

CCCS Child Find Policy and Special Education Services

Child Find and Special Education Services

CCCS strives to provide a free, appropriate public education (FAPE) to exceptional students consistent with the Individuals with Disabilities Education Act (IDEA). To qualify as an exceptional student, the child must be of school age, in need of specially-designed instruction, and meet eligibility criteria for one or more of the following physical or mental disabilities set forth in federal regulations: a specific learning disability, traumatic brain injury, autism, mental retardation, a hearing impairment, including deafness, a speech and/or language impairment, a visual impairment, including blindness, emotional disturbance, an orthopedic impairment, deafness, blindness, multiple disabilities, and other health impairments).

Identification procedures ensure that eligible students receive an appropriate program consisting of individualized special education and related services. These services are provided at no cost to parents, in compliance with federal law and regulations. They are planned for the maximum educational benefit of the student.

Identification of exceptional students is conducted through various screening activities and on an ongoing basis. Identification procedures include: hearing, vision, physical and review of cumulative group-based data (academic records, standardized testing, health records, enrollment records, as well as teacher and parental input in response to questionnaires by the building level special education coordinator.) When screening results suggest that a student may need special education services, CCCS will, with parental consent, conduct a psycho - educational screening, which may or may not include speech and/or language testing. Parents who suspect their child would benefit from special education services should submit a written request for an evaluation to the school administrator.

Services provided for the needs of an exceptional student include: a multi-disciplinary evaluation (MDE); the annual development of an Individualized Education Program (IEP); supportive intervention in the regular education classroom or supplemental intervention in the regular classroom.

PARENTS ARE AN INTEGRAL PART OF THE IEP PROCESS AND SHOULD BE PHYSICALLY PRESENT AT IEP MEETINGS. CCCS WILL MAKE EVERY EFFORT TO INSURE PARENTAL PARTICIPATION.

The IEP team determines the extent of the special education services and the location where these services will be carried out. Considerations include: the student's identified needs and abilities, chronological age, and the intensity of the specified intervention.

The school also provides related services, such as speech and language services and occupational therapy, as necessary for the student to benefit from the special education program.

PARENTS MAY OBTAIN ADDITIONAL INFORMATION ABOUT SPECIAL EDUCATION SERVICES AND PROGRAM AND DUE PROCESS RIGHTS BY CONTACTING THE ADMINSTRATOR OF CCCS.

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CCCS does have a plan in place for accommodating incoming ELL students. All parents of enrolled students must complete the Home Language Survey in order for the school to identify students as being in need of an instructional program. This survey is maintained in each student's file. If a student is identified as ELL, an English Language proficiency test (TEWL/TOWL) is administered and instruction begins within 30 days.

Christopher Columbus Charter School makes every effort to provide equal educational opportunities for each ELL student. All ELL students have full and complete access to the school's curriculum at his or her grade level. A contracted ESL teacher is currently employed to provide appropriate instruction to facilitate the student's achievement of the academic standards and to help that student to become proficient in English. The 6 students currently identified receive services from the ESL teacher and will be assessed in January for continued services in this program. The instrument used to determine the course of action for these students is the WIDA Access English Language Proficiency Assessment.

As mandated by law, the formal State English Language Proficiency Assessment is administered to all ELL students annually. A record is maintained for all ELL students containing the English proficiency level for that student. These will be amended annually. If a student meets the state required exit criteria in the school's plan, that students' progress will continue to be monitored for at least two years following his/her release from the program. Parents of ELL students will receive a description of their child's instructional program. Information for parents will be provided in the native language if necessary. Interpreters and/or translators will be used as needed.