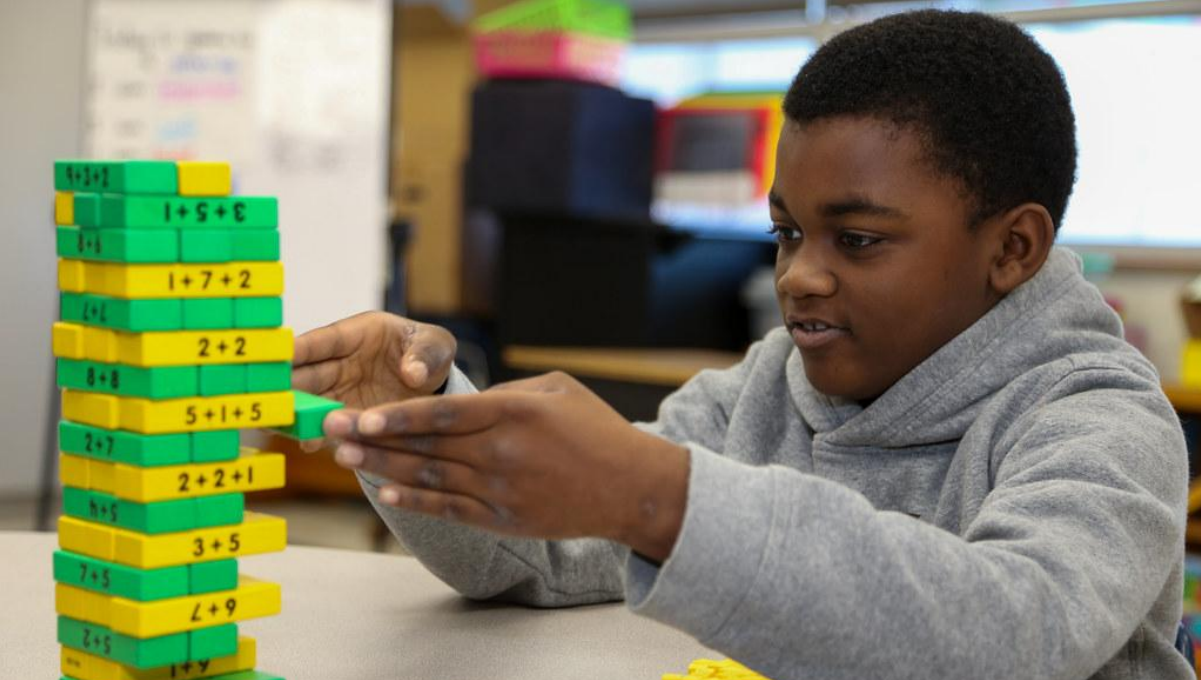


TULSA PUBLIC SCHOOLS

Child Find Report District Data Profile - Indicator 11 2020-2021

Individuals with Disabilities Education Act (IDEA)





What is Child Find?

Are you concerned about your child's speech, learning, behavior, or development?

A process to locate, identify, and evaluate students who reside in the district and may be in need of special education. Mandated through Individuals with Disabilities Education Act (commonly known as IDEA), Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services.



Child Find continued...

If through Child Find activities, a student is identified as possibly having a disability and needing special education services, parents may be asked for their consent to evaluate their child. Once parental consent is gained, our district has 45 school days to complete the evaluative assessments and report results to parents. Parents don't have to have evaluative information prior to the process beginning, however, if they have documentation it's helpful to add this information!



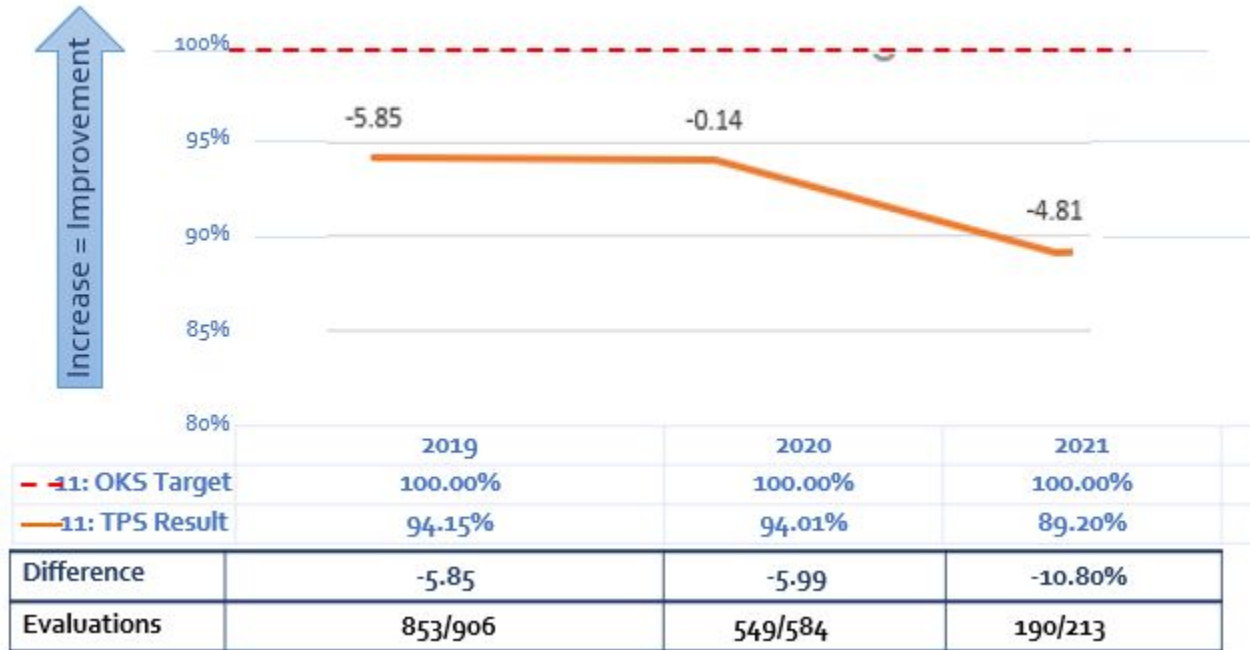
Child Find continued...

If you suspect your child may have a disability or know of a child with a disability who is not receiving a free, appropriate, public education, please contact our Special Education team at 918-746-6722 or email exceptionalstudents@tulsaschools.org.



Indicator 11 – Child Find Tulsa Public Schools Data & Results

Percent of children whose evaluations were completed within 45 school days





Indicator 11 - Child Find

Compliant:

Indicator 11 measures the percent of children who were evaluated within 45 school days of receiving parental consent for initial evaluation.

Noncompliant:

For those students whose evaluations were not completed within 45 school days, Indicator 11 reporting includes the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Exceptions to the timeframe set for initial evaluation:

- the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
- a child enrolls in another school district after the timeframe for initial evaluations has begun, but prior to a determination being made.

Root Cause Analysis

Current trends of student attendance, cancellation of parent meetings, and a shortage of school psychologists have interfered with the ability to evaluate students within the allowable time frame.

- Active strategic planning at sites to increase overall district attendance.
- Active recruitment of certified school psychologists including hiring incentives to be competitive.
- Development of a tool that automatically calculates days in the assessment window.
- Continued professional development to advise district diagnosticians of the importance of timely evaluations.
- Continuous improvement monitoring and accountability.

