



# Procedural Safeguards: What Is Child Find?

Families as Allies – 601-355-0915 [www.faams.org](http://www.faams.org) Text Family19 to 22828



# Today's Goals

1. Participants will be able to describe what schools and school districts are obligated to do when they suspect a child might have a disability that affects their learning.
2. Participants will be able to say what steps a family can take if they think their child has a disability that affects their learning.
3. Participants will be able to describe how Child Find can relate to getting repeated calls about a child's behavior at school.



# Families as Allies

*We are the only statewide organization run by and for families of children with behavioral health challenges in Mississippi. We support each other and work together to make things better for our children.*

Our **vision** is that all children will have the opportunity to reach their potential and succeed, and our **mission** is that families are partners in their children's care.

Our **core values** define us: **every** child and family, excellence, partnership and accountability.

Join us: [www.faams.org](http://www.faams.org), text 228-28 family19

Like us: <https://www.facebook.com/faams.org/>

Call Us: 601-355-0915

Email Us: [Info@faams.org](mailto:Info@faams.org)

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# What Do We Believe About Families?



Families know their children better than anyone else does.

Families are their children's strongest advocates.

Systems should follow laws and policies about families' and children's rights.



# What Is Child Find?

General (from <https://sites.ed.gov/idea/regs/b/b/300.111>)

(1) The State ***must have*** in effect policies and procedures ***to ensure*** that—

(i) ***All children with disabilities residing in the State***, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, ***regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated;*** and

(ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.....

Child find also ***must include***—

(1) Children who are suspected of being a child with a disability under §300.8 and in need of special education, ***even though they are advancing from grade to grade;*** and

(2) Highly mobile children, including migrant children.



# Whose Job Is Child Find?

Remember - The State ***must have*** in effect policies and procedures ***to ensure*** that... (-

[https://www.mdek12.org/sites/default/files/documents/vol-i-cf-eval-elig-final-volume-09-22-2015\\_20160708142156\\_277140.pdf](https://www.mdek12.org/sites/default/files/documents/vol-i-cf-eval-elig-final-volume-09-22-2015_20160708142156_277140.pdf))

“Public Agency in this document refers to agencies responsible for providing education to children with disabilities, including the Mississippi Department of Education (MDE), Local Education Agencies (LEAs), Educational Service Agencies (ESAs), State Schools, State Agency schools, and nonprofit public charter schools that are not a part of an LEA or ESA.” (LEAs are schools/school districts)

“Each public agency is responsible for identifying, locating, and evaluating all children with disabilities from birth through twenty-one (21) years of age.”

Thought Question - Who is not on here?



# Who Do They Find?

“This requirement applies to, but is not limited to:

Highly mobile children, such as migrant and homeless children;

Children who are not enrolled in school but who have not yet graduated;

Children who are wards of the State;

Children with disabilities who are enrolled by their parents in private or parochial elementary and secondary schools;

Children who are enrolled in public educational programs, such as Head Start;

Children who are suspected of having a disability and may be in need of special education, even though they are advancing from grade to grade; and

Children who are ages birth to three (3), including those receiving Part C services through the Mississippi State Department of Health (MSDH) Early Intervention Programs (EIP), known as First Steps”



# Who Do They Work With?

“Collaboration with other agencies and personnel may include:

Mississippi Department of Human Services and Local Offices;

Mississippi Department of Mental Health and Regional Community Mental Health Centers;

Mississippi State and Local Departments of Health, including their EIPs (First Steps);

Mississippi Department of Corrections;

State and Local Juvenile Detention Centers;

Mississippi Schools for the Deaf and for the Blind, Mississippi School for Math and Science and Mississippi School of the Arts;

MISSISSIPPI DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION

Head Start agencies;

University-based programs;

Physicians, nurse practitioners and other primary healthcare providers; and

Private and parochial schools”





# Who Is In Charge?

“Each public agency should designate an **agency/district-level Child Find Coordinator who is responsible for coordinating all Child Find activities**. If appropriate, the public agency may also designate local/school-level Child Find Contacts who are responsible for receiving information concerning any child suspected of having a disability and for communicating this information to the Agency/District Child Find Coordinator. **All verbal or written requests made by a parent, teacher, Teacher Support Team (TST), or public agency should be given to the Local/School Child Find Contact (or Agency/District Child Find Coordinator if there is no Local/School Child Find Contact)**. The Local/School Child Find Contact should inform both the Agency/District Child Find Coordinator and the school-level Multidisciplinary Evaluation Team (MET) any time there is a child from birth through twenty-one (21) years of age suspected of having a disability.”

# What Happens Once a Child is Found?

*Each public agency must have Child Find policies and procedures for responding to requests and/or concerns from schools, parents, public agencies and other individuals knowledgeable about the child to ensure that no child is “lost” in the Child Find process from the initial request through the evaluation process. A request for an evaluation may be made by any source who: 1. Has knowledge of or interest in a child ages birth through twenty-one (21) years, including but not limited to parents, teachers, and Teacher Support Team (TST) members, or representatives of other public agencies; and 2. Suspects that child may have a disability.*





## Then What?

“When a written or verbal request for an initial evaluation is made, a Multidisciplinary Evaluation Team (MET) composed of the parent, the child (if appropriate), and qualified professionals must be convened within fourteen (14) calendar days to review the request including all pertinent existing documentation. The public agency must invite the parent to participate; however, if the parent is unable to attend, the MET team must proceed.”

# But What If My Child Is Already in the Tier Process?

***“All public agencies including the MDE have an obligation to ensure timely evaluations of children suspected of having a disability whether or not the child has participated in the Three Tier instructional model prior to an evaluation. Therefore, if a child suspected of having a disability is identified through Child Find procedures or a request for evaluation is made by a parent, guardian, representative of a public agency or others acting on behalf of a child, the public agency may not delay or deny the evaluation on the basis that the child has not participated in an RTI process as stated in the OSEP 11-07 Letter from Musgrove (located online at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/osep11-07rtimemo.pdf>).*”**



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# What If I Think My Child Needs to be Found?

Remember -

You know your children better than anyone else does.

You are your children's strongest advocates.

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# Written Request Example

(<https://www.faams.org/resources/>)



Dear Child Find Coordinator:

My name is (your name) and my child, (child's name), is in the in (\_\_) grade in (name of teacher)'s class at (name of school).

I am writing to formally request that (child's name) be evaluated for special education services under the Child Find obligations of the Individuals with Disabilities Education Act (IDEA).

As you may know, my child has been struggling with (provide detailed information about your concerns, using supporting evidence such as test scores, teacher communications, work samples, etc.).

I have spoken with (name of teacher) about these concerns and the following things have been tried to help. (Describe any interventions that were tried, including response to intervention [RTI] and informal accommodations in the classroom). I believe it is critical for (child's name) to be evaluated.

I understand that you will send me an evaluation plan explaining the tests that may be given to my child. I would also appreciate any other information you have regarding the evaluation process. If you need more information, please contact me at (your phone number).



# So... What About This Situation?



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## How Did We Do?

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# Thank You for Joining Us Today



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