

## Child Find Notice

The South Carolina Public Charter School District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability. The South Carolina Public Charter School District, in conjunction with each of the charter schools within the district, coordinates the child identification process. The South Carolina Public Charter School District, its schools, and its staff use a variety of community resources and systematic activities in order to identify children requiring special services. The following is the school's Child Find notice and a description of methods for publically providing the notice: Greer Middle College Charter High School Special Education Services GMC parents of student ages 3 to 21 years, as well as their teachers, who notice any special issues in the student's development, including fine/gross motor, speech/language development, acquisition of age-appropriate cognitive skills or other significant developmental delays should contact Jessica McCraw, Special Education Coordinator and 504 Coordinator, at 864-469-7571. This also applies to homeless children and children of families of migrant workers.

### ANNUAL NOTICE OF CHILD FIND (Special Education Referral and Evaluation Procedures)

Upon request, the South Carolina Public Charter School District is required to evaluate the child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Evaluation Planning team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in schools within the school district.

A school staff member who reasonably believes a child may be a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child is enrolled. Before referring the child, the person making the referral must inform the child's parent the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school or district in which the child is enrolled.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Jessica McCraw, Special Education Coordinator, Greer Middle College Charter High School, by telephone at 864-469-7571 or by emailing [jmccraw@greermiddlecollege.org](mailto:jmccraw@greermiddlecollege.org)

\*The Child Find Notice is posted on the bulletin board on the upper level of our school next to the lobby as well as in the teacher workroom on the lower level. It is available on the school website at [www.greermiddlecollege.org/](http://www.greermiddlecollege.org/)

Procedures for referring students who may be suspected of having a disability:

#### A) Referrals initiated by school

Teachers refers to the RTI/ MTSS Coordinator, Mrs. Jessica McCraw, who begins the RTI process. The MTSS/Special Education/504 Coordinator, Jessica McCraw, will request referrals from the student's general education teachers, or any staff member who has been trained in the

RTI /referral process, the MTSS team, and will gather school records and data regarding the child not being successful with the response to intervention process, including their behavior records, attendance, and grades. The Special Education Coordinator will forward the referral to the school psychologist. The IEP team will meet to determine if an evaluation is warranted. If the team decides an evaluation is warranted, they will specify what types of assessments should be administered. Once the parent signs permission for the evaluation, the psychologist will arrange testing. Testing will include use of validated tests for the specific purpose for which they are used and will be administered by trained personnel.

Tests will assess the specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. Assessments used will be selected for their ability to accurately reflect the students' aptitude or achievement level (or whatever factor the test purports to measure) rather than the student's impaired sensory, manual or speaking skills. Testing will be completed within 60 days of receipt of the signed parent's permission to evaluate the document. Upon completion of the evaluation the IEP team will meet to determine eligibility for services.

#### B) Referrals initiated by parents

Referrals initiated by parents are referred to Mrs. Jessica McCraw (see above).

Parents may contact Jessica McCraw by email at [jmccraw@greermiddlecollege.org](mailto:jmccraw@greermiddlecollege.org) in order to refer their student at any time for services. Once notification has been received, Mrs. McCraw will schedule an interview with parents regarding their request for assistance to ensure they understand the referral process. After this, the parent will complete a referral packet and send it to Jessica McCraw, Special Education Coordinator. The Special Education Coordinator will request information from the students' general education teachers, and will gather school records and data regarding response to interventions, attendance, behavior, and grades. The Special Education Coordinator will forward the referral to the school psychologist. If there is enough evidence to suggest a possible disability, the IEP team will meet to determine if an evaluation is warranted. If the team decides an evaluation is needed, they will specify what types of assessments should be administered. Once the parent signs permission for the evaluation the psychologist will arrange testing. Testing will include use of validated tests for the specific purpose for which they are used and will be administered by trained personnel. Tests will assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. Tests used will be selected for their ability to accurately reflect the student's aptitude or achievement level (of whatever factor the test purports to measure) rather than the student's impaired sensory, manual or speaking skills. Testing will be completed within 60 days of receipt of the signed parent's permission to evaluate the document. Upon completion of the evaluation the IEP team will meet to determine eligibility for services.