

Assessment in Another Academic Area not in Current IEP

LEARNING DISABILITIES

A. Evaluation Planning

- ___ *1. **Obtain parent input.** Options to involve the parent include:
- a. inviting the **parents** to **attend a meeting** with the team,
 - b. having one team member **contact the parent by phone**, or
 - c. having a **team telephone conference with the parent** to:
 - *1) **review existing evaluation data** on the child, including
 - a) evaluations and other **information provided by the parents** of the child,
 - b) current classroom-based assessments and observations,
 - c) teacher input, and
 - d) input from the **related service providers** (if needed); and
 - *2) on the basis of that review, **identify what assessments will be conducted.**

___ 2. **Referral**

- a. if the child is already receiving academic services, and **adding another academic area is being considered, a referral is *NOT* required.**

___ 3. **Complete a Parent Consent for Evaluation** (At least two attempts are required to obtain parental consent.) **If parents have failed to respond, complete a PWN** to document:

- a. the attempts to contact the parents,
- b. the evaluation procedures to be conducted, and
- c. the intent to proceed with the reevaluation in 10 school days.

___ *4. **Complete a PWN to summarize the evaluation planning,**

including the following information:

- a. what assessments will be conducted,
- b. how the relevant information was acquired from the parents,
- c. stating the purpose of the evaluation includes the determination of eligibility, and
- d. if the parents waive the 10 school day time frame so that the assessments can proceed immediately. (**Document any waiver** on the Parent Consent for Evaluation form, as well as on the PWN.)

B. Assessment Completion

Conduct the academic evaluation in the area identified.

C. Eligibility Determination (COULD COMBINE with the IEP Meeting)

- ___ *1. **Invite the parents** and the child (if age 14 and older) to an Eligibility Determination meeting, which includes the **regular education teacher and the related service providers** whose input is being considered.

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- ___ 2. When the child is already receiving academic services, **and adding another academic area without changing certification is being considered**, an **Eligibility Report is not required**. However, the same information that is usually documented in the Eligibility Report **must be summarized on an IEP PLEP**. (Including evaluation results, eligibility criteria that demonstrates discrepancy in that area, and student's present level of performance with strengths and weaknesses in the new area.)

- ___ 3. **Complete a PWN** to summarize the Eligibility Determination meeting.
 - a. Only one PWN is required if the Eligibility Determination meeting is combined with the IEP Meeting. However the **PWN must reflect the conclusion of both meetings**.
 - b. **Parents may waive the 10 school day waiting period so that the IEP meeting can proceed immediately**.

D. IEP Meeting (COULD COMBINE with the Eligibility Determination Meeting)

- ___ 1. Invite the **parents** and the child (if age 14 and older) to an IEP meeting, which includes the **regular education teacher and related service providers**.
- ___ 2. **Complete an IEP or an Amendment**, as needed. If completing an Amendment, **review the current IEP** to determine the **appropriateness of all sections**.
 - a. **Amend PLEP**, and
 - b. **Add goals/objectives** in the new area.
- ___ *3. **Complete a PWN**
 - a. to summarize the IEP meeting.
 - b. to reflect the conclusions of the evaluation to determine eligibility in the new area of LD if combined with the IEP meeting, and
 - c. to document the waiver of the 10 school day wait period so that the IEP can begin immediately, if appropriate.

OTHER DISABILITY AREAS

A. Informal Evaluation Planning

- ___ 1. Discuss area of concern with team members (This could be accomplished at parent/teacher conference, phone conference, etc.)
No special ed paperwork is required at this time

B. Informal Assessment

- ___ 1. Document need using a combination of the following: grades, informal assessments, curriculum based measurement, work samples, benchmarks, TeraNova/CAT scores, etc.
No special ed paperwork is required at this time

C. IEP meeting

- ___ 1. Invite participants
- ___ 2. Determine if area of need requires special education
- ___ 3. Complete IEP or Amendment as needed
- ___ 4. Document need on PLEP
- ___ 5. Add goals/objectives in the new area of need
- ___ 6. Complete PWN summarizing meeting discussion