**USDOE findings of violation of IDEA**

1. TEA failed to ensure that all children with disabilities in Texas in need of SE or related services were located, identified and evaluated, regardless of the severity of their disability
2. TEA failed to ensure that FAPE was available to all children with disabilities
3. TEA failed to fulfill general supervisory and monitoring responsibilities under IDEA

**TEA Special Education Strategic Plan 5 Components**

1. **State Monitoring**
2. **Identification, Evaluation, and the offer of FAPE (Child Find)**
3. Training, Support and Development
4. Student, Family and Community Engagement
5. Technical Assistance Networks and Structures

Focus for districts is to be ***Identification, Evaluation and offer of FAPE*.** Specific groups that were referred to as “target” groups by USDOE:

* Section 504
* Dyslexia services
* Response to intervention (RtI)
* Parent requests to evaluated

Referrals under IDEA have a ***“two-pronged”*** test:

1. Is there reason to suspect the student has a disability condition recognized under IDEA?
2. Is there a reason to suspect that because of the disability the student needs special education and related services?

**Reporting to TEA:**

LEA Child Find Reporting

SPP Indicator 11:

* Track each initial request during 18-19 school year (beginning 7-1-18)
* Parent Request verbal and written
* Number of students that consent to evaluated was received
* Reason for request, should this child have been referred prior to 18-19
* If found eligible, additional services were needed “compensatory services”
	+ Types of additional services: related services, supplementary aids and services, program modifications, and support personnel
	+ Timeline to implement additional services
		- Up to six months
		- More than six months up to one year