

Roseville Area Schools Special Education Process and Due Process Requirements for Evaluation, Re-Evaluation, and IEP



Due Process Related to Evaluation and Re-Evaluation

Evaluation Timelines

Initial Evaluation
<ul style="list-style-type: none"> • Complete report and meeting with parents within 30 school days of parental consent. • Date of report should be the date the results were shared with parents and eligibility was determined.
Re-evaluation
<ul style="list-style-type: none"> • Must be completed within 3 years of previous evaluation. • Complete report and meeting with parents within 30 school days of parental consent or default date. • Date of report should be the date the results were shared with parents and eligibility was determined.

Evaluation Report

Includes a review of existing evaluation data.
Includes parent information.
The results of all assessment measures listed on the Notice of Evaluation are included in the evaluation report.
Includes a comprehensive summary of all results. <ul style="list-style-type: none"> • Summarizes all areas evaluated. • Draws information from multiple measures for each area evaluated, and forms the Present Level statement on the IEP of a student found eligible. • Includes a statement defining the student’s present level of performance.
Includes a narrative statement of eligibility for all disability areas considered. <ul style="list-style-type: none"> • An initial evaluation report must include a narrative statement addressing how student meets criteria for a categorical disability • Re-evaluations must include a narrative statement addressing how the student continues to demonstrate an educational need for service that directly relates to criteria
Includes educational needs related to the area(s) of disability. <ul style="list-style-type: none"> • Addresses skills and/or behaviors that need improvement in order for the student to participate and progress in the general curriculum. • Related to the disability and must indicate a need for specialized instruction or direct service. • Addresses what else is needed for the student to meet annual goals and participate in general education.
Includes any modifications to be considered by the IEP team. <ul style="list-style-type: none"> • Addresses what additions or modifications to special education the IEP team will need to consider when developing or revising the IEP.
Includes signatures of all team members if student is determined eligible for Specific Learning Disability.

Evaluation and Revision of IEPs

Revisions to IEP are made to address the results of any re-evaluation conducted
A new IEP is written within 14 days of the completion of a re-evaluation
A meeting to develop an Initial IEP is conducted within 30 school days of determination that the student has special needs.

Due Process Related to IEP

IEP Timelines

<p>Initial IEP-A meeting to develop an IEP is conducted within 30 calendar days of determination that student meets eligibility.</p> <ul style="list-style-type: none"> Proposed IEP and PWN sent to parents within 10 school days of meeting. Services are projected to start 14 calendar days from sending proposed IEP and PWN to parent.
<p>Annual IEP-IEP meeting date must be prior to the previous meeting date</p> <ul style="list-style-type: none"> Projected date for service start must be prior to service end date on previous IEP and at least 14 calendar days from sending proposed IEP and PWN to parent. Proposed IEP and PWN sent to parents within 10 school days of meeting.
<p>Move In (Transfer) IEP from MN district – Begin implementation of the IEP as soon as student starts in Roseville school.</p> <ul style="list-style-type: none"> Meet with parent to adapt and adopt the other district’s IEP within 5 school days of enrollment. Prepare transfer IEP with new Page 1 and service page and any other changes the team determined. Attach to the IEP from the sending district. Transfer IEP and PWN sent to parents within 5 school days of meeting. Services are projected to start 14 calendar days from sending proposed IEP and PWN to parent. Schedule an annual IEP meeting within 6 weeks from date of enrollment to discuss and propose a new annual IEP. Proposed IEP and PWN sent to parents within 10 school days of the meeting.
<p>Move In IEP from Out of State – Begin implementation of the IEP as soon as student starts in Roseville school.</p> <ul style="list-style-type: none"> Meet with parent to adapt and adopt the out of state IEP AND to review the evaluation within 5 school days of enrollment. Evaluation data may be reviewed to determine if results meet initial MN eligibility criteria. Results of this review and eligibility determination must be documented in a PWN and in PLAAFP section of the IEP. The team may choose to conduct an initial evaluation to determine if student meets initial MN eligibility criteria. Prepare transfer IEP with new Page 1 and service page and any other changes the team determined. Attach to the IEP from the out of state district. Transfer IEP, PWN and Initial Evaluation Plan or PWN describing review of evaluation data sent to parents within 5 school days of meeting. Services are projected to start 14 calendar days from sending proposed IEP and PWN to parent. Complete the evaluation within 30 days of parental consent. Schedule an evaluation sharing meeting and IEP meeting when evaluation is complete or within 4 to 6 weeks of enrollment if review of data met MN eligibility. If student is eligible according to MN criteria, propose an Initial IEP. Propose Initial IEP and PWN sent to parents within 10 school days of the meeting. If student is not eligible according to MN criteria, send PWN indicating services will be discontinued based on MN evaluation results.

PWN - IEP

Sent within 10 school days of IEP meeting AND no less than 14 calendar days before the proposed effective date of change
Documents the actions of the proposal-specific goals, services or setting, changes
Notice includes an explanation of why-reason for the proposal
Other options discussed during the IEP meeting are documented as well as an explanation of why they were rejected
Description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action. What information the team used to decide on that proposed action?
Other factors that are relevant are included. If no other factors, the case-manager notes “No other factors are relevant.”

PLAAFP

Reflects results of the assessment and any diagnostic procedures (if initial IEP or subsequent to a re-evaluation).
If annual IEP, summarizes progress toward previous goals.
Addresses student strengths and weaknesses.
Addresses unique needs that result from having a disability.
States how the disability impacts the student’s involvement and progress in the general curriculum based on assessment data, academic areas, non-academic areas.
Includes any other relevant information about the student.
For students in 9 th grade, addresses transition needs to prepare for living, working, and functioning in the community as

an adult.

Goals

Individual needs are defined
Measurable
Are attainable in 12 months
Direction of change is defined
Skill or behavior to be changed is defined
Present level of performance (written or implied)
Expected ending level is defined
Annual Transition Goal is included for students grades 9 and above

Objectives

At least 2 objectives
Condition for evaluation
Observable
Skill or behavior to be performed is specified in clear terms
Measurable (evaluation criteria & procedures)

LRE

Includes an explanation to the extent, if any, to which the student will not participate with nondisabled children in the regular class, extracurricular, and non-academic activities.
LRE clearly describes why the nature and severity of the disability is such that the student must be removed from general education to receive services.
LRE describes what the child is missing with general education peers when pulled for direct service in special education setting.
LRE matches the service grid information, but does not restate the service grid.

Adaptations - Supplementary Aids and Services and Program Modifications

<ul style="list-style-type: none">• Aids, services, and other supports that are provided in regular education classes and other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.• Program modifications are changes to what is being taught to or expected from the child.<ul style="list-style-type: none">○ What they are○ Who will provide them○ When they will be provided○ How they will be provided
Clearly describe any supplementary aids and services and/or program modifications that staff <u>must</u> provide to the child. Do not use terms such as "may" or "as needed".

Progress Reporting

IEP provides description of when or the frequency of progress report – at least as often as general education reporting
IEP provides description of how the progress report will be documented – must be written

Written Progress Reports

Provide data on progress towards goals & objectives.
Documents the extent to which progress is sufficient for the student to meet the goal by the end of the IEP period.
Complete written progress reports in Student Plans.