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Child Find Advisory Committee Meeting

WORKSHOP #88394

NOV. 15, 2018

Presenter: J. Lovejoy



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- Welcome & Introductions
- Child Find Procedures
- New Changes to SPP 11
- Referrals from Head Starts
- Transition from ECI
- District Child Find Efforts
- CF Sharing



ESC 18 Legal Framework

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CHILD FIND DUTY

Authorities: 20 U.S.C. §§ 1401, 1412; 42 U.S.C. § 11434a; 34 C.F.R. Part 300; 19 T.A.C. Chapter 89

<http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=208>

FEDERAL AND STATE REQUIREMENTS		CITATIONS
<input type="checkbox"/> p	All children with disabilities residing in the state, regardless of the severity of their disabilities, and who are in need of special education and related services, must be identified, located, and evaluated.	300.111(a)(1)(i) 1412(a)(3)(A)
<input type="checkbox"/> p	The term <i>special education</i> means specially-designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education.	300.39(a)(1) 1401(29)
<input type="checkbox"/> p	The term <i>specially-designed instruction</i> means adapting, as appropriate to the needs of an eligible child under the Individuals with Disabilities Education Act, the content, methodology, or delivery of instruction:	300.39(b)(3)
<input type="checkbox"/> p	<ul style="list-style-type: none">• To address the unique needs of the child that result from the child's disability; and	300.39(b)(3)(i)

Child Find Procedures

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<input type="checkbox"/> <u>P</u>	<ul style="list-style-type: none"> To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the local educational agency (LEA) that apply to all students. 	300.39(b)(3)(ii)
<input type="checkbox"/> <u>P</u>	The term <i>related services</i> means transportation, and such developmental, corrective, and other supportive services as may be required to assist the child with a disability to benefit from special education.	300.34(a) 1401(26)
<input type="checkbox"/> <u>P</u>	The term <i>child with a disability</i> means the child was evaluated according to the EVALUATION frameworks and determined by an ADMISSION, REVIEW, AND DISMISSAL COMMITTEE to have an intellectual disability, a hearing impairment, a speech or language impairment, a visual impairment, a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.	300.8(a)(1) 1401(3)(A)
<input type="checkbox"/> <u>P</u>	In addition to students enrolled in the public schools, the Child Find duty extends to:	300.111(a)(1)(i) 1412(a)(3)(A)
<input type="checkbox"/> <u>P</u>	<ul style="list-style-type: none"> Children with disabilities who are homeless or are wards of the state; and 	300.111(a)(1)(i) 300.19 42 USC 11434a 1412(a)(3)(A)
<input type="checkbox"/> <u>P</u>	<ul style="list-style-type: none"> Children with disabilities who are attending private schools. 	300.111(a)(1)(i) 1412(a)(3)(A)
<input type="checkbox"/> <u>P</u>	The LEA in which the PRIVATE SCHOOL is located must comply with CHILD FIND FOR PARENTALLY-PLACED PRIVATE SCHOOL CHILDREN .	300.131

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	REFERRAL FOR INITIAL EVALUATION	
<input type="checkbox"/> P	Either the parent of the student, a state educational agency, an LEA, an educational service agency (ESA), or a nonprofit public charter school that is not otherwise included as and not a school of an LEA or ESA, and any other political subdivision of the state that is responsible for providing education to children with disabilities, may initiate a request for an initial evaluation to determine if the student is a child with a disability.	300.301(b) 300.33 89.1011(a)
<input type="checkbox"/> P	If the student continues to experience difficulty in the general education classroom after the provision of intervention, the LEA must refer the student for an initial evaluation.	89.1011(a)
<input type="checkbox"/> P	Whenever a student is referred for an initial evaluation, the LEA must provide <u>PRIOR WRITTEN NOTICE</u> of its proposal or refusal to evaluate the student.	300.503(a) 300.300(a)(1)(iii)
<input type="checkbox"/> P	Before conducting a full individual and initial evaluation, the LEA must obtain from the parent <u>CONSENT FOR INITIAL EVALUATION</u> .	300.300(a) 1414(a)(1)(D)(i)(I)
<input type="checkbox"/> P	For a student suspected of having a specific learning disability, the LEA must refer for an initial evaluation including by providing prior written notice, and promptly request consent for initial evaluation if, prior to a referral, the student has not made adequate progress after an appropriate period of time when provided:	300.309(c) 300.301 300.303
<input type="checkbox"/> P	<ul style="list-style-type: none"> • Appropriate instruction in regular education settings, delivered by qualified personnel as demonstrated by the data; and 	300.309(c)(1) 300.309(b)(1)
<input type="checkbox"/> P	<ul style="list-style-type: none"> • Repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the student's progress during instruction, which was data-based, documented, and provided to the student's parent. 	300.309(c)(1) 300.309(b)(2)
<input type="checkbox"/> P	The LEA must comply with the <u>SPECIAL EDUCATION ELIGIBILITY FOLDER</u> framework for maintaining copies of referral data.	

Child Find and Private Schools

Letter to Chapman

Office of Special Education Programs

August 22, 2007

Under 34 CFR § 300.130, parentally-placed private school children with disabilities are defined as children with disabilities enrolled by their parents in private, including religious, schools or facilities that meet the definition of elementary school in 34 CFR § 300.13 or secondary school in 34 CFR § 300.36.

The definition of "elementary school" at 34 CFR § 300.13 states: *Elementary school* means a *nonprofit* institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law. The definition of "secondary school" at 34 CFR § 300.36 states: *Secondary school* means a *nonprofit* institutional day or residential school, including a public secondary charter school that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12. (Emphasis added.)

Child Find and Private Schools

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Because both definitions require that the schools be nonprofit, children with disabilities placed by their parents in for-profit private schools are not included in the definition of "parentally-placed private school children with disabilities." Therefore, they would not be included in the proportionate share calculation or be eligible for equitable services under 34 CFR §§ 300.130-300.144.

The child find obligation exists independently from the requirement to expend a proportionate share of IDEA funds to provide services to eligible parentally-placed private school children with disabilities. Under section 612(a)(3)(A) of IDEA and 34 CFR § 300.111, a State must ensure that all children with disabilities residing in the State, including children with disabilities attending private schools, and who are in need of special education and related services, are identified, located, and evaluated; this includes children with disabilities attending for-profit private schools.

This information is located at:

https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Programs_and_Services/State_Guidance/Guidance_on_Parentally_Placed_Private_School_Children_with_Disabilities/

§89.1096. Provision of Services for Students Placed by their Parents in Private Schools or Facilities.

14. What is a school's responsibility if a parent requests dual enrollment for a child age 3-5?

Parents of eligible students ages 3 or 4 shall have the right to "dual enroll" their student in both the public school and the private school beginning on the student's third birthday and continuing until the end of the school year in which the student turns five or until the student is eligible to attend a district's public school kindergarten program, whichever comes first. The school district where an eligible¹ student resides must convene an Admission, Review and Dismissal (ARD) meeting to determine whether the child is eligible for special education and related services and, if so, the specific services appropriate for the child.

15. Which school district is responsible for providing special education and related services if a parent chooses dual enrollment for a child?

The school district where an eligible¹ student resides is responsible for providing special education and related services associated with dual enrollment if the child's parent chooses that option.

The district where the child resides is responsible for making FAPE available to the child. Both districts have the obligation to evaluate. Local educational agencies must locate, evaluate, and identify all private school children with disabilities attending a private school in the LEA's jurisdiction.

Head Start and Rti

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- [http://tea.texas.gov/Curriculum and Instructional Programs/Special Education/Programs and Services/Response to Intervention/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Programs_and_Services/Response_to_Intervention/)
- **Head Start and RtI**
- The Individuals with Disabilities Education Act (IDEA) does not require or encourage a school to use an RtI approach before a referral for evaluation. A Head Start program may refer a student for evaluation to determine if the student is eligible for special education and related services. When a school receives a referral from a Head Start program, the **school must begin the evaluation** process to determine if the child has a disability. The IDEA and its regulations at 34 CFR §§300.301-300.311 specify the requirements that public schools (not non-LEAs such as other community-based early childhood programs) must use to conduct an initial evaluation to determine if a child has a disability under Part B. For additional information, see the [Head Start Letter from OSEP](#)

CHILD FIND DUTY

Authorities: 20 U.S.C. §§ 1401, 1412; 42 U.S.C. § 11434a; 34 C.F.R. Part 300; 19 T.A.C. Chapter 89
<http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=208>

FEDERAL AND STATE REQUIREMENTS	CITATIONS
<div> <div></div> <div> All children with disabilities residing in the state, regardless of the severity of their disabilities, and who are in need of special education and related services, must be identified, located, and evaluated. </div> </div>	<div> <div>200.111(a)(1)(i)</div> <div>1912.417(a)</div> </div>
<div> <div></div> <div> The term special education means specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. </div> </div>	<div> <div>200.252(a)(1)</div> <div>1912.250</div> </div>
<div> <div></div> <div> The term specially-designed instruction means adapting, as appropriate to the needs of an eligible child under the Individuals with Disabilities Education Act, the content, methodology, or delivery of instruction: </div> </div>	<div> <div>200.252(b)(1)</div> </div>
<div> <div></div> <div> <ul style="list-style-type: none"> To address the unique needs of the child that result from the child's disability; and </div> </div>	<div> <div>200.252(b)(2)(i)</div> </div>

TEA’s Response

[https://tea.texas.gov/Academics/Special Student Populations/Special Education/Programs and Services/State Guidance/Guidance on Parentally Placed Private School Children with Disabilities/](https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Programs_and_Services/State_Guidance/Guidance_on_Parentally_Placed_Private_School_Children_with_Disabilities/)

Which district has the responsibility for evaluating a referred child enrolled in a Head Start center in one district but resides in a different district?

Child Find Duty: ESC 18 Legal Framework

for special education and related services and, if so, the specific services appropriate for the child.

15. Which school district is responsible for providing special education and related services if a parent chooses dual enrollment for a child?

The school district where an eligible student resides is responsible for providing special education and related services associated with dual enrollment if the child’s parent chooses that option.

The district where the child resides is responsible for making FAPE available to the child. Both districts have the obligation to evaluate. Local educational agencies must locate, evaluate, and identify all private school children with disabilities attending a private school in the LEA’s jurisdiction.

TEA's Response

- Can the Head Start centered be considered a private school in terms of definition?

§89.1096. Provision of Services for Students Placed by their Parents in Private Schools or Facilities.

(a) Except as specifically provided in this section, in accordance with 34 Code of Federal Regulations (CFR), §300.137, no eligible student who has been placed by his or her parent(s) in a private school or facility has an individual right to receive some or all of the special education and related services that the student would receive if he or she were enrolled in a public school district. Except as specifically set forth in this section, a school district's obligations with respect to students placed by their parents in private schools are governed by 34 CFR, §§300.130-300.144.

(1) For purposes of subsections (a) and (d) of this section only, private school is defined as a private elementary or secondary school, including any pre-school, religious school, and institutional day or residential school, that:

(A) as required by 34 CFR, §300.13 and §300.130, is a nonprofit entity that meets the definition of nonprofit in 34 CFR, §77.1; and

(B) provides elementary or secondary education that incorporates an adopted curriculum designed to meet basic educational goals, including scope and sequence of courses, and formal review and documentation of student progress.

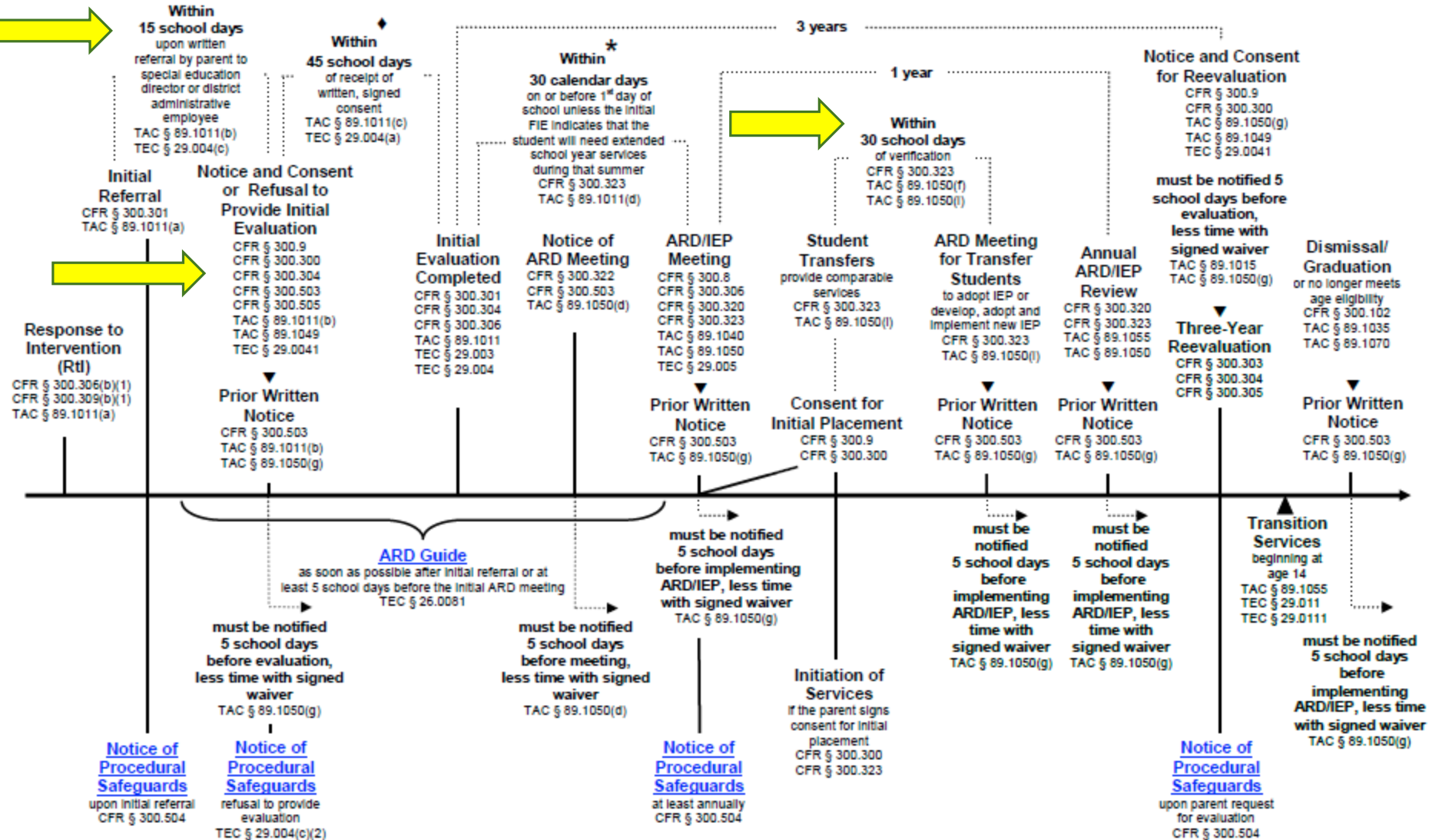
(2) A home school must meet the requirements of paragraph (1)(B) of this subsection, but not paragraph (1)(A) of this subsection, to be considered a private school for purposes of subsections (a) and (d) of this section.

(b) When a student with a disability who has been placed by his or her parents directly in a private school or facility is referred to the local school district, the local district shall convene an admission, review, and dismissal (ARD) committee meeting to determine whether the district can offer the student a free appropriate public education (FAPE). If the district determines that it can offer a FAPE to the student, the district is not responsible for providing educational services to the student, except as provided in 34 CFR, §§300.130-300.144, or subsection (e) of this section, until such time as the parents choose to enroll the student in public school full time.

Timeline Decision Tree 2017

- ESC 18 Legal Framework
- Tabs across top – Documents
- Timeline Decision Tree Feb 2017 with Audio
- <http://prntexas.org/interactive-timeline-decision-tree/>

Timeline | Child-Centered Special Education Process



Exceptions

- ♦ Parent repeatedly fails or refuses to produce the child [CFR § 300.301(d)(1)]; or
- ♦ Child who is enrolled in public school transfers from another LEA while evaluation is pending (refer to [Children who Transfer](#) framework); or
- ♦ Child who is enrolled in public school is absent three or more days during the evaluation period (extended by number of school days absent) [TEC 29.004(a)(1); TAC § 89.1011(c)(1)]; or
- * ♦ Consent is received at least 35 but less than 45 school days before the end of the school year (due by June 30); and the initial ARD to be held by the 15th school day of the following school year. If the child is absent three or more days during the period, the evaluation is due within 45 school days plus the number of days absent [TEC § 29.004(a-1); TEC § 29.004(a)(1); TAC § 89.1011(e); TAC § 89.1011(c)(1)].

SPP 11 – Child Find Changes

SPP 11 Revised Section One Part a. (to be included in 2018-2019 data collection opening-June 1, 2019)

Section One: Students ages 3-21 for whom a request for a Full and Individual Initial Evaluation (FIIE) was received.

a.	Number of students aged 3-21 for whom a verbal or written request for a FIIE was received: (prior written notice must be provided in each request and in compliance with CFR §300.503)	<input type="text" value="180"/>
a.1.	Number of students counted in "a." in which the reason for request indicates the child should have been <u>referred</u> prior to the current school year	<input type="text" value="25"/>
a.2.	Number of students ages 3-21 for whom signed, written parental consent to evaluate was received (TEC §29.004)	<input type="text" value="175"/>
a.3.	Number of students determined not eligible [(a.3. + a.4.) Must = a.2.]	<input type="text" value="50"/>
a.4.	Number of students determined eligible [(a.3. + a.4.) Must = a.2.]	<input type="text" value="125"/>
a.5.	Number of students determined eligible and the ARD committee determined additional services are needed, taking into consideration support and services previously provided	<input type="text" value="15"/>
a.6.	Types of additional services documented in the IEP (a student may count in multiple service types)	
i.	Related services	<input type="text" value="7"/>
ii.	Supplementary aids and services	<input type="text" value="12"/>
iii.	Program modifications	<input type="text" value="5"/>
iv.	Supports for personnel	<input type="text" value="10"/>
a.7.	Timeline to implement additional services (a student may count only once for longest service(s) duration) [(a.7. i.+a.7. ii.) Must = a.5.]	
i.	Up to six months	<input type="text" value="5"/>
ii.	More than six (6) months, up to one (1) year	<input type="text" value="10"/>

SPP 11 – Child Find Changes

Section Two: Evaluation and eligibility determined WITHIN State established timelines

- b. Number of students with evaluation report written within State established timelines from receipt of signed, written parental consent or district maintained detailed records of reason for delay described in CFR 300.301(d) 170
- c. Number of students with eligibility determined by ARD committee within 30 calendar days from date of evaluation report (TAC §89.1050(d)) or district maintained detailed records of reason for delay described in CFR §300.300(b)(3) 175

Section Three: Evaluations NOT within State established timelines

- d. Number of students with evaluation report NOT written within State established timelines from receipt of signed, written parental consent (d.1. + d.2.) [Must = (a.2.-b.)] 5
- d.1. 1-30 calendar days over timeline 5
- d.2. 31 or more calendar days over timeline 0
- e. Reasons for delay (e.1+e.2+e.3+e.4+e.5+e.6) [Must = d] 5
- e.1. LEA delay due to scheduling 2
- e.2. LEA delay due to lack of available assessment personnel 2
- e.3. LEA delay due to late report from contracted personnel 0
- e.4. Parent delay (No detailed records maintained by LEA) 1
- e.5. Student transfer/enrollment into district prior to completion of timeline begun in previous district (No detailed records maintained by LEA of agreement with parent to specific timeline for completion) 0
- e.6. Other 0

(Briefly Describe):

(100 characters maximum)

District Percentage against 100% State target (b/a.2.) *100

97.1

SPP 11 Child Find Instructions

- Review SPP 11 Instruction Handout located on workshop page.

Indicator 11: Child Find (Timely Initial Evaluation)

The percentage of children, ages 3 through 21, with signed, written parental consent to evaluate who are evaluated within the state established timeline. This includes students who were determined to be eligible and not eligible for special education services.

Authorization: 20 U.S.C. 1416 (a)(3)(B)

Due Date: **August 16, 2019**

Sampling Allowed: No

Online Submission: SPP 11 can be accessed through TEAL at: <https://tealprod.tea.state.tx.us/>

GENERAL INSTRUCTIONS

Terms underlined in italics denote terms defined in the glossary located at the end of the instructions

1. The 2017-2018 data collection period is **July 1, 2018 to June 30, 2019**. All students, ages 3-21, who were evaluated and had their eligibility determined between July 1, 2018 and June 30, 2019 should be reported.
2. Indicator 11 refers to "initial" eligibility determinations made for children ages 3-21.
3. **Section One** includes new data collection elements, a., a.1, a.5, a.6, and a.7, which will not be calculated to determine compliance. These are included as a result of the State's required corrective actions only.
4. **Report in a.** students for whom a verbal or written request for a full and individual initial evaluation (FIIE) was received by the district between **July 1, 2018 and June 30, 2019**.
5. **Report in a.1** students in which the reason for request for a FIIE indicates the student should have been referred in the prior school year. Reporting item a.1 is a subset of a.
6. **Report in a.2** students for whom the evaluation process was completed during the **July 1, 2018 to June 30, 2019** school year.
7. **Report in Section Three** students whose evaluation process was completed, but late because the parent of the child repeatedly failed or refused to produce the child for evaluation. (CFR §300.301(d)(1)) Only districts or charter schools that maintain detailed records of delays should report these students within the timeline and in compliance.
8. **Do not report** three-year-old students who are transitioning from Part C (Early Childhood Intervention) to Part B (Preschool Programs for Children with Disabilities) **Report these students in SPP 12 (Early Childhood Transition Timelines) online applications only.**
9. **Do not report** students for whom the evaluation process was interrupted, and the district or charter school **was unable to complete the evaluation process, therefore eligibility was not determined.** Detailed records of attempts must be documented and maintained at the local level for audit purposes.
10. Sampling is not permitted for this data collection.

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- Review SPP 11 Instruction Handout located on workshop page.

SPECIFIC INSTRUCTIONS

Specific instructions for **Entering Data for State Performance Plan Indicator 11** are found by first logging in to TEAL and then clicking the following link:

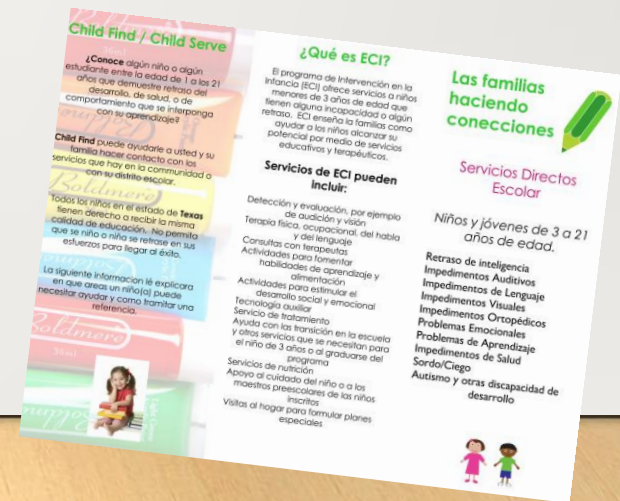
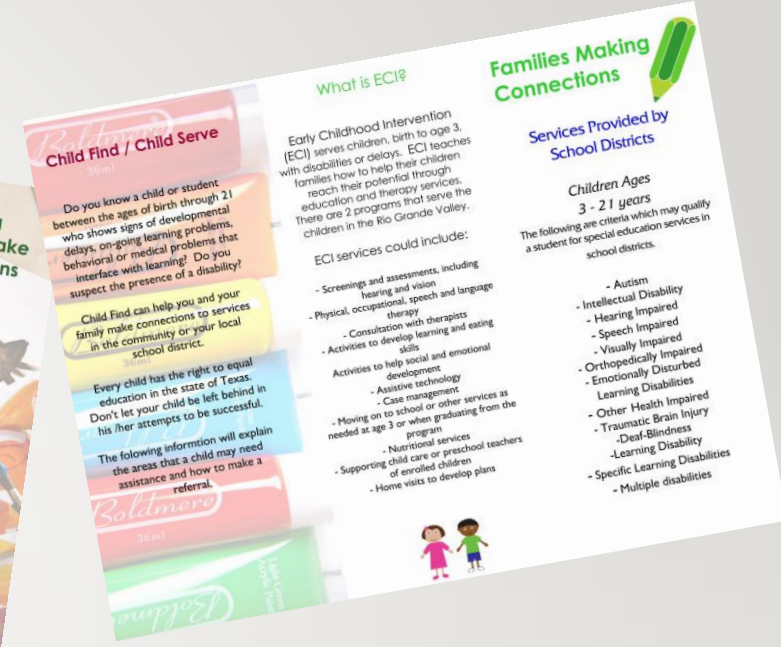
https://tealprod.tea.state.tx.us/Tea.SPP.Web/SPP1112/SPP11Help/WebHelp/SPPI_11_Webhelp.htm

GLOSSARY

1. Completed
Evidence or documentation that the student's ARD committee meeting was held and the student was determined eligible (e.g. a student's individualized education program (IEP)) or not eligible for special education services.
2. Consent
Evidence of documentation that the parent provides written consent, that they have been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; and the parent understands and agrees in writing to the implementation of the activity for which his or her consent is sought.
3. Initial Eligibility Determinations
Refer to 34 CFR §300.306 and 19 TAC §89.1040 for specific procedures and rules for determinations of eligibility for special education services. In summary, an Initial Eligibility Determination is a written decision regarding eligibility for special education services made by a group of qualified professionals and the parent(s) utilizing data gathered through formal and informal evaluations typically for the first time for a child. Exceptions exist when students are initially referred, evaluated, and determined not eligible, but in a subsequent school year are referred again; and when students who transfer from another state and the school district determines that an evaluation is necessary. These exceptions demonstrate when the evaluation is considered a full and individual initial evaluation for the purposes of and reported in this collection as such.
4. Evaluation
Refer to 34 CFR §§300.301-305; 19 TAC §89.1011; and TEC §29.004. Evaluation process is completed upon completion of the Full and Individual Evaluation (FIE) written report.
5. Not Eligible
The student does not meet the eligibility criteria for special education services as determined by a review of the FIE and the subsequently held ARDC meeting.
6. Detailed Records
Detailed Records may include but are not limited to: certified letters, detailed physician's letters, comprehensive records of phone calls made or attempted along with the results of those calls, copies of correspondence sent to parents and any responses received, records of visits made to the parent's home or place of employment and the results of those visits, log of multiple attempts to contact parents or guardians, etc... and all should be collected as circumstances warrant.

Region One ESC – Child Find

- Provides Child Find posters at district's request
- Provides website with English and Spanish brochures which can be downloaded and printed.



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Child Find Posters

- Do you need new posters for your district?
- Call or email the number you need in English or Spanish.
- jlovejoy@esc1.net or 956-984-6215

Region One
Education Service Center

Child Find
is a process designed to
identify, locate, and evaluate
individuals from birth to 21 years of age who
may need special education and related
services.

If you have
concerns call:
1-800-274-7346

School districts & public charter
must ensure that a Free and
Appropriate Public Education
(FAPE) is provided for children
who are identified as needing
special education and related
services.

For questions, inquiries, or more
information, contact the special
education program at the number
listed above.

¿Conoce algún niño(a) o algún
estudiante entre la edad de 1 a
los 21 años que demuestra
retraso del desarrollo, de salud,
o de comportamiento que se
interponga con su aprendizaje?

**Ayudando
familias hacer
conexiones**

Child Find/ Child Serve

Child Find puede ayudarle a usted y su familia hacer
contacto con los servicios que hay en la comunidad o
con su distrito escolar.

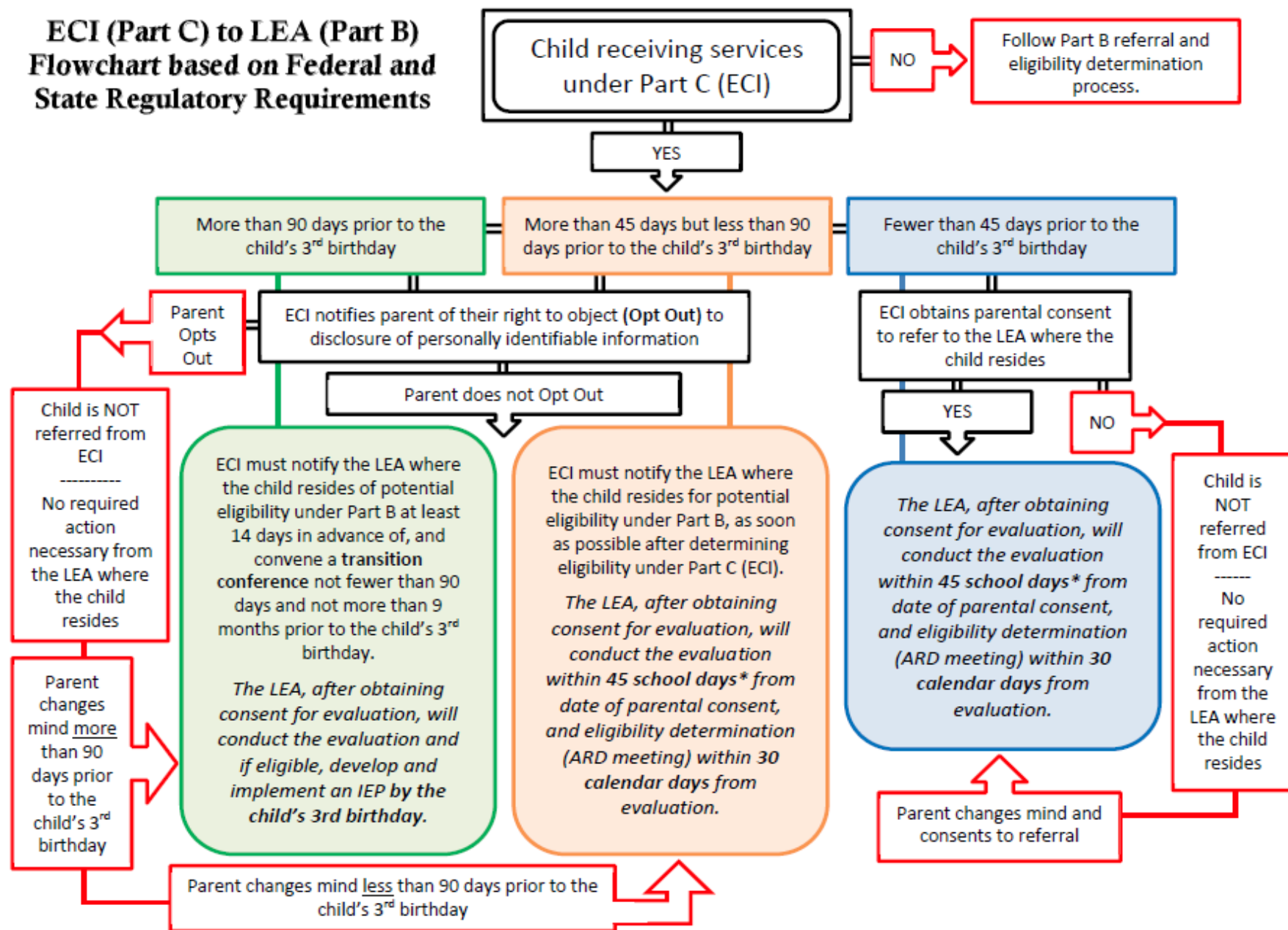
Todos los niños en el estado de Texas tienen derecho a
recibir la misma calidad de
educación. No permita que su niño(a) se retrase en sus

Llame este número 1-800-274-2346

1900 W. Schunior St.
Edinburg, TX 78541
(956) 984-6000

Transition from ECI

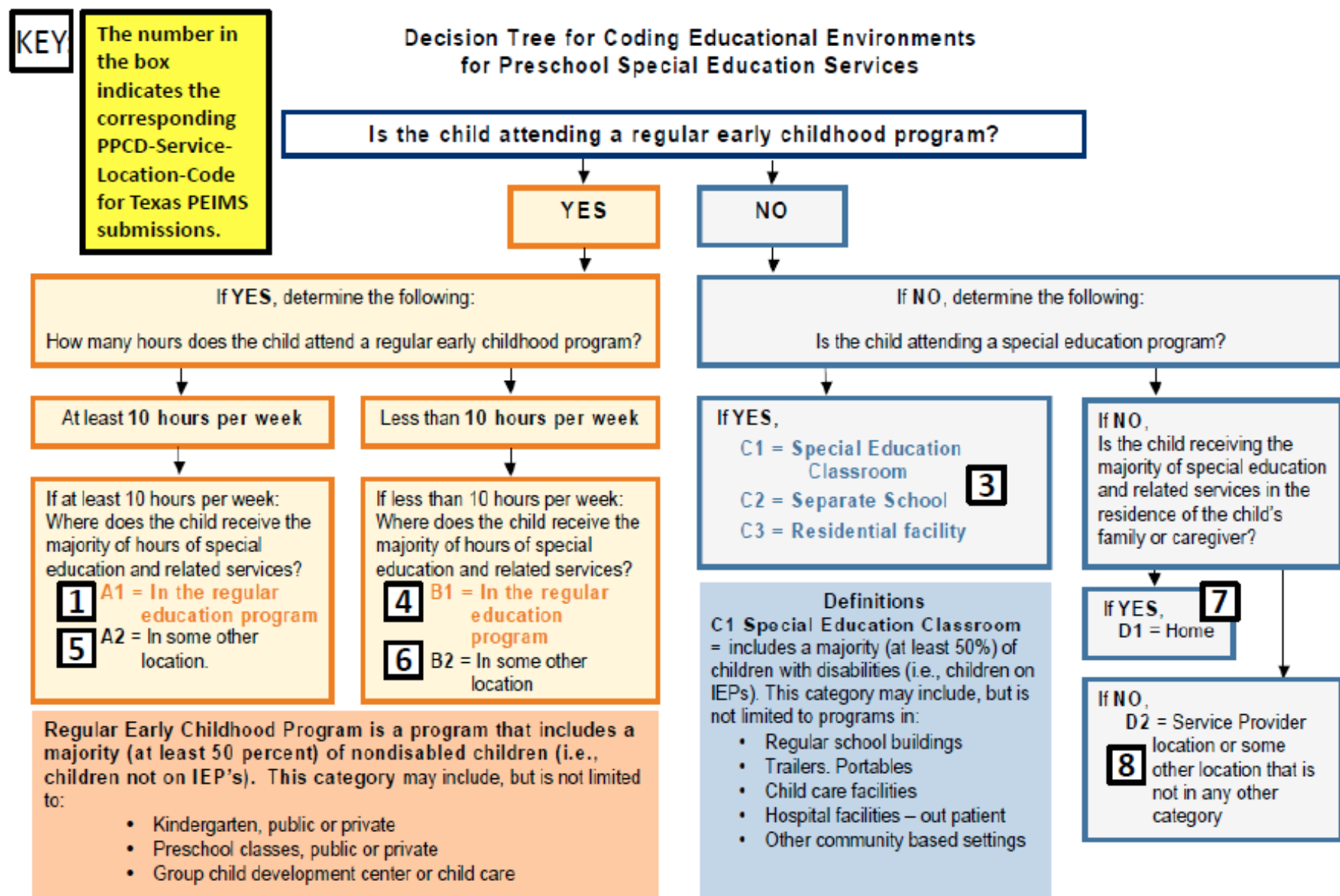
ECI (Part C) to LEA (Part B) Flowchart based on Federal and State Regulatory Requirements



* In accordance with current State established initial evaluation timelines.

Decision Tree PPCD Location Codes

http://www.esc20.net/default.aspx?name=ci_se.PPCD.PEIMSDecisionTree



Any transition conference or IFSP meeting to develop the transition plan, which conference and meeting may be combined into one meeting, will meet the IDEA-C requirements concerning accessibility and convenience of meetings, parental consent for services, and initial and annual IFSP meetings.

[303.209\(e\)](#)
[303.209\(c\)\(1\)](#)
[303.209\(d\)](#)
[303.342\(d\)](#)
[303.342\(e\)](#)
[303.343\(a\)](#)

34 Code of Federal Regulations § 303.342 Procedures for IFSP development, review, and evaluation.

...

(d) *Accessibility and convenience of meetings.*

(1) IFSP meetings must be conducted—

(i) In settings and at times that are convenient for the family; and

(ii) In the native language of the family or other mode of communication used by the family, unless it is clearly not feasible to do so.

(2) Meeting arrangements must be made with, and written notice provided to, the family and other participants early enough before the meeting date to ensure that they will be able to attend.

District Child Find Binder

- Copy of Child Find procedures
- Copy of Forms (parent permission, etc.,)
- Copies of brochures, posters, handouts, flyers sent out or distributed
- Lists of attendees at Child Find presentations
- Lists by number of requests for evaluations from campuses
- Roles and responsibilities of personnel
- District Self-Evaluation
- Any other information

Child Find Roles & Responsibilities

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[INSERT PROGRAM OR DISTRICT NAME]

Department of Special Education

Child Find Services

Staff Roles and Responsibilities

Personnel assigned to the following positions have been assigned responsibilities related to the Child Find Identification process. Each person has received training regarding the policies and procedures for Child Find activities for which they have the designated responsibility.

ROLE: District Child Find Contact/ Coordinator

Person Assigned: _____ Position: _____

RESPONSIBILITIES:

- ¥ Provides district/program coordination of Child Find efforts
- ¥ Maintains documentation of Child Find activities
- ¥ Conducts and maintain documentation of Child Find public awareness efforts
- ¥ Maintains documentation system for Child Find referrals
- ¥ Coordinates or be responsible for the coordination of Early Childhood Intervention interactions in compliance with federal or state guidelines
- ¥ Maintains a dissemination network information regarding community agencies, facilities,

Child Find Roles & Responsibilities

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- ¥ Distributes Child Find information and training materials within the district/program
- ¥ Performs other duties as necessary to maintain and support Child Find efforts and requirements

ROLE: District Child Find Assessment Personnel

Positions Responsible: Educational Diagnosticians and Psychologists, Other Staff as Appropriate

RESPONSIBILITIES:

- ¥ Assists with district/program coordination of Child Find efforts
- ¥ Maintains documentation of Child Find activities
- ¥ Maintains documentation system for Child Find referrals
- ¥ Processes referrals and conducts assessments in a timely and appropriate manner
- ¥ Maintains documentation as required for compliance with timelines and other guidelines
- ¥ Complies with state Child Find system requirements regarding assessment and evaluations
- ¥ Participates in IEP development and placement decision-making as designated
- ¥ Distributes Child Find information and training materials as requested
- ¥ Performs other duties as necessary to maintain and support Child Find efforts and requirements

Child Find Roles & Responsibilities

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ROLE: Campus Child Find Contact/Coordinator

Positions Responsible: Campus Secretaries, Counselors, or Others as Assigned

RESPONSIBILITIES:

- ¥ Assists with district/program implementation of Child Find efforts
- ¥ Documents Child Find activities as assigned
- ¥ Documents dissemination of Child Find information and materials as requested
- ¥ Performs other duties as assigned to maintain and support Child Find efforts and requirements

ROLE: Elected District Officials

Positions Responsible: Board Members

RESPONSIBILITIES:

Child Find Roles & Responsibilities

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ROLE: Elected District Officials

Positions Responsible: Board Members

RESPONSIBILITIES:

- ⌘ Completes required training regarding the Child Find process and procedures
- ⌘ Supports procedures that provide compliance with state or federal Child Find guidelines
- ⌘ Performs other duties as necessary to maintain and support Child Find efforts and requirements

ROLE: District and Campus Administrators

Positions Responsible: Central Office Administrators, Principals, Assistant Principals, and Others

RESPONSIBILITIES:

- ⌘ Assists with district/program implementation of Child Find efforts
- ⌘ Maintains responsibility for the gathering of documentation of Child Find activities
- ⌘ Distributes and/or displays Child Find information and training materials as requested
- ⌘ Provides assurance that required Child Find training has been provided to assigned staff
- ⌘ Maintains documentation as required for compliance with timelines and other guidelines
- ⌘ Participates in IEP development and placement decision-making as designated
- ⌘ Performs other duties as necessary to maintain and support Child Find efforts and requirements

28 Child Find Roles & Responsibilities

ROLE: Instructional Personnel

Positions Responsible: General and Special Education Teachers and Paraprofessionals

RESPONSIBILITIES:

- ¥ Assists with district/program implementation of Child Find efforts
- ¥ Provides necessary documentation of Child Find activities and referrals
- ¥ Maintains documentation as required for compliance with federal and state guidelines
- ¥ Participates in IEP development and placement decision-making as designated
- ¥ Distributes Child Find information and training materials as requested
- ¥ Completes required training regarding the Child Find process and procedures
- ¥ Performs other duties as necessary to maintain and support Child Find efforts and requirements

29 Child Find Roles & Responsibilities

ROLE: District and Campus Professional Support Personnel

Positions Responsible: Counselors, Instructional Coordinators, Other Staff as Appropriate

RESPONSIBILITIES:

- ¥ Assists with district/program coordination of Child Find efforts as designated
- ¥ Maintains documentation of Child Find activities as designated
- ¥ Maintains documentation system for Child Find referrals as designated
- ¥ Participates in the referral process as required in a timely and appropriate manner
- ¥ Maintains documentation as required for compliance with state or federal guidelines
- ¥ Participates in IEP development and placement decision-making as designated
- ¥ Distributes Child Find information and training materials as requested
- ¥ Completes required training regarding the Child Find process and procedures
- ¥ Performs other duties as necessary to maintain and support Child Find efforts and requirements

30 | Child Find Roles & Responsibilities

ROLE: District and Campus Office Staff

Positions Responsible: Central Office and Campus Secretaries, Clerks, and Support Paraprofessionals

RESPONSIBILITIES:

- ¥ Assists with district/program implementation of Child Find efforts
- ¥ Participates in gathering of documentation of Child Find activities as assigned
- ¥ Completes required training regarding the Child Find process and procedures
- ¥ Distributes Child Find information and training materials as requested
- ¥ Completes required training regarding the Child Find process and procedures
- ¥ Performs other duties as necessary to maintain and support Child Find efforts and requirements

ROLE: Other District and Campus Personnel

Positions Responsible: Maintenance Workers, Janitors, Cafeteria Staff, Bus Drivers, and Others

RESPONSIBILITIES:

- ¥ Completes required training regarding the Child Find process and procedures
- ¥ Performs other duties as necessary to maintain and support Child Find efforts and requirements

NOTE TO CHILD FIND COORDINATOR: THIS DOCUMENT IS ALSO CONTAINED IN THE CORRESPONDENCE FILE WITH A SAMPLE MEMORANDUM TO PRINCIPALS.

[INSERT PROGRAM OR DISTRICT NAME]

Department of Special Education

Child Find Services

CAMPUS ASSURANCES CHECKLIST

This form is to be completed by each campus principal and returned to [INSERT CONTACT PERSON'S NAME] at [INSERT LOCATION TO RETURN TO]. Check each item as appropriate.

- | | |
|--|---|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | I have reviewed the Child Find requirements with my faculty. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | I have displayed the Child Find Poster(s) in readily accessible locations. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | My secretary and other appropriate support staff have been trained on the procedures for enrolling students new to the district regarding the appropriate responses to inquiries regarding services to students with disabilities from birth through 21 years of age. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | My counselor understands his/her role in the enrollment of students new to the district or for transfers from other district. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | My counselor understands his/her responsibility for maintaining an accurate Child Find log and submitting it to the district Child Find Contact at the end of each semester. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | My staff has demonstrated an understanding for our obligation to serve students with special needs in child care facilities, private schools, and care and treatment facilities, and they are expected to respond in an appropriate and timely manner to inquiries from personnel and/or parents from these facilities. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | My teachers and members of [INSERT TITLE OF STUDENT SUPPORT TEAM OR OTHER GROUP] on my campus are knowledgeable about the characteristics of various disabilities, are able to identify students at risk for these conditions, and refer appropriate students for special education consideration. |

Campus Assurances Checklist

I further verify that I have provided information to the following campus personnel about the requirements and procedures for Child Find efforts in our district. (Please check all that apply to your campus.)

<input type="checkbox"/> Counselors	<input type="checkbox"/> Special Education Teachers
<input type="checkbox"/> Campus Secretaries	<input type="checkbox"/> Paraprofessionals
<input type="checkbox"/> Office Support Personnel	<input type="checkbox"/> Maintenance Personnel
<input type="checkbox"/> School Nurses	<input type="checkbox"/> Cafeteria Personnel
<input type="checkbox"/> General and Remedial Education Teachers	<input type="checkbox"/> Other, please

specify: _____

Date(s) of Training: _____

Methods of Training: ☐ Faculty Meeting ☐ Individual Packets ☐ _____

Inservice Session(s) ☐ Videotape Presentation(s) ☐ _____

Team or Dept. Meetings ☐ Other, specify _____

District _____ Campus _____

Printed Name of Principal _____ Date _____

Signature of Principal _____

In Closing

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- LEA / Agency Sharing
- Next Child Find Meeting
 - Feb. 28, 2019 #88415
- Questions

Contact:

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