

Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# **Georgia Department of Education**

**Division for Special Education**

**FY2019 Data Collection**

**Child Find and Early Childhood Transition**

**Timeline Summary**

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# 1 Child Find and Early Childhood Transition Timeline Summary

## Monitoring Indicators and Related Requirements

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The monitoring priorities and indicators of the Office of Special Education Programs (OSEP) State Performance Plan (SPP) mandate the gathering of data for “Effective General Supervision” under Individuals with Disabilities Education Act (IDEA) in the areas of Child Find and Early Childhood Transition. To meet the requirements of the SPP for Child Find and Early Childhood Transition during the 2018-2019 school year, data will be collected for events that occurred between July 1, 2018 and June 30, 2019.

The SPP Monitoring Priority Indicator for Child Find (Indicator 11) is defined as the percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline). The specific reporting practices require that data must include “the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.”

The SPP Monitoring Priority Indicator for Early Childhood Transition (Indicator 12) is defined as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. The specific reporting practices require that data must include “the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.”

Georgia Board Rule 160-4-7-.04 EVALUATIONS establishes the State’s regulatory requirements for this collection. A copy of this board rule is included in Appendix A of this document.

The Timeline Summary will be completed via the MyGaDOE Web Portal. This application opens in January for *data entry and progress monitoring* but will open for *data submission* **June 1, 2019**. To meet the requirement for timely and accurate reporting, data must be submitted on or before **July 31, 2019**. You must be provisioned in the role of Special Education Director for your district to access the data collection tool. If you have questions about becoming provisioned, please contact the **Information Systems Customer Support Center** by emailing [dticket@doe.k12.ga.us](mailto:dticket@doe.k12.ga.us) or by calling **1-800-869-1011**.

## 2 Child Find and Early Childhood Transition Timeline Summary

### General Information

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#### 2.1 General Guidance

- 2.1.1 Student failing vision and hearing screening is not acceptable/excusable reason for delayed/late timelines. Districts should review policies and procedures to correct this problem.
- 2.1.2 Ongoing tracking is essential to ensure accurate data and to identify areas for correction. A spreadsheet is available on the Special Education website which may be used throughout the year to track and calculate indicator status.
- 2.1.3 Timeline data are collected for all initial evaluations on all children/students age 3-21 (Child Find) to determine eligibility for special education. This includes speech/language and all other disability areas, including those that do not require a psychological evaluation. This also **includes evaluations for students in private schools, parentally placed private schools, home schooled, and 618 residential facility schools.**
- 2.1.4 Timely transition by age 3 data (Early Childhood Transition) are only collected on children served by Babies Can't Wait.
- 2.1.5 Timeline data must be collected and maintained at the district level on reevaluations but these data are not reported in this application.

#### 2.2 Definitions

- 2.2.1 Parental Consent for Evaluation (PCE) - Signed parental consent for evaluation. The 60-day timeline for evaluation begins on the date the district receives a signed PCE. Special conditions extending the 60-day timeline are outlined in Georgia Board Rule 160-4-7-.04 EVALUATIONS included in Appendix A.
- 2.2.2 Babies Can't Wait (BCW) - Georgia interagency service delivery system for infants and toddlers with developmental delays or disabilities and their families. BCW is established by Part C of the IDEA.
- 2.2.3 Initial evaluations - Children/students age 3-21 who:
- Are first time referrals for evaluation,
  - Were previously served in special education, returned to general education as no longer eligible and subsequently re-referred, or
  - Were dismissed from special education by means of parental revocation of consent for special education and subsequently re-referred.

#### 2.3 Due Date and Contact Information

- 2.3.1 All questions regarding the completion of the Timelines Summary, clarification of exceptions, and reporting the timeline data should be directed to Laurie Ponsell at 404-657-9972 or email at [lponsell@doe.k12.ga.us](mailto:lponsell@doe.k12.ga.us).
- 2.3.2 The Timeline Summary opens for *data submission* **June 1 of the reporting year.**
- 2.3.3 **To meet the requirement for timely and accurate reporting, the Timeline Summary must be submitted on or before July 31, 2019.**

### 3 Child Find and Early Childhood Transition Timeline Summary Data Element Detail

The School System Name will pre-populate when the portal application is opened. Timeline Summary navigation directions are included in Section 4, **Directions for Completing Child Find and Early Childhood Transition Timeline Summary.**

#### 3.1 Initial Eligibility - Child Find Timelines

***SPP/APR Indicator 11***  
*Percentage of students who were evaluated within 60 days of receiving parental consent for evaluation*

Rows highlighted in gray are auto-calculated and are not available for data entry. Report all initial eligibility referrals for **ALL students including those students transitioning from Babies Can't Wait in the Initial Eligibility-Child Find Timelines.**

The numbers in the red box correspond to the red numbers in Section 3.1

Initial Evaluation (All Students)		SPP/APR INDICATOR 11	
Child Find Timelines			
1.	Total # of completed referrals		50
2.	Total Referrals minus Exceptions (Row 1 - Row 10)		49
3.	Evaluations completed on time		48
4.	Evaluations completed late		2
5.	Total # Completed on time		48
6.	% Completed on time		97.96%
7.	Total # Completed late		2
8.	Total # of Exceptions	Exceptions 1,2,3	1
9.	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		1
10.	% Completed late		2.04%
11.	Range of days late for "Total # counted as Late" (Row 11)	1-10 days	1
		11-30 days	
		31-60 days	
		> 60 days	
		Total	1

**3.1.1 Total # of Completed Referrals** - All initial referrals to special education *that were completed* from July 1, 2017 to June 30, 2018. (**Completed referrals are defined as the number of referrals determined eligible or ineligible within the fiscal year.**)

**3.1.2 Total Referrals Minus Exceptions** - Auto-calculated total of the number of initial referrals minus the number of allowable exceptions as defined in Georgia's Rules and Regulations for Evaluations 160-4-7-.04. (Row 1 minus Row 10)

**3.1.3 Number of Evaluations Completed on Time** - The number students evaluated, and all evaluation reports were completed within 60 days of the parental consent for evaluation.

**3.1.4 Number of Evaluations Completed Late** - The number of students evaluated, and evaluation reports were not completed within 60 days of the parental consent for evaluation. (**This number includes students with allowable exceptions.**)

**3.1.5 Total Completed on Time** - Auto-calculated total of the of evaluations completed on time.

**3.1.6 Percentage Completed on Time** - Auto-calculated total of the number of evaluations completed on time (percentage on time excludes the number of exceptions reported)

**3.1.7 Total Completed Late** - Auto-calculated total of the number evaluations completed late.

**3.1.8 Total Number Exceptions**- the total number of evaluations completed late with an allowable exception for being late as listed in the Exception Section of the Timeline Summary. Exceptions 1, 2 and 3 are applicable to Initial Eligibility-Child Find Timelines.

- Exception 1 - Parent repeatedly fails or refuses to produce the child for evaluation.
- Exception 2 - Extenuating circumstances, e.g. illness, revocation of parental consent for evaluation.
- Exception 3 - Child enrolled from another district with the 60 day timeline in process and the parents have agreed to a different timeline.

**3.1.9 Total Counted as Late** - Auto-calculated the total number of evaluations counted as late. A reason for lateness must be reported for each student in the Reason Late section of the Timeline Summary.

Reasons for Lateness:

- Student delays (i.e. excessive absences)
- Parent delays (i.e. canceling meetings, not providing relevant information in a timely manner)
- Teacher/Evaluator delays
- System errors (i.e. no tracking system in place, errors in tracking, error in policy or procedure)
- Other (Explanation required)

**3.1.10 Percentage Completed Late** – Auto-calculated as the number of evaluations completed late not including exceptions.

**3.1.11 Range of Days Late for Total Number Counted as Late** - For each student reported as “Counted as Late” one of the following day ranges must be reported for the number of days beyond the sixty-day timeline (**DO NOT report # of days late for exceptions**):

- 1-10 days
- 11-30 days
- 31-60 days
- over 60 days

### 3.2 Early Childhood Transition

**SPP/APR Indicator 12**

*Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.*

Early Childhood Transition includes only referrals from Babies Can't Wait. *Children referred to BCW more than 90 days prior to their birthday must be included in the BCW timeline even if the local school district receives the referral from BCW less than 90 days prior to the child's third birthday.* Children referred to BCW less than 90 days prior to their 3<sup>rd</sup> birthday is considered an exception. Navigation directions for the Timeline Summary are included in Section 4, **Directions for Completing Child Find and Early Childhood Transition Timeline Summary.**

Rows highlighted in gray are auto-calculated and are not available for data entry.

The numbers in the red box correspond to the red numbers in Section 3.2

Babies Can't Wait (BCW)		SPP/APR INDICATOR 12	
Transition Timelines			
1a. Total # BCW Transition Conferences			114
1b. Total # Transition referrals w/consents from BCW			114
2. Total Referrals Minus Exceptions (Row 1b - Row 10)			113
3. # Eligible with IEP implemented BY 3			77
4. # Eligible with IEP implemented AFTER 3			2
5. # Ineligible BY 3			35
6. # Ineligible AFTER 3			0
7. Total # Completed on time (by 3)			112
8. % Eligible with IEP implemented by 3			98.72%
9. Total # Completed late (after 3)			2
10. Total # Exceptions*	Exceptions 1,2,4,5		1
11. Total # Counted As Late (Submit reasons for lateness for all timelines in the space below.)			1
12. % Completed late			0.88%
13. Range of days late for "Total # counted as Late" (Row 11)		1-10 days	1
		11-30 days	0
		31-60 days	0
		> 60 days	0
		<b>Total</b>	

**3.2.1a Total number of BCW Transition Conferences** - The number of early childhood transition conferences held with Babies Can't Wait.

**3.2.1b Total Number of Transition Referrals with Consents from BCW** - The number of early childhood transition referrals with signed parental consents.

**3.2.2 Total Referrals Minus Exceptions** - Auto-calculated total of the number of early childhood transition referrals minus the number allowable exceptions defined in Georgia's Rules and Regulations for Evaluations 160-4-7-.04. (Row 1 minus Row 10)

**3.2.3 Number Eligible with IEP Implemented by Age 3** - The number of children whose eligibility has been determined and the IEP is in place on or prior to their 3<sup>rd</sup> birthday.

**3.2.4 Number Eligible with IEP Implemented after Age 3** - The number of children whose eligibility has been determined and the IEP is in place after their 3<sup>rd</sup> birthday.

**3.2.5 Number Ineligible by Age 3** - The number of children determined not to be eligible by their 3<sup>rd</sup> birthday.

**3.2.6 Number Ineligible after Age 3** - The number of children determined not to be eligible after their 3<sup>rd</sup> birthday.

**3.2.7 Total Number Completed On Time (by Age 3)** - Auto-calculated total of the number eligible on time and the number ineligible on time. (Row 7 divided by Row 2)

**3.2.8 Percentage Eligible with IEP Implemented by Age 3** - Auto-calculated total of the number eligible on time. ((Row 3 divided by Row 2 – Row 5) times 100)

**3.2.9 Total Number Completed Late (after Age 3)** - Auto-calculated total of the number eligible late and the number ineligible late. (Row 4 plus Row 6)

**3.2.10 Total Number Exceptions** - The total number of eligible and IEP in place late and the number ineligible late with an allowable exception for being late as listed in the Exceptions Section of this application. Exceptions 1, 2, 4, and 5 are applicable to Early Childhood Transition.

- Exception 1 - Parent repeatedly fails or refuses to produce the child for evaluation.
- Exception 2 - Extenuating circumstances, e.g. illness, revocation of parental consent for evaluation.
- Exception 4 - Parent refusal to provide consent caused delays in evaluation or initial service.
- Exception 5 - Child referred **to BCW** less than 90 days before the third birthday.

**3.2.11 Total Counted As Late** - Auto-calculated the total number counted as late. A reason for lateness must be reported for each student in the Reason Late section of the Timeline Summary. (Row 9 minus Row 10)

Reasons for Lateness:

- Student delays (i.e. excessive absences)
- Parent delays (i.e. canceling meetings, not providing relevant information in a timely manner)
- Teacher/Evaluator delays
- System errors (i.e. no tracking system in place, errors in tracking, error in policy or procedure)
- Other (Explanation required)

**3.2.12 Range of Days Late for Total Number Counted as Late** – For each student reported as “Counted as Late” one of the following day ranges must be reported for the number of days late (**DO NOT report the # of days late for Exceptions**):

- 1-10 days
- 11-30 days
- 31-60 days
- over 60 days

### 3.3 Exceptions for Child Find and Early Childhood Transition

Allowable exceptions are defined in Georgia’s Rules and Regulations for Evaluations 160-4-7-.04 EVALUATIONS found in Appendix A. For each exception reported in Total Number of Exceptions (Row 10) of Initial Eligibility-Child Find and Row 10 of Early Childhood Transition, a corresponding reason for the exception must be provided. The calculated total of exceptions in the Exceptions Section must match the number reported in Row 8 for Indicator 11 and Row 10 for Indicator 12..

Rows highlighted in light blue are auto-calculated and are not available for data entry or not applicable to a specific collection.

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Timeline	Exception	Initials	BCW
Initial Evaluation or Babies Can't Wait	1. Parent repeatedly fails or refuses to produce the child for evaluation.	1	1
	2. Extenuating circumstances, e.g. illness, unusual evaluation needs, or revocation of parent's consent for evaluation.		
Initial Evaluation	3. Child enrolls in a school from another system with the 60 day timeframe in process and the parents have agreed to a different timeline.		
Babies Can't Wait	4. Parent refusal to provide consent caused delays in evaluation or initial services.		
	5. Child referred to BCW less than 90 days before the 3rd birthday.		
<b>Total</b>		1	1

### 3.4 Reasons Late for “Total Counted as Late”

**Reasons for lateness are not excusals (exceptions) and represent findings of non-compliance.** Rows highlighted in gray are auto-calculated and are not available for data entry.

#### 3.4.1 Initial Eligibility-Child Find

For each referral reported in Number Eligible Late (Row 4) and Number Ineligible Late (Row 6) of Initial Eligibility-Child Find a corresponding reason for the lateness must be provided. Calculated total must match the number reported in Rows 4 plus 6.

#### 3.4.1 Early Childhood Transition

For each referral reported Number Eligible with IEP Implemented after Age 3 (Row 4) and Number Ineligible with IEP Implemented after Age 3 (Row 6) of Early Childhood Transition a corresponding reason for the lateness must be provided. Calculated total must match the number reported in Rows 4 plus 6.

Reasons Late for "Total Number Counted as Late" (Row 11)	Initials	BCW
Student delays (i.e. excessive absences)	0	0
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)	0	0
Teacher/Evaluator delays (i.e. teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists)	2	1
System errors (i.e. no tracking system in place, errors in tracking, error in policies and procedures)	0	0
Other (Explain)	0	0
<b>Total</b>	2	1



## 4 Child Find and Early Childhood Transition Timeline Summary Directions for Accessing and Completing the Timeline Summary

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### 4.1 My GaDOE Web Portal

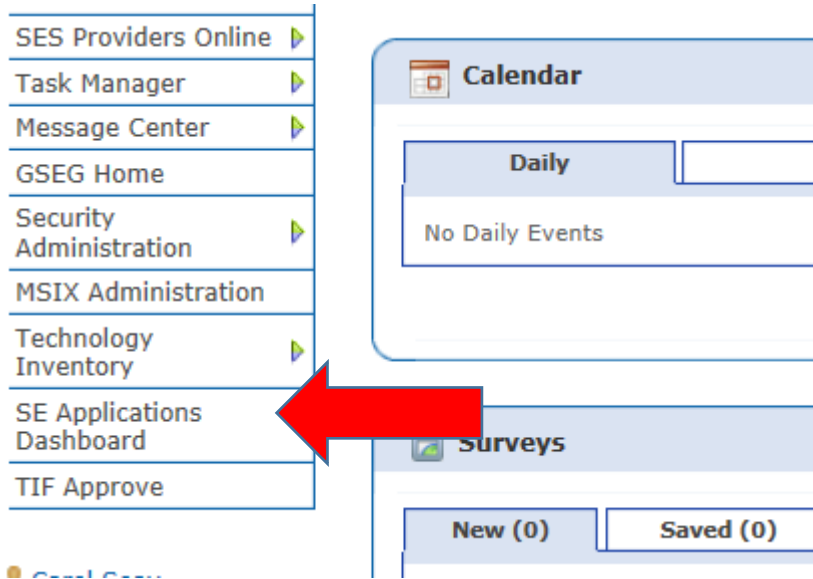
The Timeline Summary will be completed via the MyGaDOE Web Portal. You must be provisioned in the role of Special Education Director to access the survey. If you have questions about becoming provisioned, please contact the Information Systems Customer Support Center by emailing [dticket@doe.k12.ga.us](mailto:dticket@doe.k12.ga.us) or by calling 1-800-869-1011.

The portal can be accessed through the Georgia Department of Education Website at <http://www.gadoe.org>. The MyGaDOE Login is located at the bottom of the page.



## 4.2 Accessing the Child Find and Early Childhood Transition Timeline Summary

On your homepage, scroll until “SE Applications Dashboard” is displayed on the left-hand side of the page. Dependent upon your portal access, you will see a listing similar to the display below. Click on SE Applications Dashboard to open the dashboard. Then click on SE Timelines to open your district’s data entry page.



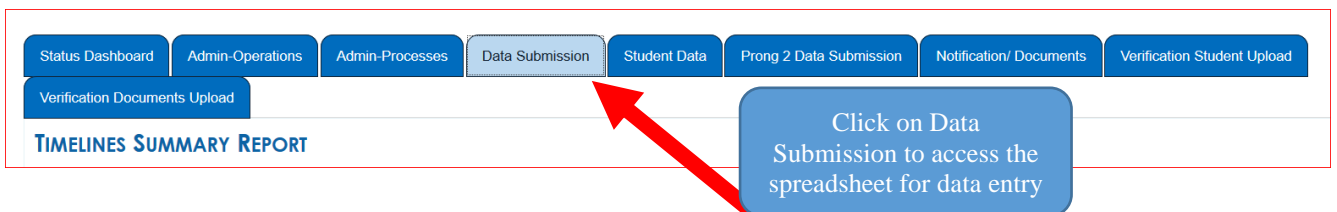
**Special Education Applications Dashboard**

School Year: 2015  
District: [Dropdown]

[Click here](#)

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On	ReOpen
SE Timelines	<a href="#">Available for Data Collection</a>	8/1/2014 12:00:00 AM	7/31/2015 12:00:00 AM			<input type="checkbox"/>
SE Pre School	<a href="#">Available for Data Collection</a>	8/1/2014 12:00:00 AM	7/31/2015 12:00:00 AM			<input type="checkbox"/>
Post Secondary	Not Yet Available					<input type="checkbox"/>
SE Continuation of Services	Not Yet Available					<input type="checkbox"/>
SE PS Transition	<a href="#">Available for Data Collection</a>					<input type="checkbox"/>

[ReOpen](#)



### 4.3 Entering Data for Child Find and Early Childhood Transition Timeline Summary

Follow the directions in 4.1 and 4.2 to access the Timeline Summary. The application can be completed in more than one session. Follow the directions in Section 4.4 for Calculating Data and the directions in 4.5 for Saving Data.

4.3.1 Enter data in cells that permit data entry per data element definitions in Section 2. Rows highlighted in light blue are auto-calculated and are not available for data entry.

Initial Evaluation (All Students)		SPP/APR INDICATOR 11		Babies Can't Wait (BCW)		SPP/APR INDICATOR 12	
Child Find Timelines				Transition Timelines			
1. Total # of completed referrals		50		1a. Total # BCW Transition Conferences		40	
2. Total Referrals minus Exceptions (Row 1 - Row 10)		49		1b. Total # Transition referrals w/consents from BCW		30	
3. Evaluations completed on time		48		2. Total Referrals minus Exceptions (Row 1b - Row 10)		29	
4. Evaluations completed late		2		3. # Eligible with IEP in place BY age 3		25	
5. Total # Completed on time		48		4. # Eligible with IEP in place AFTER age 3		2	
6. % Completed on time		97.96%		5. # Ineligible BY age 3		3	
7. Total # Completed late		2		6. # Ineligible AFTER age 3		0	
8. Total # of Exceptions	Exceptions 1,2,3	1		7. Total # Completed on time (by age 3)		28	
9. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		1		8. % Eligible with IEP in place by age 3		96.15%	
10. % Completed late		2.04%		9. Total # Completed late (after age 3)		2	
11. Range of days late for "Total # counted as Late" (Row 11)	1-10 days	1		10. Total # of Exceptions		1	
	11-30 days			11. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		1	
	31-60 days			12. % Completed late		3.45%	
	> 60 days			13. Range of days late for "Total # counted as Late" (Row 11)	1-10 days		1
	Total	1			11-30 days		1

Timeline	Exception	Initials	BCW
Initial Evaluation or Babies Can't Wait	1. Parent repeatedly fails or refuses to produce the child for evaluation.	1	1
Initial Evaluation	2. Extenuating circumstances, e.g. illness, unusual evaluation needs, or revocation of parent's consent for evaluation.		
Initial Evaluation	3. Child enrolls in a school from another system with the 60 day timeframe in process and the parents have agreed to a different timeline.		
Babies Can't Wait	4. Parent refusal to provide consent caused delays in evaluation or initial services.		
Babies Can't Wait	5. Child referred to BCW less than 90 days before the 3rd birthday.		
<b>Total</b>		1	1

Reasons Late for "Total Number Counted as Late"	Initials	BCW
Student delays (i.e. excessive absences)	1	
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)		1
Teacher/Evaluator delays (i.e. teachers not following through; lack of psychologists, diagnosticians, or speech-language pathologists)		
System errors (i.e. no tracking system in place, errors in tracking, error in policies and procedures)		
Other (Explain)		
<b>Total</b>	1	1

CALCULATE

SAVE

SUBMIT

### 4.3 File Edits for Child Find and Early Childhood Transition

Online edits are included in the Timeline Summary to assist you with data accuracy. The cell will turn red if you have errors. Data may be saved but not submitted with edit errors.

#### 4.3.1 Total Number of Completed Referrals (Row 1) does not equal the sum of Number of Evaluations on Time and the Number of Evaluations Late

Example of Summary Report with errors:

**TIMELINES SUMMARY REPORT**

The system timelines data has been saved successfully.

Please resolve the following issues to submit Timeline data:

- BCW: Total Number of Transition referrals w/consents from BCW (Row 1b) does not equal the sum of # Eligible with IEP implemented BY 3 (Row 3), # Eligible with IEP implemented AFTER 3 (Row 4), # Ineligible BY 3 (Row 5), and # Ineligible AFTER 3 (Row 6)
- Initial Evaluation: Total # Exceptions (Row 10) does not equal the number of reported reasons for exception.
- BCW: Total # Exceptions (Row 10) does not equal the number of reported reasons for exception.
- Initial Evaluation: Total # Counted as late (Row 11) does not equal the number of reported Range of Days Late for "Total # Counted As Late" (Row 13) and/or the Reasons Late for "Total # Counted As Late".
- BCW: Total # Counted as late (Row 11) does not equal the number of reported Range of Days Late for "Total # Counted As Late" (Row 13) and/or the Reasons Late for "Total # Counted As Late".

CALCULATE      SAVE      SUBMIT

Print Report

Initial Evaluation (All Students)		SPP/APR INDICATOR 11		Babies Can't Wait (BCW)		SPP/APR INDICATOR 12	
Child Find Timelines				Transition Timelines			
1.	Total # of completed referrals		189	1a.	Total # BCW Transition Conferences		125
2.	Total Referrals minus Exceptions (Row 1 - Row 10)		183	1b.	Total # Transition referrals w/consents from BCW		125
3.	Evaluations completed on time		180	2.	Total Referrals minus Exceptions (Row 1b - Row 10)		124
4.	Evaluations completed late		5	3.	# Eligible with IEP in place BY age 3		120
5.	Total # Completed on time		180	4.	# Eligible with IEP in place AFTER age 3		4
6.	% Completed on time		98.36%	5.	# Ineligible BY age 3		4
7.	Total # Completed late		5	6.	# Ineligible AFTER age 3		1
8.	Total # of Exceptions	Exceptions 1,2,3	3	7.	Total # Completed on time (by age 3)		122
9.	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		2	8.	% Eligible with IEP in place by age 3		98.36%
10.	% Completed late		1.09%	9.	Total # Completed late (after age 3)		2
11.	Range of days late for "Total # counted as Late" (Row 11)	1-10 days		13.	Range of days late for "Total # counted as Late" (Row 11)	1-10 days	
		11-30 days	2			11-30 days	2
		31-60 days				31-60 days	
		> 60 days				> 60 days	
		Total	2			Total	2

#### 4.3.2 Total Number of Exceptions (Row 8 for Indicator 11 and Row 10 for Indicator 12) does not equal the number of reported reasons for exception.

4.	Evaluations completed late		6	4.	# Eligible with IEP in place BY age 3		4
				5.	# Ineligible BY age 3		3
				6.	# Ineligible AFTER age 3		
5.	Total # Completed on time		180	7.	Total # Completed on time (by age 3)		123
6.	% Completed on time		98.36%	8.	% Eligible with IEP in place by age 3		99.17%
7.	Total # Completed late		6	9.	Total # Completed late (after age 3)		2
8.	Total # of Exceptions	Exceptions 1,2,3	3	10.	Total # of Exceptions		1
9.	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		3	11.	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		1
10.	% Completed late		1.64%	12.	% Completed late		0.81%
11.	Range of days late for "Total # counted as Late" (Row 11)	1-10 days	1	13.	Range of days late for "Total # counted as Late" (Row 11)	1-10 days	
		11-30 days	2			11-30 days	1
		31-60 days				31-60 days	
		> 60 days				> 60 days	
		Total	3			Total	1

Timeline	Exception	Initials	BCW
Initial Evaluation or Babies Can't Wait	1. Parent repeatedly fails or refuses to produce the child for evaluation.		2
	2. Extenuating circumstances, e.g. illness, unusual evaluation needs, or revocation of parent's consent for evaluation.	2	
Initial Evaluation	3. Child enrolls in a school from another system with the 60 day timeframe in process and the parents have agreed to a different timeline.		
	4. Parent refusal to provide consent caused delays in evaluation or initial services.		
Babies Can't Wait	5. Child referred to BCW less than 90 days before the 3rd birthday.		
<b>Total</b>		<b>2</b>	<b>2</b>

**4.3.3 Total Number of Counted as Late (Row 9 for Indicator 11 and Row 11 for Indicator 12) does not equal the number of reported Range of Days Late for “Total # Counted as Late” (Row 11 for Indicator 11 and Row 13 for Indicator 12)**

7. Total # Completed late		6	9. Total # Completed late (after age 3)		2
8. Total # of Exceptions	Exceptions 1,2,3	3	10. Total # of Exceptions		1
9. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		3	11. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		1
10. % Completed late		1.64%	12. % Completed late		0.81%
11. Range of days late for "Total # counted as Late" (Row 11)	1-10 days	1	13. Range of days late for "Total # counted as Late" (Row 11)	1-10 days	
	11-30 days	1		11-30 days	2
	31-60 days			31-60 days	
	> 60 days			> 60 days	
	Total	2		Total	2

**4.3.4 Total Number reported for Range of Days Late for “Total # Counted as Late” (Row 11 for Indicator 11 or Row 13 for Indicator 12) does not equal the Reasons Late for “Total # Counted as Late”**

8. Total # of Exceptions	Exceptions 1,2,3	3	10. Total # of Exceptions		1
9. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		3	11. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		1
10. % Completed late		1.64%	12. % Completed late		0.81%
11. Range of days late for "Total # counted as Late" (Row 11)	1-10 days	1	13. Range of days late for "Total # counted as Late" (Row 11)	1-10 days	
	11-30 days	1		11-30 days	2
	31-60 days			31-60 days	
	> 60 days			> 60 days	
	Total	2		Total	2

Timeline	Exception	Initials	BCW
Initial Evaluation or Babies Can't Wait	1. Parent repeatedly fails or refuses to produce the child for evaluation.	1	1
	2. Extenuating circumstances, e.g. illness, unusual evaluation needs, or revocation of parent's consent for evaluation.	2	
Initial Evaluation	3. Child enrolls in a school from another system with the 60 day timeframe in process and the parents have agreed to a different timeline.		
	4. Parent refusal to provide consent caused delays in evaluation or initial services.		
Babies Can't Wait	5. Child referred to BCW less than 90 days before the 3rd birthday.	3	1
<b>total</b>		<b>3</b>	<b>1</b>

Reasons Late for "Total Number Counted as Late"		Initials	BCW
Student delays (i.e. excessive absences)			
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)			
		2	1
Teacher/Evaluator delays (i.e. teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists)			
		1	
System errors (i.e. no tracking system in place, errors in tracking, error in policies and procedures)			
Other (Explain)			
<b>total</b>		<b>3</b>	<b>1</b>

#### 4.4 Calculating Data for Child Find and Early Childhood Transition Timeline Summary

The application opens in mid-February for data entry. To calculate indicator status, select **CALCULATE** located on both the bottom and top of the page. Select **CALCULATE** to update data when correcting or adding new entries. Rows highlighted in light blue are auto-calculated and are not available for data entry or not applicable to a specific collection. When all errors have been corrected (no red cells) and data calculated, you will receive a confirmation at the bottom and the top of the page that states, “**The timeline data have been calculated successfully.**” The Timeline Summary may be completed in more than one session by saving data as described in Section 4.5. You may calculate data multiple times within the same session. **You must still SUBMIT your data.**

Reasons Late for "Total Number Counted as Late"	Initials	BCW
Student delays (i.e. excessive absences)		
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)	2	
Teacher/Evaluator delays (i.e. teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists)	1	1
System errors (i.e. no tracking system in place, errors in tracking, error in policies and procedures)		
Other (Explain)		
<b>Total</b>	<b>3</b>	<b>1</b>

CALCULATE      SAVE  
SUBMIT

#### 4.5 Saving the Child Find and Early Childhood Transition Timeline Summary

Data may be saved at any point during the data entry process. Select **SAVE** located on both the bottom and the top of the page to retain all data entered. You may save multiple times within the same session. The Timeline Summary may be completed in more than one session. Data will be retained if the save function is applied. Data that has been saved has not yet been submitted. **You must still SUBMIT your timeline data.**

Reasons Late for "Total Number Counted as Late"	Initials	BCW
Student delays (i.e. excessive absences)		
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)	2	
Teacher/Evaluator delays (i.e. teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists)	1	1
System errors (i.e. no tracking system in place, errors in tracking, error in policies and procedures)		
Other (Explain)		
<b>Total</b>	<b>3</b>	<b>1</b>

CALCULATE      SAVE  
SUBMIT

## 5.0 Data Submission


Click on the **SUBMIT** button to submit your data once you have verified your data to be accurate. To be considered a timely submission, your Timeline Summary must have a date stamp no later than midnight, July 31, 2019. **You cannot submit your report until all online errors have been resolved (no red cells).** The Timeline Summary can be accessed and updated multiple times. If you submit in error, please email Carol Seay at [cseay@doe.k12.ga.us](mailto:cseay@doe.k12.ga.us) to re-open your application *prior to the deadline of July 31, 2109*.

After data submission, you will see a statement at the bottom and the top of the page providing the name of the individual completing the submission and the date stamp for the submission. Please make a copy of this confirmation for your records.

**Timeline data may not be submitted until June 2019.**

Reasons Late for "Total Number Counted as Late"	Initials	BCW
Student delays (i.e. excessive absences)		
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)	2	
Teacher/Evaluator delays (i.e. teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists)	1	1
System errors (i.e. no tracking system in place, errors in tracking, error in policies and procedures)		
Other (Explain)		
<b>Total</b>	<b>3</b>	<b>1</b>

CALCULATE
SAVE
SUBMIT



## Appendix A

### Code: IDDF (4)

#### 160-4-7-.04 EVALUATIONS AND REEVALUATIONS.

##### (1) INITIAL EVALUATIONS.

(a) Each LEA must conduct a full and individual initial evaluation before the initial provision of special education and related services to a child with a disability. [34 C.F.R. § 300.301(a)]

1. Each LEA shall ensure that evaluation procedures are established and implemented that meet the requirements of this Rule.

(b) Once a child is referred for an evaluation by a parent or Student Support Team (SST) to determine if the child is a child with a disability, the initial evaluation:

1. Must be completed within 60 calendar days of receiving parental consent for evaluation. [34 C.F.R. § 300.301(c)(1)(i)]

(i) Holiday periods and other circumstances when children are not in attendance for five consecutive school days shall not be counted toward the 60 calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays except:

(ii) Any summer vacation period in which the majority of an LEA's teachers are not under contract shall not be included in the 60 day timeline for evaluation. However an LEA is not prohibited from conducting evaluations over a summer vacation period

I. Consent received 30 days or more prior to the end of the school year must be completed within the 60 calendar day evaluation timeframe.

II. Students who turn three during the summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday.

2. Must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child. [34 C.F.R. § 300.301(c)(2)(i) – (ii)]

(c) The timeframe described above does not apply to a LEA if:

1. The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or

2. A child enrolls in a school of another LEA after the relevant timeline in this Rule has begun and prior to a determination by the child's previous LEA as to whether the child is a child with a disability; [34 C.F.R. § 300.301(d)(1) – (2)]

##### 160-4-7-.04-2 EVALUATIONS AND REEVALUATIONS

3. The exception in (c)(2) above applies only if the subsequent LEA is making



sufficient progress to ensure a prompt completion of the evaluation and the parent and subsequent LEA have agreed to a specific time when the evaluation will be completed. [34 C.F.R. § 300.301(e)]

4. If extenuating circumstances, e.g., illness, unusual evaluation needs, or revocation of parent's consent for evaluation affect this time line, the LEA shall document the exceptions.

**(2) PARENTAL CONSENT FOR EVALUATION.**

(a) The LEA proposing to conduct an initial evaluation to determine if the child qualifies as a child with a disability shall, after providing notice, obtain an informed consent from the parents of such child before the evaluation is conducted. The LEA must make reasonable efforts to obtain the informed consent from the parents. To meet the reasonable efforts requirement, the LEA must document its attempts to obtain parental consent using procedures that may include detailed records of telephone calls made or attempted and the results of those calls, copies of correspondence sent to the parents and any responses received, and detailed records of visits made to the parent's home or place of employment and the results of those visits. [34 C.F.R. § 300.300(a)(1)(i); § 300.300(a)(1)(iii); § 300.300(d)(5); § 300.322(d)(1) – (3)]

(b) If the parents of a child refuses consent for the evaluation or the parents fail to respond to a request to provide consent, the LEA may, but is not required to, pursue the initial evaluation of the child by utilizing the mediation and impartial due process hearing procedures provided for in the procedural safeguards. However, if a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or such parent fails to respond to a request to provide consent, the LEA may not use the consent override procedures, and the LEA is not required to consider the child as eligible for services. [34 C.F.R. § 300.300(a)(3)(i); § 300.300(d)(4)(i) – (ii)]

(c) For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the LEA is not required to obtain informed consent from the parent for initial evaluation to determine whether the child is a child with a disability if -

1. Despite reasonable efforts to do so, the LEA cannot discover the whereabouts of the parent of the child;
2. The rights of the parents of the child have been terminated in accordance with State law; or

**160-4-7-.04-3 EVALUATIONS AND REEVALUATIONS**

3. The rights of the parents to make educational decisions have been subrogated by

a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. [34 C.F.R. § 300.300(a)(2)(i) – (iii)]

(d) Other consent requirements.

1. Parental consent is not required before -

(i) Reviewing existing data as part of an evaluation or a reevaluation; or

(ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children. [34 C.F.R. § 300.300(d)(1)(i) – (ii)]

(iii) The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation. This shall not be considered to be an evaluation for eligibility for special education and related services. [34 C.F.R. § 300.302]

### **(3) REEVALUATION.**

(a) Each LEA must ensure that a reevaluation of each child with a disability is conducted at least once every 3 years, unless the parent and the LEA agree that a reevaluation is unnecessary:

1. If the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrants a reevaluation; or

2. If the child's parent or teacher requests a reevaluation. [34 C.F.R. § 300.303(a)(1) – (2); § 300.303(b)(2)]

(b) Limitation. A reevaluation may not occur more than once a year, unless the parent and the LEA agree otherwise; and must occur at least once every 3 years, unless the parent and the LEA agree that a re-evaluation is unnecessary. [34 C.F.R. § 300.303(b)]

(c) Each LEA shall obtain informed parental consent prior to conducting any reevaluation of a child with a disability, except that such informed parental consent need not be obtained if the LEA can demonstrate that it has taken reasonable measures to obtain such consent and the child's parents failed to respond. [34 C.F.R. § 300.300 (c)(1) – (2)]

### **(4) EVALUATION PROCEDURES.**

#### 160-4-7-.04-4 EVALUATIONS AND REEVALUATIONS

(a) Notice. The LEA shall provide notice to the parents of a child suspected with a disability, in accordance with all notice requirements as described in Rule 160-4-7-.09 Procedural Safeguards/Parent Rights. [34 C.F.R. § 300.304(a)]

(b) Conduct of evaluation. In conducting an evaluation, the LEA must -

1. Use a variety of evaluation tools and strategies to gather relevant academic, functional and developmental information about the child, including information provided by the parents that may assist in determining:

- (i) Whether the child is a child with a disability; and
- (ii) The content of the child's individualized education program including information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child to participate in appropriate activities);

2. Not use any single procedure as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;

3. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

[34 C.F.R. § 300.304(b)(1) – (3)]

(c) Other evaluation procedures. Each LEA shall ensure that:

1. Assessments and other evaluation materials used to assess a child under this section:

- (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
- (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
- (iii) Are used for the purposes for which the evaluations or measures are valid and reliable;
- (iv) Are administered by trained and knowledgeable personnel; and
- (v) Are administered in accordance with any instructions provided by the producer of the assessments. [34 C.F.R. § 300.304(c)(1)(i) – (v)]

160-4-7-.04-5 EVALUATIONS AND REEVALUATIONS

2. The child is 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. [34 C.F.R. § 300.304(c)(4)]

3. Evaluation tools and strategies are used which provide relevant information that directly assists persons in determining the educational needs of the child. [34 C.F.R. § 300.304(c)(7)]

4. Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide

a single general intelligence quotient. [34 C.F.R. § 300.304(c)(2)]

5. Assessment selection and administration is such that, when administered to a child with impaired sensory, manual or speaking skills, the results accurately reflect the child's aptitude or achievement level, or whatever other factors the assessment purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills, except where those skills are the factors which the assessment purports to measure. [34 C.F.R. § 300.304(c)(3)]

6. If an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions, i.e., the qualifications of the person administering the test or the method of test administration must be included in the evaluation report.

7. In evaluating each child with a disability under this rule, the evaluation shall be sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. [34 C.F.R. § 300.304(c)(6)]

8. Evaluations of children with disabilities who transfer from one LEA to another LEA in the same school year are coordinated with those children's prior and subsequent schools, as necessary and expeditiously as possible, to ensure prompt completion of full evaluations. [34 C.F.R. § 300.304(c)(5)]

9. The evaluation of children referred because of learning and/or behavior problems is the responsibility of a multidisciplinary evaluation team. For children who require a psychological and clinical evaluation, it must be conducted by a qualified psychological examiner:

(i) Qualified Psychological Examiner Requirements.

(ii) Initial evaluation results used for consideration of eligibility for special education, if not provided by a school psychologist with a valid S-5 (or higher) certificate in school psychology, shall be from one of the following:

#### 160-4-7-.04-6 EVALUATIONS AND REEVALUATIONS

(I) A psychologist licensed by the Georgia Board of Examiners of Psychologists and having training and experience in school psychology or child clinical psychology.

(II) A full-time graduate student in an approved, properly supervised school psychology or child clinical psychology training program internship/practicum, who has completed a minimum of one year of approved appropriate graduate training.

(III) A Georgia Merit System employee who has a classification rating of psychologist, senior psychologist, or psychology program specialist.

#### **(5) ADDITIONAL REQUIREMENTS.**

(a) Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any re-evaluation, the parent and other qualified professionals, as appropriate, must review existing evaluation data on the child, including:

1. Evaluations and information provided by the parents of the child;
2. Current classroom-based, local, or State assessments and classroom-based observations; and
3. Observations by teachers and related services providers. [34 C.F.R. § 300.305(a)(1)(i) – (iii)]

(b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:

1. Whether the child is a child with a disability and the educational needs of the child, or in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child; [34 C.F.R. § 300.305(a)(2)(i)(A) – (B)]
2. The present levels of academic achievement and related developmental needs of the child; [34 C.F.R. § 300.305(a)(2)(ii)]
3. Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and [34 C.F.R. § 300.305(a)(2)(iii)(A) – (B)]
4. Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum. [34 C.F.R. § 300.305(a)(2)(iv)]

#### 160-4-7-.04-7 EVALUATIONS AND REEVALUATIONS

(c) The parent and other qualified professionals may conduct its review without a meeting. [34 C.F.R. § 300.305(b)]

(d) The LEA must administer such assessments and other evaluation measures as may be needed to produce the data identified. [34 C.F.R. § 300.305(c)]

(e) Requirements if additional data are not needed -

1. If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs, the LEA:
  - (i) Must notify the child's parents of that determination and the reasons for it and notify the parents of the right to request an evaluation to determine whether the child continues to be a child with a disability and to determine the child's educational needs; [34 C.F.R. § 300.305(d)(1)(i) – (ii)]

(ii) Is not required to conduct such an evaluation to determine whether the child continues to be a child with a disability unless requested by the child's parents. [34 C.F.R. § 300.305(d)(2)]

(f) Evaluations before change in eligibility. The LEA must evaluate a child with a disability before determining that the child is no longer a child with a disability. [34 C.F.R. § 300.305(e)(1)]

1. The evaluation is not required before termination of a child's disability due to graduation from high school with a regular education diploma, or due to exceeding the age eligibility for FAPE. [34 C.F.R. § 300.305(e)(2)]

2. However, the LEA must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post-secondary goals. [34 C.F.R. § 300.305(e)(3)]

**(6) DETERMINATION OF ELIGIBILITY.**

(a) Upon completion of the administration of tests and other evaluation measures –

1. A group of qualified professionals and the parents of the child (Eligibility Team) determines whether the child is a child with a disability and the educational needs of the child; and

2. The LEA provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parents. [34 C.F.R. § 300.306(a)(1)-(2)]

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(b) In making a determination of eligibility, a child must not be determined to be a child with a disability: if the determinant factor for that eligibility is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of ESEA); lack of appropriate instruction in math; or limited English proficiency; and if the child does not otherwise meet the program area eligibility criteria for a child with a disability. [34 C.F.R. § 300.306(b)(1) – (2)]

(c) Procedures for determining eligibility and educational need.

1. In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, each LEA must –

(i) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background and adaptive behavior;

(ii) Ensure that information obtained from all of these sources is documented and carefully considered. [34 C.F.R. § 300.306(c)(1)(i) – (ii)]

2. If a determination is made that

(i) A child has a disability,

(ii) And the disability affects educational performance (academic, functional and/or developmental) and

(iii) The child needs special education and related services, an eligibility document and IEP must be developed for the child. [34 C.F.R. § 300.306(c)(2)]

Authority O.C.G.A. § 20-2-152; 20-2-240.

**Adopted: March 11, 2010 Effective: March 31, 2010**