Evaluation & Eligibility in the IEP Process

Topics for Today

- Special Education Timeline
- Evaluation Process
  - Review of Existing Data
  - Parent Consent
  - More Testing
- Determination of Eligibility
- Next Steps

Timeline
When Does this All Happen?

Evaluation Timeline

Exceptions to 60-Days

1. If parent does not make child available for testing
2. If evaluation is for SLD
3. If more time needed so parent can participate
What Starts the Evaluation Process?

- Written Referral
- Notice of Receipt of Referral & Start of Initial Evaluation (IE-1)
  - DATE
  - IEP Team

Existing Data Review

- Enough data for a comprehensive evaluation?
- Existing data:
  - Things tried already to help the child learn
  - Current assessment info
  - Observations by teachers & other qualified persons
  - Other information
- Document the review (ED-1)

Parent Role in Existing Data Review

- Parents are part of IEP Team
- Read child’s school record
- Share information:
  - Medical, therapy, etc.
  - Help needed
- School documents
- 3 efforts to involve
Is Existing Data Enough?

- Enough: No more testing needed (IE-2)
- Not enough: More testing needed (IE-3)

Parent consent

Up to 60-calendar days starts

Parent Consent

Consent to Evaluate

- 60-days starts when consent is received
- Consent is voluntary
- Consent is revocable
- Check “I give my consent” box and sign
Can a Parent Refuse?

- Parent can refuse to give consent
- School district has 3 options:
  - Do nothing
  - Mediation
  - Due Process

School district has 3 options:

- Do nothing
- Mediation
- Due Process

Tests

Information from many sources
IEP Team members do the testing
Must do more than 1 test
Tests must be technically sound
Tests must be fair to children of all cultures

What to Know about Tests?
Parent Participation

Parents can ask:
- Explain the tests
- See child’s answer sheet
- Use a particular test
- Test a certain area

Parent input important:
- What the child does well
- What the child likes to do
- What is difficult
- What they think their child’s educational needs are.

Does the Child Have a DISABILITY?

1. Autism
2. Deaf/Blind
3. Emotional Behavioral Disability
4. Hearing Impairment
5. Intellectual Disability
6. Orthopedic Impairment
7. Other Health Impairment
8. Significant Developmental Delay
9. Specific Learning Disability (ER 2-A)
10. Speech & Language Impairment
11. Traumatic Brain Injury
12. Visual Impairment
Does the Child NEED Special Education?

IEP Team identifies:

- Needs that **can** be met in regular education
- Needs that **not** can be met in regular education

Evaluation Report

- IEP Team writes it
- Existing data & Additional assessments
- Eligibility determination
- Reasons
- Parents get a copy

What Happens Next?

Evaluation Timeline

- Referral (no prior IEP)
- Request (no prior IEP)
- Receipt of consent for additional assessments
- Additional assessments
- IEP team
- IEP
- IEP meeting
- IEP
- Present levels of performance
- IEP
- IEP
- IEP
- IEP
- IEP
If Not Found Eligible?

- Problem-solving procedures
- IEE, Mediation, etc.
- Section 504 Plan
  - Accommodations & modifications in regular ed.

THANK YOU!

Content addressed in this module is based on federal and state law and regulations. The information is not intended to be a replacement for careful study of IDEA and Chapter 115.

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Register – www.wifacets.org
Please complete your evaluation.
Questions? WI FACETS 877-374-0511

THANK YOU!