

Evaluation & Eligibility in the IEP Process



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Topics for Today

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



Spec. Ed. Plain Lang., p.23

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Handouts

Access handouts at our website [here](#)

- Handout 1: Slides
- Handout 2: Special Education in Plain Language
- Handout 3: Form IE-3
- Handout 4: Form ER-1
- Handout 5: More resources handout

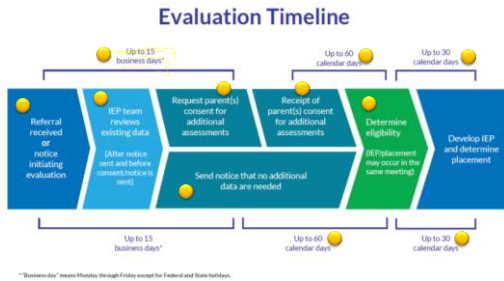


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When Does this All Happen?



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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




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What Starts the Evaluation Process?

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




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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)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

Up to 15 business days



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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



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Is Existing Data Enough?

- Enough → No more testing needed (IE-2)
→ Up to 60-calendar days starts
- Not enough → More testing needed (IE-3)
→ **Parent consent**
→ Up to 60-calendar days starts



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Consent to Evaluate

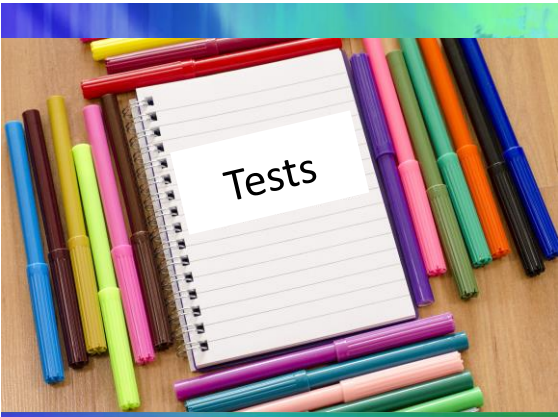
- 60-days starts when consent is received
- Consent is voluntary
- Consent is revocable
- Check "I give my consent" box and sign

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Can a Parent Refuse?

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


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What to Know about 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





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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.

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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**
(ER2-A)
10. Speech & Language Impairment
11. Traumatic Brain Injury
12. Visual Impairment

PI 11.36 Checklists



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Does the Child NEED Special Education?

IEP Team identifies:

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



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Evaluation Report

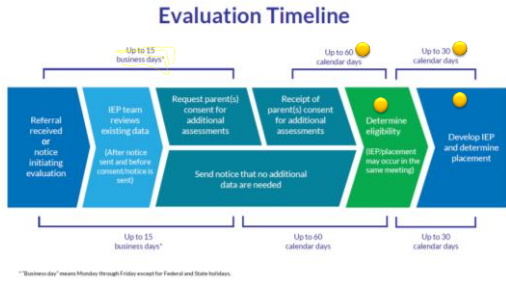
- IEP Team writes it
- Existing data & Additional assessments
- Eligibility determination
- Reasons
- Parents get a copy



ER-1

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What Happens Next?



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If Not Found Eligible?

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



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That's It for Today!

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

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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