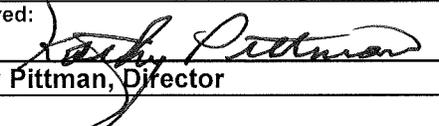


**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH SERVICES
JUVENILE INSTITUTIONS**

Subject: Special Education: Child Find Activities	Policy Number: 5
Number of Pages: 7	Section: XII
Attachments Special Education Referral Form Educational Screening Form Special Education Referral Form Tier I intervention Form Tier II Intervention Form	Related Standards & References Individuals with Disabilities Education Act (IDEA '97) and Regulations Individuals with Disabilities Education Improvement Act (IDEIA '04) Section 504 of the Rehabilitation Act of 1973 Section 504 of the Rehabilitation Act of 1973 No Child Left Behind (NCLB, 2001) Mississippi Department of Education, Office of Special Education Policies and Procedures (2003)
Effective Date: 06/09/2006 Revised: 08/06/2008	Approved:  Kathy Pittman, Director

I. POLICY

It is the policy of the Mississippi Department of Human Services, Division of Youth Services (MDHS/DYS) to ensure that all students within its jurisdiction suspected of having a disability are identified and evaluated for special education and related services. These requirements apply to highly mobile children with disabilities and children who are suspected of having a disability and may be in need of special education though they are advancing from grade to grade.

II. DEFINITIONS

As used in this policy, the following definitions apply:

- A. Child Find** – Child Find is a process of identifying, referring and evaluating individuals suspected of having disabilities for special education services.
- B. Teacher Support Team (TST)** - TSTs are collaborative, problem-solving teams that help student progress in the general education program and that serve as a screening mechanism for Special Education. The teams analyze student problems, develop and implement appropriate interventions, monitor the effectiveness of those interventions.

III. PROCEDURE

The MDHS/DYS facility education programs use an ongoing system to locate, identify and evaluate all youth suspected of being eligible for special education services.

A. Locate through the admissions process (See Policy #1)

1. Self-identify – For students who self-identify during the admissions process, educational staff must verify the disability and level of service through contact with the student's sending school and place the student into the education program based on type and level of service as outlined in an existing IEP.
2. Records review – For students discovered through a records review, educational staff must verify the disability and level of service through contact with the student's sending school and place the student into the education program based on type and level of service as outlined in an existing IEP.

B. Locate through the TST process

1. Students who fail to adequately respond to the Tier III Intervention Plan are identified and referred for evaluation for special education services using the Special Education Referral Form.
2. To document compliance with the requirement that students are referred for special education services evaluation through the TST, the following information must be part of the student's record:
 - a. Student's name;
 - b. Names of TST members reviewing the referral;
 - c. TST meeting dates;
 - d. Identification of student's needs;
 - e. Record of assessments including vision and hearing screening results; and,
 - f. TST education plan that includes a description of intervention strategies, follow-up results.

C. Locate through the referral process

1. Teachers, facility staff, parents/legal guardians, and the student can make a direct referral for evaluation for special education services using the Special Education Referral Form.
2. Education staff shall ensure that special education referrals from parents, teachers, and others are directed to appropriate special education staff.

D. Receipt of referral to evaluate (See Policy #8)

Upon receipt of referral for special education evaluation services, MDHS/DYS facility education programs have sixty (60) calendar days to complete the evaluation. The policy on Initial Evaluations (Policy #8) outlines this process.

E. School program responsibilities

1. The school secretary will post notices in common areas of the school and the facility regarding the Child Find Procedures.
1. The principal or designee will ensure that MDHS/DYS staff is knowledgeable of the characteristics of disabilities and appropriate referral of students suspected of having disabilities.

MDHS/DYS shall collaborate with the student's district of residence in the evaluation process by requesting educational records and assist in determining the educational needs of the students.

LOCAL SURVEY COMMITTEE (LSC)

LOCAL SURVEY COMMITTEE (LSC) DEFINITION

The Local Survey Committee (LSC) is one of the multi-disciplinary teams involved in determining a child's individual educational needs. The main function of the LSC is to determine, based on a review of all of the information collected during the evaluation, whether 1) the student has a disability; and 2) the student needs special education services to progress in school.

MEMBERS OF A LOCAL SURVEY COMMITTEE:

Members on the LSC include, but are not limited to:

1. Administrators, such as superintendents, assistant superintendents, principals, and supervisors of special education, and
2. Special education or regular education teachers, language/speech pathologists, school social workers, guidance counselors, school psychologists or psychometrists (one member of the LSC must have expertise in the interpretation of test results), school health nurses, representatives of other agencies and examiners.

LSC members, including a chairperson, are appointed by the school principal. The LSC chairperson must have knowledge of the special education process and have a degree in education or an educationally-related field. The chairperson and one other member should be permanent members of the committee. One of the committee members must have knowledge of the regular education curriculum requirements for the grade level or subjects of the child under review. Additional members may serve on the committee when a child with whom they work is being considered for referral or services. The child's teacher(s) should be a member of the team in order to provide any necessary explanations, clarifications or additional information regarding the data contained on the Teacher Narrative. The parent(s) will be given the opportunity to meet with the committee when the committee is determining the needs of their child.

PROCEDURE:

If invention by the Teacher Support Team has not been sufficient to support the student, the student will be referred to the LSC for a Child Study. The TST will forward all TST documents including the Teacher Narrative, along with any screening instruments or observations forms used by the TST. This transmittal of data constitutes a Child Study.

The LSC will meet and review all information for the Child Study. The child's parent(s) will be notified and invited to participate in the Child Study meeting. Notice of the meeting will be provided to the parent(s) and documentation maintained. If the parent(s) attends the meeting, the LSC will:

- A. Provide information to the parent(s) regarding their child's educational performance.
- B. Request input from the parent(s) on how their child is performing and their concerns about the child as well as to provide insight regarding the strengths of their child; and
- C. As appropriate, explain to the parent(s) the reason(s) why the interventions did or did not meet the child's educational needs.

All actions taken by the LSC will be documented. This documentation will include the child's name, date of the meeting, action taken and members present, including the parent(s) if in attendance.

A member of the LSC or designated school personnel will contact a parent(s) who does not or can not attend the LSC meeting to provide this information to the parent(s) and request input from the parent as to how their child is performing and their concerns about the child as well as to provide insight regarding strengths of their child.

LSC DETERMINATION TO INITIATE INITIAL EVALUATION

When gathered data shows that deficiencies exist and supports a determination that a child will be referred for a Comprehensive Assessment, the LSC chairperson or other personnel designated by the local district superintendent will give Written Prior Notice (WPN) for Initial Evaluation, including Procedural Safeguards to the parent(s). Receipt of the WPN must be verified and documented. Written parental consent must be obtained for initial evaluation prior to a Comprehensive Assessment being conducted.

If a parent attended the LSC meeting, WPN for Initial Evaluation and Procedural Safeguards will be provided at the conclusion of the meeting. The LSC will answer questions concerning the procedural safeguards as well as explain the purpose of the proposed assessment and the types of assessment instruments that may be used. The parent may elect to provide written parental permission for initial evaluation at that time or following a reasonable time for review of the information addressed on the WPN. Following the receipt of written parental permission for initial evaluation, the LSC may gather any additional information relating to the child's development and educational history from the parent, including an adaptive behavior scale or the completion of parent interview questions which will assist in determining their child's present level(s) of performance.

A member of the LSC or designated school personnel will contact a parent(s) who declined to attend the LSC meeting after being provided the opportunity to attend. The LSC member will:

- A. Discuss the recommendation or decision of the LSC;
- B. As appropriate, explain the reason(s) why the intervention did or did not meet the child's educational needs;
- C. Encourage the parent to request information concerning their child's educational performance;

- D. If a Comprehensive Assessment is proposed, explain the purpose of the proposed assessment and the types of assessment instruments that may be used;
- E. Answer questions concerning procedural safeguards; and
- F. Explain the purpose and need for written parental permission for evaluation.

After the Comprehensive Assessment is completed, a member of the LSC will compile all evaluation data and complete the Assessment Team report to be submitted to the MEET for final determination of eligibility.

If correct documentation is not presented, the LSC will return student to the TST pending receipt of requested documentation.