

## State Performance Plan Indicator 11: Child Find (Timely Initial Evaluation) Instructions for Entering Data

### Indicator 11: Child Find (Timely Initial Evaluation)

The percentage of children, ages 3 through 21, with signed, written parental consent to evaluate who are evaluated within the state established timeline. This includes students who were determined to be eligible and not eligible for special education services.

Authorization: 20 U.S.C. 1416 (a)(3)(B)

Due Date: **August 16, 2019**

Sampling Allowed: No

Online Submission: SPP 11 can be accessed through TEAL at: <https://tealprod.tea.state.tx.us/>

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### GENERAL INSTRUCTIONS

Terms underlined in italics denote terms defined in the glossary located at the end of the instructions

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1. The 2017-2018 data collection period is **July 1, 2018 to June 30, 2019**. All students, ages 3-21, who were evaluated and had their eligibility determined between July 1, 2018 and June 30, 2019 should be reported.
2. Indicator 11 refers to "initial eligibility determinations made for children ages 3-21.
3. **Section One** includes new data collection elements, a., a.1, a.5, a.6, and a.7, which will not be calculated to determine compliance. These are included as a result of the State's required corrective actions only.
4. **Report in a.** students for whom a verbal or written request for a full and individual initial evaluation (FIIE) was received by the district between **July 1, 2018 and June 30, 2019**.
5. **Report in a.1** students in which the reason for request for a FIIE indicates the student should have been referred in the prior school year. Reporting item a.1 is a subset of a.
6. **Report in a.2** students for whom the evaluation process was completed during the July 1, 2018 to June 30, 2019 school year.
7. **Report in Section Three** students whose evaluation process was completed, but late because the parent of the child repeatedly failed or refused to produce the child for evaluation. (CFR §300.301(d)(1)) Only districts or charter schools that maintain detailed records of delays should report these students within the timeline and in compliance.
8. **Do not report** three-year-old students who are transitioning from Part C (Early Childhood Intervention) to Part B (Preschool Programs for Children with Disabilities) **Report these students in SPP 12 (Early Childhood Transition Timelines) online applications only.**
9. **Do not report** students for whom the evaluation process was interrupted, and the district or charter school **was unable to complete the evaluation process, therefore eligibility was not determined.** Detailed records of attempts must be documented and maintained at the local level for audit purposes.
10. Sampling is not permitted for this data collection.

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## SPECIFIC INSTRUCTIONS

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Specific instructions for **Entering Data for State Performance Plan Indicator 11** are found by first logging in to TEAL and then clicking the following link:

[https://tealprod.tea.state.tx.us/Tea.SPP.Web/SPP1112/SPP11Help/WebHelp/SPPI\\_11\\_Webhelp.htm](https://tealprod.tea.state.tx.us/Tea.SPP.Web/SPP1112/SPP11Help/WebHelp/SPPI_11_Webhelp.htm)

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## GLOSSARY

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1. Completed  
Evidence or documentation that the student's ARD committee meeting was held and the student was determined eligible (e.g. a student's individualized education program (IEP)) or not eligible for special education services.
2. Consent  
Evidence of documentation that the parent provides written consent, that they have been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; and the parent understands and agrees in writing to the implementation of the activity for which his or her consent is sought.
3. Initial Eligibility Determinations  
Refer to 34 CFR §300.306 and 19 TAC §89.1040 for specific procedures and rules for determinations of eligibility for special education services. In summary, an Initial Eligibility Determination is a written decision regarding eligibility for special education services made by a group of qualified professionals and the parent(s) utilizing data gathered through formal and informal evaluations typically for the first time for a child. Exceptions exist when students are initially referred, evaluated, and determined not eligible, but in a subsequent school year are referred again; and when students who transfer from another state and the school district determines that an evaluation is necessary. These exceptions demonstrate when the evaluation is considered a full and individual initial evaluation for the purposes of and reported in this collection as such.
4. Evaluation  
Refer to 34 CFR §§300.301-305; 19 TAC §89.1011; and TEC §29.004. Evaluation process is completed upon completion of the Full and Individual Evaluation (FIE) written report.
5. Not Eligible  
The student does not meet the eligibility criteria for special education services as determined by a review of the FIE and the subsequently held ARDC meeting.
6. Detailed Records  
Detailed Records may include but are not limited to: certified letters, detailed physician's letters, comprehensive records of phone calls made or attempted along with the results of those calls, copies of correspondence sent to parents and any responses received, records of visits made to the parent's home or place of employment and the results of those visits, log of multiple attempts to contact parents or guardians, etc... and all should be collected as circumstances warrant.
7. Related Services  
Related services means "transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and includes speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training." See 34 CFR §300.34(a).
8. Supplementary Aids and Services  
Supplementary aids and services "means" aids, services, and other supports that are provided in regular education

classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116." See 34 CFR §300.42.

9. Program Modifications

Program modifications are modifications to programs that will be provided to enable the student:

- "To advance appropriately toward attaining the annual goals;
- To be involved in and make progress in the general education curriculum in accordance with 34 CFR 300.320 (a)(1), and to participate in extracurricular and other nonacademic activities; and
- To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section." See 300.320 (a)(4)

10. Supports for Personnel

Supports for personnel are those support that will be provided to personnel to enable the student:

- "To advance appropriately toward attaining the annual goals;
- To be involved in and make progress in the general education curriculum in accordance with 34 CFR 300.320 (a)(1), and to participate in extracurricular and other nonacademic activities; and
- To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section." See 300.320 (a)(4)