

Policy: 600
Adopted: September 28, 2018
Revised: _____



Metro Schools Child Find Process Policy

I. PURPOSE

The purpose of this policy is to ensure the timely, systematic, and thorough identification of students who may benefit from academic, functional, or social/emotional/ behavioral interventions in addition to the tier I support that is provided for all students.

II. GENERAL STATEMENT OF POLICY

A. Metro Schools College Prep (herein ‘Metro Schools’) offers special education support to students who qualify under Minnesota Statutes, including students whose language proficiency needs may complicate assessment procedures for students who are not native English speakers.

B. Assessments for special education services shall be provided in a manner that ensures a timely and appropriate referral process of all students. Below are the proposed steps that will be utilized to ensure proper assessment, documentation, and response to student needs.

Step 1: Problem Identification

1. Classroom teacher identifies a specific, measurable concern.
2. **Concern Examples:** *Reading Comprehension, Math Fluency, Physical Aggression*



Step 2: Data Collection

1. Classroom teacher – along with other teachers and members of the Child Find Team (herein, the “Team”) will monitor the student, gather baseline data for intervention, and determine the student’s level compared to peers. If the student’s first language is not English, he or she will be assessed with the help of an interpreter, EL teacher, or both during the child find process to ensure that the student’s language fluency does not impair the Team’s understanding of the student’s needs.
2. **Data Examples:** *Test scores, curriculum-based measurements, office referrals, attendance*



Step 3: Complete Child Find Referral Form

1. Forms found on the Child Find Referral Form: must be completed prior to Child Find Meeting



Step 4: Child Find Meeting

1. The Child Find Team will review the Referral form and examine evidence that may include characteristics such as English language proficiency, language background, cultural background, gender (as it relates to cultural norms), among other factors that may influence an English

learner's identification for special education. Following their review of the evidence and discussion of the child's relevant historical background the Team will draft a Problem Statement.

- a. Academic Example: Given a 9th Grade Level Passage, Student A currently answers 3 out of 10 comprehension questions correctly, in comparison to his or her peers who answer 8 out of 10 correctly.
 - b. Behavioral Example: Student B is redirected to return to her seat 5 times during independent work times, compared to same-grade peers who require 1 redirection.
2. The Child Find Team will help determine an intervention or interventions that is specific to the needs and strengths of the child, research based, implemented consistently, and assessed periodically for 6-8 weeks. Sample interventions can be found at: <http://www.interventioncentral.org/>, <http://ies.ed.gov/ncee/wwc/>, <http://www.fcrr.org/>
 3. If the child does not make sufficient progress, the Child Find Team will select a second intervention that will be implemented by the teacher for another 6-8 weeks.



Step 5: After Intervention(s)

1. 1. If there is sufficient progress, learning will continue with the successful intervention(s) in place. The Team may meet periodically to discuss progress.
2. 2. If the interventions did not help produce sufficient progress, the child will be referred to Special Education for an Initial Evaluation.