

EDUCATING JUVENILES IN DETENTION CENTERS

A PROGRAM GUIDE FOR THE PROVISION OF EDUCATIONAL
SERVICES

Carey M. Wright, Ed.D., State Superintendent of Education

Kim Benton, Ed.D., Chief Academic Officer

Toni Kersh, Bureau Director, Office of Compulsory School Attendance Enforcement

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OVERVIEW

The Mississippi Code of 1972 Annotated Section 43-21-321 requires that educational services are provided to students detained in a juvenile detention facility. In an effort to ensure that academic and behavioral concerns are addressed, the Mississippi Department of Education has set standards for the provision of educational services in accordance with all applicable federal and state laws. The law mandates that the Mississippi Department of Education promulgate rules for educational services by:

- Collaborating with the appropriate state and local agencies, juvenile detention centers and local school districts to ensure the provision of educational services to every student placed in a juvenile detention center. Such services may include, but are not limited to: assessment in math and reading instruction, character education, and career and technical education.
- Working with the appropriate state and local agencies, juvenile detention centers and local school districts will annually determine the proposed costs for educational services to youth placed in juvenile detention centers and annually request sufficient funding for such services as necessary.
- Ensuring that academic and support services are provided to the students in the juvenile detention centers.

The areas addressed within this document will address four (4) of the five (5) goals outlined in the Mississippi Department of Education's Strategic Plan:

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every School Has Effective Teachers and Leaders
4. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

Most students placed in detention facilities have a history of poor academic performance and behavior issues. Positive educational and behavioral experiences will enable juveniles to return to their prospective schools and communities as law abiding citizens. Education has been identified a key component of juvenile rehabilitation.

PURPOSE

Each sponsoring school district's educational program, located in juvenile detention centers, is to provide students with a quality instruction through a continuum of educational programs that promote achievement, character and skills necessary to become college and career ready. A compulsory age student is normally detained on average less than five (5) days; therefore, it is typically not possible to adequately deliver youth a prescribed curriculum that is exclusively intended for him/her. As an alternative, it is worthwhile to have a short-term curriculum designed to address major/core skill areas

aligned to the sponsoring school curriculum. The general overarching purposes of educational programming in detention are to screen for educational disabilities, gather data to inform future educational planning, and to re-engage the youth in the educational process.

Each sponsoring school district's educational program, located in juvenile detention centers, is to provide students with quality instruction through a continuum of educational programs that promote achievement, character, and the skills necessary to become college and/or career ready.

JUVENILE DETENTION EDUCATION PROGRAM OBJECTIVES

The juvenile detention educational goals are as follows:

- A. Provide individualized instruction for each student in residence.
- B. Continue identified instructional objectives for each student placed in a juvenile detention center.
- C. Provide a "seamless" instructional transition for students entering and exiting a juvenile detention center.
- D. Provide training for the faculty and staff in support of the Education Program.

EDUCATIONAL SERVICES

To address the unique needs of youth in the juvenile detention center across the various educational settings, educators and administrators need to ensure they are utilizing appropriate academic and behavioral support practices. It is highly recommended by the National Evaluation and Technical Assistance Center that when determining educational goals for students, these five overall practices, each with specific strategies for implementation, are considered. Although most of the practices and strategies are applicable for students across settings, the application should be tailored to fit each setting. Additionally, all educational settings need to ensure high levels of accountability, monitoring, and evaluation to ensure that each facility and classroom is implementing sound practices consistently and equitably while continuously working to improve their practices and programs. The goals consist of:

- A. Ensuring consistency in educational and behavioral interventions and services
- B. Collecting and using data to identify needs that will aid in the development of learning plans
- C. Implementing procedures to ensure smooth transitions
- D. Addressing gaps in academic skills and accelerate learning utilizing research based screeners should focus on the following:
 - 1. the cognitive abilities of students using a valid and reliable data collection tools
 - 2. the procedures to measure a students' current level of performance in relation to grade level benchmarks that will provide the needed guidance to the education staff in determining the educational strategy for each student.
 - 3. the screening process is easy and quick.

- E. The National Center on Response to Intervention (NCRtl) has developed a screening tool chart to assist in selecting appropriate screeners. The site is www.rti4success.org/screeningTools
- F. Instructing students in ways that engage them in learning
- G. Addressing behavioral and social needs to promote education success

In accordance with Mississippi Code of 1972 Section 43-21-321, during the intake process, detention center admission staff will be responsible for obtaining the youth's educational and vocational history.

1. The juvenile detention center will need to notify the juvenile's home school district within 24 hours upon entry, if applicable, to inform the district of the student's placement at the juvenile detention center. Notification should occur during school business hours (7:30 a.m. - 4:30 p.m.), excluding weekends and district holidays.
2. The juvenile's home school district will submit an "Incident with the Disposition of Juvenile Detention Center (JDC)" with the correct county number of the juvenile detention center prior to obtaining access to a student's records maintained in the Mississippi Student Information System (MSIS).
3. The intake staff, as determined by the juvenile detention center, which have signed a Mississippi Department of Education's "Oath of Confidentiality" have been granted access to the Mississippi Student Information System to ensure a seamless process for obtaining educational records. The detention center will have access to "View Student Data" and the Individualized Education Program (IEP) information of the students with disabilities (view rights of the SPED Update Student Screen) which will decrease a delay in appropriate educational services.
4. If a student with disabilities is detained, the student's home school district, shall have until the close of business to provide the detention center, where the student is housed, a hard copy of the student's IEP via fax or e-mail.
5. The student's home school district must ensure that the juvenile detention center has received the student's IEP.
6. If the juvenile detention center has not received the document within two (2) school business days, the juvenile detention center will contact the Mississippi Department of Education, Office of Compulsory School Attendance Enforcement.
7. If a juvenile is not enrolled in a public school, the juvenile detention center will notify the Office of Compulsory School Attendance Enforcement if assistance is needed in obtaining educational records.
8. If a juvenile has not been enrolled in public, private or home school, the academic assessment data shall be used as a baseline for placement.
9. Present cognitive, behavioral and academic abilities must be determined on all student detainees.

EDUCATIONAL SERVICES FOR STUDENTS REMOVED FROM THE EDUCATIONAL SETTING

Although, discipline policies and procedures are enforced by the juvenile detention center administrator and staff, the sponsoring school district will need to collaborate with the juvenile detention center staff to determine a plan of action for students not allowed to actively participate in the detention school program.

SUPPLEMENTAL SERVICES/PROGRAMS

Supplemental educational services and/ or programs are additional academic services designed to increase the academic achievement of students. These services, which are ***in addition*** to instruction provided, during the school day, may include academic assistance such as tutoring, remediation and other supplemental academic enrichment services that are consistent with the content and instruction used by the sponsoring school district and are aligned with the State's academic content and achievement standards. It is extremely beneficial to students to use supplemental programs that are research-based and explicitly intended to enhance student academic achievement.

INDIVIDUALIZED ACADEMIC PLAN

An Individualized Academic Plan shall be developed and implemented for each juvenile placed in a juvenile detention center. A team consisting of a certified teacher provided by the local sponsoring school district or a private provider agreed upon by the youth court judge and sponsoring school district, the appropriate official from the student's home school district, and the youth court counselor or representative will be responsible for the development of the plan. The plans shall be based upon the student's entry assessments and past educational history and must address the areas of academic, literacy, and life skills. The development of the plan, in order to measure educational progress, shall be developed within ten (10) calendar days of the juvenile's entrance into the juvenile detention center.

The purpose of the Individualized Academic Plan is to:

- A. Assist students and instructional personnel with setting realistic, achievable, and measurable goals.
- B. Ensure that each student's academic ability, learning style, and educational needs are addressed in the most effective manner regardless of the instructional activity within each educational setting.
- C. Monitor student progress on specific and measurable academic goals and instructional objectives.

The Individualized Academic Plan must integrate a transition component. The purpose of the transition component will assist in moving into and out of detention center educational programs. The transition component must address:

- A. Academic reentry goals
- B. Career and employment goals and the recommended educational placement for the student. The district needs to make an effort to include the student and his/her parents. The transition plan should be used to guide the service delivery to the student while detained.

In order to ensure that appropriate educational services are provided, each sponsoring school district must adhere to the following:

- A. Designate an administrator to supervise the educational program at the detention center.
- B. Instruction in the detention center for the minimum number of days per year in accordance with the law.
- C. Instruction per school day for 330 minutes
- D. School classes are held in appropriate, dedicated space.
- E. Adequate staff (including special education staff) to meet state student-to-teacher ratios for education. Staff are qualified and hold appropriate credentials, including any specialized credentials necessary for providing special education programming or instruction for youth with limited English proficiency.
- F. Appropriate instruction for youth with limited English proficiency to allow for meaningful access to the curriculum.
- G. Adequate substitute teaching staff to cover teaching duties of staff who are on vacation, sick, or otherwise not available. The sponsoring school district provides substitute teachers in order to ensure the continuation of educational services to youth in the juvenile detention center in accordance with the sponsoring school district's policy and procedures for students in the traditional school setting.
- H. Curricula required by the state for graduation from high school, including preparation for any required state examinations.
- I. Awards credit (including partial credit) for work completed, and forwards the youth's education records from the facility to other schools upon the youth's exit from the facility.
- J. Career and Technical Education provided via computer-based programs (i.e., Choices and/or Today's Class).
- K. Complies with all federal and state laws governing educational services for children. This includes the Individuals with Disabilities Education Act (IDEA) and comparable state laws for students with disabilities.
 - (a) The sponsoring school district has procedures to determine which youth have previously been identified as having disabilities under the IDEA, and to promptly obtain special education records for such students.
 - (b) The sponsoring school district has procedures in place to identify and assess youth who potentially have a disability, in conformity with state and federal requirements for special education.
 - (c) The IEP is in place for each student with identified disabilities. Students entering with an existing IEP receive interim services that match the IEP as closely as possible.

- (d) The process for developing or modifying IEPs at the juvenile detention education program is the same as that used for sponsoring school district.
- (e) The sponsoring school district provides students with disabilities a full continuum of regular education classes, special classes, and supplementary services. Students with disabilities are allowed to participate in regular school programs to the maximum extent appropriate.
- (f) Special education staff at the school are certified by the state for the services they provide.
- (g) The sponsoring school district provides related services required by the IEP.
- (h) Transition services are provided as required by the IEP.
- (i) Parents or guardians are permitted to participate in decisions regarding the provision of special education for their child, and facility staff are flexible in scheduling or using telephone conferences to permit parent or guardian involvement.
- (j) The sponsoring school district secures parent or guardian surrogates when parents or guardians are unavailable to participate in special education decisions.
- (k) The sponsoring school district complies with legally required timelines for assessment and IEP development.
- (l) The sponsoring school district complies with Individuals with Disabilities Education Act (IDEA) requirements for notice and due process.
- (m) The sponsoring school district shall ensure that if a youth is discharged from the facilities before the completion of the multidisciplinary evaluation required is complete, the designated staff shall forward to the superintendent, or designee, of the youth's home school district all information regarding screening and evaluations completed to date, noting what evaluations are yet to be performed.
- (n) Facility staff and school personnel do not inappropriately discipline youth for behaviors that are manifestations of their disabilities.
- (o) Students entering with an existing 504 plan receive interim services that match the plan as closely as possible.
- (p) The sponsoring school district provides GED preparation programs for appropriate youth.

CHILD FIND

Children entering a juvenile correction facility may come from schools that did not appropriately identify students with special education needs. The loss of records or failure to have current records follow these high-mobility students also results in under-identification and late identification of the special needs of the students. The juvenile justice system can remedy this shortcoming in the identification process by screening all

youth upon admission into a facility (Smith, C. R.; Esposito, J.; & Gregg, S. (2002, June). Statistically students in a correctional facility are more than three times more likely to have a learning disability than their counterparts in general education. The National Center on Education, Disability and Juvenile Justice reported that 33.4% of detained juveniles have been identified to have a disability that qualifies them for special education and related services under IDEA, compared to roughly 10% of the general education population. That 33.4% only includes those children that have been identified—the exact percentage of detained juveniles with learning disabilities could be much higher.

STUDENTS WITH DISABILITIES

Federal and state laws require IEPs for all students with disabilities. Current IEPs should be maintained for all eligible students, and each sponsoring school district must adhere to all of the required district, state, and federal guidelines for students with disabilities.

STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

In accordance with the Executive Order #13166 signed by President Clinton in August 2000 and confirmed by President Bush in 2002, federal agencies are required to examine the services they provide to LEP persons and implement a system that provides meaningful access. Meaningful access requirements apply to all LEP persons whether they are adult inmates, detainees, juveniles or persons involved in community corrections programs.

Therefore, sponsoring school districts must identify students with limited English proficiency and provide appropriate instruction to ensure meaningful access to the curriculum.

Lao v. Nichols- United States Supreme Court (1974)

School districts in this country are required to take the necessary actions in order to provide students who do not speak English as their first language the ability to overcome the educational barriers associated with not being able to properly comprehend what is being taught to them.

Castañeda v. Pickard- 5th Circuit Court of Appeals (1981)

- The bilingual education program must be “based on sound educational theory.”
- The program must be “implemented effectively with resources for personnel, instructional materials, and space.”
- After a trial period, the program must be proven effective in overcoming language barriers/handicaps.

ACADEMIC RECORDS

Academic records and/or files must be developed and maintained by the sponsoring school district in accordance with the Mississippi Code of 1972 *Section 37-15-1 and 37-15-3* when a student enters the juvenile detention center for the first time. The academic record contains all of the youth’s identifying information, including family information,

contacts, academic assessments, and all available educational information. A copy of the student's pertinent information will be forwarded to the public, private or home school of the student, if applicable. The sponsoring school district shall comply with state laws governing the storage and maintenance of records.

EDUCATIONAL ATTENDANCE

All students placed in a juvenile detention center are to be counted as present and reported to the home school as present unless the students misses the full academic day. Detainees that are summons as a part of judicial proceedings and miss sixty percent (63%) of the instructional day must be considered absent and reported to the home school as an excused absence in accordance with the Mississippi Code of 1972 *Section 37-13-91*. **Please note that students are not to be denied academic services.**

TRANSITION TO HOME SCHOOL/COMMUNITY

The teacher, school attendance officer, and other pertinent staff from the sponsoring school district will be a contributing member of each student's transition planning meeting for youth leaving the facility. Plans shall include providing the youth and his or her parents or guardian with copies of the youth's detention center education records. The teacher, as part of the transition team, will work collaboratively with others to help the detainee successfully transition back into the home school district once released from detention. When a juvenile is released, sponsoring school district staff will forward all completed assignments to the student's home school district, private or home school, to allow for appropriate credit. A copy of the juvenile's academic record will be maintained by the sponsoring school district at the juvenile detention center.

FUNDING

The Mississippi Department of Education (MDE) will allocate funding provided by the Mississippi Legislature for the educational services in the juvenile detention centers. A needs analysis will be utilized to determine the general cost for educational services in each juvenile detention center. Any remaining cost related to educational services, including the maintenance of computer labs, will be divided equally among the non-sponsoring school districts, or district of residence, of juveniles placed in a juvenile detention facility. All non-sponsoring school districts/counties that are identified as having agreements and/or students placed in a juvenile detention center will share equally in the educational cost, along with other non-sponsoring school districts. This process will ensure that all school districts aid in providing appropriate educational services to juvenile detainees.

Related services provided for students with special needs may require additional reimbursement to the sponsoring school district from the student's home school or district of residence for services rendered.

Sponsoring school districts will need to consider the number of days a teacher will render services, years of experience, and the degree level when entering into a contract.

Sponsoring school districts may utilize more than one teacher in a position. For example, the district may extend the contract on three (3) teachers who will rotate within the position during the year.

ADDITIONAL FUNDING RESOURCES

The Neglected and Delinquent Program under Title I, Part D consists of 2 subparts, both discretionary. Subpart 1 is the State Agency Neglected and Delinquent formula grant program; Subpart 2 is the Local Educational Agency (LEA) program. The State Agency Neglected and Delinquent program provides formula grants to State Educational Agencies (SEAs) for supplementary education services to help provide education continuity for children and youth in state-run institutions for juvenile detainees and in adult correctional institutions, so that these youth can make successful transitions to school or employment once they are released from state institutions. The LEA program requires each SEA to reserve, from its Title I allocation, funds generated by the number of children in locally operated institutions for delinquent youth. Funds are awarded to LEAs with high proportions of youth in local correctional facilities and detained youth in juvenile detention centers to support dropout prevention programs for at-risk youth in the institutions.

The purpose of the Neglected and Delinquent Program is to serve students that reside in facilities with academic needs and services, which will allow them to meet high academic standards as expected of all children and youth. The program must provide eligible students with services to transition from institutionalization to further schooling and employment. A major component of this program is to prevent at-risk students from dropping out of school; therefore, collaborative efforts with the Office of Compulsory School Attendance Enforcement focus on dropout prevention. The students that reside in institutions are expected to acquire the knowledge and skills necessary to become economically self-sufficient and lead a productive life after returning to society.

The goals of Title I, Part D, are to:

1. Improve educational services for these children so they have the opportunity to meet challenging State academic content and achievement standards;
2. Provide them with services to successfully transition from institutionalization to further schooling or employment; and
3. Prevent youth who are at-risk from dropping out of school, and to provide dropouts and children and youth returning from juvenile detention centers with a support system to ensure their continued education.

Related Requirements

Title I, Part D, funds come with certain requirements and responsibilities on behalf of the State agencies and districts that receive the funds. State agencies and districts that conduct a program under Title I for children and youth who are Neglected or Delinquent Program funds must be used:

- To ensure that Title I service is incorporated into SEA and district's application;
- To use effective instructional strategies that increase the amount of quality learning time;
- To meet the educational needs of neglected, delinquent, and at-risk children and youth, and assist in the transition of these students from correctional facilities to locally operated programs;
- To prepare students for comprehensive career development, enhancement of employability skills, job placement services, and school to work transitions services;
- To ensure that these students have the same opportunities to achieve as if they were in local schools in the State;
- To provide opportunities for high-quality professional development to all staff, and parents, if appropriate;
- To provide programs that help students to succeed, including counseling, career guidance, and school to work transitions;
- To evaluate the program and disaggregate data based on the Consolidate State Performance Report (CSPR)
- To participate in a SEA monitoring

Reference: Title I, Part D web site, <http://www.mde.k12.ms.us/federal-programs/federal-programs---title-1-neglected-and-delinquent>

Contact: Ms. Jerry McClendon, Title I, N & D State Coordinator, 601.359.3499, jmccclendon@mdek12.org

APPENDICES

Juvenile Detention Educational Checklist

Student's Name _____ Grade/Academic Placement _____

Grade/Academic Placement Determined by _____

Sponsoring School District _____

Notes:

Date Completed

_____ Notified Home School District

_____ Access to the Mississippi Student Information System Granted

_____ Benchmarks mastered/benchmarks students need to master

_____ Individualized Academic Plan (IAP)

_____ Individualized Education Plan (IEP) (if applicable)

_____ Change of Placement

_____ Textbooks provided

_____ Student's class schedule for _____ (high school only)
current school year

I verify that this packet is complete.

Teacher's Signature

Date

TO BE COMPLETED BY THE SPONSORING SCHOOL DISTRICT PERSONNEL ONLY

Date of Entry _____ Expected Date of Release _____

Home District/District of Residence _____

Transition Committee meeting date _____

EDUCATION IN-TAKE FORM

NAME:	DOB:	AGE:
DISTRICT:	SCHOOL:	GRADE:

General Information (You may use the space on back to answer any of the following questions)

What is the primary language spoken at your home?	
Do you wear glasses or hearing aids?	
Do you have any medical problems we should know about such as seizures, diabetes, asthma, ADHD, etc.?	
Are you presently taking medication for diabetes, seizures, ADHD, asthma, etc.?	
When you were in school did you attend regularly?	
When you were in school did you miss school mostly because of illness, suspensions or other reasons?	
Is this your first time at a juvenile detention center?	
Have you repeated any grades?	
When you attended school did you attend a math, language, science, social studies or any special classes?	
Is there a class you think you have the most difficulties?	
What type of support would you like to have to help you succeed in school? Help with reading? Help with math? Someone to talk to? Something to help me make better decisions?	
Do you think you learn best when: You can see it? (Visual) You can hear it? (Auditory) You can interact/feel it? (Kinesthetic/Tactile) www.educationplanner.org/students/self-assessments	

General Interest

List three (3) goals you have for your life.	
What are you doing/or will do to help accomplish these goals?	
List three (3) words to describe yourself.	

Do you have any responsibilities outside of school such as watching siblings, chores, part-time job etc.).	
When you graduate from high school do you plan to go to college or training for a job or military?	
What type of job would you like to have someday? www.mynextmove.org/explore/ip	
Where do you plan to live after graduation? My own place? My parents? With friends or other family members?	
What is your greatest concern about your future?	
Would you like to learn more about: What it will take to get my high school diploma? How can I get a GED? What is job corps?	

Date Completed

Individualized Academic Plan (Detention Center Detainees)

I. Student Information

Student's Name	Date of Birth	Age	Gender	Race	Grade	Date of Placement
Projected Completion Date	Home School			IEP	<input type="checkbox"/> <input type="checkbox"/> yes no	Disability
Parent/Guardian's Name	Address					

II. Entry Meeting Date: _____ Committee Members: _____

PRESENT LEVEL OF PERFORMANCE (Please include strengths and weaknesses) To be completed by Sponsoring School District	
English/Language Arts	
Math	
Science	
Social Studies	

Interventions:						
Subject:	Specific Needs	Intervention/Strategies	Monitoring Date	Monitoring Status		
				Insufficient Progress	Some Progress	Mastery
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Intervention Status	Student is not progressing in a timely manner. Intervention/Strategies need to be revised <input type="checkbox"/> Date: _____
	Student is making some progress. Continue with plan as is <input type="checkbox"/> Date: _____
	Student has mastered and completed Student Learning Plan <input type="checkbox"/> Date: _____

Transition Support Plan-Post Release

The following is recommended (Please check all that are applicable):

Academic:

- | | | | | | |
|---------------------------|--------------------------|-----------------------|--------------------------|---------------------|--------------------------|
| Literacy Intervention | <input type="checkbox"/> | Credit Recovery | <input type="checkbox"/> | Character Education | <input type="checkbox"/> |
| Tutoring (building-based) | <input type="checkbox"/> | Extended Day Learning | <input type="checkbox"/> | Summer School | <input type="checkbox"/> |
| Other _____ | <input type="checkbox"/> | | | | |

CHILD FIND QUESTIONNAIRE

Student: _____ Date: _____

Please answer the following to the best of your ability.

GENERAL / EDUCATIONAL / COGNITIVE

Indicate any areas where you have difficulties:

- | | | |
|---|---|--|
| <input type="checkbox"/> Wears hearing aids | <input type="checkbox"/> Has seizures | <input type="checkbox"/> Has health problems that require special care |
| <input type="checkbox"/> Wears glasses | <input type="checkbox"/> Frequently squints/rubs eyes | <input type="checkbox"/> Takes prescription medicine |
| <input type="checkbox"/> Other: _____ | | |

Can you follow multi-step directions? Yes No

Do you regularly need:

- | | | |
|--|---|--|
| <input type="checkbox"/> significant help with homework | <input type="checkbox"/> afterschool tutoring | <input type="checkbox"/> significant help organizing school work |
| <input type="checkbox"/> follow-up to ensure you complete homework | <input type="checkbox"/> instructions or directions to be repeated or explained | |

Indicate any areas where you have difficulties:

- | | | |
|--|---|---|
| <input type="checkbox"/> Getting along with teachers | <input type="checkbox"/> Basic math calculations | <input type="checkbox"/> Reading aloud, pronouncing words |
| <input type="checkbox"/> Planning ahead/solving problems | <input type="checkbox"/> Figuring money, time, etc. | <input type="checkbox"/> Understanding what s/he reads |
| <input type="checkbox"/> Other: _____ | | |
| <input type="checkbox"/> Other: _____ | | |

Have you ever been evaluated/assessed/tested for learning difficulties? Yes No

By whom: _____ When: _____
Results: _____

ADAPTIVE

Can you do any of the following independently:

- | | | |
|--|---|---|
| <input type="checkbox"/> Groom his/herself appropriately | <input type="checkbox"/> Run errands for the family | <input type="checkbox"/> Take care of his/her possessions |
| <input type="checkbox"/> Complete chores at home | <input type="checkbox"/> Handle money/make change | <input type="checkbox"/> Take care of younger siblings or relatives |

COMMUNICATION

Indicate any areas where you have difficulties:

- | | |
|--|---|
| <input type="checkbox"/> Articulation (e.g., pronouncing sounds and words) | <input type="checkbox"/> Receptive language (e.g., understanding what others say) |
| <input type="checkbox"/> Expressive language (e.g., express thoughts and feelings) | |

Have you ever received language/speech therapy? Yes No

Explain: _____

SOCIAL / EMOTIONAL / BEHAVIORAL

Indicate if you have/or had any of the following difficulties:

- | | | |
|---|---|---|
| <input type="checkbox"/> Difficulty making friends | <input type="checkbox"/> Being a victim of teasing/bullying | <input type="checkbox"/> Engaging in teasing/bullying behavior |
| <input type="checkbox"/> Aggression/fighting | <input type="checkbox"/> Anxious in groups of people | <input type="checkbox"/> Fearful of speaking in social settings |
| <input type="checkbox"/> Withdrawn or keeps to self | <input type="checkbox"/> Inflexible/difficulty compromising | <input type="checkbox"/> Insensitive to others' emotions/needs |

Indicate if you have/or had any of the following difficulties:

- | | | |
|---|--|--|
| <input type="checkbox"/> Extremely fearful or nervous | <input type="checkbox"/> Cries easily or whines frequently | <input type="checkbox"/> Frequently complains of aches/pains |
| <input type="checkbox"/> Depressed or very unhappy | <input type="checkbox"/> Easily frustrated | <input type="checkbox"/> Explosive/angry outbursts |
| <input type="checkbox"/> Self-injurious (e.g., cutting) | <input type="checkbox"/> Suicidal thoughts | <input type="checkbox"/> Obsessive/compulsive behaviors |

Have you ever received counseling services? Yes No

Explain: _____

CHILD FIND QUESTIONNAIRE

Student: _____ Date: _____

Please answer the following to the best of your ability.

Describe your behavior (compared to other children your age):

- | | | | |
|-----------------------------------|--|---|---|
| How active are you? | <input type="checkbox"/> less active than others | <input type="checkbox"/> about the same | <input type="checkbox"/> more active |
| How well do you pay attention? | <input type="checkbox"/> less distracted than others | <input type="checkbox"/> about the same | <input type="checkbox"/> easily distracted |
| How do you handle change? | <input type="checkbox"/> handles change easily | <input type="checkbox"/> about the same | <input type="checkbox"/> resists change |
| How do you respond to new things? | <input type="checkbox"/> readily accepts new things | <input type="checkbox"/> about the same | <input type="checkbox"/> resists new things |
| How strong are your emotions? | <input type="checkbox"/> passive/indifferent | <input type="checkbox"/> about the same | <input type="checkbox"/> very intense |
| How moody are you? | <input type="checkbox"/> very easygoing | <input type="checkbox"/> about the same | <input type="checkbox"/> very changeable |
| How predictable are you? | <input type="checkbox"/> unpredictable | <input type="checkbox"/> about the same | <input type="checkbox"/> rigid routines |

Have you had any of the following difficulties:

- | | | |
|---|---|--|
| <input type="checkbox"/> Stealing or lying | <input type="checkbox"/> Gang involvement | <input type="checkbox"/> Defiance/oppositional behavior |
| <input type="checkbox"/> Drug/alcohol abuse | <input type="checkbox"/> Cruelty to animals | <input type="checkbox"/> Destructive behavior/starts fires |

Have you ever:

- skipped school repeatedly or had a truancy officer contacted to address lack of school attendance
- been suspended from school [*indicate the reason for each suspension and the total days of each suspension*]

- reason: _____	days: _____
- been expelled from school [*indicate the reason for expulsion and the length of expulsion*]

- reason: _____	days: _____
- reason: _____	days: _____
- reason: _____	days: _____

COMMENTS

ADDITIONAL INFORMATION

Please provide any additional information that would help us understand you better.

Form completed by _____

Date completed _____

Child Find Request

The Multi-disciplinary Evaluation Team Committee for Education for _____ School District and _____ County Juvenile Detention Center has met on the student named below and is requesting a child study assessment be conducted to determine if this student may be in need of special education services. All data collected on the student is included.

Person Making the Request and Agency Represented:	Relation to Child:
Requester's Address:	Requester's Phone:
Requester's Email:	Date Request Received:

PERSONAL DATA			
Child's Full Name:	Race/Ethnicity:	Gender:	DOB:
Child's Physician:	Physician's Address:		

HOME AND FAMILY INFORMATION	
Parent/Guardian 1:	Parent/Guardian 2:
Home Address:	Home Address:
Home Phone:	Home Phone:
Work Phone:	Work Phone:

LANGUAGE(S) SPOKEN IN THE HOME
Is any language other than English spoken in the child's home? <input type="checkbox"/> Yes <input type="checkbox"/> No Parent/Guardian's Language: _____ Child's Language: _____

CHILD'S EDUCATIONAL SETTING	
Does the child attend a public/private school? <input type="checkbox"/> Yes <input type="checkbox"/> No	
School/Center Name: _____	School/Center Phone: _____
School/Center Address: _____	Teacher: _____

CONCERNS FOR THE CHILD
<i>Describe any concerns that you have about the child's development, behavior, and/or learning.</i>