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

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
When Does this All Happen?

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)

Up to 15 business days
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)
  - Up to 60-calendar days starts
- 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
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

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 (ER2-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 cannot 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

- Material received or initiating evaluation
- IEP team meets, collecting data
- Send notice to parents that additional assessments are needed
- Parental consent for additional assessments
- Parental consent for additional assessments
- Develop IEP
- Final placement

If Not Found Eligible?

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

More Resources
THANK YOU!

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

That's It for Today!