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Hermosa Montessori Charter School Child Find Policy and Procedures

In accordance with the Individuals with Disabilities Education Act of 2004 (from hereon referred to as IDEA '04) 34 CFR §300.111, employees and contractors will adhere to the board-approved policy as outlined below.

The public education agency, Hermosa Montessori Charter School (from hereon referred to as HMCS), will ensure that all children with disabilities within the boundaries of the public education agency, including children with disabilities who are homeless or wards of the State, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

HMCS is a K–8 charter school and does not operate a public preschool program. HMCS completes Child Find activities for students beginning at kindergarten entry (and for any newly enrolled transfer students), including screening and referral for evaluation as required.

Hermosa Montessori Charter School will adhere to IDEA '04 requirements by:

1. HMCS will identify, locate, and evaluate all children with disabilities within their geographic boundaries who are in need of special education and related services. This must include:
 - 1.1. Children who are homeless;
 - 1.2. Children who are highly mobile, including migrant children;
 - 1.3. Children who are wards of the state; and,
 - 1.4. Children who are attending private schools or home schools.
2. Child Find must also include children who are suspected of being children with a disability and are in need of special education, even though:
 - 2.1. They are advancing from grade to grade or
 - 2.2. They are highly mobile children, including those who are migrant children.
3. HMCS will maintain a record of children who are receiving special education and related services.

AAC R7-2-401.C Public Awareness

1. HMCS shall inform the general public and all parents/guardians within the boundaries of responsibility of the availability of special education services for



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- students and how to access those services. This includes information regarding early intervention services for children aged birth through 2.9 years. Information regarding Child Find will be posted on the *front office bulletin board* and the full policy will be available electronically on the website. or in writing to parents/guardians upon request.
- 1.1. Child Find information is disseminated at enrollment and annually
 - 1.2. Information is provided in the family's preferred language upon request
 - 1.2.1. Exceptional Student Services Director will arrange for translation services (Clara Schifman; 520-749-5518 x 7206)
 4. If a parent/guardian of a birth–2.9 child contacts HMCS, HMCS provides referral information for AzEIP and documents it.
 5. HMCS is responsible for the referral to Child Find and guiding parents/guardians to the appropriate district school within the bounds of responsibility for the child.

AAC R7-2-401.D Child Identification and Referral

1. HMCS shall establish, implement, and make available (either in writing or electronically) to its school-based personnel and all parent/guardians within the public education agency boundaries of responsibility, written procedures for the identification and referral of all children with disabilities, including children with disabilities attending private schools and home schools, regardless of the severity of their disability. *See: Child Find Procedures and Processes*
2. HMCS shall require appropriate school-based personnel to review the written procedures related to child identification and referral on an annual basis. The public education agency shall maintain documentation of school-based personnel review. To do this, staff personnel will sign the participation sheet in the *Child Find Procedures and Processes* binder in the *front office*
3. In accordance with A.R.S. Title 15, Chapter 7, and the State Board of Education rules R7-2-401, HMCS is responsible for:
 - 3.1. Referral to the family’s residential district school
 - 3.2. Cooperation with the district school to ensure the child is accommodated within the private school setting
 - 3.3. Identification (screening for possible disabilities) of all Kindergarten students and newly enrolled/transfer students in the 1st through 8th grade (*see: 45 day screening*), which include
 - 3.3.1. Vision and hearing
 - 3.3.2. Cognitive considerations
 - 3.3.3. Academic considerations
 - 3.3.4. Communication (language and articulation)



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- 3.3.5. Motor
- 3.3.6. Social
- 3.3.7. Behavioral
- 3.3.8. Adaptive development
- 3.3.9. A review of previous school records (if applicable)
- 3.3.10. Dates of screening
- 3.3.11. Signature of the reviewing party and date of the review
- 3.4. The notification to parents/guardians of the area of concern within a reasonable time but not to exceed 10 school days of the observation and record of the dates of contact and response
- 3.5. Maintenance of the student’s permanent record, including the 45-day screening
- 3.6. If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services (*See: Child Study*).
- 3.7. A parent/guardian may request an evaluation of the student.
 - 3.7.1. If a parent/guardian requests an evaluation, HMCS will, within a reasonable time not to exceed 10 school days, either (a) initiate a review of existing data and proceed with evaluation steps, or (b) provide Prior Written Notice of refusal. Once HMCS receives informed written parental consent, HMCS will complete the evaluation and MET eligibility determination within a reasonable time, but not to exceed 60 calendar days.
 - 3.7.1.1. If the student is found eligible, HMCS will develop an IEP within a reasonable time, but not to exceed 30 calendar days of eligibility determination
 - 3.7.1.1.1. FAPE will be provided in accordance with the IEP.

**R7-2-401. Special Education Standards for Public Agencies Providing Educational Services
Children Ages 2.9 to 5 Years**

1. If HMCS receives an inquiry or referral concern for a child birth through 2.9 years, HMCS will provide the parent/guardian with information on Arizona Early Intervention Program (AZEIP) and assist the family in making a referral when requested. HMCS will document the date of contact, information provided, and any referral assistance provided.
2. If HMCS receives an inquiry or referral concern for a child ages 2.9 through 5 who is not yet eligible for enrollment at HMCS, HMCS will provide the



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parent/guardian with the contact information for the responsible public agency for preschool Child Find/evaluation in the family’s area and will document the date of contact and information provided.



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Child Find Procedures (2025-2026 School Year)

1. Birth through 2.9 Years (AzEIP)
 - 1.1. If parent/guardian contacts HMCS with concern about a child birth–2.9, OR Staff receives information about a child in the community/family who is birth–2.9 and parent requests help, HMCS will follow the procedures below:
 - 1.1.1. Katie Sevy, Early Intervention Coordinator, will document the request in the Child Find binder, and provide referral information for AzEIP to the parent.
 - 1.1.1.1. The entry will be logged as date of contact, concern area, and date information provided.
2. 2.9 through 5 (District of Residence)
 - 2.1. If a parent/guardian contacts HMCS with a concern about a child 2.9-5 who is not yet eligible to enroll in Kindergarten, HMCS will follow the procedures below:
 - 2.1.1. Katie Sevy, Early Intervention Coordinator, will document the request in the Child Find binder, and provide referral information for AZ Find within the child's district of residence.
 - 2.1.1.1. In conjunction with parents, Katie Sevy will assist in the completion of the Exceptional Student Services Child Find Referral Form".
 - 2.1.1.2. Referral forms will be sent to the child's district of residence
 - 2.1.1.2.1. Contacts:
Tucson Unified: Amy Wilson, 520-232-7036.
Tanque Verde: Chandler Hybiak, 520-749-5751 x 4202 or chybiak@tanq.org. Vail: Evaluation Secretary, 520-879-1777. Amphitheater: Kristin McGraw, 520-696-5233 or amphichildfind@amphi.com.. Catalina Foothills: Erin Matyjasik, 520-209-8081. Flowing Wells: Patricia Gutierrez, 520-696-8829 or patricia.gutierrez@fwusd.org. Sahuarita: Cheryl McGlothlen, 520-625-3502 x 1927. Sunnyside: Ocotillo Early Learning Center. 520-545-3600.
 - 2.1.1.2.2. Records will be maintained for the entirety of the school year and located in the special education office.
3. Kindergarten Through 8th Grade



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- 3.1. Within 45 days of the student's enrollment date, HMCS conducts a universal screening and reviews current records. Records include: attendance, behavior, standardized testing, academic data, and any previous intervention or eligibility history.
- 3.2. If no concern is noted, the screening document is stored in the student's cumulative file
- 3.3. If concerns noted:
 - 3.3.1. Within a reasonable time, but not to exceed 10 calendar days of noting concerns or reviewing history of interventions, parents/guardians contacted by Clara Schifman.
 - 3.3.1.1. Parent notification includes:
 - 3.3.1.1.1. Areas of concern
 - 3.3.1.1.2. Classroom interventions or MTSS available without evaluation
 - 3.3.1.1.3. Parent right to request evaluation
 - 3.3.1.2. Communication attempts, responses, and meeting notes documented and stored in the student's Student Study Team (SST)'s file.
 - 3.3.1.3. If it is determined that a student needs evaluation, responsible parties include:
 - 3.3.1.3.1. English Second Language Teacher and Evaluator: Katie Sevy. School Psychologist: Clara Schifman. Occupational Therapist: Judy Tutalo. Speech Pathologist: Carole Wymer Jensen. Physical Therapist: Jan Highberger. School Counselor: Karen Hundersmarck.
- 3.4. Parents may request an evaluation in writing at any time, addressed to Exceptional Student Services Director, Clara Schifman at claras@hermosaschool.org.
- 3.5. General education teachers or interventionists may also request an evaluation of a student in writing or verbally.
- 3.6. Parents may also direct evaluation requests to the student's teacher. If the teacher receives a request for evaluation verbally or through writing, the teacher must relay that information to the Exceptional Student Services department.
- 3.7. Roles and responsibilities (MET)
 - 3.7.1. Evaluation Coordinator: Clara Schifman, School Psychologist. Clara is responsible for all coordination and compliance steps, including: receiving and date-stamping evaluation requests, maintaining the evaluation timeline tracker and deadlines,



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- convening and coordinating all meetings (review of existing data, MET, eligibility, and IEP meetings as applicable), assigning evaluation components to team members and collecting results, ensuring parent communication, consent, and required notices are issued, ensuring evaluation report assembly and MET documentation are complete, maintaining evaluation records in the student’s special education file
- 3.7.2. English Second Language Teacher & Evaluator, Katie Sevy: Provides language proficiency data, classroom language observations, and EL-related instructional history; supports distinguishing language acquisition from disability; completes assigned evaluation components within scope
 - 3.7.3. Occupational Therapist, Judy Tutalo: completes OT evaluation components as assigned (fine motor, sensory, functional school participation), collects teacher input, provides recommendations
 - 3.7.4. Speech Pathologist, Carole Wymer Jensen: completes speech/language evaluation components as assigned, gathers language samples/teacher input, provides recommendations
 - 3.7.5. Physical Therapist, Jan Highberger: completes PT evaluation components as assigned (gross motor/mobility/access), provides recommendations
 - 3.7.6. School Counselor, Karen Hundersmarck: provides counseling/SEL records when applicable, behavioral/social-emotional data, and participates in decision-making; supports parent/student interviews as assigned
 - 3.7.7. Step A — Receive evaluation request
 - 3.8. Data will be collected using a secured digital tracking system (MET Team Log) available to all multidisciplinary team members. Information will include: student name/ID, date request received, request source (parent / staff / other), and suspected area(s) of disability
 - 3.9. As part of a comprehensive review of data, the following must be documented in the student's Student Study Team (SST) file: cumulative file / prior records (if any), existing achievement data and progress monitoring, attendance, discipline, nurse/health info (if relevant), teacher input (academic + behavior), parent input (developmental/medical/concerns), screenings already completed (vision/hearing, etc.)
 - 3.10. Team members will contribute in the following ways, based on student need. The team together will determine: (1) suspected disability areas, (2)



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- what new data are needed, (3) who will assess each area, and (4) whether additional screenings/referrals are required.
- 3.10.1. Katie Sevy (ESL): AZELLA/EL proficiency data, language background, instructional supports, language observations.
 - 3.10.2. Karen Hundersmarck (Counselor): behavior/SEL data, counseling logs if applicable, intervention history.
 - 3.10.3. Related service providers (OT/PT/SLP) provide pre-eval consultation notes if relevant.
- 3.11. The evaluation plan will be documented by the Student Services Director, Clara Schifman, and an evaluator assigned for each domain. PWN is given to parents and informed consent is obtained.
- 3.11.1. The 60 calendar day timeline starts on the date HMCS receives signed consent. The date is logged in the MET Team Log digitally.
 - 3.11.2. Evaluators are notified the day the consent is received, and the 60th day (evaluation due date).
- 3.12. Within a reasonable time, but not to exceed 60 days, the team will convene to review the results of the evaluation. Evaluation review meetings are scheduled by the Exceptional Student Services Director, at a time that works for all stakeholders.
- 3.13. At the meeting, the MET team reviews all data, determines eligibility category(ies) and need for special education, and documents exclusionary factors.
- 3.14. If eligible, FAPE must be provided beginning on the start date of the IEP. service providers include:
- 3.14.1. Savannah Valenzuela, Applied Behavior Analyst and Early Interventionist
 - 3.14.2. Diane Krenshaw, Special Education Teacher
 - 3.14.3. Haley Dwaileebe, Speech and Language Pathologist Assistant
- 3.15. Copies of paperwork are provided to parents within a reasonable time but not to exceed 10 school days. Paperwork includes the comprehensive evaluation, eligibility determination, present levels, goals and services, specialized instruction, accommodations, service delivery, eligibility for extended school year, and least restrictive environment. Paperwork may also include transportation plan, behavior plan, and Move On When Reading promotion/retention statement.
- 3.16. Copies of paperwork may be requested at any time by contacting Clara at Claras@hermosaschool.org.