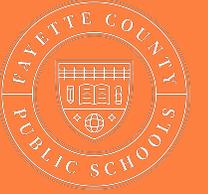


Child Find





Child Find Regulations

(KAR 12/07)



707 KAR 1:300 Section 3 (3) The LEA shall ensure that:

- (a) Prior to, or as part of the referral process, the child is provided appropriate, relevant research-based instruction and intervention services in regular education settings, with the instruction provided by qualified personnel; and



(b) Data-based documentation of repeated assessments of achievement or measures of behavior is collected and evaluated at reasonable intervals, reflecting systematic assessment of student progress during instruction, the results of which were provided to the child's parents.



(4) If the child has not made adequate progress after an appropriate period of time during which the conditions in subsection (3) of this section have been implemented, a referral for an evaluation to determine if the child needs special education and related services shall be considered.



FCPS Child Find Policies and Procedures



Multi-Tiered Systems of Support

MTSS is a framework that provides districts and schools with structures for designing a seamless continuum of instruction and the alignment of resources across all areas of academics, behavior and social-emotional wellbeing.

[Our FCPS MTSS Guidance Document](#)



What to look for in “suspected disability” ...

- Developmental delays that are beyond that expected for typically developing youngsters (growth and development is not always uniform)
- Delays in acquiring skills that are unresponsive or show limited response to interventions when compared to others his/her age

What to look for in “suspected disability” ...



Specific delays may be evident in academic skill areas, cognition, social competence, emotional or behavioral areas, or related to a physical impairment or traumatic brain injury.



What to do if you suspect a disability...

- Collect baseline data
- Analyze student strengths/weaknesses
- Design/Implement evidence-based interventions to target areas of academic and/or behavioral weakness
- Utilize qualified instructional staff to provide intervention
- Progress monitor the student's response to interventions
- Keep documentation of interventions, progress monitoring data, periodic changes made to instruction
- Document how progress was shared with parents



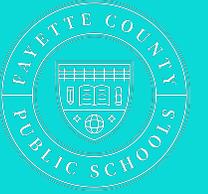
What is adequate?

- Data tools should be able to show progress related to peers in the general curriculum (e.g. CBM, FAST)
- Data should show that the student is showing a significant lack of response to intervention and continues to fall within the lowest percentile (e.g. 4-6%) of students



How long should I wait for interventions to have an impact...

- There is no legal definition for “how long”
- Development and skill acquisition is unique for each child/youth
- Data and comparison to performance of other children should provide a reference tool
- Analysis of lack of response to interventions should be significant to warrant the need for specially designed instruction
- Research may indicate how long a strategy may be used before gains may be observed



Important FACT

Intervention = Instruction

Interventions should reflect a tiered process
(Multi-tiered Systems of Support- MTSS).



An intervention is not...

- Accommodations or modifications
- Student grouping (e.g. small group)
- A program (e.g. ESS, Title 1)
- Retention
- Phone calls to parent/notes home
- Peer tutors
- Intervention that does not match area of concern
- Instruction provided by unskilled provider



Possible exclusionary factors:

Other things to consider that may contribute to delays or appearance of delays...

Health factors

English Language Learner

Culture/Environment

Psycho-social stressors

Frequent moves

Excessive absences or tardies



Making a referral...

- Contact the Achievement Compliance Coach (ACC); in your school about the student whom you suspect of having a disability
- Obtain and complete the referral form or work with the intervention team to make the referral and return to the ACC
- **Referral** cannot be acted on or considered a completed referral until turned back in and including the **necessary information for interventions and data collection.**



What happens next...

The special education ACC will schedule an Admission and Release Committee (ARC)



Parent Referrals

- Referrals made by parents follow the same regulations.
- There should be no delay in responding to parent referral.
Steps to Follow w/ Parent Referral
- Interventions are a requirement and must be conducted “prior to or during” the referral/evaluation.



Mild Mental Disability

Autism

Traumatic Brain Injury

Emotional-Behavioral

Deaf/Blind

Hearing Impairment

Multiple Disabilities

Visual Impairment

Orthopedic Impairment

Developmental Delay

Specific Learning Disability

Other Health Impaired

Speech or Language Impairment

Functional Mental Disability

What disability areas may be suspected according to the law...



What happens next...

- Student response to intervention data will assist the ARC in determining what the suspected disability(s) may be and what assessments are needed
- Evaluation team will complete the evaluation in areas of suspected disability according to evaluation plan developed by the ARC.
- ARC will reconvene to discuss the results of the evaluation and determine if the child/youth meets Kentucky Administrative Regulation eligibility criteria for a disability. *(Meeting must occur within 60 day timeframe once permission to evaluate has been obtained.)*



Child “Found” (?)

- If child/youth is found to be eligible then an individual education program (IEP) is developed
- Parent permission for receipt of special education services is sought
- If parent agrees, the child/youth is identified and will begin receiving specially designed instruction in accordance with the IEP
- IEP is reviewed annually. Eligibility is considered every three years as a minimum, but may be reconsidered at any time the ARC convenes.



Individual Education Program

“The IEP is a written plan of action for a student with a disability who is eligible to receive special education and related services.”

(KDE Guidance Doc. For IEP Dev., pg.3)



IEP

- Present Levels of Performance
- Annual Goals/Objectives (1 year)
- Specially designed instruction
- Supplementary aids and services to address the needs of a student
- Time for service delivery
- Least Restrictive Environment



References

- Kentucky Administrative Regulations
- Fayette County Board of Education Procedures for Exceptional Children
- Multi-Tiered Systems of Support Guidance Document
- Guidance Document for IEP Development (KDE, 2017)