

## CHILD FIND

FSAS seeks to ensure that all children within its jurisdiction who are school-age 5 through the school year in which they turn 20 and who are in need of special education and supportive assistance are identified, located and evaluated. This includes: homeless children, state wards, state agency clients, students who have been suspended or expelled, students attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during the school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

FSAS shall provide Child Find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children. If evidence of Child Find activities and a statement of the results can be found in a child's cumulative record, or FSAS has reason to believe the child has previously been identified as a child with a disability by another SAU, in state or out of state, Child Find is not necessary.

The school's Child Find responsibility shall be accomplished through a process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP (Individual Education Plan) Team.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment and parent information regarding the child's academic and functional performance, including gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP team to determine the student's eligibility for special education services. School staff, parents or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

FSAS may schedule Child Find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to entry, FSAS will refer the child to the regional CDS site within 10 school days.

Legal Reference: 34 CFR § 300.111 (2066) (Me. Dept. of Ed.)

Reg. Ch. 101, IV (2) (2012).

**Approved: July 2013**

**Reviewed: October 17, 2020**