

## **Child Find**

- The Local Education Agency (LEA), OVCA, is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students, ages 3 through 21 years, suspected of having a disability. The LEA may appoint an individual to coordinate the development, revision, implementation, and documentation of the Child Find system.
1. Screening
    - Screening is one way of identifying students who are not adequately meeting Oklahoma Academic Standards. A variety of methods may be used to screen students, including performance on assessments, curriculum-based measures, daily classroom work, observations, hearing and vision screeners, developmental milestones, and/or kindergarten readiness measures. The screening of a student by LEA staff to determine appropriate instructional strategies for curriculum implementation is not considered an evaluation for eligibility for special education services (and thus does not require parental consent). Screening cannot be used to delay a referral for special education services.
    - Screening at OVCA includes a review of existing data and performance on district assessments such as DIBELS and Alpha Plus, vision and hearing screenings, history of retention/credit deficiency, and behavior such as engagement and attendance through the implementation and review of the universal screener.
  2. General Education Interventions, Accommodations, and Strategies
    - When a school's screening process reveals that a student or groups of students are at risk of not meeting the Oklahoma Academic Standards, the general education problem-solving team, homeroom teacher and/or OTISS Team, will consider the students' need for evidence-based interventions in order to help the students succeed. These interventions are referred to as early intervening services or general education interventions, accommodations, and strategies.
    - The overarching goal is to improve student achievement using research based interventions matched to the instructional need and level of the student. Monitoring student response to a series of increasingly intense interventions assists in identifying and addressing academic and behavioral difficulties prior to student failure. Without the use of these interventions, it cannot be determined whether a student's learning difficulties are due to a disability and require special education services or if the student is merely in need of additional services or supports for a period of time.
    - LEAs will implement comprehensive coordinated services and activities that provide educational and behavioral evaluations, services, and supports. These services should include professional development for teachers and other staff, enabling them to deliver scientifically based academic and behavioral interventions. This may include scientifically based literacy instruction, and where appropriate, training on the use of adaptive and instructional software. These interventions should be based on whole-school approaches such as; scientifically-based curriculum and instruction, positive behavior supports, or a multi-tiered intervention system (e.g., Oklahoma Tiered Intervention System of Support (OTISS)).

### **FAQs**

1. **Who may I contact if I have concerns about my child?**

You may contact any staff member to share your concerns. It is often best to begin with a teacher(s) as they provide key support in content areas in identifying needs and supports.

**2. I have an outside evaluation (such as a psychoeducational report) that was completed by my child's prior school or outside agency. Should I share that information with OVCA?**

Yes, please share copies of all prior evaluations as they contain pertinent historical information that helps us better understand and serve your child. You may scan and send these reports to Tristen Kimball at [tkimball@k12.com](mailto:tkimball@k12.com) or by fax to (405) 259-8332, Attention: Tristen Kimball.

**3. My child was diagnosed with a disability. Will they automatically qualify for special services?**

A diagnosis will not serve as a means for immediate eligibility. The documentation of the diagnosis will be considered along with a variety of other data as part of the referral process.

**4. As a parent, will I be part of the process and made aware of progress/decisions?**

Yes, you are a vital member of your child's team. You may speak with any of your child's teachers as the OTISS intervention process occurs to learn more about which goals are being targeted for your child, what types of interventions are being used, and the outcomes of those interventions. If concerns persist a formal referral may be made (by parent or teacher) in which case you will be invited to attend a Review of Existing Data meeting where findings will be reviewed and a course of action determined. Parent consent must be obtained prior to any formal evaluation. Consequently, your child will never advance toward special services without your permission.