


Evaluation Roadmap

FOR FAMILIES WITH CHILDREN AGES 3 - 21

 **i** – Click on these icons throughout for additional information.



Interventions vs. Evaluation Request **i**

School districts are required to adjust instruction to help all struggling students. Evaluation requests are NOT the same as interventions.

1

You have concerns about your child's learning **i**

Speak to your child's teacher or the special education director for the district.



2

Interventions vs. Evaluation Request **i**

School districts are required to adjust instruction to help all struggling students. Evaluation requests are NOT the same as interventions.



Request for Evaluation **i**

You can request a special education evaluation at any time.



3

District does not suspect a disability

Continue with general education ...

OR pursue a dispute resolution option through the Ohio Department of Education" with [this link](#).



Disability is suspected Consent for Evaluation **i**



4



5

Evaluation Procedure **i**

A team of qualified individuals, including parents, will gather to plan for an evaluation in all areas of concern.



6

Initial Evaluation Team Report completed **i**

The team, including parents, meet to review the results.



7

Eligibility Determination **i**

Eligibility team determines child not eligible

Continue with general education



Initial IEP developed **i**

If the team, including parents, determines that the child is eligible, an IEP will be developed



9

Initial IEP implemented **i**

The district is required to provide the services included in the student's IEP.



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1. You have concerns about your child's learning

- If you have concerns about your child's learning, development or functioning, you can reach out to your child's teacher. You can also speak to the special education director for the district. If you are unsure who this person is, you can contact the board office ask for a name and contact information. You can also reach out to your child's principal.
- For preschool (ages 3-5), the first step to see if your child has any delays in functional, developmental, and/or academic readiness areas is also to contact the school district where you, the parent, reside. Most school district contact information can be found on the district's website.



2. Interventions vs. Evaluation Request

- **Intervention:** School districts are required to provide instruction in a manner to help all students learn. Strategies to adjust instruction to help struggling students are called interventions and are for all students (not just special education).
- **Evaluation Request:** Requesting an evaluation for special education is not the same as interventions. Interventions must be conducted before or during the evaluation. A school district may not use interventions to delay an evaluation. If interventions have not been conducted, they must happen at the same time as the evaluation.

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3. Request for Evaluation

- If you suspect your child has a disability, you can request a special education evaluation. This does not need to be in writing; however, it is good to document the date of request for your own records.
- For preschool, when you as the parent contact the special education staff in your school district, you can initiate the request for an evaluation to determine if your child is eligible to receive preschool special education services and what programs can best fit his or her individual needs.
- The district has 30 calendar days from the date of the receipt of the request to respond to your request. The district must either send you a prior written notice (called a PR-01) that the district does not suspect a disability ([link to PR-01 form](#)) or obtain your consent to conduct an evaluation. The district will provide you a copy of the Special Education Procedural Safeguards Notice titled "[A Guide to Parent Rights in Special Education.](#)"
- A district is not allowed to delay an evaluation in order to provide interventions. If the district has not yet provided interventions before the evaluation, the district must do the interventions at the same time as the evaluation.
- If the district does not suspect a disability, your child will continue with general education. If you disagree with the district's decision, you may pursue a dispute resolution option through the Ohio Department of Education" with [this link](#).



4. Consent for Evaluation

- If the district suspects a disability, it will obtain your written consent (consent form is called a PR-05: Parent Consent for Evaluation) ([link to consent form](#)). From the date of your consent, the district will have 60 calendar days to complete the evaluation.
- For preschool, it is important to note that if your young child ages 3-5 has never attended a preschool program, or the child did not transition from IDEA Part C (Early Intervention) to Part B (Special Education), it is quite possible that there has been no opportunity for the school district to provide interventions. Interventions are only required for preschool children if the child previously received services under Part C and/or Part B of IDEA or is being evaluated under the suspected disability category of specific learning disability. If interventions have not been provided prior to referral, the school district may implement appropriate interventions during the same sixty-day time frame during which the school district conducts a full and individual evaluation to resolve concerns for any preschool child who is experiencing significant delays in one or more of the following developmental areas, and for that reason need special education and related services: adaptive behavior, cognition, communication, hearing, vision, sensory/motor functioning, social/emotional functioning and/or behavioral functioning. The school district may not use these interventions to delay unnecessarily the child's being evaluated to determine eligibility for special education services.

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5. Evaluation Procedure

- If the district determines that the child will be evaluated, a team of qualified individuals, including you as the parent, will discuss the suspected disability categories and the areas that need to be evaluated. This all must be documented on the Evaluation Team Report (ETR) Planning form, which has different versions for Preschool and School Age. ([link to Preschool!](#)) ([link to School Age](#))
- All areas of need should be evaluated to help determine what supports would most help your child.
- The district does not have to name the specific evaluations it is going to use, just the area it plans to evaluate. For preschool, each developmental area must be assessed.
- This planning meeting must take place before any assessments can be carried out. You as the parent are to be an active member in this team to help decide the assessments to be administered.
- For preschool, each developmental area must be assessed using at least one of the 5 assessment methods/data sources. AND each assessment method/data source must be used at least once. Remember that the evaluation must be sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.



6. Initial Evaluation Team Report completed

- As the parent, you will receive a Parent Invitation ([called a PR-02](#)) to review evaluation data and summaries of each evaluation that occurred. The PR-02 must state who the district will bring to the meeting. As the parent, you can also bring anyone with you to the meeting.
- Together the team of professionals and the parent will review the evaluation results and determine whether the child is a child with a disability. ([link to ETR form](#))

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7. Eligibility Determination

- If the team including you as the parent finds your child to be eligible for special education services, it will determine the eligibility category. If the team does not find your child to be eligible, your child will continue with only the general education curriculum. Any team member, including the parent, may submit a statement of disagreement with the team's determination. If your child is found not eligible, you may request an Independent Educational Evaluation. An IEE is an opportunity for a parent to have an outside professional, not employed by the district, conduct a private educational evaluation.
- For preschool, if your child is not found eligible and is not currently enrolled in a preschool program, the district may provide a list of optional local and/or school district operated preschool programs that may be available.



8. Initial IEP developed

- If the team including you as the parent determines that your child is eligible for special education, the district has 30 days to develop an Individualized Education Program (IEP). ([link to IEP form](#))
- The IEP must contain specially designed instruction to meet the individualized needs identified in your child's Evaluation Team Report (ETR) with measurable goals and objectives along with how progress will be measured.
- The IEP team consists of you as the parent, a regular education teacher of the child (if the child has one), at least one special education teacher, a district representative, someone who can interpret evaluation results and anyone you or the district believes has knowledge of or interest in the child.
- For preschool, the required IEP team members include: Parent, General Education Teacher, Special Education Teacher/Provider and a District Representative.
- For the initial IEP, you as the parent must consent to services. If you do not consent, your child will not receive IEP services.
- Although your consent is required just for the initial IEP (or any change in educational placement), school districts are required to invite you to attend and participate in all IEP meetings. You have the right to revoke consent for your child's IEP at any time.

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9. Initial IEP implemented

- The district is required to provide the services included in your child's IEP.
- Each school district must ensure that a free appropriate public education (FAPE) is provided in the least restrictive environment (LRE) to every child with a disability. For preschool, this is regardless of whether the district operates their own public general early childhood programs or contracts with other educational agencies.

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