

## CHILD FIND

In accordance with the requirements of the Individuals with Disabilities Education Act, the State Department of Education, Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act, this policy addresses the district's Child Find system responsibility to identify, locate, and evaluate students suspected of having a disability, ages 3 through 21, who may need special education and related services, regardless of the severity of the disability or whether the student is advancing from grade to grade. As part of its child find duties, the district will be responsible for coordinating with the Sooner Start Early Intervention Program regarding the Child Find system for children ages birth to 3 years of age. The district's Child Find system includes the district coordinating with other agencies and promoting public awareness.

The district's Child Find system includes all children within the district's geographical boundaries including students who are:

- Enrolled in public school;
- Enrolled in charter schools, virtual charter schools, and alternative schools;
- Enrolled in home school;
- Enrolled in private elementary and secondary schools (including religious schools) located in the LEA; including out-of-state parentally-placed private school students with disabilities even if the students are not legal residents of the LEA;
  - Enrolled in educational programs in correctional facilities located in the LEA;
  - Enrolled in Head Start;
  - Enrolled in state institutions;
  - Enrolled in other child care or treatment facilities;
- Not enrolled in elementary or secondary school, including children ages 3 through 5;
- Highly mobile students, such as migrant and homeless as defined by the McKinney Vento Homeless Assistance Act; and
  - Wards of the state.

The district will take appropriate and necessary steps to ensure that its staff and the general public are informed of:

- The availability of special education services;
- A student's rights to a free and appropriate public education;
- Confidentiality protections; and

- The special education referral process.

The district may accomplish this by a variety of methods, including but not limited to distributing brochures or flyers throughout the community, including information in school or district publications, disseminating articles and announcements to newspapers, speaking at faculty meetings or district professional developments, and making presentations, as well as electronic forms of communication.

In the identification process, the district may use screening or coordinated early intervention services. The district's general education interventions will not delay the initial evaluation for special education services of a student suspected of having a disability. The procedural right under the Individuals with Disabilities Education Act and Section 504/Title II are afforded when the student is referred for a special education evaluation by the parent or the district. A copy of the procedural guidelines are provided upon receiving a referral. Ringwood Public Schools strives to provide every student with an education that meets their individual needs. Some children require special education and/or related services in order to meet those needs. All children with disabilities, residing in the State, whether attending public or private schools, should be identified, located, and evaluated. If you would like more information on child-find, please contact an administrator at (580) 883-2201..

Services are available for students who meet eligibility for one or more of the following categories:

- **AUTISM**-A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance.
- **DEAF-BLINDNESS**- Simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- **DEAFNESS**-A hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.
- **HEARING IMPAIRED**-An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance.
  
- **DEVELOPMENTAL DELAY AND PRESCHOOL**-For children from birth to age three and children from ages three through nine, the term developmental delay, as defined by each State, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.

- **EMOTIONAL DISTURBANCE-** A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
  - o An inability to learn that cannot be explained by intellectual, sensory, or health factors.
  - o An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
  - o Inappropriate types of behavior or feelings under normal circumstances.
  - o A general pervasive mood of unhappiness or depression.
  - o A tendency to develop physical symptoms or fears associated with personal or school problems.
- **INTELLECTUAL DISABILITY-**Significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.
- **MULTIPLE DISABILITIES-**Simultaneous impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Term does not include deaf-blindness.
- **ORTHOPEdic IMPAIRMENT-**The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
- **OTHER HEALTH IMPAIRMENT-**Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:
  - o is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome;
  - o and adversely affects a child's educational performance.
- **SPECIFIC LEARNING DISABILITY-** A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.
- **SPEECH OR LANGUAGE IMPAIRMENT-**A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.
- **TRAUMATIC BRAIN INJURY-**An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

- **VISUAL IMPAIRMENT**-An impairment in vision that, even with correction, adversely affects a child's educational performance.

If, through Child Find activities, a child is identified as possibly having a disability and needing special education services, the district may seek parent consent to evaluate the child. Special education referrals may be made for a variety of reasons, including but not limited to academic and/or behavioral concerns. All necessary evaluations will be conducted in compliance with federal and state laws and regulations.

Ringwood Public Schools is committed to protecting the privacy of all students and families during child find activities. In accordance with the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA), all education records collected, maintained, or used as part of child find activities are confidential. Please refer to policy FL-R.