§300.111 Child find.
(a) General.
   (1) The State must have in effect policies and procedures to ensure that--
      (i) All children with disabilities residing in the State, including children with disabilities who are
          homeless children or are wards of the State, and children with disabilities 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
      (ii) A practical method is developed and implemented to determine which children are currently
          receiving needed special education and related services.
   (b) Use of term developmental delay.
      The following provisions apply with respect to implementing the child find requirements of this section:
      (1) 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).
      (2) A State may not require LISD to adopt and use the term developmental delay for any children within
          its jurisdiction.
      (3) If LISD uses the term developmental delay for children described in §300.8(b), the LISD must
          conform to both the State's definition of that term and to the age range that has been adopted by the
          State.
      (4) If TEA does not adopt the term developmental delay, LISD may not independently use that term as a
          basis for establishing a child's eligibility under this part.
   (c) Other children in child find. Child find also must include--
      (1) 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
      (2) Highly mobile children, including migrant children.
   (d) Construction. Nothing in the Act requires that children be classified by their disability so long as each
      child who has a disability that is listed in §300.8 and who, by reason of that disability, needs special
      education and related services is regarded as a child with a disability under Part B of the Act.

§300.131 Child find for parentally-placed private school children with disabilities.
(a) General. The LISD must locate, identify, and evaluate all children with disabilities who are enrolled by
their parents in private, including religious, elementary schools and secondary schools located in the
school district served by the LISD, in accordance with paragraphs (b) through (e) of this section, and
§§300.111 and 300.201.
(b) Child find design. The child find process must be designed to ensure--
   (1) The equitable participation of parentally-placed private school children; and
   (2) An accurate count of those children.
(c) Activities. In carrying out the requirements of this section, the LISD, or, if applicable, the SEA, must
undertake activities similar to the activities undertaken for the agency's public school children.
(d) Cost. The cost of carrying out the child find requirements in this section, including individual
   evaluations, may not be considered in determining if LISD has met its obligation under §300.133. (Private
   school expenditures-section 5 of this document)
(c) **Completion period.** The child find process must be completed in a time period comparable to that for other students attending public schools in the LISD consistent with §300.301. *(Initial Evaluations-section 2 of this document)* *(Authority: 20 U.S.C. 1412(a)(10)(A)(ii))*

(f) **Out-of-state children.** Each LEA 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.

§300.19 Homeless children.
Homeless children has the meaning given the term homeless children and youths in section 725 (42 U.S.C. 11434a) of the McKinney-Vento Homeless Assistance Act, as amended, 42 U.S.C. 11431 et seq. *(Authority 20 U.S.C. 1401(11))*

§300.134 Consultation parentally-placed private school children with disabilities.
To ensure timely and meaningful consultation, the LISD or, if appropriate, the TEA, must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

(a) **Child find.** The child find process, including—

1. How parentally-placed private school children suspected of having a disability can participate equitably; and
2. How parents, teachers, and private school officials will be informed of the process.

The LISD will disseminate information to the community (including private schools, residential treatment centers, day treatment centers, hospitals, mental health institutions, detention and correctional facilities) concerning services offered to all individuals with disabilities and maintain records of efforts that may include:

1. providing information regarding availability of screenings and other services through the local newspaper, district web page, brochures, and other print media;
2. participating in a network of public information dissemination to assist with locating highly mobile and migrant children....which includes contacting other agencies, day care facilities, community public locations such as doctor offices, hospitals, laundry facilities, and facilities providing services to students with disabilities;
3. providing Child Find information to local private schools and discuss with private school officials regarding the SIP TEAM process;
4. referring individuals ages 0-3 to a local Early Childhood Intervention (ECI) program for evaluation;
5. identifying and referring individuals with disabilities who may or may not be in school and who may need Special Education and related services using a properly constituted SIP TEAM;
6. continuing to document persons who are currently receiving needed Special Education and related services and who are not currently receiving needed Special Education and related services;
7. reviewing this process on a yearly basis, updating staff about on-going “Child Find” activities implemented in the community;
8. maintaining confidentiality of all personally identifiable information used and collected in this system in the same manner that Special Education records are maintained;
9. maintaining documentation of all Child Find activities including the dates of each activity and the results of each activity; and
10. training appropriate staff for maintaining the documentation of all Child Find activities including students in private schools, religious schools and home schools located in the LISD.

11. Annual screening will be performed by qualified LISD personnel and may include:
   - general health screening, including social/behavioral health.

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• vision screening performed to verify indicators of loss of sight, acuity, or other possible vision related problems;
• hearing screening to verify any hearing risk indicators;
• speech and language screening to verify problems in the formulation or articulation of speech or any delay in the development of language;
• preschool screening which typically includes vision, hearing, cognition, motor, speech-language, and health components to verify developmental delays;
• screening for home language
• academic screening for school age children to determine the significance of academic delays; and
• screening secondary level students who are at-risk of dropping out, or who have dropped out, to verify that the reasons for dropping out are not related to a previously unidentified disability.

All screenings and evaluations resulting from child find activities are free to parents, including parents of home-schooled students and parents of students who attend private school by parent choice.