

Chapter 2

Expanded guidance regarding Child Find activities and practices

Child Find

- Chapter 2: Child Find, Section 2: Locating Students
- The LEA is required to coordinate with community partners (e.g., daycares, Head Start, physician's offices, private schools, etc.) and conduct public awareness activities (e.g., Child Find posters in the community, school website, etc.). The LEA must document and keep the documentation of the public awareness activities for five school years, including documentation of at least **two** different ongoing or periodic activities.
- **ALL school personnel**, on a routine annual basis, including general education teachers, principals, and other school personnel regarding the **LEA's Child Find procedures**.

Identifying

Chapter 2: Child Find, Section 3: Identifying Students

- **Screening**

(e.g., Kindergarten readiness screening, vision/hearing screening, daily classroom work, universal screening data/general outcome measures/curriculum-based measures, etc.).

- **Coordinated Early Intervening Services (CEIS)**

(e.g., universal supports of instructional strategies, targeted supports using evidence-based interventions with progress monitoring)

Identifying-2

Chapter 2: Child Find, Section 3: Identifying Students

- Although screening, instructional strategies, and evidence-based interventions are an important part of the Child Find system, they **cannot be used to delay** processing a referral for an initial evaluation for special education.

Evaluating

Chapter 2: Child Find, Section 4: Special Education Referral

- Child Find is not a passive process. LEAs should not wait for others to refer students for an initial evaluation for special education services under IDEA.
- Special education referrals for evaluation may be made for a variety of reasons, such as **academic, functional, and behavioral concerns**.