

<b>CHILD FIND DUTY</b>	
<b>GREGORY-PORTLAND ISD</b>	<b>205902</b>

Template update May 2020

Legal Framework: CHILD FIND DUTY

[Related Resources](#)

Broad Category: CHILD FIND

**PROCEDURES:**

- Parents receive information with regard to the referral process through outreach efforts including: PNP collaboration, Head Start collaboration, the Student Handbook, and the G-PISD website.
- Prior to a referral to special education, students who are having difficulties progressing within the general education curriculum in the regular classroom instructional setting, must be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on a Multi-Tiered System of Supports (MTSS) with high quality instruction. Collaborative, interdisciplinary teams made up of administrators, instructional coaches, instructional interventionists, and teachers work together to problem solve and match students to the appropriate instructional and/or behavioral interventions. These teams monitor student progress and frequently review student data to evaluate each student's response to the interventions provided by following the G-PISD MTSS Manual. Campuses will follow the MTSS/RTI process for district requests for evaluations.
- A parent may contact their child's respective teacher(s), campus counselor, or campus principal/assistant principal to learn about the school's overall general education referral or screening system for support services. A parent may request an evaluation for special education services at any time. Campuses will follow the district Student Support Team process for parent requests for evaluations.
- Implementation of any intervention program cannot serve to delay or deny referral, evaluation, and eligibility determinations under the IDEA when students are suspected of having a disability and a need for special education services.
- Staff members participate in a variety of training opportunities at the district, regional and state level with regard to child find, students with different linguistic and cultural backgrounds, and disproportionality in identification, placement or discipline, as offered and appropriate.

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**STAFF RESPONSIBLE:**

**District Level:** Director of Special Education

**Campus Level:** Counselor, Educational Diagnostician, Speech-Language Pathologist

**TIMELINES FOR CHILD FIND ACTIVITIES:**

- Public outreach
- Staff training
- Information sessions for parents

**EVIDENCE OF PRACTICE:**

- Forms or checklists
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Media postings
- Public notices
- Agendas from meetings