

### ***Child Find and Communication***

The charter school recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have a disability so that a free appropriate public education can be made available to all these children. To ensure compliance with these Child Find provisions of IDEA, the charter school will put in place the following processes:

- ✓ When a parent/guardian is informed via a letter that his/her child has a place on the school's roster, that parent/guardian will be advised that any child who has an IEP or may be suspected of having a disability is entitled to special services and that the school's CAO should be made aware of the child's circumstances
- ✓ The letter will include:
  - *Records Release Form* to authorize the charter school to obtain the student's records from his/her prior school
  - Request for a copy of the IEP
- ✓ The charter school will contact the appropriate school district administration to obtain records for each enrolled student.
- ✓ The charter school will also send to the appropriate school district's Committee on Special Education a list of the enrolled students from that district to determine if there are any students with IEPs or suspected of having disabilities to ensure that no student "falls between the cracks."
- ✓ The charter school will include in its professional development training in the weeks prior to the school's opening, explicit instruction on Child Find provisions including guidelines and instructions for early identification of children who might be suspected of having a disability
- ✓ The charter school's CAO, Special Education teachers, classroom teachers and parents/guardians will be involved in the meetings with the District CSE to ensure that there is a clear understanding as to how the IEP is to be implemented
- ✓ The charter school will take steps to ensure that students are given opportunities to use all aspects of the school's curriculum to enhance their unique skills and interests. Given the engaging nature of the *Paragon Curriculum* it is hoped that students who are interested in music, drama or art might find that success in those disciplines will boost their confidence and help them overcome or compensate for difficulties or disabilities in other subject areas.

### ***Family Educational Rights and Privacy Act***

The charter school will ensure compliance with the Family Educational Rights and Privacy Act by following the steps noted below:

- ✓ Parents or guardians (or any student over the age of 18) who requests to inspect or review a student's educational records will be asked to put the request in writing to the CAO specifying the record or records they want to review. All office staff will be advised of the process at the professional development training prior to the school's opening.

Within 15 days of receiving the request, the CAO will make arrangements for access and notify the parents/guardians/student of the time and place where the records may be inspected.

- ✓ If a parent/guardian or eligible student requests that item(s) in the student's records be amended, they will be asked write a letter of request to the CAO, clearly identifying the part of the record they want changed. In addition, they will be asked to specify in their letter why they believe the information, as included in the educational records, is inaccurate or misleading.
- ✓ All office staff will be advised of this procedure at professional development training prior to the school's opening. If the CAO decides not to amend the record as requested, the CAO will advise the charter school Board and, within 15 days of receiving the request, notify the parent/guardian or eligible student of the decision. The parent/guardian or eligible student will be advised of their right to a hearing with the Board of Trustees regarding the request for amendment.
- ✓ Parents/guardians and eligible students will be provided their right to consent to any disclosures of personally identifiable information contained in a student's educational record except if the disclosure is to school officials who need the information for legitimate and sound educational reasons. The charter school considers such "school officials" to be one or more of the following:
  - CAO
  - The student's classroom teacher/paraprofessional
  - Learning specialist/therapist
  - School nurse
  - Board member
  - Board attorney
  - Designated MEI employee
  - Parent/guardian serving on an official committee such as the Grievance Committee
- ✓ A school official must be fulfilling his/her professional responsibility to have a legitimate educational interest to review a student's educational record

### **Communication**

Parents/guardians of students with disabilities will be advised of student progress through parent conferences, report cards, updated personalized learning plans and by grade updates that will be provided via "back pack express" just as parents/guardians of students without disabilities. These communications will occur periodically throughout the school year as noted below:

Parent Conferences – required meetings in which the student's progress is discussed and samples of work provided

Report Cards – distributed at the parent conference (only mailed home on exception basis)

Personalized Learning Plans –  
either mailed home, given to parent  
or guardian when child is picked up,  
or sent home via back pack

Grade Updates – although not  
specific to the achievement of an  
individual child, provides parents  
and guardians with curriculum  
updates

Paragon Night Performances - the  
culminating event after each  
Paragon unit that allows parents  
and guardians to see student  
portfolios and performances and  
provides for informal conversations  
between teachers and  
parents/guardians 8 times a year

The charter school personnel believe that the school and the family must be working in concert to have the maximum impact on the child's development and, therefore, will strive to ensure that parents/guardians are in attendance at meetings, throughout the process, regarding their child so that their understanding of the child and his/her needs are discussed as a critical contribution to the development of the IEP. Meetings involving discussion of the needs of the individual student with disabilities will be scheduled so that parents/guardians will be able to attend. Parents/guardians will be involved in the following:

- ✓ Initial review and discussion about the individual student with the Home Study Team
- ✓ Monthly meetings with the district's committee on special education when their child's IEP is being developed and/or progress discussed
- ✓ Monthly personalized learning plan will also provide valuable information to parents/guardians as to how the student is progressing in meeting academic goals in each subject as well as achieving goals that are unique to their special needs.

# REFERRAL FORM

Name of Student: \_\_\_\_\_

Date of Referral (mm/dd/yyyy): \_\_\_\_\_

Age: \_\_\_\_ Birth-date (mm/dd/yyyy): \_\_\_\_\_

Gender: \_\_\_\_\_

Referred by: \_\_\_\_\_

Grade: \_\_\_\_\_

Site: \_\_\_\_\_

Teacher: \_\_\_\_\_

Parent/Guardian/Surrogate: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

(Street/Box Number)

(City, State, Zip)

## REASON FOR REFERRAL:

- 1. Educational – Reading / Writing / Math
- 2. Cognitive
- 3. Communication – Speech / Language
- 4. Motor Skills – Fine / Gross
- 5. Hearing
- 6. Vision
- 7. Pre-academic School Readiness

- 8. Behavioral / Social / Emotional
- 9. Adaptive
- 10. Other (please describe) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SUMMARY OF EXISTING INFORMATION:

Prior Special Education Referral Date(s) \_\_\_\_\_

Prior Evaluations (may include):

[ ] Psychological \_\_\_\_\_ [ ] Educational \_\_\_\_\_ [ ] Physical/Medical \_\_\_\_\_  
(mm/dd/yyyy) (mm/dd/yyyy) (mm/dd/yyyy)

Days absent: \_\_\_\_\_ / \_\_\_\_\_  
(This Year) (Last Year)

Days suspended: \_\_\_\_\_ / \_\_\_\_\_  
(This Year) (Last Year)

Grades repeated: \_\_\_\_\_

### Linguistic Background:

Primary Language of Student: \_\_\_\_\_ Primary Language of Home: \_\_\_\_\_

Screening Information: Vision: \_\_\_\_\_ Pass/Fail Hearing: \_\_\_\_\_ Pass/Fail  
(mm/dd/yyyy) (Circle One) (mm/dd/yyyy) (Circle One)

Medications: \_\_\_\_\_

### Attachments:

- Pre-Referral Intervention Strategies
- Report Card
- Current Work Samples
- Developmental Profile
- Other \_\_\_\_\_

**Cornerstone Academy**  
**6025 East Walnut Street**  
**Westerville, Ohio 43081**  
**614-775-0615**

**Missing Child Report**

Today's Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Time of Report: \_\_\_\_\_

1. Reporter's Name: \_\_\_\_\_
2. Reporter's Contact Information: \_\_\_\_\_
3. Reporter's Relationship to Child: \_\_\_\_\_
4. Reason for Report:  No Birth Certificate  
 No official school record from most recently attended school  
 Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Missing Child Information**

1. Full Name: \_\_\_\_\_
2. Nickname(s), alias(es): \_\_\_\_\_
3. Social Security Number: \_\_\_\_\_
4. Parent/Guardian Name: \_\_\_\_\_
5. Parent/Guardian Address: \_\_\_\_\_
6. Parent/Guardian Phone/contact information: \_\_\_\_\_
7. Gender:  Female  Male
8. Date of Birth: Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_
9. Birth Place: \_\_\_\_\_
10. Weight (lbs): \_\_\_\_\_ Height (feet/inches): \_\_\_\_\_
11. Race: \_\_\_\_\_ Skin Coloring: \_\_\_\_\_
12. Eye Color: \_\_\_\_\_ Use of:  Glasses  Contact Lenses
13. Hair Color: \_\_\_\_\_ Hair Style: \_\_\_\_\_

