

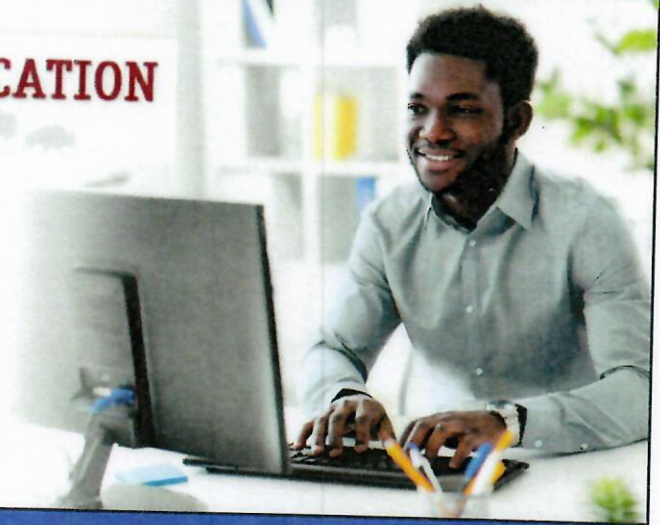


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Pierre Indian Learning Center

Local Education Agency

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(605)224-8661 fax: (605)945-2404

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CHILD FIND

Identify. Locate. Evaluate.

What is Child Find?

Child Find is the process by which districts and public charter schools **identify** and **locate** children needing evaluation.

All children **birth-21** with disabilities or suspected of having a disability, regardless of the severity of their disabilities, and who are in need of special education and related services, must be **identified, located, and evaluated.**

Who can be a part of Child Find?

- Any child age birth-21 with a disability or suspected of having a disability
- Anyone concerned about a child can contact the Child Find representative for additional information and next steps.
- Districts are responsible for finding all students, including those parentally placed in private schools, children who are homeschooled and children who are homeless.
- Public charter schools are responsible for finding all students, including those who become homeless during enrollment.

Disabilities & Services

- If a student qualifies for district/charter special education services, these services are provided at no cost.
- Children are evaluated to determine the presence of one or more of the following disabilities:
 - Physical Disability
 - Deaf or Hard of Hearing
 - Visual Impairment
 - Deaf-Blindness
 - Intellectual Disability
 - Emotional Disturbance
 - Speech and/or Language
 - Autism
 - Health Impairment
 - Traumatic Brain Injury
 - Learning Disability

School districts and public charter schools must ensure that a Free and Appropriate Public Education (FAPE) is provided for children who are identified as needing special education and related services.

Special Education Training: Staff and Parents

In-service August 2020- Nikole Cheskey


Welcome back!!!



Child Find:

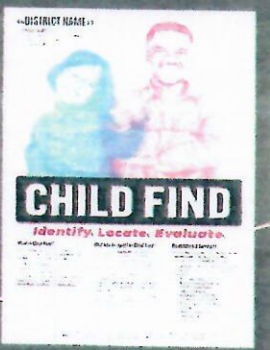
General

- 1) The State must have in effect policies and procedures to ensure that—
 - 1) All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
 - 2) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.




Use of term developmental delay. The following provisions apply with respect to implementing the child find requirements of this section:

- 1) A State that adopts a definition of developmental delay under §300.8(b) determines whether the term applies to children aged three through nine, or to a subset of that age range (e.g., ages three through five).
- 2) A State may not require an LEA to adopt and use the term developmental delay for any children within its jurisdiction.
- 3) If an LEA uses the term developmental delay for children described in §300.8(b), the LEA must conform to both the State's definition of that term and to the age range that has been adopted by the State.
- 4) If a State does not adopt the term developmental delay, an LEA may not independently use that term as a basis for establishing a child's eligibility under this part.



Other children in child find. Child find also must include—

- 1) Children who are suspected of being a child with a disability under §300.8 and in need of special education, even though they are advancing from grade to grade, and
- 2) Highly mobile children, including migrant children.



Construction. Nothing in the Act requires that children be classified by their disability so long as each child who has a disability that is listed in §300.8 and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under Part B of the Act.

Questions about Child Find please contact your local state education agency

According to the US Department of Education... IDEA

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities.



Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

Congress reauthorized the IDEA in 2004 and most recently amended the IDEA through Public Law 114-95, the Every Student Succeeds Act, in December 2015.

(U.S. Department of Education's Individuals with Disabilities Education Act (IDEA) website)

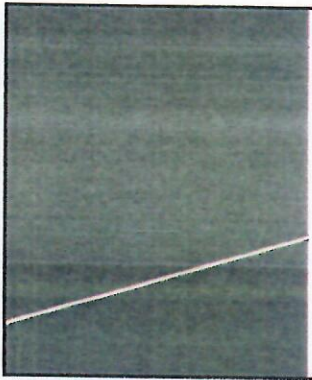
In the law, Congress states:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

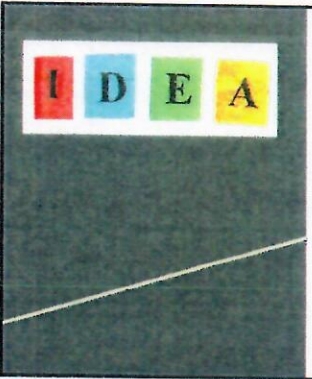
(U.S. Department of Education's Individuals with Disabilities Education Act (IDEA))



- to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- to ensure that the rights of children with disabilities and parents of such children are protected.



- to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;



- to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities, coordinated research and personnel preparation, coordinated technical assistance, dissemination and support, and technology development and media services;
- to assess and ensure the effectiveness of efforts to educate children with disabilities.

What does Child Find/IDEA/ESSA have to do with us- The PILC?

At the end of the 2019 school year, the Pierre Indian Learning Center had 48 of 148 (32%) kids with a diagnosed disability.

Most common on campus:

- 550-Speech/Language Impairment
- 525-Specific Learning Disability- Reading, Writing, Math, Oral Language
- 555-Other Health Impaired - such as Attention Deficit Hyperactivity Disorder (ADHD)
- 505-Emotional Disturbance
- 810-Cognitive Disability

A lot of disabilities are invisible. Your reaction to them isn't.

LIFE WITH A SIDE OF THE INVISIBLE

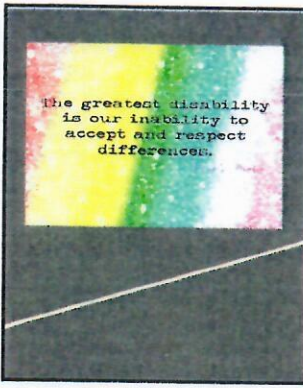
Other Disability Categories include:

- 600-Deaf/Blindness
- 610-Deaf/Blindness
- 620-Multiple Disabilities
- 630-Orthopedic Impairment
- 640-Vision Loss
- 645-Deafness
- 650-Autism Spectrum Disorders
- 660-Traumatic Brain Injury
- 710-Developmental Delay

Characteristics of Emotionally Disturbed Child



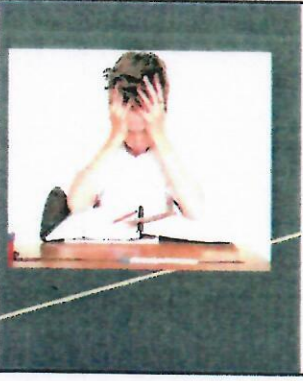
24.05.24.01.16. Emotional disturbance defined: Emotional disturbance is a condition that exhibits one or more of the following characteristics to a marked degree over a long period of time: (1) An inability to learn that cannot be explained by intellectual, sensory, or health factors; (2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) Inappropriate types of behavior or feelings under normal circumstances; (4) A general pervasive mood of unhappiness or depression; or (5) A tendency to develop physical symptoms or fears associated with personal or school problems. The term, emotional disturbance, includes schizophrenia. The term does not apply to a student who is socially maladjusted unless the IEP team determines pursuant to § 24.05.24.01.17 that the student has an emotional disturbance. ARSD 24.05.24.01.17.



Effective use of individualization. A student may be identified as a student with a disability if the following conditions are met: (1) The student has a disability as defined by the law; (2) The student has a documented need for individualized instruction; (3) The student's disability is a significant barrier to learning. The student's performance is significantly below standard. Significant learning barriers may be identified if the student is consistently below and below average performance on nationally normed, technically adequate measures. It may be an indicator that the student's performance is below average on full and individual evaluation. Performance as measured by 12.15.05.04. A student with a disability is a student with a disability if a student's performance is below average on problem-solving tasks, such as reading, thinking or speaking. School professionals use the above criteria for determining the presence of instructional impediments.



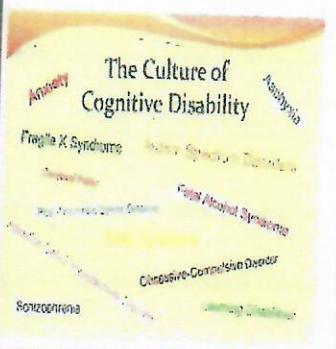
Other Health Impairment Services. Other health impairments are defined as conditions that affect a child's health, but are not primarily physical, mental, or emotional. Other health impairments may include asthma, epilepsy, diabetes, sickle cell anemia, and other chronic health conditions. Students with other health impairments may need accommodations to ensure they can access and benefit from the general education curriculum. School professionals should work with parents and students to identify and implement appropriate accommodations. Performance may be monitored through the full and individual evaluation process as defined by 12.15.05.04.



Common Types of Learning Disabilities		
Dyslexia	Difficulty reading	Specifically defined by the law.
Dyscalculia	Difficulty with math	Specifically defined by the law.
Dysgraphia	Difficulty writing	Specifically defined by the law.
Dyspraxia (Sensorimotor Integration Disorder)	Difficulty with fine motor skills	Specifically defined by the law.
Dyslexia (Spelling)	Difficulty with spelling	Specifically defined by the law.
Ability Processing Disorder	Difficulty with processing information	Specifically defined by the law.
Visual Processing Disorder	Difficulty with processing visual information	Specifically defined by the law.


What are cognitive disabilities?

“Cognitive disabilities are conditions that affect the way the brain works. They can affect a person’s ability to learn, think, solve problems, and remember information.”



The Culture of Cognitive Disability

A diagram showing various cognitive disabilities: Anxiety, Fragile X Syndrome, Schizophrenia, Autism Spectrum Disorders, Tourette/Tic Disorders, Attention Deficit Hyperactivity Disorder, Obsessive-Compulsive Disorder, and Learning Disabilities.

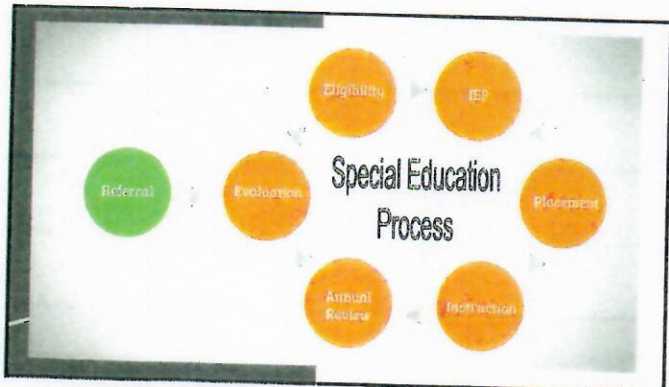


WE ARE ALL WONDERFULLY MADE

Federal Law requires us to treat each of these kids individually and follow their Individual Education Plans (IEPs) on a daily basis.

If you have questions or concerns about a specific child, please do not hesitate to call, email or stop by my office.

Nikole Cheskey - 605-224-8661 X160
nikole.cheskey@k12.sd.us
 DirectSTEP Courses: New Platform
<http://sic-bis2020-ks.km.com>



Individual Education Plan -IEP

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP. That's why the process of developing this vital document is of great interest and importance to educators, administrators, and families alike.

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What is the purpose of an IEP?

The IEP has two general purposes:

- to set reasonable learning goals for a child, and
- to state the services that the school district will provide for the child.

Each child's IEP must contain specific information, as listed within IDEA, our nation's special education law. This includes (but is not limited to):

- the child's present levels of academic achievement and functional performance, describing how the child is currently doing in school and how the child's disability affects his or her involvement and progress in the general curriculum
- annual goals for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year
- the special education and related services to be provided to the child, including supplementary aids and services (such as a communication device) and changes to the program or supports for school personnel

Center for Parent Information and Resources

— how much of the school day the child will be educated separately from nondisabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs

— how (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs

— when services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last

— how school personnel will measure the child's progress toward the annual goals

Center for Parent Information and Resources

Can kids come to IEPs?

Yes, they certainly can be! IDEA actually requires that the student be invited to any IEP meeting where transition services will be discussed. These are services designed to help the student plan for his or her transition to adulthood and life after high school.

Who develops an IEP?

The IEP is developed by a team of individuals that includes key school staff and the child's parents. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

When is an IEP developed?

An IEP meeting must be held within 30 calendar days after it is determined, through a full and individual evaluation, that a child has one of the disabilities listed in IDEA and needs special education and related services. A child's IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate.

IDEA (at §300.321) describes the IEP team as including the following members:

— the parents of the child;

— not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);

— not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;

— a representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency;

— an individual who can interpret the instructional implications of evaluation results;

— other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate (invited at the discretion of the parent or the agency); and

— the child with a disability (when appropriate).

Team member Roles:

Parents-of the child with a disability are vital members of the IEP team, with an expertise to contribute like no one else's.

Special educators- with their knowledge of how to educate children with disabilities, are obviously a very important part of a child's IEP team.

Regular educators-If a child is participating in the regular education environment (or is going to be participating), then IDEA requires that at least one regular educator of the child be included on the IEP team.

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A Representative of the School System- The IEP team must also include a representative of the school system, who has the authority to commit agency resources. This person must have specific qualifications. Find out what those are.

Someone to Interpret Evaluation Results- Is there someone on the IEP team who can interpret the child's evaluation results and discuss what they mean in terms of instruction?

Others with Knowledge or Special Expertise About the Child- Either the parent or the school system may invite others to join the team, if they have knowledge or special expertise about the child. This can include related service providers.

Of course, **the student with a disability** might have something to say about his or her own education!

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Questions???
