

Federal Assurance Policy

Special Education Local Plan

FAP 3

CHILD FIND

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

Legal References:

EDUCATION CODE

56205 (a)

56301

FEDERAL REFERENCES

20 USC Section 1412(a)(3)(A-B)

34 CFR Section 300.111

Federal Assurance Administrative Regulation

Special Education Local Plan

FAAR 3

CHILD FIND

The Trinity County SELPA works closely with public agencies such as Far Northern Regional Center, State Preschools, Head Start, California Children's Services, Behavioral Health, Public Health Services and others as appropriate in the identification of individuals with disabilities. Materials are distributed to doctors, health care professionals, and other agencies within the SELPA.

Each local education agency within the SELPA has established procedures for the identification, location and evaluation of students who may require special education services. Information regarding child find activities is included in an annual notice that is distributed to parents of all children.

Local Policy Exhibit

Special Education Local Plan

LPE 3 a

INITIAL REFERRAL PROCESS FOR SCHOOL SITES

When a child is suspected of having a disability the following procedures will be used to make a referral for special education services:

Trinity County SELPA

Initial Referral Process – School Initiates

1. Initiate **Student Support Team** at your school site for students having difficulty academically or socially. Use the attached **Student Support Team Meeting Summary** as documentation. Document all efforts made to provide interventions to the student.
2. Hold a follow-up **Student Support Team Meeting** to review progress of student with the additional interventions. Use the attached **Student Support Team Meeting Summary** as documentation of your second meeting.
3. If it is determined at the second **Student Support Team Meeting** that all resources available to the regular education program have been tried and documented for a reasonable amount of time, complete the attached **Referral for Educational Needs Evaluation**.
4. Fax or send the **Referral for Educational Needs Evaluation** along with the supporting documentation to the **SELPA Secretary** at TCOE.
5. The SELPA Secretary will log in the date the referral is received; the school psychologist will prepare the Assessment Plan and forward it along with a copy of the Parent Rights to the school site principal/designee.
6. The school site principal/designee will be responsible for providing the parents the copy of their Parent Rights and obtaining their signature on the Assessment Plan. (Parents must receive the Assessment Plan within 15 days of the referral.)
7. The school site principal/designee will forward the signed Assessment Plan to the SELPA Secretary who will log in the date of receipt. The school psychologist must complete all assessments and hold an IEP meeting within 60 days.

Local Policy Exhibit

Special Education Local Plan

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INITIAL REFERRAL PROCESS – TCOE PROCEDURES

Trinity County SELPA

Initial Referral Process – TCOE

1. SELPA Secretary logs in receipt of the completed referral packet from school site which includes:

- Referral for Educational Needs Evaluation
- Student Support Team forms with attached documentation (test scores, intervention results, etc.)

2. School Psychologist reviews the SST data and prepares the Assessment Plan

3. School Psychologist checks the following service providers needed to complete an initial assessment for:

Student

Special Education Teacher

Speech and Language Pathologist

School Nurse (Hearing and Vision Screening required for all initials)

Other: _____

4. SELPA Secretary sends the completed Assessment Plan and Parent Rights to the appropriate school Principal or Designee who will be responsible for obtaining the parent signature and returning it to the TCOE SELPA Secretary within 15 days.

5. SELPA Secretary logs in and stamps receipt of the signed Assessment Plan and forwards to the School Psychologist and service providers noted above.

6. Each service provider listed above completes assessment, gives hard copy to psychologist and emails copy to SELPA Secretary.

6. Complete assessments and hold IEP Meeting within 60 days of receipt of the signed Assessment Plan.