



Kansas State Performance Plan: Indicator 11: Child Find Frequently Asked Questions

What is the definition of Child Find?

Child Find is Indicator 11 of the State Performance Plan (SPP), which is the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or the State established timeline)." 20 U.S.C. § 1416(a)(3)(B). In Kansas 60 days is 60 school days per K.A.R. § 91-40-8(f)-(g). In Kansas, the dates measured to determine compliance with Indicator 11 are the number of days between the date that consent for an initial evaluation is received and the date that eligibility is determined, inclusive. However, please note that Kansas law at K.A.R. 91-40-8(f) requires that if the child is determined to be an exceptional child and eligible for special education services that the child's IEP be developed and implemented within 60 school days.

What students are included in the Indicator 11 population?

The review must include all children, early childhood through high school suspected to be a child with a disability. Include both eligible and not eligible children suspected to be a child with a disability who had an initial evaluation completed between July 1 2019, and June 30, 2020 (i.e., FFY 2019, SY 2019-20)

What students are *not* included in the Indicator 11 file review?

Students evaluated for "Gifted" as the primary exceptionality shall not be included in the population or the sample.

How is it determined how many files a district must review?

The number of files reviewed is determined on the total enrollment of a school district.

Number of files to be reviewed:		
Size	Total Enrollment of the	Number of Files to Review
Small	Up to 5,000 students	10 Files
Medium	5,001 to 24,999 students	15 Files
Large	25,000 students and up	20 Files



How many students are selected if there fewer than 10 evaluated?

When fewer than ten students are available, all of the students will be included in the review.

What evaluations should be included in the random sample?

Include Initial Evaluations where the Initial Evaluation Determination Date is between July 1, 2019, and June 30, 2020 inclusive.

When does an evaluation occur for children transitioning into Part B, even if the district does not have a Part C program?

Eligibility for Part B must be established for children following the same requirements for initial evaluation as any child that would be referred for Part B eligibility determination.

Will students who transition from Part C with a current IFSP be included in the review?

Yes, children who have a current IFSP must have an initial evaluation to determine eligibility for Part B services.

What happens when a student in the random sample is not a student who had an initial evaluation completed during the current school year?

Delete the student from the random sample list of eligible or not eligible students when the student did not have an initial evaluation during the school year. If additional eligible or not eligible students are available within the population, one of those students will be randomly selected and added to the random sample.

What happens when a student who should be in the population is not found in the population?

The student can be added to the Indicator 11 population via the Keyboard or Excel file.

Are students included whose Eligibility Determination Date is in the school year that just ended (e.g., SY 2016-17), but will not start services until next school year (e.g., SY 2017-18) in the Indicator 11 population?

The students in this scenario would be included in the SY 2016-17 data collection.



Once a child has been exited from special education services, must you complete an initial evaluation upon a referral to determine need for special education?

Yes. Once a child that has been identified as a child with an exceptionality, has been exited, either through revocation of consent or a reevaluation resulting in a determination that the child is no longer eligible, a subsequent evaluation would be an initial evaluation. A reevaluation is used to determine continued eligibility and continued need for special education and related services. As such, a reevaluation only applies to a child currently identified as a child with an exceptionality. However, this does not necessarily mean the initial evaluation must include new assessments. If appropriate as a part of the initial evaluation, the team must conduct a review of existing data. If there is enough current data available, the team may determine there does not need to be any further assessments conducted. See Kansas Special Education Services Process Handbook for further guidance.

If the initial evaluation was completed between the first day and last day of the school year and the student is no longer receiving services, do we include the initial evaluation in the population?

Yes, the district would include this student in the initial evaluation population.

What is the data collection timeline for the review?

The Indicator 11 data submission window opens on July 1, 2020 and closes on September 15, 2020.

How are districts notified when the data collection system is open?

The special education director will receive an email from the following address; KIAS@KSDE.org generated through the KIAS web application system.

How often does this review occur?

Data are reviewed every year for every district.

How will the data be collected for this review?

Data are collected through the KSDE Authenticated web application, Kansas Integrated Accountability System (KIAS) Indicator 11 link. Users must have approval by the district's superintendent to access the KSDE Authenticated web application and for the KIAS: Indicator 11 module.



Where can I get additional information on data entry?

Under the “help” link within the KIAS: Indicator 11 module are tutorial videos and a Quick Start Guide for LEA Users.

Is there a specific date the random sample should be run?

There is no specific date, but the random sample needs to be completed within the data submission window.

What does the term “school day” mean?

School day means any day, including a partial day that children are in attendance at school for instructional purposes, and has the same meaning for all children in school including children with and without disabilities. (34.C.F.R. § 300.11, (c).

How are the number of school days determined?

There is a feature within the KIAS: Indicator 11 module that will calculate the Approximate Number of Days between the Initial Evaluation Consent for Evaluation Received Date and the Initial Evaluation Eligibility Determination Date, inclusive.

The Initial Evaluation Consent for Evaluation Received Date is the date when the agency receives written parental consent to the Prior Written Notice to conduct an initial evaluation.

The Approximate Number of School Days is the days between Monday and Friday, inclusive within the range of dates, between the Initial Evaluation Consent for Evaluation Received Date and the Initial Evaluation Eligibility Determination Date, inclusive. The Approximate Number of School Days calculation does not use a school calendar.

If the Approximate number of days is greater than or equal to 60, count the number of school days on the school district calendar between the Initial Evaluation Consent for Evaluation Received Date and the Initial Evaluation Eligibility Determination Date, inclusive. Enter the actual number of school days in the Actual Number of School Days field. Select one of the reasons from the list of reasons provided on screen. (See K.A.R. § 91-4-8(f)–(g))

Why is a description required when the staff error reason is selected?

This information is required for reporting purposes in the Annual Performance Report.



Is documentation required if a federal or state exception is selected for the reason the evaluation was over the 60 school day timeframe?

Yes, if a federal or state exception is selected, documentation must be submitted to verify the appropriate reason. Upload the documentation through the KSDE Authenticated web application, Kansas Integrated Accountability System (KIAS) Indicator 11 link.

How are the number of school days counted when the consent for evaluation was received in one school year and the evaluation was completed in the next school year?

If the Initial Evaluation Consent for Evaluation Received Date was received in one school year and the Initial Evaluation Eligibility Determination Date occurs in a subsequent school year, the KIAS Indicator 11 module will calculate the Approximate Number of Days to be greater than or equal to 60.

Enter the actual number of school days and enter the number in the Actual Number of School Days field when the Approximate Number of Days is greater than or equal to 60.

To calculate the Actual Number of School Days:

1. Count the number of school days on the school district calendar between the Initial Evaluation Consent for Evaluation Received Date at the end of the regular term of the school year when the Initial Evaluation Consent for Evaluation Received Date was received.
2. Count the number of school days on the school district calendar between the first day of the subsequent school year and the Initial Evaluation Eligibility Determination Date.
3. Add the number of school days spent conducting the evaluation from both years. Enter the actual number of school days in the Actual Number of School Days field.



How are days counted that school was not in session?

The original district calendar may have been modified to reflect the day(s) that school was not in session due to a variety of reasons. Using the same process as using the original calendar, before the calendar may have been modified, count only the number of days the school was in session beginning with the Initial Evaluation Consent for Evaluation Received Date and the Initial Evaluation Eligibility Determination Date.

We have buildings with a calendar that differs from the district calendar.

- a. One of our buildings has a calendar where students are not in attendance on Fridays. Our district calendar has students in attendance on Fridays. Which calendar should be used to count the Actual Number of days between the Consent Received date and the Eligibility Determination date?
- b. Another building has a calendar where the beginning date and ending date of school are different from the beginning date and ending date of school on the district calendar. Which calendar should be used to count the Actual Number of days between the Consent Received date and the Eligibility Determination date?

The school in which the student attends is the calendar that should be used to calculate the number of days to determine the number of evaluation days.

What should a school do if it cannot meet the 60 school-day timeline for initial special education evaluations due to school closure or student illness/absence because of COVID-19?

(Question A-15, <https://www.ksde.org/Portals/0/ECSETS/Announcements/COVID-SpEd-legal-FAQ.pdf>)

K.A.R. 91-40-8(f) requires a school to complete an initial evaluation within 60 school days of the date the school receives written parental consent for evaluation of the child. There are three exceptions to this timeline: a. the school can obtain written parental consent to an extension of time (K.A.R. 91-40-8)(f)); or b. the parent repeatedly fails or refuses to produce the child for the evaluation (K.A.R. 91-40-8(g)(1)); or c. the child enrolls in a different school before the evaluation is completed and the parent and new school agree to a specific date by which the evaluation will be completed (K.A.R. 91-40-8(g)(2)).



- 2) Note that this timeline is 60 school days. School day is defined as “any day, including a partial day, that all children, including children with and without disabilities, are in attendance at school for instructional purposes” (K.A.R. 91-40-1(eee)). Thus, if a school is closed due to COVID-19 and not providing any services to the general student population, those days of closure are not counted in the 60-school-day timeline. However, once a school is implementing its Continuous Learning Plan, KSDE considers those days to meet the K.A.R. 91-40-1(eee) definition of school day; thus, those days do count in the 60-school-day timeline.

If the school believes that it will not be able to meet the 60-school-day timeline for an individual student, the school should ask the parent for written consent to an extension of time (K.A.R. 91-40-8(f)). This request for consent to extend the time to complete an evaluation must be obtained on an individualized basis. It must not become a standard practice nor may standard language be inserted into every prior written notice provided to the parent when first asking for consent to evaluate. The consent must include a specific extension of time that can be calculated and is clear to all parties.

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