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Adams Wells Special Services Cooperative

EVALUATION POLICY**Initial Evaluations:**

A parent may request that the school conduct an initial educational evaluation. This request can be either in writing or made verbally to licensed school personnel which include:

1. Teachers
2. School counselors
3. School Psychologists
4. Principals
5. Other Administrators

Within 10 instructional days of the receipt of that request, the school psychologist will implement the vetting procedures. If the decision is to test the student, a multidisciplinary team will be assigned to the student. This team will consist of:

1. At least one teacher licensed in or other specialist with knowledge in the area of suspected disability.
2. A school psychologist, except for a student with suspected:
 - a. Developmental Delay, which would require 2 qualified professionals from different disciplines
 - b. Language Impairment, which would require a speech-language pathologist and at least one qualified professional from another discipline
 - c. Speech Impairment, whereby a speech-language pathologist may serve as the sole qualified professional on the multidisciplinary team.
3. A general education teacher when the student is suspected being eligible with a specific learning disability.
4. An individual who holds an appropriate license to teach early childhood when the student is of preschool age.

A review of existing evaluation data on the student including evaluations provided by the parent, current classroom assessments, local and state assessments, and observations is also considered when determining eligibility.

Reevaluations:

At every case conference, the case conference committee determines whether reevaluation is needed to:

1. Reestablish eligibility for special education and related services (including determining if a student is no longer eligible).
2. Update progress (including administration of achievement testing).
3. Determining if a student may qualify under a different eligibility.

Adams Wells Special Services Cooperative

4. Determining of a student may have an additional disability.
5. Determining the need for related service(s).

If the reason for the reevaluation is to reestablish eligibility or update progress, the evaluation will take place by the next annual case conference. If the reason for the evaluation is item 3-5, the evaluation and case conference will be completed under the 50 school day requirement.

Assessment and Evaluation Guidelines:

When evaluating students who may need special education and related services, assessments and evaluation materials are provided and administered in the student's native language or in a form most likely to yield accurate information of what the student knows and can do. The assessments are selected and administered so as not to be discriminatory, and are used for the purposes for which assessments were developed.

Adams Wells Special Services Cooperative ensures that assessments are administered by trained and knowledgeable staff and are in accordance with any instructions provided by the producer of the assessments and are technically sound.

Assessments and other evaluation materials include those tailored to assess specific areas of educational need and are selected and administered to, as best as possible, accurately reflect the student's aptitude or achievement level.

The student will be assessed in all areas related to the suspected disability. Assessments of students who transfer from one public agency to another in the same school year are coordinated with the student's current and prior school and are completed as expeditiously as possible.

The multidisciplinary team uses a variety of assessment tools and strategies to gather information to assist the case conference in determining whether the student is eligible for special education and related services and provide information to be used in the student's individual education program.

Adams Wells Special Services Cooperative

PROCEDURES FOR REEVALUATION TO: ADD AN ADDITIONAL DISABILITY, CHANGE AN ELIGIBILITY, OR DETERMINE THE NEED FOR RELATED SERVICE**Reevaluation and Case Conferences Be Completed within a 50 Instructional Day Timeline**

1. When the TOR is considering adding an area of eligibility or changing to a different eligibility, the teacher will discuss the need with the school psychologist – bringing documentation and/or data to support the consideration. NOTE: If the referral is for a related service, ONLY the related service staff is notified of the referral.
2. TOR schedules a case conference to discuss the potential need for reevaluation and presents the data to support the consideration. At the meeting, the IEP is finalized identifying the reason for reevaluation. After finalizing the IEP, the Notice of Reevaluation is created through the Pre-Conference Planning tab of IIEP.
3. The TOR sends the signed Notice of Reevaluation Form, and all other necessary case conference and IEP documents to the AWSSC office.
4. Signed parental consent does not have to be obtained if the parent fails to respond and attempts are documented.
5. All members of the M-Team must have assessment results entered into IIEP system by the 30th instructional day of the evaluation timeline.
6. When the reevaluation is complete a multi-disciplinary team report is written and available to the parent, upon their request, five days prior to the case conference. NOTE: If a referral is for related services, the related services staff completes their report.
7. The case conference is scheduled on or about the 40th instructional day after parent permission for reevaluation is received. This conference MUST be held by the 50th instructional day.
8. Teachers need to document attempts to set the case conference at a mutually agreeable date and time with parents on the **Notice of Case Conference (Evaluation)** form. After setting up two attempts for a case conference on two different dates, hold the conference on the 3rd attempt, even if the parents do not attend.
9. A completed IEP must be sent to the parents within 10 business days of the case conference.

Adams Wells Special Services Cooperative

PROCEDURE TO: CONFIRM THE SAME ELIGIBILITY, DETERMINE PRESENT LEVELS OF PERFORMANCE, OR DETERMINE INELIGIBILITY**Reevaluations Must Be Completed by the Student's Next Annual Case Review**

1. When the TOR is considering reevaluation to confirm the same eligibility, determine present levels of performance, or determine ineligibility, the teacher will discuss the need with the school psychologist – bringing documentation and/or data to support the consideration.
2. TOR schedules a case conference to discuss the potential need for reevaluation and presents the data to support the consideration. At the meeting, the IEP is finalized identifying the reason for reevaluation. After finalizing the IEP, the Notice of Reevaluation is created through the Pre-Conference Planning tab of IIEP.
3. The TOR sends the signed Notice of Reevaluation Form, and all other necessary case conference and IEP documents to the AWSSC office.
4. Signed parental consent does not have to be obtained if the parent fails to respond and attempts are documented.
5. TOR is responsible for scheduling the case conference to review the reevaluation findings, and notifying all multidisciplinary team members of the conference schedule.
6. All members of the M-Team must have assessment results entered into IIEP system at least 20 instructional days prior to the scheduled Reevaluation Review conference.
7. When the reevaluation is complete a multi-disciplinary team report is written and available to the parent, upon their request, five days prior to the case conference.
8. Teachers need to document attempts to set the case conference at a mutually agreeable date and time with parents on the **Notice of Case Conference (Evaluation)** form. After setting up two attempts for a case conference on two different dates, hold the conference on the 3rd attempt, even if the parents do not attend.
9. A completed IEP must be sent to the parents within 10 business days of the case conference.

Adams Wells Special Services Cooperative

WHEN PARENTS REFUSE PERMISSION TO REEVALUATE POLICY AND PROCEDURES

If the public agency proposes to reevaluate the student, the parent of the student must provide consent to licensed personnel before the public agency can reevaluate him/her.

If the parent refuses to consent to reevaluation, the public agency may, but is not required to, pursue reevaluation by requesting mediation or a due process hearing. The public agency does not violate its obligation to reevaluate if it declines to request mediation or a due process hearing.

School personnel will make reasonable attempts to obtain consent to reevaluate, explaining the reasons the school is requesting an evaluation. If the parent refuses consent, the evaluation will not be completed. Reasonable efforts will include attempts to obtain parental consent including telephone calls and correspondence sent as well as home visits.

**SAMPLE REEVALUATION LETTER
WHEN PARENTS FAIL TO RESPOND**

Date

Parent name
Address
City, State Zip

Dear

We have contacted you on (please list dates and mode of contacts, i.e. January 12, January 19, and January 25th by phone, email, letter) to obtain your consent for reevaluation for your child, (child's name). According to Article 7, 511 IAC 7-40-8, Section 8(k) the school may proceed with reevaluation of students without parental consent if the school makes reasonable efforts to obtain consent.

We are requesting to conduct this reevaluation due to: (please list reasons for the evaluation).

Enclosed is the permission form for you to sign and return to me by (date).

Unless we hear from you by (date – please give TWO WEEKS) we will assume you are in agreement with the reevaluation. If you are not in agreement, please contact (teacher) at (phone number).

Sincerely,

Name of Teacher

THIS LETTER MAY BE USED AS THE THIRD ATTEMPT. Please attach to the IEP this letter along with **Notice of Case Conference (Evaluation)** to document your other attempts of obtaining consent.

Adams Wells Special Services Cooperative
INDEPENDENT EDUCATIONAL EVALUATION PROCEDURES

Policy:

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of a student's school district. A parent has a right to an IEE at public expense if the parent disagrees with the evaluation conducted by AWSSC. If the school receives a parent request for an IEE, AWSSC must either notify the parent, in writing, that the independent evaluation will be at public expense, or request a due process hearing to show that its evaluation is appropriate within ten (10) business days of the parent's request. The person conducting the independent evaluation must meet the same criteria as AWSSC personnel who conduct educational evaluations, be located within the State of Indiana within a 120 mile radius of Adams or Wells County and not be employed by AWSSC. The Examiners will also follow Article 7 evaluation criteria for assessments. Parents may only request one publicly funded IEE for each evaluation completed by the school district.

Procedures To Obtain An Independent Educational Evaluation At Public Expense:

1. The parents should submit to the school district and AWSSC office a written request for an IEE, and include in the request an explanation of their reasons for objecting to the evaluation that was conducted by AWSSC. However, AWSSC cannot deny parents a publically funded IEE because they fail to provide the district with reasons for requesting an IEE.
2. If the parent requests an IEE, AWSSC will provide the following information:
 - a) A list of the names and addresses of IEE Examiners located in the area. The list will consist of IEE Examiners who, in AWSSC's judgment, are qualified to perform the evaluation requested by the parents.
3. Minimum Qualifications for IEE Examiners: The school district will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
 - a) The prospective IEE Examiner must hold a valid license from the State of Indiana in the field related to the known or suspected disability. The Examiner must have extensive training in evaluation of the areas of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive, recent training and experiences related to the known or suspected disability and have extensive knowledge of Article 7 eligibility criteria.
 - b) The Independent Examiner will only be paid for fees that are reasonable and customary which would be no more than 15% above the prevailing fees in the area by professionals who are qualified to conduct specific tests.
 - c) The Examiner shall have no history of bias against the schools.
 - d) The Examiner must be permitted to directly communicate prior to the evaluation and after the evaluation as well as share information with members of the IEP team. The Examiner must also agree to release the assessment and results prior to the receipt of payment for the services.

Adams Wells Special Services Cooperative

- e) Evaluators must agree to follow Article 7 guidelines in completing the evaluation, which must be tailored to assess specific areas of educational need. The evaluator will use formal test instruments which are validated for the specific purpose for which they are used.
 - f) The Independent Evaluation should include input from the special education and/or general education teachers.
4. The evaluator must provide an original typed assessment report five days prior to any case conference. Protocols must be available for review by school personnel and the evaluation report must include an original signature and title of all assessments and personnel involved in the evaluation.
 5. Reimbursement/payment will be made directly to the evaluator upon receipt of the evaluation, which meets all of AWSSC's criteria. Parents obtaining an Independent Evaluation without following these procedures will risk non-payment.
 6. The Case Conference Committee will consider the results of a parent obtained/funded evaluation but such consideration does not make AWSSC liable for payment of the evaluation.
 7. If the parent obtains an independent evaluation at the school corporation's expense or shares with the school corporation an independent educational evaluation obtained at the parent's expense, the results of the evaluation must be considered by the case conference, if it meets the corporation's criteria, in any decision made with respect to the provision of a free appropriate public education to the student; and may be presented by any party as evidence at a due process hearing regarding the student.



Independent Educational Evaluation (IEE)

Independent Evaluator/Agency List

Type(s) of Evaluation: Psycho-Education Evaluations, Occupational Therapy, Physical Therapy, Speech/Language Therapy, Assistive Technology

- Dr. Tasha Williams
Fort Wayne Neuropsychology
4306 E. State Boulevard
Fort Wayne, IN 46815
(260) 460-3203
- Dr. Chelsey Carrington
Children's Resource Group
9106 N. Meridian, Suite 100
Indianapolis, IN 46260
(317) 575-9111
- Dr. Jennifer Horn
Beacon Psychology Services
11495 N. Pennsylvania Street # 105
Carmel, IN 46032
(317) 942-4020

Adams-Wells Special Services

Review of Existing Evaluation Data and Evaluation Plan

School District: _____

Teacher of Record: _____

Date of Review:			
Student's Name	Last:	First:	Middle:
Date of Birth:	Age:	Grade:	School:
Parent/Guardian:			Phone Number:
Address:			

1. What is the purpose of the re-evaluation (What question would the re-evaluation address)?
 - Determine that the student is eligible for special education and related services under a different or additional eligibility category
 - Inform the CCC of the student's needs, such as the student's need for assistive technology or a related service
 - Reestablish eligibility for special education and related services or determine ineligibility
2. Review existing data with school psychologist

Information	Data Source	Description of Data
Information from parents		
Outside evaluations		
Standardized test data (i.e. ISTEP+, IREAD3, NWEA, ECA,		
Classroom academic data (i.e., Grades, Assignment samples, Classroom tests, etc.)		
Classroom behavioral/emotional data (i.e., FBA, BIP, Observations, Office referrals, etc)		
Academic and/or behavioral progress monitoring		
Anecdotal observations		
Present levels from IEP		
Attendance record		
Medical information		
Related service information (OT, PT, AT)		
Speech/Language information		
Previous evaluation results		

3. Identify what additional data are needed to support the purpose of the proposed re-evaluation

4. Identify the evaluation requirements needed for the proposed reevaluation

- Achievement
- Adaptive Skills
- Cognitive Ability
- Behavioral/Emotional Status
- Speech and Language
- Executive Functioning
- Functional Behavior Assessment
- Systematic Observations
- Occupational/Physical Therapy Screener
- Social and Developmental History update
- Other _____
- Other _____

5. Signatures:

Parent: _____	Date: _____
Public Agency Rep: _____	Date: _____
School Psychologist: _____	Date: _____
Team Member: _____	Date: _____
General Ed. Teacher: _____	Date: _____
Other: _____	Date: _____
Other: _____	Date: _____



ADAMS WELLS
SPECIAL SERVICES COOPERATIVE

Parent Withdrawal Permission for Evaluation

To Whom It May Concern:

At this time, I am formally withdrawing my permission for school personnel and Adams Wells

Special Services to evaluate my child, _____ - _____,
Student Name Date of Birth

revoking my consent to be tested to determine the need for special education services. By signing below, I acknowledge that I have received a copy of the Parental Rights and Procedural Safeguards and understand that I can request a psychoeducational evaluation at any time in the future.

Parent Printed Name

Parent Signature

Date

To Be Completed by Office Personnel

Student Name: _____ DOB: _____ STN: _____

School Corporation: _____