

CHAPTER 1: IDENTIFICATION SYSTEM STANDARDS

Revised 1/13/2009

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INTRODUCTION: INTERAGENCY EARLY INTERVENTION COMMITTEES (IEIC)

Every child who has a hearing impairment, visual disability, speech or language impairment, physical disabilities, other health impairment, cognitive disability, emotional/behavioral disorder, specific learning disability, autism, traumatic brain injury, multiple disabilities, or deaf/blind disability and needs special instruction and services, is a child with a disability. Children under age three, and at local district discretion from age three to age seven, who need special instruction and services 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.

Districts, in cooperation with the health and human services agencies located in the counties in which the district is located, have established Interagency Early Intervention Committees (IEICs) for children with disabilities under age five and their families. Districts and agencies have also established an **interagency agreement** that outlines the roles and responsibilities of each of the agencies and encourages the use of a standardized written plan for children with disabilities ages 3 to 21.

IEIC Committees include the following representatives:

- local, education and county human services agencies
- county boards
- school boards
- early childhood family education programs
- Head Start
- parents of young children with disabilities under age 12
- child care resource and referral agencies
- school readiness programs
- current services providers
- representatives from other private or public agencies

The IEIC is responsible for developing and implementing interagency policies and procedures concerning the following ongoing duties:

- 1) Developing public awareness systems designed to inform potential recipient families of available programs and services.
- 2) Implementing 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. These systems are nondiscriminatory and are designed to identify persons with disabilities beginning at birth, pupils with disabilities attending public and nonpublic schools, and pupils with disabilities who are of school age and are not attending any school.
- 3) Developing procedures for receiving referrals from parents, physicians, private and public programs, and health and human services agencies.

PROCEDURES FOR IDENTIFYING EARLY CHILDHOOD PUBLIC/NONPUBLIC CHILDREN AND SCHOOL AGE NONPUBLIC AND PRIVATE STUDENTS

School districts are required to develop systems to identify persons with disabilities beginning at birth, students with disabilities attending school, both public and nonpublic, and students with disabilities of school age who are not attending any school. The Northern Lakes Special Education Cooperative Districts have developed identification systems in accordance with requirements of nondiscrimination.

EARLY CHILDHOOD CHILD FIND

Public Awareness

Interagency Early Intervention Committees develop public awareness activities and programs that reach all primary referral sources and consider strategies specific to un-served or underserved segments of the local population. Activities and programs may include the development of brochures and pamphlets, public service announcements, training for primary referral sources, etc. The effectiveness of the Public Awareness system will be evaluated through data provided annually on the ECSE District Data Profile.

Early Childhood Special Education Child Find

The Early Childhood Special Education (ECSE) programs operating within the member districts of Northern Lakes Special Education Cooperative are committed to the efficient and appropriate identification of children eligible to receive early intervention services. Districts recognize the importance of, and are active contributors to interagency Child Find systems. It is the practice of ECSE programs to accept referrals from parents, local and regional medical centers, and interagency partners as well as from the following screening efforts working within each district:

1. Child and Teen Checkups
2. Early Childhood Screening
3. Head Start Health and Developmental Screening

Each ECSE program follows procedures established by their Interagency Early Intervention Committee (IEIC) within the student's county of residence for coordinating the involvement of interagency service providers to meet the comprehensive needs of young children with disabilities and their families.

Procedures for receiving referrals

The Interagency Central Referral Teams (CRT) receive referrals from a variety of sources such as parents, physicians, private and public programs, and health and human services agencies. The central point of intake in Northern Lakes Special Education Districts is the county public health agency. A screening and possible evaluation is initiated following the referral.

NONPUBLIC AND PRIVATE SCHOOL CHILD FIND

Nonpublic school child find procedures

Informational letters are sent to private schools located within district borders and to parents engaged in home-schooling from Northern Lakes Special Education Cooperative member districts. These letters describe the districts' obligation to all students suspected of having a disability, including those children who are not in school and those educated in nonpublic schools or in their homes.

Child Count of parentally-placed private school children with disabilities

After timely and meaningful consultation with representatives from private schools in the district, the local school district will determine the number of parentally-placed private school children with disabilities attending private schools. The child count will be used to determine the amount the district must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

HOMELESS CHILD FIND

Migrant and Homeless child find procedures

All children with disabilities residing in the district, including those who are homeless or who lack a fixed, regular and adequate nighttime residence, regardless of the severity of their disabilities and who are in need of special education and related services, will be identified, located and evaluated to determine appropriate services.

In Northern Lakes Special Education Cooperative Districts' communities the homeless shelter social worker or other staff member contacts the school liaison to coordinate services with the local school district.

DOCUMENTATION

- Annual Calendar for Preschool Screening (filed in individual districts)
- Annual School Census (filed in individual districts)
- District-wide Assessment Schedules (filed in individual districts)
- Vision and Hearing Screening Schedules (filed in individual districts)
- **Sample Letter to Newspaper Regarding Public Service Announcement**
- **Sample Child Find Public Service Announcement**
- **Sample Public Service Announcement**
- **Example: Early Intervention Brochure**
- **Vision Screening Brochure**
- **Your Child's Hearing Brochure**
- **Sample Memo to Administrators of Nonpublic Schools**
- **Sample Letter: Parents of Children who Attend Private Schools or are Educated at Home**
- **Brochure: Referral Procedures for Nonpublic Special Education Evaluations**
- **Sample Memo: Affirmation of Timely and Meaningful Consultation**
- **Newspaper Article: Special Education Evaluations for Private School/Home School Students**
- **New Pathways Referral Form for Homeless Children**
- **Example: Parent Rights for Homeless Children Brochure**

SAMPLE LETTER TO NEWSPAPER REGARDING PUBLIC SERVICE ANNOUNCEMENT

Early Childhood Special Education

_____ PUBLIC SCHOOLS

_____ (Address)

_____, MN _____ (zip)

January 9, 2008

To Whom It May Concern:

The _____ (county) Interagency Early Intervention Committee (IEIC) is a non-profit organization made up of agencies and parents within our communities serving the school districts of _____.

The IEIC works with young children who have special needs and their families. The committee is working on a public awareness project to inform people about the services our group provides. Attached is a brief public service announcement that we would like to be printed in your newspaper(s). If you have questions about this project please contact me at _____.

Thank you for your time!

Sincerely,

Early Childhood Special Education Teacher

_____ School District

_____ (County) IEIC Member

Enc.

SAMPLE CHILD FIND PUBLIC SERVICE ANNOUNCEMENT

Public Service Announcement

Do you have questions about your child's development?

- Should my 3-month-old be able to look at me and smile?
- My 12-month-old cannot sit alone.
- My son is almost 3. He isn't talking as much as his cousin. What can I do?
- No one can understand my 4-year-old. Does she need help?
- My 18-month-old doesn't walk yet. Should I be worried?
- My son acts differently than other kids his age. Who should I call?

As a parent, you know your child best. The person that is most important in your child's life is you! Local agencies, such as your school district, public health and family services are working together with families of young children to provide support, resources, and information.

No question is too small ...

For further information please call!

Aitkin County Public Health: 218-927-7200or

St. Louis County Public Health: 218-725-5267

Itasca County Public Health: 218-327-2941

SAMPLE PUBLIC SERVICE ANNOUNCEMENT**Little Kids – Big Questions!**

Introduction: The County Interagency Early Intervention Committee knows that if you have little kids in your life, you are bound to have some big questions now and then.

Questions like:

- My baby needs shots, but we really can't afford it. What can I do?
- Shouldn't my baby be rolling over by now?
- My 1-year old isn't walking yet. Should I be concerned?
- My grandson isn't using any words yet. Is this normal for his age?
- When is the next Early Childhood Screening and why should I take my child before he goes to Kindergarten? Is it really a law?

Parents, grandparents, daycare providers and anyone concerned about a child, can find answers to questions like these and many others by calling Public Health in the County for which you live. They can then answer your questions and/or refer you to the appropriate agency to best meet the needs of your child and family. There are many options, including home visits or daycare visits that fit into your schedule or times that you bring your child to a center. Early Childhood Family Education, Head Start, and Early Childhood Special Education within the public school system are just a few of the services available with programs designed to meet the needs of birth to 5-year olds.

So, if you have big questions about little kids ... take the first step toward getting the answers by calling your County Public Health Department. (Sponsored by the County IEIC)

EXAMPLE: EARLY INTERVENTION BROCHURE**Agencies involved with your local IEIC:****Itasca County Resource Center**

1217 SE 2nd Avenue, Grand Rapids, MN 55744
218-327-2941

Itasca County Resource Center -- Family Services

1217 SE 2nd Avenue, Grand Rapids, MN 55744
218-327-5546

Itasca County Resource Center -- Public Health

1217 SE 2nd Avenue, Grand Rapids, MN 55744
218-327-5548

Head Start

Kootasca AC, 1209 SE 2nd Ave., Grand Rapids, MN 55744
218-326-8565 or 1-8004228565

Northern Lakes Special Education Cooperative

PO Box 171, 200 Cole St. Coleraine MN 55722 (serving Hill City, Greenway, Deer River, Nashwauk-Keewatin and Floodwood school districts) 218-245-3110

Greenway School District #316

Vandyke Elem School, PO Box 570, Coleraine, MN 55722

- Early Childhood Special Education 218-245-2510
- Early Childhood Family Education 218-245-2510

Marble Elementary School, PO Box 98, Marble, MN 55764

- Early Childhood Special Education 218-247-7306
- Early Childhood Family Education 218-247-7306

Deer River School District #317

No. Elem School, 47658 Cty Rd. 4, Talmoo, MN 56637

- Early Childhood Special Education 218-832-3621
- Early Childhood Family Education 218-832-3621

King Elem School, 500 5th St. SE, Deer River, MN 56636

- Early Childhood Special Education 218-246-8860
- Early Childhood Family Education 218-246-8860

Nashwauk-Keewatin School District #319

Keewatin Elem School, PO Box 250, Keewatin, MN 55753

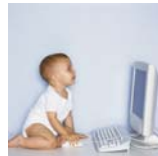
- Early Childhood Special Education 218-885-2909
- Early Childhood Family Education 218-885-2909

3 years:

- Pedal a tricycle
- Kick a ball
- Imitate drawing a straight line
- String beads or spools
- Talk and usually be understood
- Use three-word sentences
- Tell you who is a boy/girl
- Name six body parts

4 years:

- Dress self, except for fasteners
- Put together 7-12 piece puzzle
- Balance on one foot



- Draw a face
- Ask questions
- Play make-believe
- Take turns

- Name some colors

5 years:

- Play organized games
- Catch a bounced ball
- Cut with a scissors
- Copy familiar shapes
- Draw a person with 6-8 body parts
- Follow a three-step direction
- Count to 10
- Understand the meaning of many words

Itasca County Early Intervention



An outreach of the
Itasca County
Interagency Early
Intervention Committee
(IEIC)

General Guidelines

Did you know that ...

- Many agencies in your community work together as an Interagency Early Intervention Committee (IEIC) to identify and serve young children who may have special needs and their families?

- The IEIC plans, coordinates and provides services to help families and their children grow and develop to their greatest ability?



- Agencies can provide health, developmental, medical referral, financial, family support, early childhood and parent education services?

- Families with young children can use these services?

- Agencies involved can answer questions regarding your child's health and development and assist in finding services?



Each child develops at their own rate.

Your child should at:

3 months:

- Follow movement by turning head
- Look at you and watch your face
- Startle at loud noises
- Move arms and legs easily
- Raise head when lying on tummy
- Smile
- Coo or gurgle

6 months:

- Roll over
- Hold head up without support
- Reach for and hold objects
- Turn head toward sounds
- Try putting everything in mouth
- Cry when hungry or uncomfortable



- Babble or squeal
- Laugh out loud

9 months:

- Creep or crawl
- Stand, holding onto a support
- Bang two objects together
- Respond to own name
- Know parents from strangers
- Say "MAMA" or "DADA"
- Imitate sounds
- Look, without squinting eyes

12 months:

- Wave "bye-bye"
- Walk with one hand held
- Finger feed self
- Play "peek a boo"
- Show affection
- Say a few words besides "mama" and "dada"



18 months:

- Try putting on own shoes
- Feed self with spoon
- Walk without help
- Pick up a Cheerio
- Build tower with 3 blocks
- Point to things when named
- Let you know what he/she wants
- Likes to help



2 years:

- Jump
- Run
- Walk up and down stairs with help
- Listen to short stories
- Turn pages of a book
- Copy another child's play
- Often use two-word sentences
- Often does opposite of what's asked

VISION SCREENING BROCHURE

Dear Parents,

This brochure has been designed to assist parents in understanding the difference between a vision screening and a comprehensive visual examination by a licensed eye care professional.

This brochure is intended to educate parents and teachers alike on what may or may not be detected by a screening process. It is in no way intended to downplay the importance of early childhood and school vision screenings.

This brochure explains the test differences that are performed during a vision screening versus those that are performed during comprehensive eye examinations.

Through age 12, approximately 80 percent of learning is done visually. Listed are the most common eye conditions that may be missed on an early childhood or school vision screening process.

For more information, contact your local education Vision Consultant listed below:

Kathy Birt

Vision Consultant
Northern Lakes Special
Education Cooperative
PO Box 171,
200 Cole Street
Coleraine, MN 55722
kathybirt@greenway.k12.mn.us
Phone: 218-245-6516

Your Child's
VISION SCREENING

Is Not A
**COMPREHENSIVE
VISION
EXAMINATION**



What is Covered in a Vision Screening?

1. Corneal Light Reflex
(screens for muscle imbalance)
2. Cover Test
(screens for crossing of eyes)
3. Visual Acuity
(screens for distance vision only)
4. Referral (when indicated)

Common Vision Conditions That May be Missed in a School Vision Screening:

Amblyopia (lazy eye)

Any External or Internal Eye Health Abnormalities

Astigmatism (inability to see objects; both at distance and near)

Convergence Insufficiency (inability to converge eyes for reading)

Farsightedness (inability to see objects close up)

What is covered in a Comprehensive Eye Examination?

1. Comprehensive Medical History
(both child and family background)
2. Visual Acuities
(both at distance and near)
3. Ocular Alignment/Motilities
(assesses eye alignment and directional movements)
4. Accommodation Assessment
(checks a child's focusing ability)
5. Color Vision/Depth Perception
6. Keratometry
(screens for astigmatism and other corneal abnormalities)



7. Refraction
(determines if nearsightedness, farsightedness or astigmatism is present)
8. Visual Fields
(checks peripheral or side vision)
9. Tonometry
(checks eye pressure)
10. External Eye Health
(checks health of eye lids, lashes, cornea, and conjunctiva)
11. Internal Eye Health
(checks retinal eye health)



YOUR CHILD'S HEARING BROCHURE

Dear Parents,

This brochure has been designed by the Northern Lakes Special Education Cooperative to help parents understand the difference between a hearing screening and a comprehensive audiologic evaluation by an audiologist.

This brochure also explains why early detection of hearing loss is critical as well as common hearing conditions that may be missed during an early childhood or school hearing screening.

Your child's hearing can be tested at any age. Do not wait to have your child tested by an audiologist if you suspect that your child has a hearing problem.

For more information, contact your local education Hearing Consultant listed below:

Cynthia Bishop

Hearing Consultant
Northern Lakes Special
Education Cooperative
PO Box 171,
200 Cole Street
Coleraine, MN 55722
cynthiabishop@greenway.k12.mn.us
Phone: 218-245-6516



Why is Early Hearing
Loss Detection and
Intervention so
Important?

What is the Difference Between a Hearing Screening and a Diagnostic Hearing Evaluation?

Hearing Screening

A hearing screening is a procedure used to identify individuals in need of further hearing evaluation. When a problem is detected the child should be seen by a physician or an audiologist for further testing within four weeks.

Diagnostic Testing

A diagnostic hearing evaluation determines the levels at which your child can hear at various frequencies as well as your child's ability to understand speech. Other tests include an analysis of your child's middle ear system using a procedure called tympanometry.

EARLY DETECTION AND INTERVENTION

WHY IS IT SO IMPORTANT?

Hearing loss can slow a child's speech and language development. Delays in speech and language can also lead to problems in school, both academic and social. Finding hearing loss early helps to prevent these delays.

All infants should be screened for hearing loss by one month of age. The age of a child when a hearing loss is diagnosed is crucial to the development of the child's speech, language, cognitive, and psychosocial abilities. Approximately two to three infants per 1,000 births are identified with moderate to profound bilateral hearing loss.

Hearing loss from ear infections are the most frequently diagnosed illness in young children. Ear infections that cause fluid in the middle ear are also the most common cause of temporary hearing loss in children. Hearing losses caused by fluid are called conductive hearing losses.

Conditions Potentially Missed During a Hearing Screening

Conductive Hearing Loss

Conductive hearing loss occurs in the middle ear or outer ear space. Most conductive hearing losses can be medically or surgically treated.

Sensorineural Hearing Loss

Sensorineural hearing loss occurs in the inner ear. Common causes of sensorineural hearing loss include genetics, aging, ototoxic medications and noise exposure. Aural rehabilitation along with amplification are common treatments for sensorineural hearing loss.

Mixed Hearing Loss

A mixed hearing loss occurs in both the outer/middle ear and in the inner ear. It is a combination of conductive and sensorineural hearing loss.

SAMPLE MEMO: ADMINISTRATORS OF NONPUBLIC SCHOOLS**Memo**

To: Administrators of nonpublic schools

From: Josh Robinson, Director of Special Education

Re: Identification of Students with Disabilities

The reauthorized Individuals with Disabilities Education Improvement Act (IDEA) requires that public school districts consult with and provide certain information to the representatives of private schools and to the representatives of parents of parentally-placed private school students. Toward that end, the Northern Lakes Special Education Cooperative (Hill City, Greenway, Deer River, Nashwauk-Keewatin and Floodwood School Districts) is providing you with this memorandum. Please post this memorandum in a prominent location in your schools so that parents may have access to this information as well. I have also enclosed a letter to parents of privately placed students. Please make copies and give these to the parents of your students along with a copy of the enclosed brochure. The brochure provides our child find process at a glance. It is also meant to be shared with parents.

If you would like to schedule a meeting with me and, if you choose, parent representatives to discuss the topics contained in this memorandum, please contact me at 218-245-3110. *If you are a private school representative and you do not desire to meet to engage in further consultation regarding the topics in this memorandum, please sign the attached form and return it to me at Northern Lakes Special Education Cooperative, PO Box 171, 200 Cole Street, Coleraine, MN 55722, at your earliest convenience.*

1. What is the child find process?

The school district is required to conduct activities to locate, identify, and evaluate all children with disabilities who are located within the geographic boundaries of the district. These activities are referred to as the "child find" process. The child find requirement applies to all children with disabilities who are attending private elementary and secondary schools, including religious schools. The child find process for private school children with disabilities must be comparable to the process used for children with disabilities in public schools.

IDEA requires that all children with disabilities be reevaluated at least once every three years. Therefore, the school district must initiate a reevaluation of a private school child with a disability at least once every three years. If the district cannot complete the reevaluation because the child's parents refuse to cooperate, the district is not required to take further action.

The requirement to reevaluate also includes private school children with disabilities who are not receiving special education and related services from the district. Such children need to be reevaluated to determine whether they continue to have a disability for the private school child count and funding purposes.

2. How can parentally-placed private school children suspected of having a disability participate equitably in the child find process?

The parent, guardian, or teacher of a child who is attending a private school located within the school district may ask the district to evaluate the child to determine whether he or she has a disability and is in need of special education services under IDEA. Any child suspected of having a disability may be referred to the school district for an evaluation. If the school district evaluates a child and determines that the child is eligible for special education services, the district will provide the child with a free appropriate public education if the parents choose to enroll the child in the district's public schools. If parents choose to continue enrollment in the private school, the child may not receive direct special education services or the services may be limited.

3. How does the Northern Lakes Special Education Cooperative (Hill City, Greenway, Deer River, Nashwauk-Keewatin and Floodwood School Districts) inform parents, teachers, and private school officials of the child find process?

In addition to disseminating this memorandum, once a year the district's Director of Special Education and/or a representative of the Director will meet with private school representatives to discuss the child find process. The district will provide a brochure that explains the child find process. Copies of the brochures will be provided to private school officials and will be available to parents, teachers, and private school officials.

4. What process will the school district use to consult with private school officials and parents of parentally placed children with disabilities and how will the process operate throughout the school year to ensure that parentally-placed private school children with disabilities who are identified through the child find process can meaningfully participate in special education?

The district will consult with private school officials and parents of parentally-placed children with disabilities on an annual basis by disseminating this memorandum and by asking the private school representative if he/she would like to meet with a public school representative. If a child is evaluated and found to be a child with a disability who is in need of special education services, the district will consider the child's individual needs and develop an Individual Services Plan (ISP). Additionally, throughout the school year, private school officials and parents of parentally-placed children with disabilities are invited to contact a district representative by telephone or email if they have any related questions.

Josh Robinson, Director of Special Education, Northern Lakes Special Education Cooperative
218-327-5705, Ext. 1022
jrobinson@isd318.org

Elizabeth Lee, Special Education Coordinator, All Northern Lakes Special Education Cooperative Districts
218-245-6511
elizabethlee@greenway.k12.mn.us

5. Where, how, and by whom will special education and related services be provided to parentally-placed private school children with disabilities?

School districts are required to offer a free appropriate public education to children with disabilities who are enrolled in its public schools. Parents have the right to choose to send their child to a private school. However, no parentally placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school. Consequently, if parents choose to send their child to a private school, the child may receive no direct special education services from the school district or the services may be limited.

In consultation with representatives of private schools and parents of children with disabilities, decisions about how and where special education services will be provided are made on a case-by-case basis with consideration being given to the individual needs and circumstances of the child with a disability. The school district may choose to provide the services at a private school site, including a religious school, but the district is not required to do so. One of the many factors that the district may consider is whether providing services at the private school site will minimize the need for transportation and the disruption to the educational program of all children receiving services.

When special education and related services are provided to parentally placed private school children with disabilities, they will be provided by qualified personnel. Such personnel will typically be employed and assigned by the school district. In some circumstances, however, the district may contract with qualified personnel who are not employees of the district.

6. How will the proportionate share of federal funds to be used for parentally placed private school children with disabilities be determined and calculated?

School districts receive federal Part B funds to enhance programs for students with disabilities. Districts are required to spend a proportionate share of these funds on parentally placed private school students with disabilities. The proportionate share will be determined by multiplying the number of parental placed private school students with the average amount of federal funds allocated by the federal government for all the district's students with disabilities.

		<u>Example</u>	
Number of private school			District's Part B allocation ÷ Child Count
Students with Disabilities			10,000 ÷ 25 = \$400
	3	X	\$400 = \$1200

The private school's proportionate share would be \$1200. Therefore the public school would have \$1200 to spend on special education services to the three enrolled students with disabilities.

7. What types of services may be provided?

The special education services that the district provides to private school children with disabilities may include all types of direct and indirect services, including transportation services. Indirect services may include, but are not limited to, assisting with the professional development of private school teachers who work with children with disabilities and providing consultation to assist private school personnel in meeting the needs of children with disabilities.

Special education services, including student specific materials and equipment, must be secular, neutral, and non-ideological. The school district must control the funds used to provide special education services and have title to all materials, equipment, and property purchased with the funds. The district must administer the funds and property and ensure they are used for the purpose of providing services to parentally placed private school children with disabilities.

8. If the school district disagrees with the views of a private school official on the provision of services or the types of services that will be provided, what information will be provided to the private school official?

In the event of a disagreement between a private school official and the district, the district will provide a written explanation of the reasons why it chose not to provide services directly or through a contract.

PB/mlp

Enclosures: Parent Letter
Brochure Prereferral Procedures for Special Education Evaluations
Affirmation of Timely and Meaningful Consultation

**SAMPLE LETTER: PARENTS OF CHILDREN WHO ATTEND PRIVATE
SCHOOLS OR ARE EDUCATED AT HOME****Memo**

To: Parents of children who attend private schools or are educated at home
From: Josh Robinson, Director of Special Education for Northern Lakes Special Education Cooperative
Re: Identification of Students With Disabilities

I am writing to explain your rights under the Individuals With Disabilities Education Improvement Act (IDEA 2004) which requires public school districts to identify children in non-public schools who have disabilities within its school district's boundaries.

Should you perceive that your child has a disability and is not making satisfactory academic, social behavioral and/or communicative progress and has a substantial limitation in the areas of learning and communicating, you may seek a screening and evaluation through the public school whose boundaries contain the private school your child attends. The evaluation will be designed to determine whether or not your child has a disability as defined by special education eligibility criteria in Minnesota Rules (MR) 3525. For children with disabilities who are found eligible to receive special education services, parents will be invited to participate on a planning team that will review the information and propose services. The process is as follows:

1. You will be invited to attend the planning team meeting at the public school. Representatives from the non-public school will be invited to attend also. The team will review the information presented by your child's teacher, evaluator, and/or other staff. You will also have an opportunity to share information as you deem appropriate.
2. You will receive a written notice of the proposed evaluation for your approval. This notice requires written permission by the parent prior to the public school conducting the evaluation.
3. Once written parental permission is received, then the public school special education staff will conduct your child's evaluation. You will have an opportunity to provide further information about your child's needs as a part of the evaluation.
4. The planning team will complete an Evaluation Summary Report and they will make a decision regarding your child's eligibility for special education.

Children eligible for special education services under (MR) 3525 will have an Individual Services Plan developed by a planning team of public school special education staff, non-public school staff and you.

Please see attached brochure for further information and the name and contact information for the Special Education Coordinator who will serve your private school. Please direct your questions and communications between the private school and the public school to the person named in the brochure.

REFERRAL PROCEDURES FOR NONPUBLIC SPECIAL EDUCATION EVALUATIONS

Referral Procedures for Nonpublic Special Education Evaluations

Northern Lakes Special Education Cooperative serving the School districts:



- Hill City #002
- Greenway #316
- Deer River #317
- Nashwauk-Keewatin #319
- Floodwood #698

Since 1975, public schools have been responsible for providing special education services to children with disabilities. Part of that obligation is the identification of students with disabilities who are in need of special education and related services. An educational evaluation is conducted to determine if a child meets the state mandated eligibility criteria for disabilities and if the child is in need of special education and related services. The disability areas include:

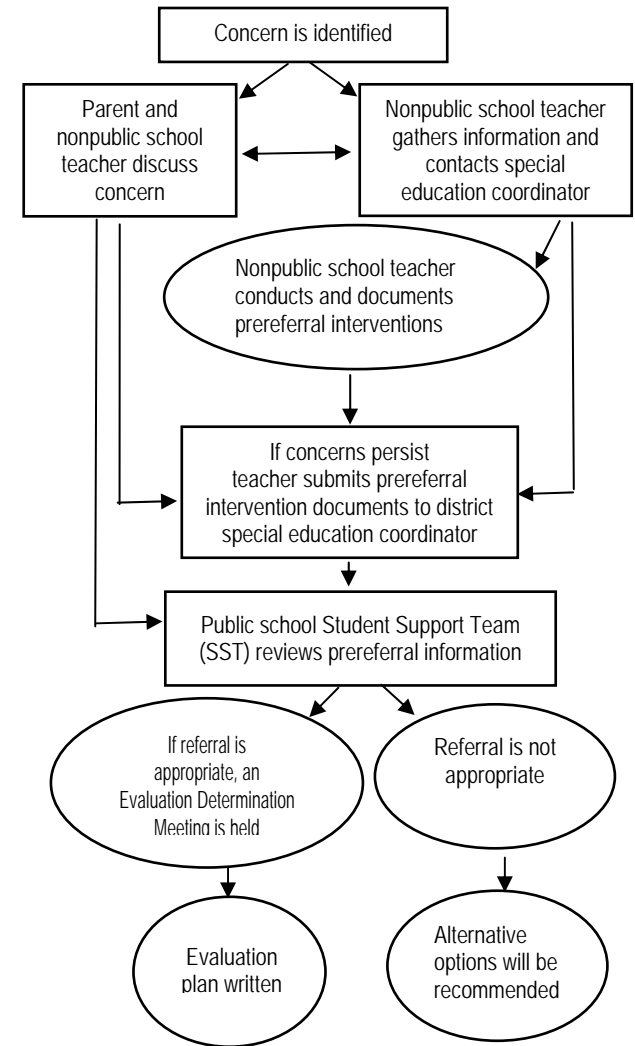
- Autism Spectrum Disorders (ASD)
- Deaf-Blind (DB)
- Deaf and Hard of Hearing (DHH)
- Developmental Cognitive Disability: Mild to Moderate or Moderate-Severe (DCD-MM, DCD-MS)
- Early Childhood Special Education (ECSE)
- Emotional or Behavioral Disorders (EBD)
- Other Health Disabilities (OHD)
- Physically Impaired (PI)
- Severely Multiply Impaired (SMI)
- Specific Learning Disability (SLD)
- Speech or Language Impairments (S/LI)
- Traumatic Brain Injury (TBI)
- Visually Impaired (VI)

The purpose of this brochure is to outline the initial referral process used if a parent or teacher suspects that a



student between the ages of 5 and 21 may have a disability and needs special education and related services.

Child Find Process



Referral Process

- Parent or nonpublic school teacher identifies a concern with the student's academic performance, communication, health/physical status, social/emotional or behavioral skills, motor skills, or functional skills.
- Parent and nonpublic school teacher discuss concern.
- Nonpublic school teacher gathers information on student performance.
- Nonpublic school teacher conducts and documents prereferral interventions.
- If concerns persist and performance is discrepant from classmates/norms, teacher submits prereferral interventions and information to the special education coordinator (see back of brochure) to initiate referral.
- The public school Student Support Team (SST) reviews prereferral information and interventions and will contact parent, teacher and/or principal for additional information or consultation.

- The SST determines whether prereferral information is adequate. If not, the information is returned to the referring party for completion. The SST determines if an evaluation is needed.
- If evaluation is needed, an evaluation determination meeting is held and an evaluation plan is completed. The plan is shared with parents for their written consent.
- If the referral is inappropriate, alternative options for action will be recommended.

For additional information:

Northern Lakes Special Education
Cooperative
PO Box 171, 200 Cole Street
Coleraine, MN 55722
Phone: 218-245-3110 Fax: 218-245-6508

Special Education Contacts:

- **Hill City School District #314**
Elizabeth Lee, Coordinator
elizabethlee@greenway.k12.mn.us

- **Greenway #316**
Elizabeth Lee, Coordinator
elizabethlee@greenway.k12.mn.us

- **Deer River District #317**
Elizabeth Lee, Coordinator
elizabethlee@greenway.k12.mn.us

- **Nashwauk-Keewatin District #319**
Elizabeth Lee, Coordinator
elizabethlee@greenway.k12.mn.us

- **Floodwood District #698**
Elizabeth Lee, Coordinator
elizabethlee@greenway.k12.mn.us

- **Northern Lakes Special Education Co-op #901**
Josh Robinson, Director of Special Education
Jrobinson@isd318.org

SAMPLE MEMO: AFFIRMATION OF TIMELY AND MEANINGFUL CONSULTATION

AFFIRMATION OF TIMELY AND MEANINGFUL CONSULTATION

I am a representative of a private school that is located within the geographic boundaries of the _____ School District. By signing below, I affirm that I have had timely and meaningful consultation with the _____ School District regarding the following topics:

- the child find process and how parentally-placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;
- the determination of the proportionate amount of federal funds available to serve parentally placed private school children with disabilities, including the determination of how the amount was calculated.
- the consultation process among the school district, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure parentally-placed private school children with disabilities identified through child find can meaningfully participate in special education and related services;
- how, where, and by whom special education services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms; and
- how, if the school district disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through contract, the school district will provide private school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract.

Name of Private School

Representative's Name (please print)

Date

Representative's Signature

NEWSPAPER ARTICLE: SPECIAL EDUCATION EVALUATIONS FOR HOME-SCHOOLED OR PRIVATE-SCHOOL STUDENTS

In response to the Individuals with Disabilities Education Improvement Act (IDEIA 2004) Minnesota School Districts must demonstrate that "all children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located and evaluated." This responsibility extends to children with disabilities who are educated at home or in nonpublic schools.

Upon request, your local public school will provide information to concerned parents on specific disabilities including information about the educational or behavioral characteristics of each disability. Parents who believe their child may indeed have a disability may request information on how to arrange for an evaluation through the district's special education staff.

Parents of students who are evaluated and are found to be eligible for special education services will become part of a team which will develop, implement, and monitor the effectiveness of a Service Plan to meet the identified needs of their children.

If you have questions or would like to receive information about specific disabilities or evaluation, please contact the principal of the school building your child would be attending if he/she was enrolled in public school. Your school district is committed to success for all learners.

REFERRAL FORM FOR HOMELESS CHILDREN

Northern Lakes Cooperative Homeless Children Referral Form

Client # _____

1. **Child's Name** _____ **DOB:** _____

Grade: _____ School Name: _____

Special Education: _____

2. **Child's Name** _____ **DOB:** _____

Grade: _____ School Name: _____

Special Education: _____

3. **Child's Name** _____ **DOB:** _____

Grade: _____ School Name: _____

Special Education: _____

4. **Child's Name** _____ **DOB:** _____

Grade: _____ School Name: _____

Special Education: _____

Parent/Guardian: _____

Phone: _____

Previous Address: _____

Person Making Referral: _____

Phone: _____

Significant Others Not in the Household:

1)

2)

3)

Northern Lakes Cooperative Referral Form (Cont)

Needs:

Transportation: _____

Where Immunizations are located: _____

Other Needs: Adult Basic Education: _____

Family Resources:

1. Agency currently working with family: _____

Contact Person: _____

Phone: _____

2. Agency currently working with family: _____

Contact Person: _____

Phone: _____

Referral to Other Resources: _____

Parent Signature

Coordinator's Signature