

This non-regulatory guidance is intended to provide special education professionals and parents with a reference guide for the Child Find process. The purpose of this guide is to help special education professionals and parents better understand the process in locating, identifying and evaluating children with disabilities who may need special education and related services.

What is Child Find?

According to the Kentucky Administrative Regulations (KAR), [707 KAR 1:300](#), and the Code of Federal Regulations, [34 CFR 300.111](#), Child Find is the process where local education agencies (LEAs) must locate, identify and evaluate all children with disabilities from birth to age 21 who may require early special education services and related services. This process includes children who are:

- Ages 3 to 21;
- In or out of school;
- Advancing from grade to grade;
- Residing in a home, facility or residence within the LEA's geographical boundaries;
- Parentally placed in private school, homeschool or attends virtual school;
- Foster children or wards of the state;
- Highly mobile, migrant or homeless children; and
- Incarcerated in a juvenile detention center, local or regional jail.

Basis of Knowledge for Child Find

- An LEA is deemed to have knowledge that a child is a child with a disability if:
 - The parent of the child has expressed concern in writing or orally to personnel of the LEA or teacher of the child that the child is in need of special education and related services;
 - An evaluation has been requested by the parent; or
 - A teacher of the child, or other personnel of the LEA, has expressed concerns directly to the Director of Special Education (DoSE) or other Administrator about a pattern of performance or behavior. [[707 KAR 1:340, Section 17\(1\)](#)]
- An LEA is deemed to not have knowledge that a child is a child with a disability if, after receiving information that the child may have a disability:

- An evaluation has been conducted by the LEA and it has been determined that the child does not have a disability;
- The LEA determined that an evaluation was necessary and the parents have been provided notice of those determinations; or
- The parents refused to consent to an evaluation or refused initial services for the child. [[707 KAR 1:340, Section 17\(2\)](#)]

Who is responsible for Child Find?

- “The student’s district of residence is responsible for Child Find ([707 KAR 1:300, Section 1](#)). When a student enrolls as a nonresident pupil in a district, that receiving district becomes the student’s district of residence for the length of the enrollment term as outlined by local district policy and assumes responsibility for Child Find. If a student completes an enrollment term and is not re-enrolled as a nonresident pupil, Child Find responsibility returns to the district in which the child resides [[Nonresident Pupil Enrollment Policies and Students with Disabilities](#)].”
- An LEA where a private school is located is required to determine the number of children with disabilities attending private schools in an LEA by conducting a thorough and complete Child Find process for parentally placed private school children. [[Frequently Asked Questions - General Issues Related to Nonpublic Schools \(Office of Non-Public Education August 2019\)](#)]

What are the LEA Responsibilities for Child Find?

- Ensure a smooth and effective transition from the early intervention program to preschool [707 KAR 1:300, Section 1\(2\)](#);
- Participate in transition planning conferences for preschool-age children with disabilities being served by early intervention programs [707 KAR 1:300, Section 1\(3\)](#);
- Conduct early intervening services for children from kindergarten through 12th grade, with emphasis on those in kindergarten through 3rd grades who may need additional academic and behavioral support [707 KAR 1:300, Section 2](#);
- Implement a system that explains how referrals will be accepted from district or non-district sources and acted upon in a timely manner [707 KAR 1:300, Section 3\(1\)](#);
- Ensure that the child is provided appropriate, relevant instruction and intervention services [707 KAR 1:300, Section 3\(3\)\(a\)](#);
- Ensure that data-based documentation is collected, evaluated and maintained at reasonable intervals [707 KAR 1:300, Section 3\(3\)\(b\)](#);

- Provide the parent/guardian with a copy of the Procedural Safeguards Notice, including parent’s rights, upon initial referral or request for an evaluation [[707 KAR 1:340, Section 5\(1\)](#)];
- Obtain informed parental consent, in writing, prior to the initial evaluation being conducted and before specially designed instruction and related services are provided [[707 KAR 1:340, Section 6\(1\)](#)] [[707 KAR 1:002, Section 1\(15\)\(b\)](#)];
- Ensure that a full and individual evaluation is conducted for every child that is considered for specially designed instruction and related services [[707 KAR 1:300 Section 4\(1\)](#)]; and
- Use the results of an evaluation during the admissions and release committee (ARC) meetings to determine the needs of the child and develop an Individual Education Program (IEP), if needed [[707 KAR 1:300, Section 4\(1\)](#)].

Key Points to Remember

The key points to remember can be found in the [Kentucky Guide to Special Education Due Process](#).

- Anyone, including teachers, parents and others, can make a referral if it is suspected that a child has a disability at any time.
- The referral begins the process of determining whether a child has a disability and needs special education services.
- Referrals or requests for evaluation can be made in person, by phone or in writing, but written documentation is best.
- Making a referral, regardless of the source, does not ensure the child will be evaluated, but does require the ARC to discuss the concerns and determine the next steps.

Data Sources to Consider for Child Find

- [Early Warning and Persistence to Graduation Tools](#): Provide tips and ways to monitor and identify students at risk of having a disability and can be used at all grade levels to give early indicators of a struggling student.
- [Infinite Campus Data Analysis Portal](#): Provides Tableau data visuals to help analyze demographics in Kentucky’s statewide student information system, Infinite Campus.
- [School Report Card](#): Provides information about each school and district, including characteristics overview, academic performance, educational opportunities, transition to adult life, school accountability, school safety and financial transparency.

- [Equity Dashboard](#): Provides data on the under- or over- representation of demographic groups in a variety of areas. Offers a “big picture” look to help schools and districts identify areas that need further attention.
- [Panorama Impact Kentucky](#): Provides results from Impact Kentucky Working Conditions.
- [Significant Disproportionality and Comprehensive Coordinated Early Intervening Services \(CCEIS\)/Coordinated Early Intervening Services \(CEIS\)](#): Provides information on the monitoring of racial and ethnic data across 14 categories.

Resources

- [Evaluation and Eligibility](#): Provides information and resources on evaluation and eligibility.
- [Kentucky Guide to Special Education Due Process](#): Provides information on the requirements and steps in the special education process.
- [Nonresident Pupil Enrollment Policy Guidance - HB 563](#): Provides important updates to support schools and districts as they implement the provisions of HB 563, Sections 1-4.
- [Nonresident Pupil Enrollment Policies and Students with Disabilities - HB 563](#): Provides information on Child Find for students who are non-residents in a district.
- [Question and Answers Related to Students with Disabilities in Adult Correctional Facilities](#): Provides information regarding the child find requirements for incarcerated students.
- [Return to School Roadmap — Child Find Under Part B of the Individuals with Disabilities Education Act \(Aug. 24, 2021\)](#): Provides information regarding the requirements for IDEA Child Find obligations ensuring a free, appropriate public education (FAPE), which includes the identification location and evaluation of all children with disabilities in the state.
- [Dear Colleague Letter on IDEA Services in Head Start \(Oct. 5, 2022\) - Individuals with Disabilities Education Act](#): Provides information on the responsibilities SEAs, LEAs and Head Start programs have for implementing IDEA to ensure that children with disabilities enrolled in Head Start programs receive FAPE in the least restrictive environment.
- [Return to School Roadmap - Child Find](#): Provides information on the importance of appropriate implementation of IDEA’s Child Find obligations, which requires the identification, location and evaluation of all children with disabilities in states.
- [Frequently Asked Questions – General Issues Related to Nonpublic Schools \(Office of Non-Public Education August 2019\)](#): Provides the nonpublic school community with frequently asked questions about federal education benefits and services available to private school students, teachers and families.