

### **Child Find Identification**

RSU 40 seeks to ensure that all within its jurisdiction who are school-age and who are in need of special education and supportive assistance; including homeless children, state wards, state agency clients, students who have been suspended or expelled, students attending private schools and home schools, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, institutional residents including those in nursing homes, highly mobile students with disabilities, and students who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade, are identified, located and evaluated.

This child find responsibility will be accomplished through a District-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the Individualized Education Program (IEP) Team.

This child find process will include obtaining data on each child, through multiple measures and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. RSU 40 may schedule child find activities during its annual pre-kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, RSU 40 will refer the child to the regional CDS site within 10 school days.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student will be referred to the IEP team to determine the student's eligibility for special education services.

If the child's suspected disability involves a medical condition, which would make it difficult for the child to take certain tests or complete parts of the evaluation in a school setting, the evaluator may work with the child's parents and doctors to determine what would be an appropriate setting to conduct the evaluation. In general, RSU 40 may not refuse to conduct the evaluation because the child is unable to come to a school setting for the evaluation.

School staff, parents, agency representatives or other individuals with knowledge of the child may refer students to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow RSU 40's Referral/Pre Referral Policy IHBA.

Legal Reference: § 300.111 (2006); Me. Dep't of Educ. Reg. ch. 101, IV(2) (2008)  
OSEP Letter to Anderson (November 30, 2012) OSEP Letter to Hungate  
(January 5, 2011), and OSEP Memorandum 05-08 (addressing placement  
requirements for children with disabilities in various residential  
facilities).  
UNITED STATES DEPARTMENT OF EDUCATION OFFICE OF SPECIAL  
EDUCATION AND REHABILITATIVE SERVICES Dear Colleague letter  
dated April 26, 2016

***This is a required policy.***

Adoption: May 3, 1999

Revised: August 5, 2002  
October 15, 2009  
Reviewed: February 12, 2014  
Revised: June 1, 2017