

Academics

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Charter Arts' Child Find Program

Child Find Information and Identification

Child find refers to activities undertaken by public education agencies to identify, locate and evaluate children residing in the State, including children who are homeless or attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free, appropriate public education can be made available. The types of disabilities that, if found to cause a child to need services, are autism, blindness, emotional disturbance, hearing impairment, intellectual disability (mental retardation), multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language impairment, traumatic brain injury, and visual impairment, including blindness; and in the case of a child that is of pre-school age, developmental delay.

Each school is required to annually provide notice describing the identification activities and procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. These activities are sometimes called screening activities. These activities include review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated after parents give permission.

Child Find Procedure

1. New students to Charter Arts are given the Terra Nova standardized test in math and reading/writing.
2. The Child Find Team evaluates the scores of all students and any student identified as having scores Below Basic in math and or reading/ writing will be referred to the Child Find Program as well as any student new or current that has been recommended by a teacher and or parent/guardian. Parents are notified by mail.
3. Academic progress is monitored by classroom teachers, guidance counselor and the Child Find team.
4. At mid-term and at the end of each quarter the Child Find team evaluates the student's progress; those in good academic standing, monitoring will remain in place until the end of the school year. Students with poor academic standing will be enrolled in a workshop class for the second semester and will continue to be monitored.
5. Students identified as needing further assistance and continue to make insufficient progress may be referred to the Educational Support Services Department. Those student that meet the requirements of ESS services will be removed from the Child find program
6. All students that remain in the Child Find program will be retested using the Terra Nova

standardized testing. If a student scores Proficient or Above Average they will no longer require Title I remediation. Those students that continue to score Below Basic will remain in the Child Find Program.

Please note that at any time, a child may be referred for Title I services, even if they have not previously qualified.

Does My Child Need Special Education?

Eligibility for Special Education Services

Parents often know their child's learning strengths and weaknesses best. Parent input is vital in assisting school personnel as we design a special education program which addresses your child's needs. Your child may qualify for special education if:

1. Your child has a physical sensory mental or emotional disability such as intellectual impairment, a hearing impairment, a speech or language impairment, a specific learning disability, deaf-blindness or multiple disabilities AND
2. Your child needs special education as determined by a team of qualified people.

Your child must meet both qualifications in order to be eligible for special education. Eligible children have the right to a "free and appropriate public education" at no cost to the parent to meet the unique needs of a child with a disability. These students must have an individualized education program (IEP). The IEP is a document that is written and developed by the IEP team that includes the parent of the child.

Under Section 504 of the Rehabilitation Act of 1973, children who have disabilities that substantially limit their participation in or access to school programs, but who do not need specially designed instruction, may qualify for reasonable accommodations. The rules that apply to their education are different from those for special education students who qualify by meeting the two criteria mentioned above.

Indications

Some indications that your child may have a disability and may meet the first requirement of eligibility are:

- Evidence of an emotional disturbance over a long period of time that affects the child's ability to learn
- Consistent problems in getting along with others
- Difficulty communicating
- Difficulty in seeing or hearing that interferes with the ability to communicate
- Health problems that affect educational performance, including attention problems
- Difficulty in performing tasks that require reading, writing, or mathematics

Need for Special Education

Your child may need special help not normally needed by other children in the regular education classroom. This need for special education is the second part of the two-part decision to qualify as a child with a disability.

If your child shows any of the characteristics previously listed, or if you are concerned about your child's progress in school, your child may be referred to the Child Study Team at CHARTER ARTS and eventually may be referred for a Special Education Evaluation.

Evaluation Requests

Your child may be referred for an evaluation in two ways.

1. You may verbally ask the school to evaluate your child, wherein the school will send you a "Request for Evaluation." Upon receipt of this form, the school will send you a "Permission to Evaluate" form and a notice of parental rights, OR indicate in writing that they decline the request for evaluation.
2. The school may contact you to ask permission to have your child evaluated wherein the school must send you a "Permission to Evaluate" form and a notice of your parental rights. Consent must be given by the parent in writing. Charter Arts officials may not proceed until written permission is obtained.

Example of a request letter from a parent to Charter Arts

The following is an example of a letter that you may use to request the evaluation of your child by the Child Study Team or the Educational Support Services department.

Your Name

Your Address

Your phone number

The date

Dear (Principal's name),

I am the parent of (your child's full name) whose date of birth is (month /day / year). My child is in the (number) grade. My child is not doing well in school and I am requesting that an evaluation be carried out to determine what the problems are and how they can be addressed. I understand that I am a member of my child's evaluation team and I wish to provide input to the team. Please let me know how I can participate in the process.

I am looking forward to receiving a notice of parental rights and a "Permission to Evaluate" form for my signature.

Thank you for your time and please contact me if you require further information.

Sincerely,

(Your Name)

OR

Contact Charter Arts' Educational Support Services at 610-868-2971 ext 125

Contact a member of the Child Study Team

Mrs. Gwen Ayers at (610) 868-2971 ext 125 or by email at gayers@charterarts.org

Mrs. Stephanie Covelle at (610) 868-2971 ext 130 or by email at scovelle@charterarts.org

Mrs. Sharon Fehlinger-Ricker at (610) 868-2971 ext 121 or by email at [sfehlinger-ricker @ charterarts.org](mailto:sfehlinger-ricker@charterarts.org)