

CHILD FIND

School-Age Child Find

For school-age children, Child Find consists of a 45-day (calendar days, not school days) screening tool that is part of every student's cumulative file (this form is located in the district's student information system, Tyler). By completing the 45-day screener a teacher helps to quickly identify any child with significant difficulties shortly after entering school. The 45-day screener is completed for every child who is new to the school whether he/she is beginning kindergarten or transferring into the school. The teacher does not have to wait for the full 45 days, however there should be enough time given for a true appraisal of any concerns. The 45-day screening form must include the areas of vision and hearing; cognitive or academic development; communication; motor; social or behavioral development; adaptive development; and must be completed no longer than 45 calendar days after the student's entry into school. The completed form then becomes part of every student's cumulative file. Completing the 45-day screener enables school personnel to identify concerns early. If a concern is noted, the parent must be notified within 10 school days. School administration is responsible for ensuring that all new students are screened within 45 calendar days and that any recommended actions from the screening occur. Training on the state and District's child find procedures must occur annually and is provided to staff by school administration and/or the school psychologist.

The recommended actions will consist of interventions within the classroom. If those interventions do not elicit positive data supported results, the Response to Intervention (RTI) process should begin. (If the concerns are pronounced, the school administrator, counselor, special education staff or pedagogical director may inform the teacher to refer the student for the RTI process without waiting to see if the interventions are successful. This is the exception, not the rule.

The RTI process is utilized when a student is having difficulties within the classroom setting that are not likely to work themselves out or diminish without added support. This could be a difficulty in math, self-control/behavior, and/or attention. Reading difficulties in grade K-3 are handled through the Move On When Reading process. For areas other than K-3 ELA, the referring teacher has the responsibility to collect data and summarize the educational and environmental history of the student through the RTI process. This team typically consists of gen ed teacher(s), counselor, pedagogical director, principal, and special education staff. In conjunction with the RTI process are the procedures for systematically providing K-12 interventions based on ongoing norm-referenced assessments like, but not limited to, Galileo tests.

The RTI form is located on the District HIVE. When the form is submitted, the Counselor is automatically notified. The RTI team will meet to discuss interventions based on the data that the teacher has shared. The process typically takes 4-6 weeks; however, it can be shorter or longer depending on how the student responds to interventions. Students responding, i.e., demonstrating improvement, will continue using interventions. Students who are not responding will be referred on to the special education team through the RTI team. The referring teacher must have documentation of collaboration with team members and current interventions being utilized for the student. If there is not sufficient data or documentation of interventions the process will slow. The special education team cannot move forward without hard data and documentation to demonstrate the student's struggles. If there are questions regarding the procedure, consult the counselor and/or the director of special education on campus.

*Exception – As a Charter school we do not have a preschool special needs program. Desert Marigold does have an on-site private tuition-based preschool. **If a preschool teacher or a parent has concerns about the development of a preschooler in the class**, that teacher would contact the parent and put them in touch with the Director of Student Services/Special Education. The Director, ECH Teacher and Parent would meet for the purpose of discussing the

concerns and for having the DMS Director explain the responsibility of the home District for screening and/or evaluation of their preschool age child. The Director of Student Services/Special Education would assist the parent to complete the "Referral for child 2.10 to Non-kinder 5" form and notify the Director of Special Education/Preschool Director of the home district via email of the parent's concerns. The Director of Student Services/Special Education for DMS would sign the referral form and keep a copy for the school records. The parent would take a copy with them to the home District. The Director at DMS would follow up with the parent within 30 days and document this contact on the contact form.

Child Find for students 2.10 or younger- If a parent has a concern about a child too young to attend our tuition-based preschool, or if they ask about a young child (under 3) that they are concerned about possible delays, they are referred to Arizona Early Intervention Program (AzEIP). AzEIP is Arizona's statewide interagency system of services and supports for families of infants and toddlers, birth through two years of age, with disabilities or delays. AzEIP is established by Part C of the Individuals with Disabilities Education Act (IDEA), which provides eligible children and their families access to services to enhance the capacity of families and caregivers to support the child's development. The parents can refer their child by phone at (888) 592-0140, or online at <https://des.az.gov/azeip>.

The staff member that the parent expressed their concerns to would notify the Director of Student Services/Special Education for DMS about the parent's concern. The Director would meet with the parent and help them complete the "Referral for child age Birth-2.10" form. The Director would sign the form and keep a copy for the school records. The parent can keep the original and share it with AzEIP if needed. The Director at DMS would follow up with the parent within 30 days and document this contact on the contact form.

Procedure for Birth-2.9 Referral

Ste	Action	Person Responsible
1.	Parent contacts DMS staff about a concern for a child from birth-2.10 years OR DMS staff has a concern about a child from birth-2.10 years old	Parent/DMS Staff
2.	Keep hard copy documentation of all referrals, regardless of initiating source. The documentation includes at a minimum the date of the contact, the name of the referring agency/person, concerns noted, date contact made with AzEIP, name of AzEIP staff taking the referral,10	DMS Director of Student Services/Special Education
3.	Assist parent with contacting AzEIP to coordinate a meeting with the parent to discuss the transition plan when the child is between 2.6 and 2.9 years old.	DMS Director of Student Services/Special Education
4.	Document assistance given to the family on Referral Form.	DMS Director of Student Services/Special Education & AzEIP birth-to-three representative
5.	Follow up with parent on Status of referral within 15 working days. Document follow up on Referral Form.	DMS Director of Student Services/Special Education

Procedure for Child 2.10 to under Kinder age 5

Ste	Action	Person Responsible
1.	Parent contacts DMS staff about a concern for a child from birth-2.10 years to under Kinder Age 5 (who is not attending private preschool classes on DMS campus	Parent/DMS Staff
2.	Keep hard copy documentation of all referrals, regardless of initiating source. The documentation includes at a minimum the date of the contact, the name of the referring agency/person, concerns noted, date contact made with Home District and the name of Home District Staff taking the referral	DMS Director of Student Services/Special Education
3.	Assist parent with contacting Home District ECH program to coordinate a meeting with the parent to discuss a preschool screening and/or evaluation	DMS Director of Student Services/Special Education

4.	Document assistance given to the family on Referral Form.	DMS Director of Student Services/Special Education & Home District ECH representative
5.	Follow up with parent on Status of referral within 15 working days. Document follow up on Referral Form.	DMS Director of Student Services/Special Education

Procedure for Child 3.5 to under Kinder age 5 who attends Private Preschool Class on DMS campus

Step	Action	Person Responsible
1.	DMS Teacher contacts parent about a concern for a child attending private preschool classes on DMS campus.	DMS ECH Teacher
2.	DMS Director of Student Services/Special Education and DMS ECH Teacher meet with Parent of child attending the ECH DMS class to explain the referral process to the family's home district. Documentation of the meeting is created (Use ECH Parent Meeting Form)	DMS ECH Teacher and DMS Director of Student Services/Special Education
3.	Keep hard copy documentation of all referrals, regardless of initiating source. The documentation includes at a minimum the date of the contact, the name of the referring agency/person, concerns noted, date contact made with Home District and the name of Home District Staff taking the referral.	DMS Director of Student Services/Special Education
4.	Assist parent with contacting Home District ECH program to coordinate a meeting with the parent to discuss a preschool screening and/or evaluation	DMS Director of Student Services/Special Education
5.	Document assistance given to the family on Referral Form.	DMS Director of Student Services/Special Education & Home District ECH representative

6.	Follow up with parent on Status of referral within 15 working days. Document follow up on Referral Form.	DMS Director of Student Services/Special Education
----	---	---



6210 S. 28th St., Phoenix, Az 85042 602-243-6909

Referral for child age Birth-2.10

Child's Name: _____ DOB: _____

Parent(s) Name: _____ Phone: _____

Parent(s) Name: _____ Phone: _____

Address where child resides: _____

Mother Email: _____ Father Email: _____

Child's information

Concerns (Check all that apply):

Speech/Language delay _____ Intellectual _____ Motor Delay _____

Feeding _____ Social delay _____

AZEIP Contact made by _____ How: phone, email, website

Date of Contact: _____

Assistance given to Parent: _____

Next Step(s) _____

Desert Marigold Director of Special Education Signature _____

Printed Name _____ Date _____

30-day follow-up Date: _____ Signature: _____

Status of referral: _____



6210 S. 28th St., Phoenix, Az 85042 602-243-6909

Referral for child 2.10 to Non-kinder 5

Child's Name: _____ DOB: _____

Parent(s) Name: _____ Phone: _____

Parent(s) Name: _____ Phone: _____

Mother Email: _____ Father Email: _____

Address where child resides: _____

Home School District for above address: _____

Contact phone number for home district Early Childhood Divion of Special
Education Department _____ Email _____

Child's information

Concerns (Check all that apply):

Speech/Language delay _____

Motor Delay _____

Feeding _____

Social delay _____

Intellectual _____

Home District contacted by: _____

How: phone, email, website, in person

Date of Contact: _____ Person Spoken To _____

Assistance given to Parent: _____

Next Step(s) _____

Other: _____

Desert Marigold Director of Special Education Signature _____

Printed Name _____ Date _____

30-day follow-up Date: _____ Signature: _____

Status: _____

_____ DMS Director of Student Services/
Special Education

_____ Other

_____ Other

Follow-up within 15 working days by _____

Date: _____

Status: _____

If needed repeat follow-up in 15 working days by _____

Date _____

Status: _____