

IEP Eligibility Determination

Colorado Charter School Institute

Student Services Unit

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Eligibility Categories

- Autism Spectrum Disorder
- Deaf-Blindness
- Developmental Disability
- Hearing Impairment, including Deafness
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Serious Emotional Disability
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Vision Impairment, including Blindness



Child Find

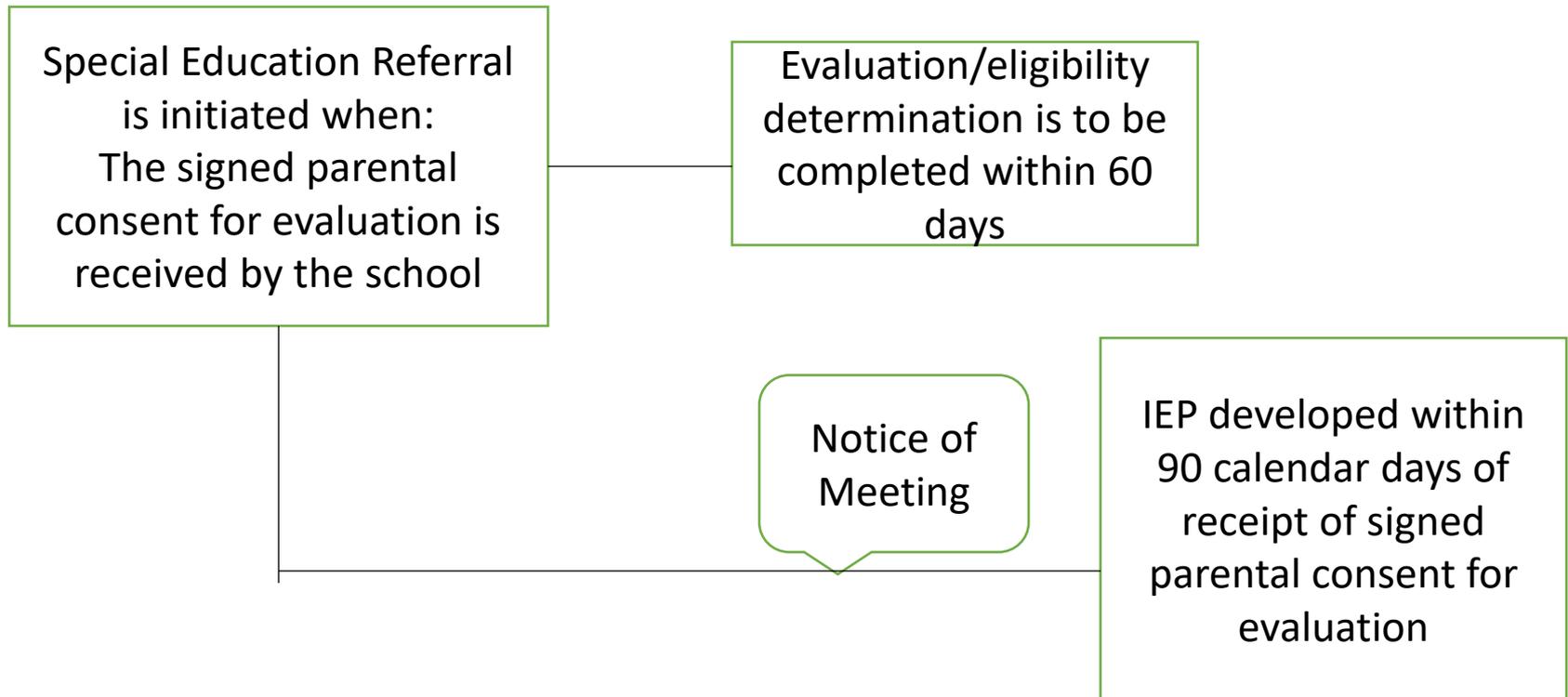
- Schools must:
 - Locate
 - Evaluate, and
 - Provide Services
- To ensure that students with disabilities are provided with the support they need to make progress in the general education curriculum.





Important Timelines

Referral, Evaluation, IEP Implementation





Referral to Special Education

- Any student who needs special education or is suspected of having a disability that might require special education or related services.
- Referrals may be made by a parent or a school staff member who believes that a student may have a disability that would require special education services.





Review Existing Data

- The multidisciplinary team reviews formal and informal information from a variety of sources to determine if additional evaluation data is needed.
- Sources may include:
 - Information provided by parents and student;
 - School-based problem-solving data;
 - Results of interventions and supports;
 - Results of current classroom-based and curriculum-based measures;
 - English language proficiency;
 - Anecdotal records;
 - Classroom observations;
 - Cumulative records (attendance, discipline records, report cards, achievement scores, transcripts);
 - Private or independent evaluation information, if available.



Determining Appropriate Assessments

- Based upon the referral information and the review of records the team determines the areas to be assessed:

- Cognitive
- Academic
- Sensory/Motor
- Speech/Language
- Social Emotional
- Adaptive

Hearing and Vision must be screened prior to all initial evaluations.



Prior Written Notice and Consent for Evaluation

- Parents must be provided a copy of the **Procedural Safeguards**
- Complete the **Prior Written Notice and Consent for Evaluation** form to notify the parent:
 - Of the referral, reasons for referral, and decision of the Multidisciplinary team;
 - The decision for seeking further evaluation;
 - Areas to be evaluated;
 - Reasons for evaluation;
 - Documentation of the evaluation procedures, tests, records, or reports used to develop the proposal;
 - Other options considered and rational for rejecting those options;
 - Any other factors the team considered.



Evaluation

- Following receipt of the parent's permission to proceed with evaluation:
 - The case manager should notify each team member who needs to assess of the evaluation and timelines to complete their portion of the assessment process.
 - The assessment must be fully comprehensive enough to determine eligibility in all areas of suspected disability.
 - A variety of tools and strategies must be used to gather relevant functional, developmental and academic information about the student, including information provided by the parent.

No single measure or assessment may be the sole criteria for identification of a disability.



Evaluation Report

- Must include:
 - Documentation of the sources of information and assessments, the results obtained, and date(s) of administration;
 - Analyze raw evaluation data and interpret results'
 - The student's strengths and skills;
 - Identify any existing disability/ies
 - Provide information to measure the effect the student's disability has on his/her educational performance;
 - Identify specific instructional and supports needed to improve the student's educational performance regardless of whether the student is determined to have a disability.
- The **Evaluation Report** must be provided to the parent.
- The report should not include recommendations about eligibility for special education, a specific disability classification or placement options.



Determination of Eligibility Notice of Meeting

- **Notice of Meeting** must be sent to the parents early enough to assure their attendance at the meeting.
- Must be a mutually agreed upon time and place.
- Should indicate type of meeting and whether the meeting will include both the eligibility meeting and IEP development meeting.
- Include information about who will attend the meeting.
- Must include the parents, classroom teacher, special education teacher, and other individuals who can interpret assessment results and educational implications.



Purpose of the Eligibility Meeting

- Determine a student's eligibility to receive special education services by:
 - Developing and documenting the student's academic and behavioral functioning, including current levels of performance;
 - Discussing characteristics exhibited by the student that support or refute the identification of a disability; and
 - Determining whether there is or continues to be an adverse impact on the student's educational performance.



To Determine Eligibility

- The Multidisciplinary Team must:
 - Review and consider all assessment data, including any independent evaluations;
 - Consider the strengths and needs of the student;
 - Use the results of more than one data source; and
 - Ensure the determination is not based on lack of instruction in reading or math or because of limited English proficiency.



Eligibility Determination

- The appropriate **Eligibility Determination** form must be completed to identify how the child qualifies for special education.





Consent for Initial Placement in Special Education

- If a child is found eligible for special education services at the eligibility meeting, the team must obtain consent from the parent to provide special education and related services.
- This is documented through the **Prior Written Notice and Consent for Initial Provision of Special Education and Related Services**.
- The form must be completed and signed by the parent before the IEP is developed and before the student receives any special education services.



Required Forms for Eligibility Meeting

- Procedural Safeguards
- Prior Written Notice and Consent for Evaluation
- Notice of Meeting
- Evaluation Report
- Determination of Eligibility
- Prior Written Notice and Consent for Special Education and Related Services



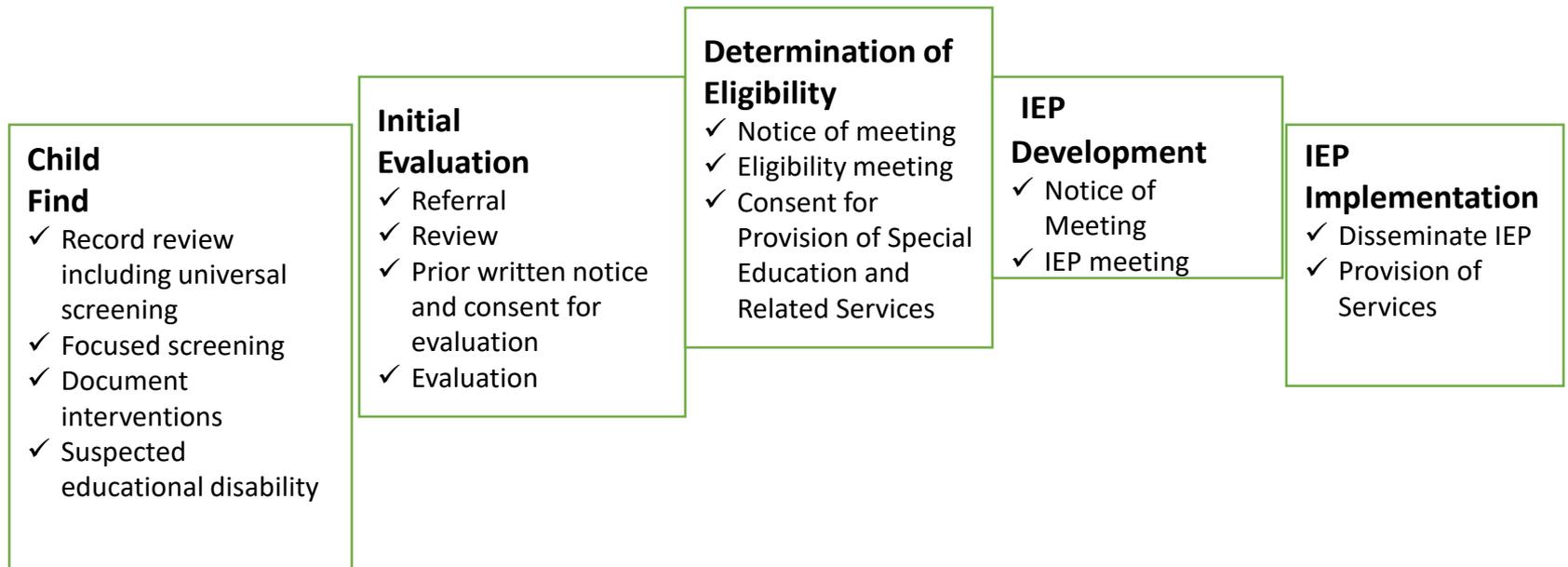
Development of the IEP

- Once the eligibility determination has been made and the parents have given permission for special education and related services, the IEP must be developed.
- Within 30 days of the eligibility meeting or 90 days of initial permission to assess.





Beginning the IEP Process





Resources

- IEP Procedural Guidance: Exceptional Student Services Unit Technical Assistance
www.cde.state.co.us/cdesped/iep_proceduralguidance
- Disability Categories
www.cde.state.co.us/cdesped/sd-main
- CSI Coordinator
- Special Education Director