

1.0 IDENTIFICATION SYSTEM STANDARDS

Identification means the continuous and systematic effort made by the districts to identify, locate and screen students birth through 21, who may need special education services. Identification encompasses the district's public awareness efforts within the community; efforts to identify children in private schools; and comprehensive child find efforts that include programs to identify homeless and migratory children and children who may need special education even though they are advancing from grade to grade.

1.0 Identification System Standards

Sherburne/N Wright Special Education Cooperative (SNWSEC) School districts have developed a system designed to identify persons with disabilities beginning at birth, students with disabilities attending school, and persons with disabilities who are of school age and are attending private school or who are not attending any school. The district's identification system is developed in accordance with the requirement of nondiscrimination and included in the SNWSEC's total special education system (TSES) plan.

Minn. R. 3525.1100, subp. 2(B).

1.01 Identification Within the Community

Legal Citations

Every child who has a hearing impairment, visual disability, speech or language impairment, physical handicap, other health impairment, mental handicap, emotional/behavioral disorder, specific learning disability, autism, traumatic brain injury, multiple disabilities, or deaf/blind disability and needs special instruction and services, as determined by the standards of the commissioner, is a child with a disability. In addition, every child under age three, and at local district discretion from age three to age seven, who needs special instruction and services, as determined by the standards of the commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability.

Minn. Stat. 125A.02, subd. 1.

Member districts of the SNWSEC conduct on-going activities designed to identify pupils who may require special education. These activities shall include, but are not limited to:

1.01.01 Public Awareness

Legal Citations

Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of the activity.

34 C.F.R. 300.612(b)

Member districts in cooperation with the Sherburne/N Wright Special Education Cooperative and the county Interagency Early Intervention Committee (IEIC), prepare and disseminate information regarding available services and the referral procedures for learners with disabilities who are eligible for special education services. Each district insures that such information is available in the native language of its non-English speaking residents. Dissemination may be made by public news releases (i.e., newspapers, radio, etc.), school bulletins, brochures, speaking engagements to parent and civic groups, etc. Records of news releases, speaking engagements and copies of disseminated information shall be maintained by the District and/or Cooperative as appropriate.

Minn. Stat. 125A.30(b)(1).

1.01.02 Public Awareness for Infant and Toddler Services

Legal Citations

Each system must include a public awareness program that focuses on the early identification of children who are eligible to receive early intervention services under this part and includes the preparation and dissemination by the lead agency to all primary referral services, especially hospitals and physicians, of materials for parents on the availability of early intervention services. The public awareness program must provide for informing the public about:

- a. The State's intervention program;
- b. The child find system, including:
 - 1) The purpose and scope of the system;
 - 2) How to make referrals; and
 - 3) How to gain access to a comprehensive multidisciplinary evaluation and other early intervention services.
- c. The central directory

34 C.F.R. 303.320.

The districts and cooperative personnel, along with the county IEIC committees, provide information regarding early identification of children, available services, referral procedures, forms, etc. to all community agencies, groups and individuals who have contact with pupils ages birth through 21 years old. Community agencies and groups shall include, but are not limited to:

1. Physicians, clinics and hospitals;
2. Public health agencies;
3. Public and private social service agencies;
4. Public and private schools;
5. Head Start, preschools, nurseries and day care facilities;
6. Mental health service agencies; and
7. Local chapters of parent and lay associations

The focus of the public awareness program is to provide information about the state's early intervention program, the local child find system including the purpose and scope of the system; how to make referrals and how to gain access to a comprehensive multidisciplinary evaluation and other early intervention services; and the central directory.

Each interagency early intervention committee in each of the SNWSEC counties, have developed a public awareness system designed to inform potential families of available programs and services and have implemented interagency child find systems designed to seek out, identify, and refer infants and young children with, or at risk of, disabilities and their families.

Minn. Stat 125A30(b)(1)-(2)

Interagency Early Intervention Committee (IEIC) Responsibilities

The school districts within the Sherburne/N Wright Special Education Cooperative, in cooperation with the health and human service agencies located in each county in which the SNWSEC district's are located, have established an interagency early intervention committee for children with disabilities under age five and their families and for children with disabilities ages three to 22.

Minn Stat. 125A.30(a)

The committees include representatives of local and regional health, education, county human service agencies, county boards, school boards, early childhood family education programs, parents of young children with disabilities under age 5, current service providers, and when appropriate, representatives from other private or public agencies and school nurses.

The interagency early intervention committee in each county, has developed and implemented interagency policies and procedures to coordinate services at the district level for children with disabilities regarding the following:

1. Develop public awareness systems designed to inform potential recipient families of available programs and services.
2. Implement interagency child find systems designed to actively seek out, identify, and refer infants and young children with, or at risk of, disabilities and their families.
3. Establish and evaluate the identification, referral, child and family assessment systems, procedural safeguard process, and community learning systems to recommend, and where necessary, alterations and improvements.
4. To assure the development of individualized family service plans for all eligible infants and toddlers with disabilities from birth through age two, and their families, and individual education plans and individual service plans when necessary to appropriately serve children with disabilities, age three and older and their families and recommend assignment of financial responsibilities to the appropriate agencies.
5. Encourage agencies to develop individual family service plans for children with disabilities, age three and older.
6. Implement a process for assuring that services involve cooperating agencies at all steps leading to individualized programs.
7. Facilitate the development of a transitional plan if a service provider is not recommended to continue to provide services.
8. Identify the current services and funding being provided within the community for children with disabilities under age five and their families.
9. Develop a plan for allocation and expenditure of state and federal early intervention funds.
10. Develop a policy to enable a member of the interagency early intervention committee to allow another member access to data classified as not public.

Minn. Stat. 125A.30(b)

Each committee must include representatives of local and regional health, education, and county human service agencies, county board, school boards, early childhood family education programs, parents of young children with disabilities under age 12, current service providers, and may also include representatives from other private or public agencies and school nurses.

1.02 Child Find

Legal Citations

The state must have in effect policies and procedures to ensure that:

- a. All children with disabilities residing in the State, including children with disabilities who are homeless, children who are wards of the state and children with disabilities who are 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
- b. A practical method is developed and implemented to determine which children are currently receiving needed special education and related services

34 C.F.R. 300.111(a)

The following provisions apply with respect to implementing the child find requirements of this section:

- a. 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).
- b. A state may not require the district to adopt and use the term developmental delay for any children within its jurisdiction.
- c. If a district uses the term developmental delay for children described in [300.8\(b\)](#), the district must conform to both the State's definition of that term and to the age range that has been adopted by the State.
- d. If a State does not adopt the term developmental delay, a district may not independently use that term as a basis for establishing a child's eligibility under this part.

34 C.F.R. 300.111(b)

Child find must also include:

- a. 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
- b. Highly mobile children with disabilities, including migrant children.

34 C.F.R. 300.111(c)

The school districts within the SNWSEC have a process in place for identifying children with disabilities beginning at birth. Children from birth through age five are referred by parents, physicians and other agencies to the central point of intake at SNWSEC. The facilitator with input from the family involves the appropriate agencies that may provide services to the child and family. For school age children either attending a public or private school or children with disabilities who are of school age and are not attending school, referrals can be made to the building student assistance team. The student assistance team will process the referral, obtain parent input and permission to evaluate, and involve the appropriate team members from the school and other agencies, as appropriate.

Minn. State. 125A.30(b)(2)

1.03 Identification within the Private School System

Legal Citations

Each district must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district served by the district. The child find process must be designed to ensure:

1. The equitable participation of parentally-placed private school children; and
 2. The accurate count of those children.
- B. In carrying out the requirements of this section, the district or, if applicable, the State Education Agency (SEA) must undertake activities similar to the activities undertaken for the agency's public school children.
 - C. The cost of carrying out the child find requirements in this section, including individual evaluations, may not be considered in determining if a district has met its obligation under 300.133.
 - D. The child find process must be completed in a time period comparable to that for students attending public schools in the district consistent with 300.301.
 - E. Each district in which private, including religious, elementary schools and secondary schools are located, must, in carrying out the child find requirements in this section, include parentally-placed private school children who reside in a State other than the state in which the private schools that they attend are located.

34 C.F.R. 300.131.

SNWSEC identifies and locates all children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in any of the four member districts. Contact is made annually and throughout the school year with the administrators of each of the private schools within the member districts. Our child find procedure is reviewed to ensure proper implementation. Parents of students who are home schooled are mailed a letter outlining the procedures to follow if they believe their child has a disability.

1.04 Child Count

Legal Citations

Each Local Education Agency (LEA) must:

- a. After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, determine the number of parentally-placed private school children with disabilities attending private schools located in the district; and
- b. Ensure that the count is conducted on any date between October 1 and December 1, inclusive, of each year.

The child count must be used to determine the amount that the LEA must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

34 C.F.R. 300.133(c)

A count is conducted after October 1st and before December 1st of each year of children with disabilities who are parentally placed in private schools located within each member district. This number is used to determine the amount each member district must spend on providing special education and related services to parentally placed private school children with disabilities in the next subsequent fiscal year.

[REFERRAL FORM BIRTH TO THREE](#)
[EARLY CHILDHOOD REFERRAL FORM](#)

Referral Form Birth to Three

SHERBURNE AND NORTHERN WRIGHT COUNTY SPECIAL EDUCATION COOPERATIVE
(Becker, Big Lake, Monticello, St. Michael-Albertville)

Child's Name: _____ Birth date: _____

Parent's Name: _____ M ___ F ___ Age: _____

Address: _____ Home Phone: _____

_____ Other Phone: _____

County: _____ School District: _____

Directions to the home: _____

Reason for the Referral: (areas of concerns)

Contact/Follow-up Information:

Target Date: _____

Intake packet sent: _____

Initial visit: _____

Report Sent: _____

To: _____

Outcome: **Q NQ NT R IA**

Follow-up? Y N When: _____ Who: _____ Staffing date: _____

Person/Agency Making Referral Phone # Date

Where parent heard about us: _____

Person/Agency Making Referral Phone # Date

Child's Name _____ (Birth to Three Referral page 2)

ADDITIONAL INFORMATION

COMMENTS

VISION: FORMALLY EVALUATED? Y N

HEARING: FORMALLY EVALUATED? Y N
NEWBORN SCREENER? Y N
TUBES? Y N

MOTOR: LARGE MUSCLE:

SMALL MUSCLE:

SPEECH/LANGUAGE: EXPRESSIVE:

RECEPTIVE:

COGNITIVE:

BEHAVIOR:

FEEDING PROBLEMS OR QUESTIONS:

PERTINENT MEDICAL INFORMATION: (including any doctors the child is seeing and concerns they may have expressed)

INVOLVEMENT WITH OTHER AGENCIES?

- SOCIAL SERVICES
- HEAD START
- WIC
- EDFE

- KIDS (FOLLOW ALONG)
- COURT SERVICES
- PUBLIC HEALTH
- OTHER

Please Describe:

FAMILY SCHEDULE (BEST TIME OR PLACES TO CALL)

EARLY CHILDHOOD REFERRAL FORM

SHERBURNE AND NORTHERN WRIGHT COUNTY SPECIAL EDUCATION COOPERATIVE

(Becker, Big Lake, Monticello, St. Michael-Albertville)

CHILD'S NAME: _____

ADDRESS: _____

DOB: _____

SEX: M or F

City

State

Zip

DISTRICT: _____

COUNTY: _____

FATHER'S NAME: _____

___ PARENT or ___ FOSTER PARENT or ___ GUARDIAN

MOTHER'S NAME: _____

___ PARENT or ___ FOSTER PARENT or ___ GUARDIAN

PHONE: Home: _____

Other: _____

REFERRAL SOURCE: _____

PHONE: _____

REFERRED TO: (Check all that apply to this child)

___ District Health Services: _____

___ District ECFE/Learning Readiness: _____

___ Sherburne & Northern Wright County Special Education Cooperative

___ Other: _____

1. REASON FOR REFFERAL: (Check all that apply to this child)

___ Vision

___ Hearing

___ Well Child Exam

___ Pertinent Medical Information

___ Immunizations

___ Nutrition

___ Feeding Problems/Concerns

___ Developmental/Learning

___ Other: _____

___ Communication/Language

___ Speech/Articulation

___ Fluency

___ Voice

___ Social Concerns

___ Parent Involvement

___ Social Service Coordination

___ Parenting Information

2. COMMENTS

3. CONTACT/FOLLOW-UP INFORMATION

4. DIRECTIONS

CC: Evaluator
Coordinator
IEP Manager

Date: _____

Child's Name: _____

Date of Birth: _____

AREAS OF CONCERN

(Ask referral source what areas of concern)

___ Vision

___ Hearing

___ Motor

___ Self Help

___ Behavior

___ Communication/Language

___ Feeding/Oral Motor

___ Pertinent medical information

___ When was concern first noticed
(length of time problem has existed)

___ Any other services received

___ Parents schedule/convenient time for home visit

COMMENTS