

Child Find, Assessment and Eligibility

Special Education Symposium, 2019



Ensuring a bright future for every child

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens







MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Ensuring a bright future for every child

State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

- 1**
All Students Proficient and Showing Growth in All Assessed Areas

- 2**
Every Student Graduates from High School and is Ready for College and Career

- 3**
Every Child Has Access to a High-Quality Early Childhood Program

- 4**
Every School Has Effective Teachers and Leaders

- 5**
Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

- 6**
Every School and District is Rated "C" or Higher




Child Find



What is Child Find?

Child Find is the ongoing obligation to *locate, identify, and evaluate* all children suspected of disabilities who need special education and related services as a result of those disabilities.

*State Board Policy
Chapter 74, Rule 74.19 § 300.111*



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Target Population

Each agency must have in effect policies and procedures that ensure that –

All children with disabilities residing in MS, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education services and related services are identified, located, and evaluated; and a practical method is developed and implemented to determine which children are currently receiving needed special education and related services.



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Target Population

This includes all children within the boundaries of the Local Education Agency (LEA) including those who are –

- Advancing from grade to grade
- Not currently enrolled in public school
- Temporarily placed out-of-state
- Highly mobile (including migrant children)
- Homeschooled



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Target Population

This also includes –

- Children ages three (3) to five (5) years
- Children ages birth to three (3) years, including those who may be receiving early intervention services through Part C
- Children enrolled in other public educational programs
- Children in hospitals or other institutions.



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Target Population

Most common group for Child Find complaints?

Students in schools who are not successful! They may be struggling or spiraling students who have not received Tier interventions, non-responders to Tier 2 or Tier 3 who have not been referred for a comprehensive evaluation, or children for whom a comprehensive evaluation was requested but were not referred by the Multidisciplinary Evaluation Team (MET).



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District Obligations

- The LEA has a responsibility to conduct Child Find activities to make people/parents aware of their Child Find Project.
- It is not the parent's responsibility to request that the LEA identify and evaluate the child.
- Parent's failure to request an identification or evaluation does not relieve the LEA of their obligation.
- Being unaware of a child's possible disability and need for SPED services does not relieve the LEA of obligation.
- The LEA has the responsibility to ensure that timelines are met and evaluations are conducted in a timely manner.



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District Obligations

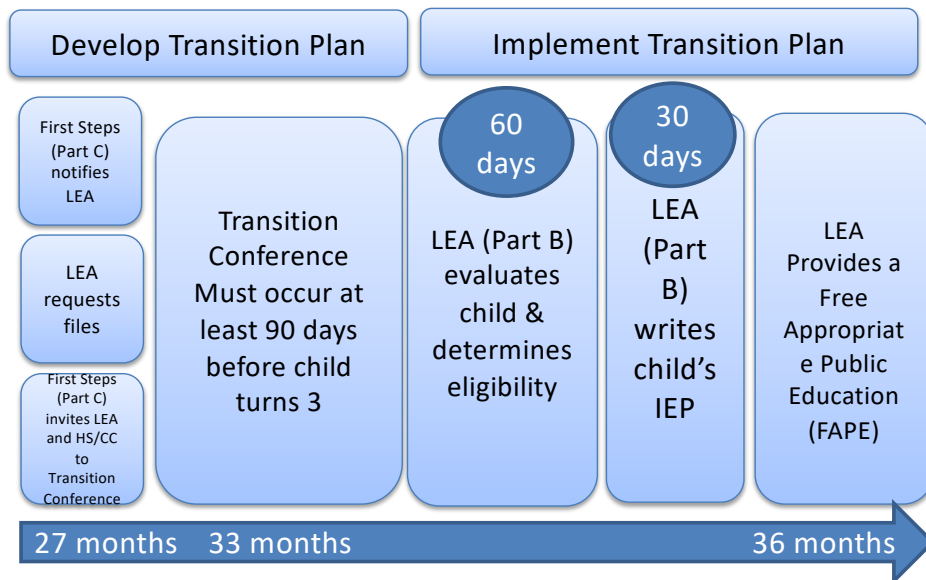
- Monitor First-Steps referrals:

Children must be evaluated and have an IEP in place before his/her 3rd birthday.

Districts are responsible for cases that are closed because of lack of participation, but not the cases that are closed because the child “tested out” or “mastered all of the required goals”.



Part C to B Transition



District Obligations

- Any infant or toddler from birth to 34 months who has been identified through Child Find activities or for whom a request for an evaluation has been received must be referred to the Mississippi State Department of Health (MSDH) Early Intervention Program (EIP) within seven (7) calendar days.
- No policies, procedures, or practices, including Response to Intervention, may result in delaying or denying a child access to the Child Find process.



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District Obligations

- Requests for initial evaluation and responses to such requests are not limited by the number per year or the time of year requests are received.

Rule 74.19, § 300.301

- “... it would generally not be acceptable for the Local Education Agency (LEA) to wait several months to conduct an evaluation or to seek parental consent for an initial evaluation if the public agency suspects the child to be a child with a disability.”



Federal Regulations, Comments at § 300.301, p. 46637

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Screening and Identification Process

- Child Find casts a wide net to identify those children who are potentially in need of special education and related services.
- Children identified through Child Find are not automatically eligible for a comprehensive evaluation or special education or related services.
- Review current student data:
 - Early Warning System: **A**ttendance/**B**ehavior/**C**urriculum
 - Teacher Support Team (TST) data reviews
 - Mississippi Student Information System (MSIS) Intervention screen (Referred by Teacher Support Teams)



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Screening and Identification Process

Immediate request to MET if the child has:

- Performance significantly below standards and/or expectations, unique performance when compared with peers, and/or no other plausible explanation for performance; or
- A health, behavioral, mental health, or medical condition which constitutes an obvious and immediate need for services beyond the capacity of general education.



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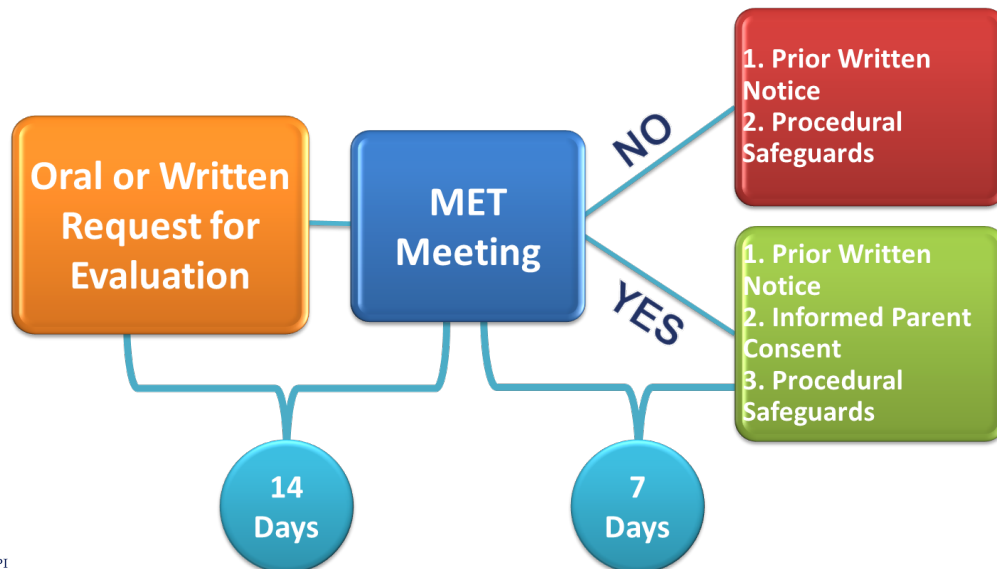
Request and Referral Process

Requests for a comprehensive evaluation may be made by:

- Parent
- Teacher
- School administrator
- Person with knowledge of/interest in the child

Child Find Coordinator should give all requests to the Multidisciplinary Evaluation Team (MET).

Request and Referral Timeline



Request and Referral Process

Invite people with knowledge about the child to the MET meeting so the decision is meaningful. MET members may change based on the needs of the child.

The parent must always be given the opportunity to attend the meeting.

Multidisciplinary Evaluation Team (MET)

Multidisciplinary Evaluation Team (MET)

- Each MET is responsible for:
 - Determining if the child is in need of a comprehensive evaluation;
 - Designing the comprehensive evaluation; and
 - Determining if the child meets eligibility criteria for special education and related services.
 - The MET must include input from parents and collect, analyze and interpret information to make an informed decision about the eligibility of a child for special education and related services.



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Multidisciplinary Evaluation Team (MET)

- Depending upon the requirements of the evaluation and the nature of the child's suspected disability, many different people may be members of the MET.
- The MET must consist of the parents or guardians designated to make educational decisions for the child (unless they choose not to participate), qualified professionals who can administer diagnostic assessments and interpret the results, a general education teacher and/or care providers with direct knowledge of the child.
- It is recommended the MET Chairperson is someone who can allocate school resources for the evaluation and resolve disagreements in eligibility determination decisions if necessary.



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Qualified Professionals

- Regular Education Teachers
- Special Education Teachers
- Speech-Language Pathologists
- Speech Associates
- School Psychologists
- Psychometrists
- School Health Nurses
- School Counselors
- School Social Workers
- Behavior Specialists
- Representatives of other agencies and/or additional examiners



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MET Procedures

- The public agency must invite the parent and others knowledgeable of the child to participate in the meeting.
- Parental consent is not required for the review of existing data to determine the need for a comprehensive evaluation.
- Based on the review of data, the MET will either determine:
 - There is sufficient data to support the belief that a child may have a disability; or
 - There is insufficient data to support the belief that a child may have a disability.



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MET Procedures

Data recommended for review during MET:

- Teacher Narrative
- Hearing/Vision Results, if available and district has a policy that allows for hearing/vision screenings without parental consent
- Other Screening Results
- Current Grades
- Attendance
- Discipline Records
- Cumulative Record (Cum Insert)

MET Procedures

Data recommended for review during MET:

- Results from State and District Assessments
- Age Appropriate Developmental History
- Behavior Logs
- Universal Screening Results (Class Data and Student Data)
- Information or reports provided by parents
- Work Samples
- Any other documentation or data that provides information on the student that would assist in making decisions that would assist in determining if there is or is not a need for a comprehensive assessment

Notice of Committee Meeting vs. Written Prior Notice

- **Notice of Invitation to Committee Meeting**
 - Provided *prior to the meeting*
 - Provided early enough to ensure that they will have an opportunity to attend
- **Prior Written Notice**
 - Sent after the meeting *prior to implementing an action*
 - Must be given to parent within seven (7) days from the meeting date/decision

Evaluation and Eligibility

Informed Parental Consent

Once a student has been referred by the MET for a comprehensive evaluation, hearing and vision evaluation becomes a component of the comprehensive evaluation and requires *Informed Parental Consent*.

Informed Parental Consent

- Informed parental consent must be obtained before conducting an initial evaluation.
- If the parent fails to respond to a request or provide consent, the public agency may pursue mediation or due process if they choose to do so.
- The public agency is not out of compliance if they decline to pursue the evaluation when the parent fails to give consent.

SBP Rule 74.19, p. 153
§ 300.300 (a)

Informed Parental Consent

- Informed parental consent must be obtained before conducting a reevaluation.
- If the parent fails to respond to a request or provide consent, the public agency may pursue mediation or due process if they choose to do so.
- The public agency is not out of compliance if they decline to pursue the evaluation when the parent fails to give consent.
- The public agency does not have to obtain parental consent if the public agency can demonstrate it made reasonable efforts to obtain consent and the parent has failed to respond.

SBP Rule 74.19, p. 156-157
§ 300.300 (c)



Informed Parental Consent

MISSISSIPPI DEPARTMENT OF EDUCATION • OFFICE OF SPECIAL EDUCATION

INFORMED PARENTAL CONSENT

[Public Agency Name] [Name and Role of Contact Person]
 [Public Agency Address 1] [Contact's Phone and Fax Numbers]
 [Public Agency Address 2] [Contact's Email Address]

To: [Parent, Guardian, or Surrogate Parent] Date: [Date consent sent]

This letter is to request your written consent for an evaluation or reevaluation with the following assessments:

INITIAL EVALUATION	REEVALUATION
<input type="checkbox"/> The Multidisciplinary Evaluation Team (MET) requests your consent to conduct an evaluation of [child's name] to determine if s/he is a child with a disability and, if so, his/her educational needs. An initial evaluation will NOT be conducted unless you agree below.	<input type="checkbox"/> The IEP Committee requests your consent to conduct a reevaluation of [child's name] to determine if s/he continues to be a child with a disability and, if so, his/her educational needs. The IEP Committee will conduct a reevaluation unless you refuse below.
ASSESSMENT AREAS	ASSESSMENT METHODS
PHYSICAL STATUS <input type="checkbox"/> General physical condition, including general health, strength, vitality, and alertness <input type="checkbox"/> Sensory abilities, including hearing and vision acuity <input type="checkbox"/> Fine (small) motor skills, including use of equipment and materials <input type="checkbox"/> Gross (large) motor skills, including mobility and physical fitness <input type="checkbox"/> Sensory processing and/or perceptual-motor function	<input type="checkbox"/> Review of Records <input type="checkbox"/> Observations <input type="checkbox"/> Interviews <input type="checkbox"/> Tests
COMMUNICATION STATUS <input type="checkbox"/> Articulation, including an orofacial examination and production of speech sounds <input type="checkbox"/> Voice and Fluency, including quality and smoothness of speech <input type="checkbox"/> Language, including ability to understand others (receptive) and express him/herself	<input type="checkbox"/> Review of Records <input type="checkbox"/> Observations <input type="checkbox"/> Interviews <input type="checkbox"/> Tests
SOCIAL-EMOTIONAL STATUS <input type="checkbox"/> Social development and skills, including ability to build/maintain social relationships <input type="checkbox"/> Emotional development and skills, including ability to manage moods <input type="checkbox"/> Self-management, ability to demonstrate appropriate behaviors across environments	<input type="checkbox"/> Review of Records <input type="checkbox"/> Observations <input type="checkbox"/> Interviews <input type="checkbox"/> Tests
COGNITIVE AND ACADEMIC STATUS <input type="checkbox"/> Academic Achievement, including school learning on content such as basic reading and comprehension, written and oral expression, and math calculation and reasoning <input type="checkbox"/> Intellectual/Cognitive Functioning, verbal and non-verbal ability to think and learn	<input type="checkbox"/> Review of Records <input type="checkbox"/> Observations <input type="checkbox"/> Interviews <input type="checkbox"/> Tests
ADAPTIVE STATUS <input type="checkbox"/> Adaptive Behavior, including daily living skills, self-sufficiency, and adjustment <input type="checkbox"/> [Other special assessments]	<input type="checkbox"/> Review of Records <input type="checkbox"/> Observations <input type="checkbox"/> Interviews <input type="checkbox"/> Tests

Please check the boxes of the statements under "agree" or "refuse" that indicate your choice. Please sign and date.

AGREE	REFUSE
<input type="checkbox"/> I understand the proposed evaluation and DO give my consent to conduct the evaluation as described above. <input type="checkbox"/> I understand that my consent is voluntary and can be revoked at any time.	<input type="checkbox"/> I understand the proposed evaluation and DO NOT give my consent to conduct the evaluation as described above.



Hearing and Vision

- Hearing and vision must be screened as a part of a comprehensive evaluation to ensure that sensory impairments are not the determinant factors of a child's difficulties.
- Hearing screenings should be conducted by a licensed professional who has been clinically trained to administer hearing screenings, such as a school nurse, Speech-Language Pathologist (215 SLP), or Speech Associate (216 SA) under the mentorship of the SLP.

Hearing and Vision

A public agency may conduct hearing and vision screenings without parent permission if there is a policy for:

- Mass screenings or
- Students who have not been successful in general education programs as a means of determining if hearing/vision problems are the cause of a student's lack of success.

Hearing Screening

- A child is considered as having a potential hearing impairment if the child fails to pass the first school-based hearing screening.
- A second individual hearing screening should be conducted within seven calendar days of a failed first screening.
- When a child fails two school-based hearing screenings, the child **must** be referred to a licensed or certified audiologist or otolaryngologist.

Vision Screening

- Children considered at risk for visual impairments should have a second individual vision screening conducted within three to ten calendar days of a failed first screening.
- When a child fails the second school-based vision screening, he/she must be evaluated by a licensed or certified ophthalmologist or optometrist.

Hearing and Vision Screening

- Note: If the child can not be conditioned, Part II-A of MDE's Hearing/Vision Screening Report or some other developmentally appropriate quantitative description of the child's hearing or vision may be used. This must be completed by someone who a) works with the child, b) has knowledge of the child's hearing and vision, and c) is trained in recognizing developmentally appropriate hearing behavior.
- If the child can not be conditioned after 2 attempts, *even if the quantitative checklist is utilized*, the child should be referred to a qualified examiner before the comprehensive evaluation can continue, when appropriate.



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Vision Screening

A child is considered at risk for having visual problems or impairments if he/she demonstrates:

- Near-sightedness defined as vision worse than 20/40 using both eyes; or
- Far-sightedness defined as reading the 20/20 line with the +2.00 lens for children ages six to 20 or inability to read the 20/30 line on the near vision chart for children ages three to five.



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Hearing and Vision Documentation

PERSONAL DATA			
Child's Name:	Race/Ethnicity:	Gender:	D
District/School:	MSIS #:	Grade:	A

PART I – INSTRUMENTAL ASSESSMENT

A. HEARING SCREENING				B. VISION SCREENING			
Instrument:				Instrument:			
	1 st Screening	2 nd Screening		1 st Screening			
1000 Hz / 25 dB	L Ear	L Ear		Screened wearing glasses?	YES		
	R Ear	R Ear			NO		
2000 Hz / 25 dB	L Ear	L Ear		Near Vision (Both Eyes)	PASS		
	R Ear	R Ear			FAIL		
4000 Hz / 25 dB	L Ear	L Ear		Far Vision	Left Eye	/	
	R Ear	R Ear			Right Eye	/	
Optional:	L Ear	L Ear			Both Eyes	/	
	R Ear	R Ear			PASS		
Hearing	PASS	PASS			FAIL		
	FAIL	FAIL					
EXAMINER				EXAMINER			
DATE				DATE			

PART II – FUNCTIONAL ASSESSMENT – TO BE COMPLETED BY SOMEONE FAMILIAR WITH THE CHILD

A. HEARING	YES	NO	B. VISION
1. Does the child respond to his or her name when called?			1. Does the child follow an object with his or her eyes?
2. Does the child respond to a noise that occurs out of his or her line of sight (e.g., ringing bell or jingling keys)?			2. When using a drawing/writing implement (e.g. pencil, crayon, or paintbrush) does the child make markings with his or her eyes?
3. Does the child interact with others verbally?			3. Does the child pick up objects placed on a table or floor?
4. Can the child identify a body part when requested to do so verbally?			4. Does the child reach for objects being handed to him or her?
5. Does the child respond to simple verbal commands?			5. Does the child reach for objects unaided or without direction from teacher?
6. Can the child point to a person or objects when asked?			6. Does the child look at an object or scan an area placed in front of him or her?
7. Does the child imitate the speech of others?			7. Does the child look at pictures in a book?
8. Does the child turn his or her eyes and/or head toward a voice?			8. Does the child turn his or her eyes and/or head toward a light that is introduced?
9. Does the child react when told "No!"? (NOTE: Compliance is not required.)			9. Does the child watch his or her own hand movements?
10. Does the child attend to music or songs sung to him or her?			10. Does the child look at himself or herself in a mirror?
EXAMINER			EXAMINER
DATE			DATE

Describe additional behaviors in hearing/vision that should be considered in assessment and educational programming:



Report of Physical Observation (ROPO)

PERSONAL DATA			
Child's Name:	Race/Ethnicity:	Gender:	DOB:
District/School:	MSIS #:	Grade:	Age:
IMPAIRMENTS OR INJURIES			
Describe any congenital or acquired impairment(s) in the child's general physical condition, fine and gross motor skills, hearing, vision, orofacial functioning, and/or physical/health problems (e.g., allergies, diabetes, asthma) or any injuries that impact cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and/or speech, if any.			
MEDICATIONS			
List any medications that have been prescribed for the child, dosages, and potential side effects, particularly any that may impact classroom performance and/or educational testing.			
LIMITATIONS AND PRECAUTIONS			
Describe any limitations or precautions to consider when planning educational services, such as restrictions on mobility, activity, speech, equipment/adaptations, etc.			
RECOMMENDATIONS FOR SCHOOL-BASED SERVICES			
Describe any recommendations to consider when planning educational services, such as adaptive physical education, physical therapy, occupational therapy, speech/language therapy, mobility training, functional self-care education, etc.			
Healthcare Provider Specialty: _____ Date: _____			
Signature: _____			



ROPO Guidelines

- Documents an examination by a qualified healthcare provider (i.e., physician or nurse practitioner) to determine if a child has any significant physical/health impairments and/or injuries that should be considered by the MET in their determination of eligibility
- The ROPO or a similar form containing the same information must be used when considering eligibility under the following disability categories:
 - Developmental Delay (DD) – Diagnosed Disorder
 - Language/Speech Impairment - Voice (L/S – Voice)
 - Orthopedic Impairment (OI)
 - Other Health Impairment (OHI) (with the exception of ADD or ADHD)
 - Traumatic Brain Injury (TBI)



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ROPO Guidelines

- Must document any problems that might affect the child's performance on psychological and educational evaluations.
- Must document any problems that would require special planning for adaptations of the child's program, such as the need for leg braces or a wheelchair.
- The specialty of the healthcare provider who completes the evaluation must be recorded with the provider's signature and the date at the bottom of the form.



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ROPO Guidelines

- Obtaining the ROPO should not delay the evaluation process. The committee must document attempts to get a ROPO and utilize the preponderance of data to determine eligibility.
- If the ROPO is available after eligibility, the committee must reconvene to consider the data.
- The ROPO is not required for a Developmental Delay (DD) eligibility unless the child has a diagnosed disorder that needs to be considered.
- The MET should consider a ROPO in all cases for a potential DD ruling.



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Language/Speech Screening

The SLP may conduct a screening during the assessment process (SA may conduct an articulation screening). The screening may include:

- Observation(s)
- Review of records, data and other information specific to the student
- Administration of a published and/or non-published screener(s) and other screening methods (i.e. non-word repetition tasks, rapid word recall tasks, checklist(s), etc.)



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Definition of Current Data

Definition of Current	Types of Existing Records
No more than one (1) year old at the time the parent signs consent	<ul style="list-style-type: none"> • Intelligence measures • Hearing screening and follow-up evaluations • Vision screening and follow-up evaluations • Physical examinations
Definition of Current	Types of Existing Records
No more than six (6) months old at the time the parent signs consent	<ul style="list-style-type: none"> • Teacher Narrative (Appendix EE.I) • Achievement measures • Social, behavioral, adaptive, and emotional measures • Language/speech assessments • Motor assessments • Curriculum-based assessments
No more than three (3) months old at the time the parent signs consent	<ul style="list-style-type: none"> • Developmental History (Appendix EE.H) • Developmental instruments



MET Documentation Form

MET DOCUMENTATION FORM

Name: _____ School: _____
 MSIS: _____ DOB: _____ Grade: _____ Age: _____ Gender: _____
 Referral Source: Teacher _____ TST Committee _____ Parent _____ Reevaluation _____ Preschool _____ Other: _____

Date of Request: _____ Date of MET meeting: _____

The following information was reviewed by MET: (Check only the documentation reviewed)	
<input type="checkbox"/> Information/Reports provided by parent/guardian	<input type="checkbox"/> Current grades
<input type="checkbox"/> Universal Screening results student and class data	<input type="checkbox"/> Vision screening
<input type="checkbox"/> Required Tier I, II, and III forms	<input type="checkbox"/> Hearing screening
<input type="checkbox"/> Progress monitoring for academic objectives	<input type="checkbox"/> Teacher Narrative
<input type="checkbox"/> Progress monitoring for behavior objectives	<input type="checkbox"/> Behavior logs
<input type="checkbox"/> Student Data Form	<input type="checkbox"/> FBABIP
<input type="checkbox"/> Social/Emotional Worksheet	<input type="checkbox"/> Developmental History
<input type="checkbox"/> Copy of cumulative record insert	<input type="checkbox"/> Classroom observation
<input type="checkbox"/> Discipline reports from current and previous years	<input type="checkbox"/> Current or previous IEP with goals updated
<input type="checkbox"/> Attendance reports from current and previous years	<input type="checkbox"/> L/S Dismissal Narrative
	<input type="checkbox"/> Reevaluation Summary
	<input type="checkbox"/> Other/Specify: _____

Recommendation of Team for Initial Referrals:
 _____ Comprehensive Assessment is recommended.
 _____ Comprehensive Assessment is not recommended.

Recommendation of Team for Reevaluations:
 _____ IEP Committee Decision – Comprehensive Assessment is recommended.
 _____ Notice for Additional Assessment is completed at MET.
 _____ School will complete Notice for Additional Assessment with parent.
 _____ IEP Committee Decision – Comprehensive Assessment is not recommended at this time. Based on information reviewed, this student continues to need special education services and related services as indicated on the current IEP. The current eligibility should be continued.
 _____ Notice for No Additional Assessment is completed at MET.
 _____ School will complete Notice for No Additional Assessment with parent.
 _____ Language/Speech Dismissal: Committee recommends dismissal from speech services.
 (If Parent does not attend meeting, Parent must be given written notice for decision within 7 days)
 Other Recommendations: _____

MET Members Signatures/Positions:



Evaluation Procedures §300.304

- The public agency must provide notice to parents that describes any evaluation procedures the agency plans to conduct.
- The public agency must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information to assist in determining if a disability exists and in determining content for the child’s IEP.



Evaluation Plan

	RECORD REVIEWS May include medical, health, psychological, or educational records, prior evaluations, and work samples	INTERVIEWS May include rating scales and/or clinical/ structured and/or unstructured interviews	OBSERVATIONS May include structured (event, interval, and/or ratings) or unstructured (narrative) observations	TESTS May include formal, informal, CBM, and/or norm- and/or criterion-referenced tests
PHYSICAL STATUS Includes health, vision, hearing, and fine and gross motor abilities				
COMMUNICATION STATUS Includes articulation, receptive language, and expressive language				
ADAPTIVE STATUS Includes functional behavior, personal responsibility, self-sufficiency, and adjustment				
SOCIAL-EMOTIONAL STATUS Includes social and self-awareness, social skills, and self-management				



Evaluation Procedures §300.304

- No single measures or assessments to determine a disability or determine appropriate educational programs.
- The public agency must use technically sound instruments that assess cognitive, behavioral, physical and developmental factors.
- The public agency must ensure that assessments are selected and administered not to be racial or cultural bias

Evaluation Procedures §300.304

- The public agency must ensure that assessments are administered in child's native language or other mode of communication that will provide accurate information on what the child knows and can do academically, developmentally, and functionally
- The public agency must ensure that assessments are reliable and valid
- The public agency must ensure that assessments are administered by trained and knowledgeable personnel and administered according to testing procedures provided by the producer of the assessment.

Evaluation Procedures §300.304

- Assessments should be selected and administered based on the child's sensory impairments or speaking impairments and results should accurately reflect what the test purports to measure.
- The child is assessed in all areas related to the suspected disability, that includes (if appropriate) health, hearing, vision, social and emotional, intelligence, academic, communication, and motor.

Evaluation Procedures §300.304

- The assessment should be sufficiently comprehensive to identify all the child's special education and related services needs.
- Assessments and other evaluation material should be tailored to assess specific areas of educational need, not just a single IQ.

Additional Requirements for Evaluations and Reevaluations §300.305

- For initial evaluations (if appropriate) and reevaluations, the MET or IEP committee along with other qualified professionals must review existing data that includes:
 1. Evaluations and information provided by parents
 2. Current classroom, district and state assessments
 3. Observations by teachers and related service providers

Additional Requirements for Evaluations and Reevaluations §300.305

- Based on the review, identify what additional data (if any) are needed to determine:
 1. Whether a disability exists or in case of a reevaluation, still exists
 2. Present levels of academic achievement and related developmental needs
 3. Whether the child needs special education and related services or, in the case of a reevaluation, if the child continues to need special education and related services
 4. Whether any additions or modifications to the special education and related services are need to enable the child to meet annual IEP goals and participate, as appropriate in general education curriculum

Assessment Tools and Strategies

- Assessment Tools and Strategies must include, but not be limited to:
 1. The Teacher Narrative and/or Developmental History;
 2. Documentation about the student's functioning in the home, classroom and/or in an early childhood setting through interview, observation, assessment, or other means;
 3. Information contained in the student's cumulative record, including results of statewide assessments;
 4. Information about the child's physical condition, including fine and gross motor skills, general physical condition, hearing, vision, and orofacial examination, if necessary;



SBP 74.19, pp. 292-294

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Assessment Tools and Strategies

- Assessment Tools and Strategies must include, but not be limited to:
 5. Information about the child's social, behavioral, emotional, and adaptive functioning;
 6. Information about pre-academic and/or academic functioning;
 7. Information about how student communicates;
 8. Indicators of cognitive abilities;
 9. Evaluations or other information provided by parent;
 10. Evidence that child has received appropriate instruction in reading and math (for kindergarten and preschool children, information regarding development and preschool experiences);



SBP 74.19, pp. 292-294

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Assessment Tools and Strategies

- Assessment Tools and Strategies must include, but not be limited to:
 11. Information about the impact of social and cultural background and limited English proficiency on educational performance; and
 12. For children age fourteen (14) and above, appropriate and ongoing assessment of the student's needs, preferences, and interest related to the demand of current and future working, educational, living, personal and social environments.
 13. For evaluations, information from IEPs.

SBP 74.19, pp. 292-294



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Planning a Comprehensive Evaluation

Comprehensive does not mean the evaluation will include every possible assessment tool or strategy. Instead, it means data will be collected to some degree in all areas of development and functioning:

- Physical Development, Health and Sensory Functioning
- Communicative Development
- Social-Emotional-Behavioral Development
- Adaptive Functioning
- Cognitive Development

SBP 74.19, pp. 163-165



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Planning a Comprehensive Evaluation

- MDE does not dictate which test instruments to use or which areas to test (unless indicated as required).
- It is the responsibility of the MET to determine appropriate ways to measure each area and which instruments are necessary and sufficient.
- Teams are directed to carefully consider whether administration of a test is **necessary** to determine:

Existence of a disability

Need for special education or related services

Educational needs of the student.



SBP 74.19, p. 294 59

Comprehensive Evaluations

The comprehensive evaluation must:

- Indicate that the child needs special education and related services, and
- Identify all educational needs for the development of the Individualized Education Program (IEP) whether or not they are typically associated with the child's disability category, and
- Consistently support the presence of a disability.



SBP 74.19, p. 290

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Comprehensive Evaluations

- The comprehensive evaluation always examines all relevant aspects of the child's characteristics while addressing the referral question(s).

- However:

The district must not attempt to predetermine the disability categories before completing a comprehensive evaluation.

Assessments should not be limited to those used to substantiate eligibility for just one specific disability category.



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Assessment Report

- The following **MUST** be addressed in the Language/Speech Assessment Report:
 1. A statement indicating if the child's communication difficulties are impacted by a cultural/dialectical difference, maturational development, lack of stimulation in the child's environment, lack of educational instruction, and/or limited English proficiency
 2. Results of the hearing screening and any follow up information, if applicable



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Assessment Report

3. Observation of communication in the classroom or current setting and/or report of the child's effectiveness from the classroom teacher/childcare provider
4. Parent interview/report regarding communication abilities
5. Report of child's overall performance in the classroom or current setting
6. Scores of any standardized test completed by an SLP (articulation may be completed by an SA)

Assessment Report

7. Additional assessments completed by an SLP/SA should include at least one of the following:
 - Criterion-referenced language measures
 - Curriculum-based language assessments, and/or
 - Assessment of overall communicative ability
8. Formal and/or informal assessment of communication in conversational speech

Educational Impact

9. Documentation of the adverse impact that communication has on academic, social/behavioral or vocational performance:
 - Oral performance
 - Listening/comprehension
 - Pre-literacy/literacy
 - Pre-writing/writing
 - Pragmatic interaction with others
 - Reaction of self, peers, and/or others
 - For preschool children, how communication affects the child's participation in appropriate activities

Additional Evaluation Considerations

- Interventions are NOT required for the eligibility determination in language/speech.
- The SLP (215) may be a member of the MET, and shall complete the language evaluation.

Assessment Report

- At the completion of the data collection, all findings should be put into the evaluation report.
- The report must be provided to the parent at least seven (7) calendar days prior to the meeting, unless the parent gives a written waiver in advance of the eligibility meeting.
- The evaluation report must not include any statements that would pre-determine the child's eligibility category. This decision is left to the MET team at the eligibility meeting.

Report Formats

1. Individual Report - Each examiner collects the data specific to their assessment area and describes and interprets the data in his/her report - each report is submitted to the MET Chair; each individual examiner signs their report, along with anyone else involved in writing the report. The report should be dated for the completion date.
2. Comprehensive Report - Includes all information integrated and interpreted into one report; this report would be submitted by the MET Chair and should include signatures of all examiners and individuals involved in writing the report and the date the report was completed.

Report Components

Both types of report must include the following:

- Date of assessments
- Name, title, and qualifications of examiners(s), informants, and/or observers;
- Testing conditions and behaviors noted during testing observations;
- Results and interpretations of assessments;
- Explanations of any deviations from standardized testing procedures; and
- Justifications of use of instruments that are not age-appropriate.

60-Day Timeline

- The date of the last report submitted to the MET Chair serves as the date the evaluation is completed; therefore, it must be within 60 days of initial informed parental consent for the comprehensive evaluation
- The MET has an additional 14 days from the date of the last report in which to hold the eligibility meeting.

Evaluation to Eligibility Timeline



Eligibility Determinations

Group Activity – Eligibility Categories



Eligibility Categories

1. Autism (AU)
2. Deaf-Blind (DB)
3. Developmentally Delayed (DD)
4. Emotional Disability (EmD)
5. Hearing Impairment (HI)
6. Language/Speech Impairment (L/S)
7. Intellectual Disability (ID)
8. Multiple Disabilities (MD)
9. Orthopedic Impairment (OI)
10. Other Health Impairment (OHI)
11. Specific Learning Disability (SLD)
12. Traumatic Brain Injury (TBI)
13. Visually Impaired (VI)

Note: Definitions and specific evaluation requirements for each eligibility category can be found in SBP 74.19 on pages 300 – 331.

Eligibility Categories

Eligibility categories that do not require L/S-Language as a secondary eligibility are listed here. The IEP team may decide, based on all data collected, whether the student is in need of language therapy as a related service.



- AU
- HI
- DD (Communication)
- TBI
- SLD – Oral Expression
- SLD – Listening Comprehension

Eligibility Determination

Under 34 C.F.R. § 300.8, a child must meet a two-pronged test to be considered a child with a disability:

- (1) have one of the specified impairments (disabilities); and
- (2) because of the impairment, need special education and related services.

If a child has one of the impairments, but needs only related services and does not need special education, the child is not a child with a disability.

(34 C.F.R. § 300.8(a)(2)(i))

Eligibility Determinations

MET/IEP Committee proposes or refuses to:

- Identify a child as eligible for special education services in one or more of the 13 disability categories, or
- Determines a child no longer meets eligibility criteria for one or more of the disability categories.

Eligibility Determinations

Additional assessments may be required to provide information to enable the MET to differentiate between possible disability categories when making eligibility decisions.

Statements from qualified professionals such as medical or mental health professionals are required for: Autism, Deaf-Blind, Developmental Delay, Hearing Impairment, Language or Speech Impairment, Multiple Disability, Orthopedic Impairment, Other Health Impairment, Emotional Disability, Traumatic Brain Injury, and Visually Impaired. (Check specific eligibility categories to determine what qualified professional is required.)

SBP 74.19, p. 300-329

Eligibility Determinations

Outside experts may be required to perform special assessments to provide information to enable the MET to differentiate between possible disability categories:

- Board-Licensed Psychologist
- Nurse Practitioner
- Physician
- Psychiatrist
- Audiologist
- Ophthalmologist or Optometrist
- Rehabilitation Specialist

SBP 74.19, p. 300-329

Eligibility Determinations

Eligibility Determination Checklists should be used by the MET team when making Eligibility Determinations.

Procedures Manual, Vol. 1, Eligibility/Evaluations,
Forms EE,L

Eligibility Determinations

ELIGIBILITY DETERMINATION CHECKLIST: AUTISM (AU)

DEFINITION: Autism is a disability category characterized by a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child's educational performance. Included in the Autism category are the Pervasive Developmental Disorder-Autistic Disorder, Asperger's Disorder, Pervasive Developmental Disorder-Not Otherwise Specified, Rett and Childhood Disintegrative Disorder.

The Multidisciplinary Evaluation Team (MET) has determined

Y N 1. The determinant factor for the child's performance is due to a lack of appropriate instr reading or math, including the essential components of reading instruction as defined 1208(3) of ESEA;

Y N 2. The determinant factor for the child's performance is due to limited English proficiency; cultural differences;

Y N 3. The preponderance of the evidence supports the need for special education and relat with any inconsistencies explained;

Y N 4. The child's evaluation is sufficiently comprehensive, based on the information availab all of the child's educational needs, regardless of whether those needs are typically in disability category;

Y N 5. The preponderance of the evidence supports the presence of a disability with any inc documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to

REQUIRED CRITERIA: The child demonstrates:	SUPPORTING EVIDENCE ^a
<input type="checkbox"/> Y <input type="checkbox"/> N Significant delays in verbal and nonverbal communication	
<input type="checkbox"/> Y <input type="checkbox"/> N Significant delays in social interaction	
<input type="checkbox"/> Y <input type="checkbox"/> N Adverse impact on educational performance	

OPTIONAL CRITERIA: The child demonstrates:

SUPPORTING EVIDENCE ^a
<input type="checkbox"/> Y <input type="checkbox"/> N Repetitive activities and/or stereotyped movements
<input type="checkbox"/> Y <input type="checkbox"/> N Resistance to environmental change or changes in daily routines
<input type="checkbox"/> Y <input type="checkbox"/> N Unusual responses to sensory experiences
<input type="checkbox"/> Y <input type="checkbox"/> N Delays before the age of 3

The child must meet all required criteria AND may (not) meet the optional criteria to be eligible for this Exclusions.

EXCLUSIONS: The child's performance is	SUPPORTING EVIDENCE
<input type="checkbox"/> Y <input type="checkbox"/> N Primarily affected by an emotional disability	



ELIGIBILITY DETERMINATION CHECKLIST: SPECIFIC LEARNING DISABILITY (SLD)

DEFINITION: Specific Learning Disability (SLD) means a disorder in one or more of the basic psycholog involved in understanding or in using language, spoken or written, that may manifest itself in the imperfe listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as per disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learnin does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of disability, of emotional disability or of environmental, cultural differences, or economic disadvantage.

The Multidisciplinary Evaluation Team (MET) has determined

Y N 1. The determinant factor for the child's performance is due to a lack of appropriate ins reading or math, including the essential components of reading instruction as define 1208(3) of ESEA;

Y N 2. The determinant factor for the child's performance is due to limited English proficien cultural differences;

Y N 3. The preponderance of the evidence supports the need for special education and relat with any inconsistencies explained;

Y N 4. The child's evaluation is sufficiently comprehensive, based on the information avails all of the child's educational needs, regardless of whether those needs are typically i disability category;

Y N 5. The preponderance of the evidence supports the presence of a disability with any in documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to

BASES: This decision is based on one (1) or more of the following documentation of the procedures used for mult:

Y N Child's response to scientific, research-based interventions (RTI)

Y N A severe discrepancy^b between intellectual ability and achievement

Y N Alternative research-based procedures

OBSERVATION: An observation was conducted:

^aLocation of observation: _____ ^dDate of observation: _____

Y N Behaviors that interfere with learning noted during observation (If yes, attach statement about the relationship of behavior to the child's academic functioning.)

REQUIRED CRITERIA: The child demonstrates for one (1) or more of the areas indicated below:	SUPPORTING EVIDENCE ^a
<input type="checkbox"/> Y <input type="checkbox"/> N Inadequate achievement for age - OR -	
<input type="checkbox"/> Y <input type="checkbox"/> N Failure to meet State-approved, grade-level standards	
<input type="checkbox"/> Y <input type="checkbox"/> N Pattern of strengths and weaknesses in performance, achievement, or both relative to age, expectations, or intellectual development - OR -	
<input type="checkbox"/> Y <input type="checkbox"/> N Lack of response to scientifically-based instruction	
<input type="checkbox"/> Y <input type="checkbox"/> N Adverse impact on educational performance	

AREA(S) OF SPECIFIC LEARNING DISABILITY

Eligibility Determinations

- The Eligibility Determination Report must indicate the conclusion of the team regarding the eligibility category based on the criteria that was met or
- A statement that the student does not meet the eligibility criteria
- Each member of the MET must sign the report indicating whether they agree or disagree with the eligibility determination
- If a member of the MET does not agree with the conclusion of the team, that member must submit a separate statement presenting that member's conclusions



Eligibility Determinations

ELIGIBILITY DETERMINATION REPORT

PERSONAL DATA		
Child's Name:	MSIS #:	DOB:
District:	School:	Grade:

Based on the attached (re)evaluation report(s) completed, the Multidisciplinary Evaluation Team (MET) or Individual Education Program (IEP) Committee determines that:

- The child meets the criteria for the presence of _____
- The child meets the criteria for the presence of a Language/Speech Impairment (LS) that is not the primary disability but requires language and/or speech services as a related service _____
- The child does not meet the criteria for the presence a disability due to:
 - failure to meet required criteria: _____
 - exclusionary factors: _____

Attach any applicable eligibility determination checklists and required statements from professionals.

Date of Meeting: _____

By signing below, I certify that this report DOES reflect my conclusions.		By signing below, I certify that this report DOES NOT reflect my conclusions. I will submit a separate statement with my conclusions.	
Signature	Position	Signature	Position
	MET Chairperson		MET Chairperson
	General Educator		General Educator
	Special Educator		Special Educator
	Parent/Guardian		Parent/Guardian
	Parent/Guardian		Parent/Guardian
	Child		Child
	Language/Speech Pathologist/Therapist		Language/Speech Pathologist/Therapist
	School Psychologist/Psychometrist		School Psychologist/Psychometrist
	Administrator		Other:
	Other:		Other:
	Other:		Other:
	Other:		Other:

For children who meet the criteria for a Specific Learning Disability (SLD), the MET/IEP Committee must include the child's general education teacher who is knowledgeable of the child OR a general education teacher licensed to teach children the same age as the child; a special education teacher; and a diagnostic examiner such as a School Psychologist, a Psychometrist, a Speech/Language Pathologist.

For children who meet the criteria for an Emotional Disability (EmD), if the MET/IEP Committee concludes a child does not meet the criteria for EmD because all behavior patterns appear to be the result of social maladjustment, this eligibility determination report must indicate this conclusion and documentation must be included to support the conclusion that the behaviors are indicative of social maladjustment.



Presenter Contact Information

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