evaluation Planning process will happen within 20 calendar days of the receipt of the referral request.
2. The evaluation will be completed within 60 calendar days of the receipt of the parents consent for initial evaluation for special education services.

B) Referrals initiated by parents

If a referral is initiated by a parent, the team is not obligated to have the student go through the MTSS process. A student evaluation planning (SEP) meeting will be convened within 10 school days of receipt of the parent's written request to evaluate the student's data and determine an evaluation plan. As a result of this meeting, the team will either determine that:

1. The student's data indicates that they are not eligible for special education services at this time and close out the initial referral or
2. Additional information is necessary to determine eligibility for special education services at which point the school will seek to obtain initial consent for evaluation from the parent.

Meeting Street Jasper & Beaufort follows the following timelines for all school-based referrals:

3. The evaluation will be completed within 60 calendar days of the receipt of the parents consent for initial evaluation for special education services.

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.