

# *Oregon's System of General Supervision*

## **Priority Area 6: Child Find and Evaluation (CFE)**



### **Introduction**

Under 34 CFR § 300.111, Local Educational Agencies (LEAs) have an affirmative and continuing obligation to identify, locate, and evaluate all children suspected of having disabilities within their jurisdiction. This Child Find mandate extends to all children from birth through age 21, regardless of enrollment status, including those in public schools, private schools, homeschool programs, or not enrolled in any educational program.

The Child Find obligation reflects the Individuals with Disabilities Education Act's (IDEA) commitment to early identification and intervention. Delays in identification can result in lost opportunities for effective intervention and compound educational deficits. Once a child is suspected of having a disability, the LEA must ensure comprehensive evaluation within required timelines to determine eligibility for special education services. This includes responding promptly to referrals, conducting culturally and linguistically appropriate assessments, and making eligibility determinations through properly constituted teams.

This priority area examines individual records to assess Child Find implementation and evaluation procedures. The review encompasses: timely response to disability suspicions; comprehensive evaluation planning; appropriate consent procedures; assessment comprehensiveness and cultural/linguistic appropriateness; timeline compliance; and proper team composition for eligibility decisions. Patterns of noncompliance may indicate systemic Child Find failures requiring broader corrective action.

When using this protocol, LEAs will examine critical components related to Child Find and evaluation. If noncompliance is found, LEAs must correct findings as soon as possible. In all cases, noncompliance must be corrected within one year of the Oregon Department of Education's (ODE) written notification. When noncompliance could result in denial of 10 or more instructional days, correction must occur according to the shortened timeline outlined in Oregon Administrative Rules (OAR) 581-015-2015.

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# CFE-1 – Review of Existing Evaluation Data Conducted

## Record Review Item

For a reevaluation, a review of existing evaluation data was completed by the IEP team and other qualified professionals as appropriate.

## Related Authorities

**Federal:** 34 CFR § 300.321(a); 34 CFR § 300.304(c)(iv); 34 CFR § 300.501(b); 34 CFR § 300.305

**State:** OAR 581-015-2115(1)

## Potential Documentation

- Forms documenting the review of existing evaluation data
- Prior Notice about Evaluation/Consent for Evaluation
- Evaluation Planning documentation
- Prior Written Notice
- Meeting Notes
- Written input from team members

## Evidence of Compliance

**Mark YES** if there is evidence that all the following are true (must meet all criteria under A, B, and C to mark yes):

A. A review of existing evaluation data occurred that included:

- Evaluations and information provided by the parents of the student;
- Current classroom-based, local, or State assessments, and classroom-based observations; AND
- Observations by teachers and, if applicable, related services providers; AND

B. Based on that review and input from the parent and/or legal guardian and, as applicable, adult student, the team identified what additional data, if any, were needed to determine:

- Whether the student is a student with a disability or continues to have a disability;
- The present levels of academic achievement and related developmental needs of the student;
- Whether the student needs or continues to need special education and related services; AND
- Whether any additions or modifications to the special education and related services are needed to; AND

C. If the IEP team determined that no additional data was needed for a reevaluation, the LEA notified the parent and/or legal guardian and, as applicable, adult student of:

- The determination and the reasons for it; AND
- Their right to request an assessment.

**Mark NO** if all the statements under A, B, and C were not met as described in the YES criteria.

**Mark N/A** if this was an initial evaluation and a review of existing educational data was not conducted because the student had no existing evaluation data to review.

# CFE-2 – Parental Consent for Initial Evaluation Obtained

## Record Review Item

For an initial evaluation, the LEA obtained informed written consent from the parent and/or legal guardian, or adult student, before conducting the evaluation.

## Related Authorities

**Federal:** 34 CFR § 300.300(a); 34 CFR § 300.304(a); 34 CFR § 300.9

**State:** OAR 581-015-2090(3)

## Potential Documentation

- Prior Notice about Evaluation/Consent for Evaluation
- Documentation of consent efforts

## Evidence of Compliance

**Mark YES** if there is evidence all of the criteria under either A or B is true:

A. Signed written consent was obtained that:

- Included full information about the evaluation procedures in the parent's native language or communication mode;
- Described the evaluation activities and any records to be released; AND
- Indicated that consent was voluntary and could be revoked at any time; OR

B. If signed written consent was not obtained, the LEA:

- Made and documented reasonable efforts to obtain informed consent; AND
- Either pursued the initial evaluation of the student through procedural safeguards/ due process or documented appropriate exceptions for a student who is a ward of the State.

**Mark NO** if neither A nor B were met.

**Mark N/A** if there is evidence of a reevaluation in the student's records.

# CFE-3 – Parental Consent for Reevaluation Obtained

## Record Review Item

For a reevaluation, the LEA obtained informed, written consent or documented reasonable efforts to obtain consent before conducting the reevaluation.

## Related Authorities

**Federal:** 34 CFR § 300.300(c); 34 CFR § 300.9

**State:** OAR 581-015-2090(5)

## Potential Documentation

- Prior Notice about Evaluation/Consent for Evaluation
- Documentation of consent efforts
- Communication logs

## Evidence of Compliance

**Mark YES** if there is evidence that:

A. Informed, written consent was obtained for the reevaluation; OR

B. The LEA made reasonable documented efforts to obtain consent and:

- The parent and/or legal guardian did not respond; AND
- The LEA proceeded with the reevaluation.

**Mark NO** if the LEA conducted a reevaluation without consent and without documented reasonable efforts.

**Mark N/A** if this review concerns only an initial evaluation.

# CFE-4 – Comprehensive Assessment of All Areas

## Record Review Item

The evaluation assessed all areas related to the suspected disability and was sufficiently comprehensive to identify all of the child's or adult student's special education and related services needs.

## Related Authorities

**Federal:** 34 CFR § 300.304(c)(4); 34 CFR § 300.304(c)(6)

**State:** OAR 581-015-2110(4)(e)

## Potential Documentation

- Statement of Eligibility Form(s)
- Evaluation Results
- Prior Written Notice
- Evaluation Planning documentation
- Eligibility Meeting Notes
- Written input from team members

## Evidence of Compliance

**Mark YES** if there is evidence that:

- The student was assessed in all areas related to the suspected disability, including (if appropriate): health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; AND
- The evaluation was comprehensive enough to identify all special education and related services needs, whether or not commonly linked to the disability category.

**Mark NO** if the evaluation failed to assess any area of suspected disability or was not sufficiently comprehensive.

# CFE-5 – Variety of Assessment Tools and Strategies Used

## Record Review Item

The evaluation used a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student.

## Related Authorities

**Federal:** 34 CFR § 300.304(b)

**State:** OAR 581-015-2110(3)

## Potential Documentation

- Statement of Eligibility Form(s)
- Evaluation Results
- Prior Written Notice
- Evaluation Planning documentation
- Written input from team members

## Evidence of Compliance

**Mark YES** if there is evidence that:

- A variety of assessment tools and strategies were used;
- Information was gathered from multiple sources including parents;
- No single measure or assessment was used as the sole criterion; AND
- Assessments provided information to develop the IEP.

**Mark NO** if any of these requirements were not met.

# CFE-6 – Assessments in Native Language or Communication Mode

## Record Review Item

Assessments were provided and administered in the student's native language or other mode of communication most likely to yield accurate information.

## Related Authorities

**Federal:** 34 CFR 300.304(c)(1)

**State:** OAR 581-015-2110(4)

## Potential Documentation

- Evaluation Results
- Language Use Survey
- Evaluation Planning documentation
- Written input from team members
- Documentation of language/communication mode determination

## Evidence of Compliance

**Mark YES if:**

- Assessments were administered in the student's native language or communication mode of communication; OR
- Documentation shows it was not feasible to assess the student in their native language or communication mode.

**Mark NO** if assessments were not in the appropriate language or communication mode and there is no documentation of infeasibility.



# CFE-7 – Prior Written Notice Provided

## Record Review Item

The LEA provided Prior Written Notice to parents as required regarding evaluation and eligibility determination decisions.

## Related Authorities

**Federal:** 34 CFR § 300.503

**State:** OAR 581-015-2310

## Potential Documentation

- Prior Written Notice Forms
- Prior Notice about Evaluation/Consent for Evaluation
- Statement of Eligibility Form(s)
- Documentation of notice delivery

## Evidence of Compliance

**Mark YES** if Prior Written Notice was provided that included:

- A description and explanation of the action proposed or refused;
- A description of each evaluation procedure, assessment, record, or report used as a basis for the decision;
- A statement that the parent and/or legal guardian has protection under the procedural safeguards and sources for parents to obtain assistance in understanding their procedural safeguards;
- A description of other options considered and the reasons why those options were rejected; AND
- A description of other relevant factors.

**Mark NO** if Prior Written Notice was not provided or was incomplete.

# CFE-8 – Eligibility Team

## Record Review Item

Eligibility was determined by a properly constituted team that included all required members.

## Related Authorities

**Federal:** 34 CFR § 300.306(a)(1); 34 CFR § 300.308

**State:** OAR 581-015-2120(1)(a); OAR 581-015-2170(3)

## Potential Documentation

- Statement of Eligibility Form(s)
- Eligibility Meeting Notes
- Signatures of team members

## Evidence of Compliance

**Mark YES** if there is evidence that all the following are true:

- The eligibility team included all required members based on the suspected disability;
- The team used required criteria for the eligibility category;
- Exclusionary factors were appropriately considered;
- The determination was documented; AND
- Parents and the adult student, as applicable, received copies of the evaluation report and eligibility determination.

**Mark NO** if any of the requirements under the YES criteria were not met.

# CFE-9 – Initial Evaluation Timeline Met

## Record Review Item

For an initial evaluation, eligibility was determined within 60 school days of receiving parental consent.

## Related Authorities

**Federal:** 34 CFR § 300.301

**State:** OAR 581-015-2110(5)(a)

## Potential Documentation

- Prior Notice about Evaluation/Consent for Evaluation (dated)
- Statement of Eligibility Form(s) (dated)
- Documentation of exceptions

## Evidence of Compliance

**Mark YES if:**

- Eligibility was determined within 60 school days of consent; OR
- The timeline was exceeded but appropriate exceptions were documented (e.g., student absences, parent and/or legal guardian delays).

**Mark NO** if the timeline was exceeded without appropriate documented exceptions.

**Mark N/A** if this review concerns only a reevaluation.

# CFE-10 – Reevaluation Timeline Met

## Record Review Item

For a reevaluation, eligibility was determined within 60 school days of receiving parent and/or legal guardian consent and before the expiration of the previous eligibility.

## Related Authorities

**Federal:** 34 CFR § 300.303

**State:** OAR 581-015-2110(5)(b)

## Potential Documentation

- Prior Notice about Evaluation/Consent for Evaluation (dated)
- Statement of Eligibility Forms (current and previous)
- Documentation of exceptions

## Evidence of Compliance

**Mark YES if:**

- Eligibility was determined within 60 school days of consent AND before the previous eligibility expired; OR
- Appropriate exceptions were documented; OR
- The team determined that no additional data was needed and eligibility was determined before expiration.

**Mark NO** if timelines were not met without documented exceptions.

**Mark N/A** if this review concerns only an initial evaluation.

# CFE-11 – Consent for Initial Provision of Special Education Services

## Record Review Item

The LEA obtained informed consent before the initial provision of special education and related services.

## Related Authorities

**Federal:** 34 CFR § 300.300(b); 34 CFR § 300.9

**State:** OAR 581-015-2090(4)

## Potential Documentation

- Prior Notice and Consent for Initial Provision of Special Education Services

## Evidence of Compliance

**Mark YES** if, following an initial eligibility determination or for an eligible student who transferred into the LEA with no previous documentation of informed consent for initial provision of special education services, the LEA obtained written consent prior to initially providing special education services that:

- Was in the parent's native language or communication mode;
- Included all relevant information about services;
- Indicated consent was voluntary and revocable; AND
- Was obtained before services began.

**Mark NO** if consent for initial provision of services was not properly obtained before services began.

**Mark N/A** if documentation exists that consent for initial provision of services was properly obtained in a different LEA.

# CFE Summary Sheet

| INFORMATION |                       |
|-------------|-----------------------|
| LEA Name:   | Required Sample Size: |

Total number of student files reviewed is indicated below.

| Elementary School Students | Middle School Students | High School Students | Out of District Placements | Grand Total of Records |
|----------------------------|------------------------|----------------------|----------------------------|------------------------|
|                            |                        |                      |                            |                        |

List Secure Student Identifiers (SSIDs) of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if evidence was not found. Enter “N/A” if the item is not applicable to the selected student. No item may be left blank.

| SSID | CFE-1 | CFE-2 | CFE-3 | CFE-4 | CFE-5 | CFE-6 | CFE-7 | CFE-8 | CFE-9 | CFE-10 | CFE-11 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|
|      |       |       |       |       |       |       |       |       |       |        |        |
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|      |       |       |       |       |       |       |       |       |       |        |        |

## Plan of Correction

Identify what will be done and when to correct any individual or systemic noncompliance for each item where noncompliance was found during the review process.

# CFE Focus Group Questions

## School/District Staff

- Describe your district's Child Find activities and how you ensure all potentially eligible children are identified.
- What are the most common referral sources, and are there populations you struggle to reach?
- How do you ensure evaluations are comprehensive and culturally/linguistically appropriate?
- What challenges do you face in meeting evaluation timelines, and what would help address these?
- How do you coordinate with early childhood programs, private schools, and homeschool families?

## Parents and/or Legal Guardians

- How did you first learn about the possibility of special education evaluation for your child?
- What was your experience with the evaluation process, including consent and participation?
- Did you feel the evaluation captured your child's strengths and needs accurately?
- How well did the school explain the evaluation results and what they meant for your child?
- What would have made the evaluation process clearer or more supportive for your family?

## Students

- Did anyone explain to you why you were being evaluated and what it meant?
- How comfortable did you feel during the evaluation process?
- Do you feel the evaluation results accurately describe your strengths and challenges?
- Were you asked about what helps you learn best?

## Community

- How can community organizations help identify children who may need special education services?
- What partnerships would strengthen the district's Child Find efforts?
- Are there underserved populations in our community who may not be accessing evaluations?
- How can we better coordinate between medical providers, early childhood programs, and schools?