

# TCSS Child Find Procedures

## ***Child Find***

is a process that systems use to identify, locate, and evaluate all children, birth through twenty-one, in the system who are suspected of having disabilities which may result in a need for special education and related services. Systems must have policies and procedures in place to ensure the identification, location, and evaluation of these children and public notification must be given before any significant child find activities are implemented.

TCSS practices include public notice of child find activities including posters, flyers, website, etc. Posters/flyers displayed in local pediatrician offices, day care centers, community buildings, health departments, Department of Juvenile Justice, community-based agencies, and additional community gathering location. If you are interested in posting the [Child Find flyer](#), please print and post.

## **Transition from Early Intervention Services**

Early identification and intervention for young children with special needs is critical for future academic success. The Individuals with Disabilities Education Act (IDEA) requires that services be provided for young children with disabilities beginning at birth or as soon as the disability is identified. *Babies Can't Wait (BCW)*, a division of the Georgia Department of Human Resources, provides early intervention services to young children with special needs beginning at birth to age 3.

TCSS practices include the Special Education Coordinator holding transition meetings with Part C personnel. Special Education personnel will evaluate and determine eligibility by the child's 3<sup>rd</sup> birthday, IEP will be developed and implemented by the child's 3<sup>rd</sup> birthday.

## **RTI and Child Find**

TCSS also conducts universal screening of all children from 3 - 21 years of age by their primary teacher. Special and regular education administrators direct and guide the RTI process in their buildings to ensure students are receiving instruction based on their individual needs. Referrals will be accompanied by documentation of scientific, research or evidence based academic, behavioral or language interventions that demonstrate an insufficient rate of progress.

Director and designee meet annually with parents/stakeholders of private, charter, migrant, incarcerated and home schooled students. Evaluation is initiated if warranted.

If a child has an "obvious disability" and needs to move immediately to a Special Education evaluation, the RTI process is not required. These circumstances include such blindness, deafness, severe motor impairment or physical anomaly that impacts functioning on a daily basis. This may also include a communication, cognitive, or behavioral impairment so severe that it interferes with the child's ability to engage in age appropriate activities.

## Transfers and Child Find

During registration, parents are requested to indicate if their child has received special education services in another district or by another agency

A records request is initiated and services are implemented as soon as verification is received and reviewed by the Special Education Coordinator.

When a classroom teacher receives knowledge or suspects a student who has transferred into TCSS may have received services, a request by the special education personnel for records is initiated.