



## 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