

The Eligibility and IEP Process in the USA

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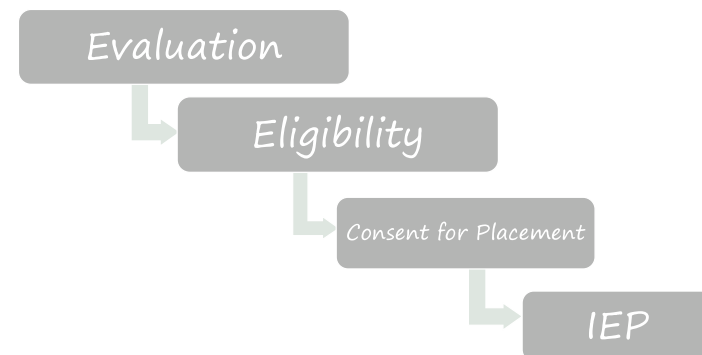
Goal for this session

- Demystify the Eligibility and IEP process
- components, process and procedures of Eligibility & IEP
 - Not specific to an eligibility category
- Based on my experience
- May look somewhat different in your area

Informed Consent

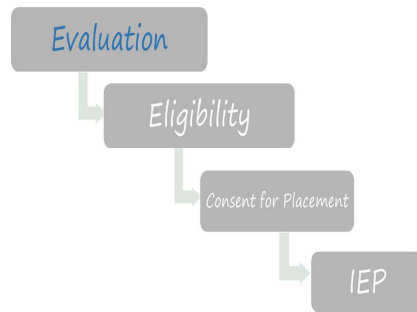
- * Consent for Individual Evaluation
- * Authorization to Release Confidential Information
- * Consent for Initiation of Special Education Services
- * Consent for Excusal from IEP Meeting
- * Notice of Meeting

Four Separate Parts

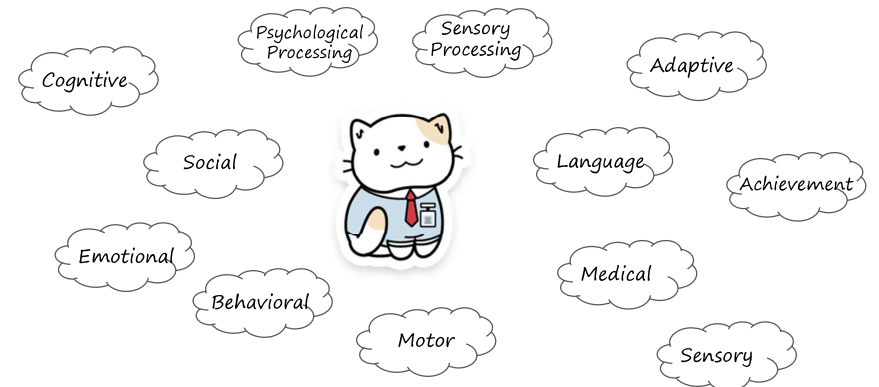


PART ONE

Evaluation



Consider the WHOLE CHILD



Evaluation

✳ Consent for Individual Evaluation

- Testing conducted

✳ Authorization to Release Confidential Information

- Information gathered

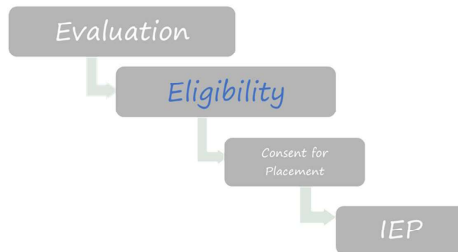
Results of the Evaluation

The results of an evaluation provide a sample of a child's performance at the time of the evaluation. The results should not be viewed as an exact representation of the child's skills across all tasks. Information in the evaluation should be considered in combination with input from the child's family and the professionals that serve the child on a regular basis.

Eligibility and services to be provided by the school district will be determined by an Eligibility committee (to include parents). An Eligibility meeting is scheduled to review the Eligibility Report and other pertinent information. At that time, any services for which the child may be eligible will be discussed. The committee is encouraged to use the results of the evaluation in conjunction with additional information reviewed at that meeting to aid in determining a child's eligibility for Special Education services.

PART TWO

Eligibility



Required Members

- Parent
- General Education teacher
- Special Education teacher
- Evaluator
- Local Education Agency Representative

* Consent for Excusal of Required Members

- LEA
- Special Educator
- General Educator
- Evaluator
- Speech and Language provider (if student receives)
- Related Service provider (if student receives)

Eligibility Report Components

- Case History
- Summary of Interventions Prior to Referral
- Individual Student Data
- Exclusionary Factors
- Decision Making
- Summary of Considerations
- Eligibility Determination
- Minutes

Case History – Summary of Interventions

- **Case History**
 - Reason for referral
 - Information about school history
 - Medical/Health Information
- **Summary of Interventions Prior to Referral**
 - Progress Monitoring
 - District, State and Benchmark Assessments

Individual Student Data

Domains

- Cognitive/Intellectual Functioning
- Psychological Processing
- Academic Achievement
- Adaptive Behavior
- Communication/Language
- Medical
- Motor
- Sensory (Hearing/Vision)
- Sensory Processing
- Social/Emotional/Behavioral
- Analyzed Classroom Work Samples
- Classroom Structured Observations
- Developmental History
- Parent Information & Input
- Social History

Exclusionary Factors

- **Exclusionary Factors**
 - Lack of appropriate instruction
 - Limited English proficiency
 - Cultural factors
 - Environmental or economic disadvantage
 - Atypical educational history
- **Primary Area of Concern**
 - Inadequate visual capability
 - Inadequate hearing capability
 - Motor impairment that impacts assessment results
 - Selective mutism, tongue thrust or dialectical differences

Decision Making- Summary of Considerations

- **Decision Making**
 - Interventions
 - Progress Monitoring
- **Summary of Considerations**
 - Areas of Impact
 - Eligibilities Considered

Categories of Eligibility - Georgia

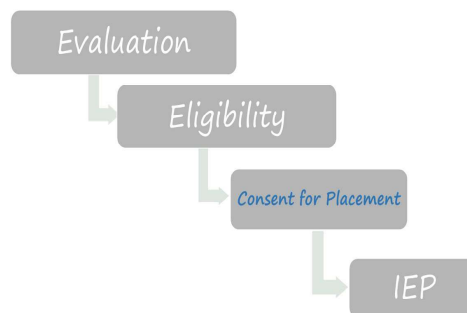
- Autism spectrum disorder
- Deaf Blind
- Deaf/Hard of Hearing
- Emotional Behavioral Disorder
- Intellectual Disability
 - Mild
 - Moderate
 - Severe
 - Profound
- Orthopedic Impairment
- Other Health Impairment
- Significant Developmental Delay
- Specific Learning Disability
- Speech Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Eligibility Determination - Minutes

- Eligibility Determination
 - Primary Exceptionality
 - Secondary Exceptionality
 - Additional Eligibilities
- Committee Rationale
- Meeting Minutes

PART THREE

Consent

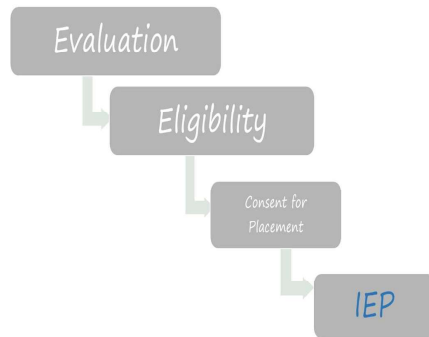


✳ Consent for Initiation of Special Education Services

- Offered after your child has been found eligible for special education services
- Giving your consent for the school district to provide special education and related services
- Must be signed before an IEP can be developed
- Your child is not considered in special education until form is signed

PART FOUR

Individualized Education Program



IEP Components

- Present Levels of Academic Achievement & Functional Performance
- Goals
- Extended School Year
- Special Considerations
- Accommodations
- Supplemental Aids/Testing
- Special Education Services/Least Restrictive Environment
- Meeting Minutes

Present Levels of Academic Achievement and Functional Performance

- Baseline to be used to develop the entire IEP
- Describes specific needs and impact on achievement
- Description of strengths and weaknesses
 - Academics
 - Communication/Language
 - Social/Emotional/Behavioral
 - Functional/Daily Living
- Impact of the Disability
- Parental Input/Concerns

IEP Components

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Goals

- Address the needs described in the present levels of performance
- To enable the student to work toward grade level standards
- Goals are not skills that all students are working on
- SMART Goals: Specific, Measurable, Achievable, Relevant, Time-bound
- Reporting of Progress

Extended School Year

- Provided for students who need services outside of the school year (usually summer)
- Data-driven decision
- Severity of disability
- Rate of progress or regression
- Critical point of instruction
- Break in instruction resulting in loss of significant progress

Special Considerations

- Special factors to be discussed
- If needs are determined, supports/services must be described
- Factors
 - Behavior
 - Limited English proficiency
 - Blind or Visual Impairment
 - Communication
 - Deaf or Hard of Hearing
 - Assistive Technology
 - Alternative Format for Instructional Materials
 - Additional Evaluations

Supplemental Aids/Testing

- Assist students in
 - attaining annual goals
 - making progress in the general curriculum
 - being educated and participating with other nondisabled children
- Classroom accommodations
- Testing accommodations
- Supplemental aids and services
- Supports for school district personnel

Special Education Services - Least Restrictive Environment

- Based on present level of performances and goals
- What services your child will receive
- Amount of time/frequency of those services
- Placement options – determined subject by subject
 - General education with no support
 - Special education services in the general education setting
 - Small group
- Explanation of the time your child will not participate with peers without disabilities

Other Elements of an IEP

- Transportation
- Medical Concerns
 - Health Care Plan
- Transition Plan

Transition Plan

- Required no later than the IEP for 9th grade or when turning 14
- Building skills & supports to reach post-school goals
- Can be earlier if the IEP committee determines
- Updated annually
- Includes a statement on progress toward completion of graduation requirements

Important Concepts

- Acronyms & Jargon
- Meeting Notice
- Parental Rights in Special Education
- Ongoing Meetings

Acronyms & Jargon

504

LEA

Standard
Score

CogAT

You have the right to know.

ACCOMMODATIONS

GEN ED

SDD

Notice of Meeting & Parents Rights

- No changes or updates to Eligibility/IEP are done without meeting with parent
- Prior Notice
 - ✳ Notice of Meeting
- Mutually agreeable time
- Parental Rights in Special Education

ONGOING MEETINGS

ELIGIBILITY –There is only one Initial Eligibility

- At least every three years
 - Determine if have enough information to continue eligibility or if need re-evaluation
- Re-evaluate to consider
 - continuing or discontinuing eligibility in a disability category
 - eligibility in an additional disability category
- Eligibility continues until re-evaluation and eligibility committee determines to discontinue

ONGOING MEETINGS

IEP

- Annual IEP
- IEP Amendments
 - Throughout the year as needed
 - Parents can ask for an amendment meeting
 - Can meet without all required members
 - Amend goals
 - Change placement

Documentation

- *Draft version*
 - *before the meeting*
- *Final document*
 - *after the meeting*
 - *usually within 24 hours of the meeting*
- *Sent electronically, hard copy or both*