

Child Find

I. Child Find Requirement

- A. Under federal and Oregon special education law, each school district has a legal duty to identify, locate and evaluate all resident children who may have a disability and need special education services. PPS has an obligation to evaluate a student if it “suspects” that a student has a disability and needs special education services as a result of that disability. PPS’s obligation to conduct a special education evaluation of a student is independent of a parent’s request for an evaluation.

II. Building Level Interventions & Problem-Solving Process

- A. Each school building must have a team-based process for identifying struggling students, and a multi-tiered system of academic and behavioral supports. In PPS, schools have primarily used a Building Screening Committee Process. As schools move toward implementation of Positive Behavior Supports, they may begin to adapt the Building Screening Committee or adopt a data-based individual problem-solving committee.
- B. The building level team works with teachers to develop intervention plans to help students struggling with academics or behavior in the classroom. For example, if the issue is behavior, the building level team may ask for data and suggest ways to lower student/teacher frustration or change surroundings. For an academic concern, the team may brainstorm ideas for changing instruction methods, adapting curriculum, or changing the environment. All interventions are designed to help the student progress in the general education curriculum.
- C. An effective building individual problem-solving team:
- uses group problem-solving processes;
 - supports and helps teachers;
 - helps teachers use different teaching methods and alternate strategies;
 - considers student’s linguistic and cultural backgrounds in identifying needs and appropriate strategies;
 - reduces inappropriate referrals for special education;
 - considers the student’s performance in the general curriculum;
 - uses data to evaluate the effectiveness of alternative strategies/interventions; and
 - provides data to the evaluation and eligibility team.

III. Special Education Referrals

- A. Under federal and state law, the District must ensure that all children with disabilities are identified, located and evaluated. **In most situations, culturally and linguistically appropriate interventions must be tried and documented before initiating the special education referral process.**
- B. Under the following circumstances, the student should be referred directly to the special education evaluation planning team:
1. Staff can show that such interventions would not be enough to address the concerns (i.e., the student has significant orthopedic impairments and developmental disabilities that will clearly qualify him/her for special education);
 2. The student has had recent high risk behavior that puts the district on notice of a significant likelihood of disability (i.e. the student has had a recent suicide attempt or has recently been admitted to or discharged from a psychiatric hospital);
 3. staff suspect that a child has a disability and needs specially designed instruction as a result of the disability; or
 4. the parents request a special education evaluation verbally or in writing.
- C. In the last circumstance, when parents have requested an evaluation, the evaluation planning team must meet to determine whether a special education evaluation is needed – that is, whether there is a reasonable basis to suspect that the student has a disability and needs specially designed instruction. Parents are invited to participate in this meeting and decision.
- D. If the school members of the team do not agree that an evaluation is needed, the team must send Prior Written Notice to the parents refusing the requested evaluation. Parents can request mediation and/or a due process hearing if they disagree. Before refusing a parent requested special education evaluation, the team should consult with a building administrator and the special education program administrator.

IV. Disproportionality in Referral Process

PPS has historically identified a higher than expected number of Black, Hispanic and Native American students for special education. This data suggests that staff disproportionately refer students in these historically overrepresented populations for special education services. In recent years, the disability categories with

overrepresentation have included Emotional Disturbance, Intellectual Disability, and Other Health Impairment. It is particularly important that culturally-appropriate instructional practices and interventions be used and documented before historically overrepresented students are referred for special education.

V. Child Find for Students who have Attempted Suicide or have been Recently Hospitalized for Psychiatric Treatment

A. How “child find” applies to these situations –Attempted suicide and hospitalization for psychiatric treatment are extreme behaviors or events. When PPS staff learn that either of these have occurred, it places the district on notice. For students not already on an IEP, PPS may have a duty to evaluate the student to determine if he or she is eligible for special education services as a student with a disability. For students already on an IEP, the team may need to consider social-emotional-behavioral needs that are not currently addressed by the IEP. The following procedures apply to all students, including students who already on an IEP or a Section 504 plan, those who have not yet been referred for an evaluation, and those who are already in the evaluation process. See [Suicide Prevention Protocol](#).

B. Required Procedures

1. Any staff person who learns that a student has attempted suicide or has been admitted into a psychiatric hospital must report this information to the school’s special education teacher and school psychologist. (“Any staff person” includes building administrators, general education teachers, school counselors, and all other district employees.)
2. The special education teacher or school psychologist must schedule a special education Evaluation Planning Team meeting. (This step may be omitted for students who are currently in the evaluation process if the evaluation already includes all relevant assessments.)
3. The membership of the evaluation planning team is the same as for any other evaluation planning meeting.
4. If the evaluation planning team determines no evaluation is needed, staff must give the parent written notice of special education action of this decision.
5. If the evaluation planning team decides not to evaluate the student when the student first returns to school, it **must reconvene at any time the team has concerns** about the student’s educational performance. If a special education evaluation is warranted at that time, it must be completed. Staff

should continue to monitor the student's attendance, grades, behavior and social interactions if an evaluation is not warranted.

C. How "child find" applies to students who have other indicators of mental health distress – i.e. suicidal ideation, "cutting" behavior, out patient mental health treatment

1. Any district staff person that learns of a student who has expressed suicidal ideation, engaged in "cutting" behavior, or received or receives outpatient mental health treatment must share this information with the special education teacher and school psychologist. In these situations, the special education team must make a case-by-case determination regarding whether the school should hold an evaluation planning meeting. This is done by considering all available information regarding the student's current level of functioning including attendance, grades, behavior, medical diagnosis and social interactions. If this information supports a "suspicion" that the student may have a disability and needs special education services, an evaluation planning meeting must be held to decide whether a special education evaluation is needed. If there is any question about whether or not to hold an evaluation planning meeting, it is better to err on the side of having the meeting. For students already on an IEP, the team must hold an IEP review/evaluation planning meeting if the circumstances warrant.
2. Although PPS previously required schools to hold evaluation planning meetings for students who engaged in "cutting" behavior, more recent research indicates that "cutting" is more of a social indicator rather than a mental health indicator. School teams should make a case-by-case determination about whether an evaluation planning meeting is necessary based on the specific circumstances of the situation.

QUESTIONS AND ANSWERS

3. **What is the timeline for the general education intervention process?** The district recommends that Tier II/Tier III interventions be implemented over a period of 8 weeks, with progress monitoring at least every two weeks (four data points) before concluding that a special education evaluation is necessary. See [PPS Progress Monitoring Decision Rules](#). The interventions should be tied to the school's implementation of Multi-tiered Systems of Support.
4. **Are there situations when the general education intervention process for children K-12 would not be used or might be shortened?** Yes. See Discussion above under Special Education Referrals.

5. **What should school staff do if a parent refuses or does not attend an evaluation planning meeting?** The parent must be given written notice of the meeting. The evaluation planning meeting may be held without the parent if the parent refuses to attend or does not respond. If unexpected circumstances have prevented the parent from attending, staff should attempt to reschedule the meeting.

General Education & Special Education Collaboration: Child Find

Helpful Links and Resources

Building Screening Committee

[BSC-1: Referral and/or Recommendations \(Read Only\)](#)

[BSC-1: Referral and/or Recommendations \(Writable\)](#)

[BSC-2: Parental Permission for Individual Screening or Observation \(Read Only\)](#)

[BSC-2: Parental Permission for Individual Screening or Observation \(Writable\)](#)

[BSC-3: Individual Screening and/or Observation Results \(Read Only\)](#)

[BSC-3: Individual Screening and/or Observation Results \(Writable\)](#)

[Pre-Referral Worksheet \(Read Only\)](#)

[Pre-Referral Worksheet \(Writable\)](#)

Functional Behavior Assessment/Behavior Support Plan in PPS

<http://ppsfba.weebly.com/>

Student Intervention Team

[Student Intervention Team Meeting Agenda Template](#)

[Intensive Positive Behavior Support Meeting Template](#)

Progress Monitoring

[Decision Rules](#) (scroll down to easyCBM Benchmark Cut Scores and Progress Monitoring Decision Rules k-8)

[Tiered Reading Framework \(scroll down to K-12 Reading Assessment Framework\)](#)

Suicide Protocol

[PPS Suicide Prevention Protocol](#)