

DISTRICT RESPONSIBILITIES FOR CHILD FIND

What is Child Find?

- Child Find is a district responsibility that is a component of the Individuals with Disabilities Education Act (IDEA 2004) that requires schools to identify, locate, and evaluate all children with disabilities residing within the State, regardless of the severity of their disabilities, and who are in need of special education and related services (34 CFR 300.111).
- Child Find is a continuous process of **public awareness activities, screening, and evaluation** designed to *locate, identify, and evaluate* children who are in need of Early Childhood Intervention (ECI) Programs or Special Education.

How do you know if a child needs help?

The Individuals with Disabilities Education Act (IDEA) requires each state to implement early identification policies to locate and refer children who may have a disability to that state's early intervention (EI) program.

What does “child with a disability” mean?

- The term “child with a disability” means a child with intellectual disabilities, specific learning disabilities, hearing impairments, visual impairments, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, or other health impairments; and who, by reason thereof, needs special education and related services (34 CFR 300.8)

There are two methods for identifying and referring a child...

- First is a referral, usually by an educator or a parent.
- Second is the [Child Find program](#).
- Mandated by IDEA, Child Find continuously searches for and evaluates children who may have a disability with the use of Child Find activities, which can vary widely from school district to school district.
- For example, one district might hold periodic conferences to train staff on policies, while another may hold playgroups, during which parents are asked to complete a developmental milestone questionnaire

Child Identification (34 CFR-Part 300)

All school districts are required to implement a comprehensive system of Child Find in which district personnel actively search for all individuals with disabilities, birth through 21 years of age, both in school and not in school.

Child Find is a district obligation to identify, locate, and evaluate children who live within district jurisdiction to determine a need for special education/or related services.

Child Identification (34 CFR-Part 300)

Federal and state funding is provided to each district or special education program for the purpose of establishing a Child Find system that addresses public awareness. Public awareness is a series of planned activities conducted throughout the year to address this need. Districts must also have written procedure to describe their system of Child Find.

Seven Main Elements:

- **Definition of Target Population:** The state defines the criteria that determine which children are eligible for help. Some states expand the target population to include at-risk children, not just those who have disabilities or developmental delays.
- **Public Awareness:** The state raises public awareness about children who need help and the services available to them, targeting parents, caregivers, educators, school staff, physicians and others.
- **Referral and Intake:** A child is referred for services; specific procedures vary, depending on the state.
- **Screening and Identification:** The child is screened for possible disabilities or developmental delays.
- **Eligibility Determination:** Results of the screening are compared to the state's eligibility guidelines, which must be consistent with federal regulations.
- **Tracking:** The state tracks and follows up with children who are receiving services.
- **Interagency Coordination:** Some states have multiple agencies that share responsibilities mandated by IDEA. Resources must be coordinated to ensure availability of services.

Screening Process

- Contact initiated via phone call or visit from parent, doctor, concerned family member, friend, or agency, etc...
- Designated campus personnel takes information on form designed by district
- Send form to designated staff (Special Ed. Director or assigned Special Education Staff member – *if unsure contact Special Education Director*)

Referral Form...

- Once contact is initiated and intake form completed, send **immediately** to the Special Education contact.

By law, the district has a required timeline for all intake activities.

Sending the form...

- Once contact is initiated and intake form completed, send **immediately** to the Special Education contact.

By law, the district has a required timeline for all intake activities.

Sample Intake Form

CHILD FIND - REFERRAL COVER SHEET FOR 2013-2014

STUDENT REFERRED: _____ DISTRICT: _____ CAMPUS: _____

SS NUMBER (Must be listed or referral will not be processed): _____

TYPE OF REFERRAL: Initial after RTI _____ Exclusionary due to parent request _____ ECI _____
Speech Referral _____ Exclusionary due to principal request _____
Special Circumstances _____

REASON FOR REFERRAL: _____ WHO REFERRED: _____

PARENT/GUARDIAN: MOTHER: _____ FATHER: _____ LIVES WITH: _____

PHYSICAL ADDRESS: _____ CITY/ZIP: _____ HOME PHONE: (M) _____ (F) _____

MAILING ADDRESS: _____ CITY/ZIP: _____ CELL PHONE: (M) _____ (F) _____

WORK PHONE: (M) _____ (F) _____ EMAIL: (M) _____ (F) _____

GRADE: _____ DOB: _____ AGE ON SS DATE: _____ ETH: _____ M _____ FEMALE _____ PRIMARY LANG: _____

PASSED VISION & HEARING SCREENINGS: _____ DATE OF SCREENING: _____

HEALTH: _____

IF STUDENT IS BELOW AGE 5 AS OF DATE, PLEASE CHECK ALL OF THE FOLLOWING OPTIONS WHICH APPLY: Referral from ECI _____ Referral to ECI _____ AI/VI/below 3 _____ Private School _____ Attends DayCare _____ NO School _____

WAS REFERRAL RETURNED TO CAMPUS? YES _____ NO _____ IF YES, why? _____

DOES STUDENT QUALIFY FOR RF TRACKER? YES _____ NO _____ If Yes, why? _____

TO BE COMPLETED BY ASSESSMENT PERSONNEL:

DATE OF TESTING: _____

ASSESSMENTS ADMINISTERED (ONLY LSSP/SLP): _____

AMOUNT OF TIME SPENT TESTING (ONLY LSSP/SLP): _____

AMOUNT OF TIME SPENT ON REPORT (ONLY LSSP/SLP): _____

DATE OF REPORT: _____

DATE OF ARD MTG: _____

QUALIFIED? YES _____ NO _____ IF QUALIFIED: HC: _____

ARE THERE TIMELINE PROBLEMS: _____

Sample ECI Intake Form

Campus Personnel: Be sure to complete all information

If ECI Referral:
 Referral to ECI
 Referral from ECI for 120 day mtg
 Referral from ECI at 90 days
 Referral from ECI with late date

CHILD FIND REFERRAL INFORMATION

Name of Child: _____ DOB: _____ Age: _____ M F

District in which child resides: _____ Campus: _____ SS#: _____

Date of referral: _____ Referred by: _____

Person giving information: _____ Relationship to child: _____

How did you know to call us to make this referral? _____

Check appropriate choice: Enrolled in: Pre-kindergarten Head Start Not enrolled
 Private School District (Grade: _____)

Ethnicity: White Black Hispanic Asian American Indian

Home Language: _____ Physician: _____

Parents/Guardians: Mother: _____ Father: _____

Resides with: _____

Telephone: Home: _____ Mother's work/cell: _____ Father's work/cell: _____

Siblings: _____

Please indicate if the child attends any of the following facilities:
 Preschool/daycare Detention center Residential/Treatment Facility
 Nursing Home Group home Other _____

Primary Concern (suspected disability, etc.): _____

Has this child been referred to _____ ISD before? Yes No

If yes, name person and school that received referral: _____

Present Action Taken: _____

Follow-up: (Date and action taken) _____

Referral Completed By: _____
Position/ Campus: _____
Date: _____
Director's Signature & Date: _____

Revised 08/17/09

Confidentiality Reminder

- Remember – all information regarding the intake form is confidential and is subject to the Federal Education Right to Privacy Act (FERPA)
- All questions should be directed to [your local Special Education Director](#).

District Personnel Responsibilities

- Identify and refer individuals who may or may not be in school and who may need special education.
- Refer individuals ages 0-3 to an early childhood intervention program for evaluation.
- Maintain that within a timely manner from the date that a Child Find referral is received for children ages 0-3, the referral is forwarded to an ECI program.

District Child Find System Guidelines For...

- processing referrals;
- following individuals with disabilities who fall within the birth through 21-year-old age range who may or may not be currently enrolled in an infant, early childhood, public, or private educational facility, to ensure the delivery of services;
- determining which individuals are and are not currently receiving needed special education and/or related services; and
- maintaining a data bank of resources available to serve individuals with disabilities.

District Personnel Responsibilities

- Maintain that within 90 calendar days from the date that a referral is received, the FIE is completed for individuals 3-21. (FIE completed within 60 calendar days, ARD held within 30 calendar days of FIE completion)
- All information regarding the referral form is confidential and is subject to the Federal Education Right to Privacy Act (FERPA)
- Maintain a list of the district's resources throughout the community available to serve individuals with disabilities.

Public Awareness Activities

Examples of “locating and identifying” advertising locations:

- Administration Building/Office
- Schools
- Daycares
- Doctor Offices/Health Clinics
- Community Centers
- Department of Human Services
- Grocery Stores
- Kindergarten Roundup
- Pre-K Registration
- Open House/Meet the Teacher
- Family Night (Math & Science)
- School Plays/Musicals
- Extracurricular Event Locations