

## **Early Childhood Special Education**

Every child who has a hearing impairment, visual disability, speech or language impairment, physical disability, 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.

District 593, in cooperation with the health and human services agencies located in Polk County/Region 1, have established Interagency Early Intervention Committees (IEICs) for children with disabilities under age five and their families. District 593 and these 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. District 593 has 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.

#### Early Childhood Special Education Child Find

The Early Childhood Special Education (ECSE) program operating within Crookston Public School District 593 is committed to the efficient and appropriate identification of children eligible to receive early intervention services. District 593 recognizes the importance of, and is an active contributor to interagency Child Find systems. It is the practice of the ECSE program to accept referrals from parents, local and regional medical centers, and interagency partners as well as from the following screening efforts working within the district:

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

Crookston Public Schools' ECSE program follows procedures established by their Interagency Early Intervention Committee (IEIC) within Region 1 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

Crookston Public Schools receives 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 Crookston is the Crookston Public School District. A screening and possible evaluation is initiated following the referral and conducted by an early childhood special educator.

#### NONPUBLIC AND PRIVATE SCHOOL CHILD FIND Procedures

Informational letters are sent to private schools located within the Crookston School District and to parents engaged in home-schooling within the Crookston School District. 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 Crookston 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 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 the Crookston School District, the homeless shelter social worker or other staff member contacts the ECSE coordinator to coordinate services with the local school district.