

Administrative Directive Title: Special Education Program	AD Number: 4.202.1	Adopted: April 2007 Former Descriptors: STU17, STU18
Policy References: Board Policy 4.202 - Special Education	Revised: 11/24	

1 This administrative directive outlines the procedures for identifying, evaluating, and providing
 2 appropriate services to students with disabilities in compliance with the Individuals with
 3 Disabilities Education Act (IDEA) and relevant state laws.

4 **CHILD FIND PROCEDURES**

5 The district is responsible for identifying, locating, and evaluating all children within its
 6 jurisdiction, from age 3 through age 21, who may have a disability and require special education
 7 services. This includes children attending private schools, homeless children, wards of the state,
 8 and those who are highly mobile or homeschooled.

9 Referral Sources: Referrals for special education evaluation may come from parents/guardians,
 10 teachers, medical professionals, or other individuals who suspect a child has a disability. Referrals
 11 should be submitted to the school’s special education coordinator or designee.

12 Public Awareness Activities: The district will regularly inform the public about Child Find
 13 obligations through various communication channels, including school websites, community
 14 outreach events, local newspapers, and other media to ensure that all potential students with
 15 disabilities are identified.

16 Screening: General screenings, including vision, hearing, and developmental assessments, will be
 17 conducted for all children at key educational transition points (e.g., preschool entry, kindergarten
 18 enrollment). Additional screenings may be initiated based on staff or parent concerns/requests.

19 **CONTINUUM OF SERVICES**

20 To ensure that students with disabilities receive appropriate services tailored to meet their
 21 individual needs, the district offers a continuum of special education placements and services, in
 22 compliance with the Least Restrictive Environment (LRE) requirements under IDEA.

23 All placement decisions are made by the IEP team based on comprehensive data, including
 24 evaluation results, observations, and progress monitoring. The team continually reviews the
 25 student’s placement to ensure that it is meeting their needs and provides access to the general
 26 education curriculum to the greatest extent possible.

Legal References
 TRR/MS 0520-01-09-.01