

Sec. 1. CHILD FIND

International Leadership of Texas shall ensure that all children residing within International Leadership of Texas’s boundaries who have disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. For the purposes of this policy, “International Leadership of Texas boundaries” is interpreted to mean all students enrolled in and served by International Leadership of Texas schools. As such, this policy applies to all International Leadership of Texas students unless and until relevant changes in state or federal law dictate a different interpretation. This responsibility applies to all children with disabilities, including:

1. Homeless children;
2. Children who are wards of the state;
3. Children attending private schools;
4. Highly mobile children (including migrant children); and
5. Children who are suspected of being in need of special education but who are advancing from grade to grade.

20 U.S.C. 1412(a)(3)(A); 34 CFR 300.111(a)(1)(i), (c).

Sec. 2. PRE-REFERRAL SUPPORT SERVICES

Before referring a student for possible special education services, the student should be considered for all support services available to all students such as tutorial, remedial, compensatory, response to evidence-based intervention; and other academic or behavior support services.

Intervention strategy means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies.

19 TAC 89.1011(a); Tex. Educ. Code § 26.004(a).

Sec. 3. RIGHT TO INFORMATION FOR STUDENTS WITH LEARNING DIFFICULTIES

Each school year, International Leadership of Texas shall provide in the student handbook or by another means the Texas Education Agency’s written explanation of the options and requirements for providing assistance to student who have learning difficulties or who need or may need special education. The explanation will state that a parent is entitled at any time to request an evaluation of the parent’s child for special education services or for aids, accommodations, or services under Section 504.

Each school year, International Leadership of Texas must also provide notice to the parent of every

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non-special education student who receives assistance from the District for learning difficulties (including Section 504 students). This notice should be written in English or, to the extent practicable, in the parent’s native language and be provided when the student begins to receive assistance for that school year. It should include the following:

- A reasonable description of the assistance the student may receive, include any intervention strategies that may be used;
- Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;
- An estimated duration for which the assistance, including through the use of intervention strategies, will be provided;
- The estimated time frame for when the parent will receive reports on the student’s progress; and
- A copy of the Texas Education Agency’s explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education (TEA’s “Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services”).

Tex. Educ. Code § 26.0081(c), (d)

Sec. 4. OVERIDENTIFICATION & DISPROPORTIONATE REPRESENTATION

International Leadership of Texas must comply with all state policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.

34 CFR 300.173