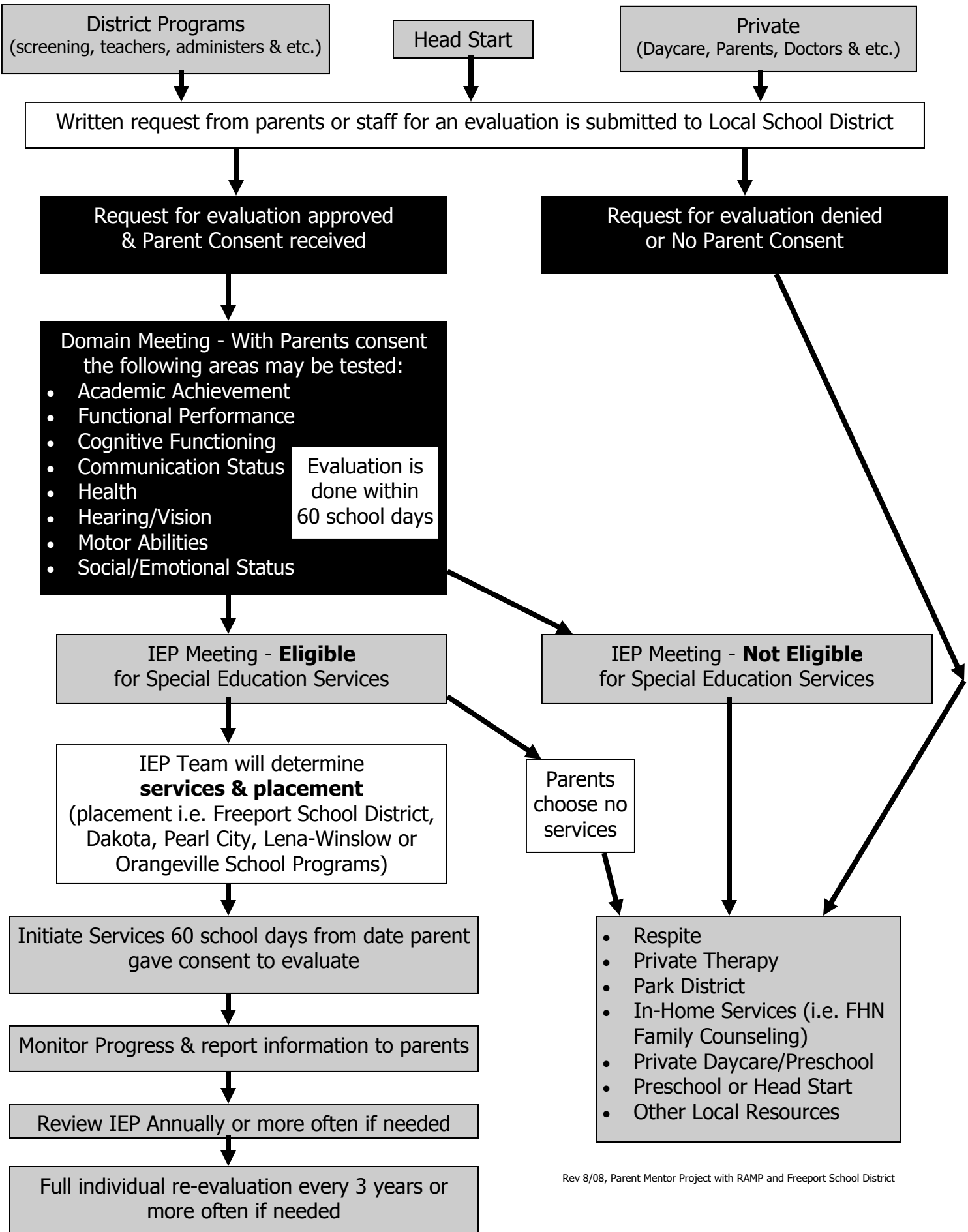


# Referral / Evaluation Process into Special Education for Stephenson County



# Referral / Evaluation Process into Special Education for Stephenson County

From District Programs (screenings, teachers, administrators),

Head Start or

Private (daycare, parents, doctors & etc.)

- I. Written request from parents or staff for an evaluation is submitted to Local School District
  - A. Request for Evaluation denied or No Parent Consent
  - B. Request for Evaluation approved & Parents Consent received
  - C. Domain Meeting - IEP Team Reviews (**See IV. for list of the IEP Team**)
    1. Review current information
    2. Decide if more information is needed to determine eligibility and services
    3. Areas that will be looked at
      - a. Academic Achievement
      - b. Functional Performance
      - c. Cognitive Functioning
      - d. Communication Status
      - e. Health
      - f. Hearing/Vision
      - g. Motor Abilities
      - h. Social/Emotional Status
    4. Evaluation is done within 60 school days
- II. How is Eligibility determined?
  - A. The parent and the school district determine eligibility by answering these two questions
    1. Does the child have a disability?
    2. Does the child need specialized instruction?
  - B. Determine under which category the child is eligible for services
    1. Autism
    2. Cognitive Disability
    3. Deaf/Blindness
    4. Deafness
    5. Developmental Delay
    6. Emotional Disability
    7. Hearing Impairment
    8. Multiple Disabilities
    9. Orthopedic Impairment
    10. Other Health Impairment
    11. Specific Learning Disability
    12. Speech or Language Impairment
    13. Traumatic Brain Injury
    14. Vision Impairment including Blindness
- III. IEP Team Meeting – to determine eligible or not eligible
  - A. **Eligible** - What will happen if the child qualifies for services?
    1. Goals will be developed to address student's needs
    2. Placement and services will be decided by IEP Team
      - Placement options
        - a. District's Preschool Programs
        - b. Private Preschool
        - c. Homebound Services

- d. Therapeutic Day School
- e. Residential Placement
- Services
  - a. Specialized Instruction by Special Education Teacher
  - b. School-based Therapy needed (Occupational, Physical, Speech and/or Language, Social Work, etc...)
  - c. ESY (Extended School Year) – Special Education and related services that are provided to a child with a disability beyond the normal school year of the public agency. The services are provided in accordance with the child’s IEP at no cost to the parents of the child.
  - d. Accommodations (extended times on test, one-on-one assistance, reduce work, etc...)
  - e. AT (Assistive Technology) (Bigger pencil, speech device, computer, etc...)
- 3. Child will receive services 60 school days from date parent gave consent to evaluate
- 4. School District must have parents consent to implement services and placement
- 5. IEP is reviewed and revised annually or more often if needed
- 6. Parents receive progress reports on IEP goals as often as other parents receive progress reports on their child’s grades
- 7. Child is re-evaluated every 3 years or more often if needed
- B. **NOT Eligible** for Special Education Services or Parents choose no services
  - 1. Respite
  - 2. Private Therapy
  - 3. Park District
  - 4. In-Home Services (i.e. FHN Family Counseling)
  - 5. Private Daycare
  - 6. Preschool or Head Start
  - 7. Other Local Resources

IV. IEP Team must consist of:

- A. The Parents of the child
- B. Student (recommended at transition age of 14 years old)
- C. Not less than one Special Education Teacher (Case Manager) of the child, or where appropriate, not less than one special education provider of the child
- D. LEA Representative – is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the availability of resources of the school district and is knowledgeable about the general education curriculum
- E. Not less than one General Education Teacher of the child (if the child is, or may be, participating in the regular education environment)

\*NOTE: the following individuals are asked to be present if they are interpreting the instructional implications of evaluation results (who may be a member of the team listed above) or at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

- F. School Psychologist
- G. School Social Worker
- H. Speech-Language Pathologist
- I. School Nurse
- J. Bilingual Specialist
- K. Interpreter