



## **TWO RIVERS PUBLIC CHARTER SCHOOL CHILD FIND POLICY**

### **INTRODUCTION**

Under the Individuals with Disabilities Education Act (IDEA), Two Rivers is responsible for conducting continuous efforts intended to identify, locate, and evaluate all children with disabilities enrolled in Two Rivers, including children with disabilities who are homeless, children who are in the custody of the District of Columbia Child and Family Services Agency (CFSA) or committed to the District of Columbia Youth Rehabilitation Services Agency (DYRS), children who are making progress grade to grade, and highly mobile children, who are in need of special education and related services. These duties are called Child Find responsibilities. This policy establishes procedures for fulfilling Child Find responsibilities at Two Rivers and applies to all children enrolled in Two Rivers and all staff employed by Two Rivers. Two Rivers staff are expected to know and act in accordance with the requirements and procedures established by this policy. Two Rivers trains staff on an annual basis to ensure staff understand and execute Child Find responsibilities.

### **POINTS OF CONTACT**

Parents are encouraged to speak with any Two Rivers staff if they have concerns about their child. Parents and other stakeholders should contact one of the following Two Rivers staff to discuss Child Find, the referral process, and the availability of special education programming at Two Rivers:

Jade Bryant, Senior Director of Special Populations  
202-780-7508  
[Jbryant@tworiverspcs.org](mailto:Jbryant@tworiverspcs.org)

Kim Colley, Director of Special Education (Young Elementary School, PS-4th)  
[KColley@tworiverspcs.org](mailto:KColley@tworiverspcs.org)

Robin Froehlich, Director of Special Education (4<sup>th</sup> Street, PS - 5th)  
[RFroehlich@tworiverspcs.org](mailto:RFroehlich@tworiverspcs.org)

Trenell Eaton, Director of Special Education (Middle School, 6-8th)  
[Teaton@tworiverspcs.org](mailto:Teaton@tworiverspcs.org)



## **TARGET POPULATIONS**

This policy and Two Rivers' Child Find efforts apply to all children enrolled in Two Rivers, including children who are:

- Homeless;
- In the custody of the District of Columbia Child and Family Services Agency;
- Committed to the District of Columbia Youth Rehabilitation Services Agency;
- Making progress grade to grade; and
- Highly mobile children.

## **OUTREACH EFFORTS**

To ensure the local and school communities are aware of the availability of special education and related services for eligible children with disabilities and the methods for requesting such services, Two Rivers provides public notice through a variety of methods:

- Two Rivers provides information to parents and the school community at school events such as parent-teacher conferences and back-to-school events;
- Two Rivers publishes information in our parent handbook and on its website at [www.tworiverspcs.org](http://www.tworiverspcs.org)

## **COORDINATION WITH NON-EDUCATIONAL DISTRICT AGENCIES**

To ensure coordination with appropriate District agencies to facilitate the identification, location, and evaluation of children with disabilities enrolled in Two Rivers, Two Rivers maintains contacts with the following District agencies:

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- District of Columbia Public Schools (DCPS) Early Stages program;
- The Child and Family Services Agency (CFSA);
- Department of Behavioral Health (DBH);

Two Rivers communicates with representatives of the above agencies as needed to ensure open and cooperative lines of communication regarding Two Rivers' Child Find,



referral, and initial evaluation processes and procedures, as well as continuously updating agencies of changes in appropriate points of contact.

Two Rivers may establish agreements with other entities responsible for administering various education, health, and social service programs to children from birth through age 22. Those agencies include, but are not limited to: District of Columbia Public Schools (DCPS), Department of Human Services (DHS), Department of Healthcare Finance (DHCF), Department of Health (DOH), Department of Behavioral Health (DBH), and the Department of Youth Rehabilitation Services (DYRS).

### **PARENT ENGAGEMENT**

Parents may obtain information about the availability of special education and related services through this policy, information posted on our website at [www.tworiverspcs.org](http://www.tworiverspcs.org) or by contacting the Senior Director of Special Populations or Directors of Special Education listed as Points of Contact.

Two Rivers also maintains written materials for parents, which can be found in our family handbook. Two Rivers staff is required to provide information to parents upon request and at parent-teacher conferences.

### **REFERRAL PROCESSES**

A referral is documentation provided by the child's parent, or other referral source, which clearly states why it is thought that the child may have a disability. Once a referral is received, Two Rivers must attempt to respond to the parent referral and if the team decided that further evaluation or assessment is warranted Two Rivers will make attempts to gain parental consent for the initial evaluation within 30 days of the referral. Two Rivers will make at least 3 attempts on different days to contact the parent, using at least 2 different means (phone call, written communication, home visit, etc).

Two Rivers is also required to analyze existing data to determine if further evaluations are needed. If they are needed, they will be used to determine if a child is a child with a disability eligible for special education and related services under IDEA within 60 days of receiving parental consent for the evaluation.

The 60-day requirement does not apply if:

- The parent fails or refuses to respond to a request for consent for the evaluation;
- The parent of the child repeatedly fails or refuses to produce the child for the evaluation; or
- The child enrolls in another LEA prior to the determination of eligibility.



If a parent or community member would like to request an initial evaluation to determine if a child is in need of special education and related services, please contact our Directors of Special Education, listed in the Points of Contact section above. All Two Rivers staff must accept an oral or written referral for initial evaluation. Upon receiving an oral referral, Two Rivers staff must assist any outside referral source in documenting the referral in writing, and must document the date of the referral within three (3) business days of receipt. Two Rivers provides a referral form to assist parents and other parties in documenting a referral. To obtain this form, please contact our Special Education Coordinator.

Two Rivers accepts referrals for initial evaluation from the following persons:

- A student's parent;
- The student, provided that educational rights have transferred to the student; and
- Any employee of Two Rivers who has knowledge of the student.

For children under the age of 6, Two Rivers also accepts referrals from:

- Pediatricians or other medical professionals, including physicians, hospitals, and other health providers;
- Child development facilities, including day care centers, child care centers, and early childhood programs;
- District agencies and programs, including IDEA Part C programs;
- Community and civic organizations; and
- Advocacy organizations.

Two Rivers maintains regular contact with community-based referral sources, and works to collaborate with community-based service providers to provide information on the availability of special education and related services and the means through which parents or organizations may submit a referral.

After Two Rivers has received a referral, Two Rivers must make reasonable efforts to obtain parental consent for an initial evaluation within 30 days of the referral, including attempting to contact the parent at least three (3) times on three (3) different dates using at least two (2) modalities. Two Rivers shall conduct an analysis of existing data on the student to determine if additional assessments are necessary. Existing data that may be considered may include but is not limited to teacher observations, classroom assessments, schoolwide screenings and assessments, state assessments, student grades and records, parent reports, health records, or data from other interventions.



Two Rivers will provide the parent of a child suspected of having a disability with information about the nature of any additionally required assessment.

### **Multi Tiered Systems of Support**

Two Rivers takes a proactive approach to assessing all students and monitoring for signs of progress, or lack thereof, that may be indicative of deficits in student performance that require an evaluation for special education services.

We use a Multi Tiered Systems of Support (MTSS) approach that allows for a robust cache of Tier I services meant to give access to quality research-based interventions to any students who have demonstrated evidence of struggling with the grade level academic and functional expectations outlined in our general education curriculum.

Students who are not meeting academic targets, or who are experiencing social-emotional challenges, are provided with short-term intervention services to address their needs. Parents are notified when a student is receiving intervention services. Students who have received appropriate Tier II interventions and who fail to make expected progress are referred to our special education team to determine if evaluations are warranted. If the evaluation process is conducted and the student meets the qualifications for special education services, an IEP will be created.

Two Rivers' Multi Tiered Systems of Support efforts will not be used to delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

### Universal Screening

Two Rivers implements a comprehensive screening process to determine if a child is in need of intervention services. Screenings utilize assessments and tools that are generally applied across the entire student population. Parent consent is not required for Two Rivers to conduct a uniform, school-wide screening. A screening conducted by a Two Rivers teacher or specialist to determine appropriate instructional strategies for curriculum implementation does not constitute an evaluation for eligibility for special education and related services and does not require parent consent.

Screenings conducted by Two Rivers must not delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.



At the beginning of each school year, or upon immediate entry into the school, all students are screened on their skills in the areas of reading, math, and in PS-PK developmental areas using the following tools:

	<u>PS-PK</u>	<u>KG</u>	<u>1G-2G</u>	<u>3G-8G</u>
<u>ELA</u>	CLI Engage CIRCLE	EL Skills Block Benchmarks Heggerty Benchmarks	El Skills Block Benchmarks Heggerty Benchmarks (1G only) NWEA-MAP	NWEA-MAP
<u>Math</u>	CLI Engage CIRCLE	MClass Math	NWEA-MAP	NWEA-MAP
<u>Other/ Developmental Screeners</u>	ASQ-3 ASQ-SE PS only: articulation screening			

### Using Assessment Information

When assessments are completed, students who fall within expected (grade level) ranges of academic performance continue in their regular education programs, with continued progress monitoring throughout the school year, at least at middle of the year and end of each school year.

Students who fall below the range of expectation (depending on severity) will be referred to either teacher-based monitoring and intervention, or more intensive Tier II Intervention. These decisions are made based on analysis of data along with parent and teacher input. Students who do not make sufficient progress after receiving interventions, or who fall within a significant range of deficit, as demonstrated via universal screening data, may be referred to the Special Education team to determine if evaluations are warranted.

Available interventions include:

Name	Topic	Grade Bands	Intervention or Extension	Digital or paper based?
Math to Mastery	Math - fact fluency	KG-8G	Adapted/Modified Curriculum IEP Tier 3 supplemental routine	Digital (print paper lessons)
Touch Math	Math	KG - 8G	Tier 3 intervention Tier 2 supplemental routine	Paper based (request in FMX)



Do the Math	Math - Numbers & Operations	KG-8G	Tier 3 intervention	Paper based (request in FMX)
Bridges Intervention	Math	K-5	Tier 2 intervention	Lessons are digital; physical kits kept in classrooms or upon request in FMX.
i-Ready	Math	KG-8G	extension/tier 1/tier 2 (personalized)	Digital through clever (print paper lessons)
Transformation Project	<u>Math - Geometry &amp; Art</u>	<u>8G</u>	<u>Extension</u>	Lesson slides are digital, work is paper based
Restaurant Business Project	<u>Math</u>	<u>7G</u>	<u>Extension</u>	Paper-Based
The Game of Life	<u>Math - Measurements &amp; Data</u>	<u>6G</u>	<u>Extension</u>	Lesson slides are digital, and work is paper-based
Facing History & Ourselves	<u>History</u>	<u>8G</u>	<u>Extension</u>	Paper-Based/ Google Classroom
Latin American Case Studies	<u>Writing, Reading, Spanish</u>	<u>8G</u>	<u>Extension</u>	Lesson slides are digital, work can be digital or paper-based
Learning without Tears	Writing	PS - 5G	Tier 1 (ECE) Tier 2 intervention (1G) Tier 3 intervention (2G-5G)	Paper-based (request in FMX)
Writing Revolution	Writing	KG-8G	Tier 1 or Tier 2 intervention	Digital (sign up for a free account)
One World Writing	Writing	6G-7G	Extension	
SPIRE	Phonics	KG-8G	Tier 3 intervention	Paper-based (request in FMX)
Heggerty	Phonological Awareness	KG-8G	Tier 1 (PS - 1G) Tier 2/3 intervention (2G - 5G)	Teacher Guide only (request in FMX)
UFLI				
Lexia	Reading Comprehension & Phonics	KG-8G	Tier 1 practice platform Tier 2 intervention (lessons)	Digital through clever (print paper lessons)
Visualizing & Verbalizing	Reading Comprehension	KG-8G	Tier 3 intervention	Paper-based (request in FMX)



Read Live Naturally	Fluency & Informational Text Comprehension	KG-8G	Tier 3 Intervention	Digital through clever (option to print some parts)
Concept Quest	Bridges Math - Open-Ended Math tasks & problems related to the current unit	KG-5G	Extension	
Literary Circle (Book Club)	Reading Comprehension	3G - 8G	Extension	

### **TRANSITION FROM PART C**

Under IDEA, Two Rivers must ensure a smooth and effective transition for children transitioning from Part C early intervention services to Part B special education and related services. In furtherance of this responsibility, Two Rivers:

- Identifies incoming children who were served by Strong Start DC Early Intervention Program (DC EIP) prior to enrollment at Two Rivers, and participates in transition activities as appropriate at the request of DC EIP; and
- Regularly coordinates with DCPS Early Stages to ensure a smooth transition for students served by DCPS Early Stages prior to enrollment in the Two Rivers.
- When a child is transitioning from Part C to Part B services, Two Rivers participates in transition planning conferences, and ensures each child with a disability has an IEP developed and implemented by the child's third birthday or prior to the start of the school year, whichever is applicable.





## **PARENT PROCEDURAL SAFEGUARDS AND RIGHTS**

Parents' legal rights during the Child Find process are defined by IDEA and District of Columbia law. In the event of a disagreement, parents may pursue dispute resolution and due process rights, including mediation, due process complaints, or state complaints. Parents can learn more about their rights under IDEA by referring to the Part B Procedural Safeguards located on OSSE's website <https://osse.dc.gov/publication/rights-parents-students-disabilities-idea-part-b-notice-procedural-safeguards> or by contacting Two Rivers' Senior Director of Special Populations or the Director of Special Education to obtain a copy of their procedural safeguards.

## **DATA REPORTING**

In accordance with District of Columbia law, Two Rivers counts and reports the number of children with disabilities receiving special education and related services annually on October 5 or the date set for the annual pupil count required by D.C. Official Code § 38-2906.