

## **Child Identification Procedures**

### **The District's Child Find Efforts Include:**

1. Public awareness. District child find activities involve local media resources and direct contact activities, such as presentations at community meetings, business group meetings, services agencies or advocacy organizations.
  - a. The district provides information about special education services in the district and the district's special education referral process to public and private facilities located in the district, including day care centers, homeless shelters, group homes, county jails, hospitals, medical officer and other facilities that serve children birth to 21 years old.
  - b. The district provides information about special education services and how to make a referral to any migrant education programs operating in the district.
2. Notice of confidentiality. Before any major child find activity, the district publishes notices in newspapers or other media, or both, informing parents or guardians<sup>1</sup> that confidentiality requirements apply to these activities. Circulation for this notice must be adequate to inform parents or guardians within the district's jurisdiction.
3. Staff awareness. The district ensures that staff are knowledgeable of the characteristics of disabilities and the referral procedures for students, including preschool children, suspected of having disabilities.
4. Communication to parents or guardians. District staff shall inform parents or guardians about the availability of special education services in the district and provide them with information about initiating referral for special education evaluation; including the information about early intervention/early childhood special education services (EVECSE) and the designated referral and evaluation agencies with which the district collaborates.

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<sup>1</sup>As used in this document, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-0005(18).

### **Private School Children with Disabilities:**

1. The district's child find system applies to children, including those children who are residents of another state, enrolled by their parents or guardians in private schools, located within the boundaries of the district.
2. The district's child find activities for private school students enrolled by their parents or guardians in private schools are similar to, and completed within a comparable time period, as child find activities for students in district public schools.
3. The district does not include the cost of child find activities for private school students, including individual evaluations, in determining whether it has spent a proportionate share of its federal IDEA funds on parentally-placed school students with disabilities.
4. The district consults with private school representatives and parents or guardians of private school students with disabilities about how to carry out these child find activities, including:
  - a. How private school students suspected of having a disability can participate equitably; and
  - b. How parents or guardians, teachers and private school officials will be informed of the process.
5. The district child find process for parentally-placed private school students ensures the equitable participation of parentally-placed private school students with disabilities and an accurate account of such children.

### **Home-Schooled Students with Disabilities**

1. The district collaborates with the ESD that serves the district to ensure that the district responds promptly to information about home-schooled students with suspected disabilities.
2. The district collaborates with home schooling organizations in the district's jurisdiction and provides information about special education services in the district and how to make a referral.
3. If the district has reason to suspect that a home-schooled student has a disability, the district will obtain parent or guardian consent for initial evaluation. See Section 8 - *Evaluation and Eligibility*.