


Eligibility Determination





This section will review each form used the most to complete an IEP for Eligibility Determination in netIEP.

Forms are listed in the order of a meeting or use:

Referral Form (Document Library)

02-Parent/Guardian Notification of Conference

01-Notification of Decision Regarding Request for an Evaluation

03-Identification of Needed Assessments

Student Reports-*Consent for Initial or Re-evaluation



This section will review each form used the most to complete an IEP for Eligibility Determination in netIEP (Continued)

04–Conference Summary Form

09–Eligibility Determination

05 – Documentation of Interventions, (if SLD is considered)

06–08–Disability Determination Group 1,2, or 3 as needed

10–Signature Page

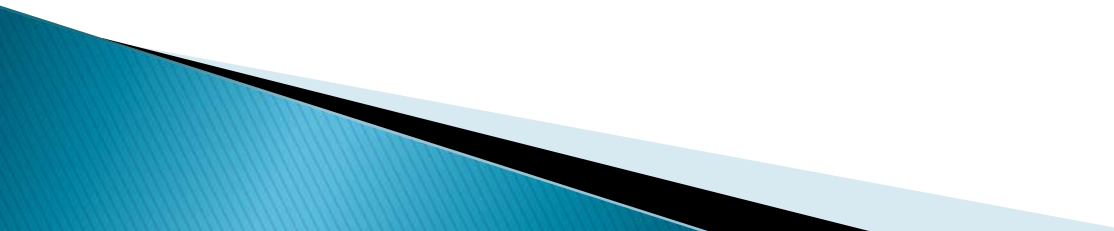
11–Notification of Conference Recommendations

20–Excusal of an Individual Education Team Member

*Student Reports are found at the bottom of the netIEP Forms List

Referral Form

(Document Library of netIEP)

- ▶ L.E.A.S.E. Referral Form is completed when an evaluation is being requested
 - ▶ States the reason(s) for the referral and interventions implemented in domain areas
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Notification of Decision Regarding Request for an Evaluation (Form 01 in netIEP)

- ▶ At anytime a parent can request an initial evaluation/reevaluation
- ▶ District responds to the parent's request using this form
- ▶ Timeline for district to respond to the request is: 14 school days

(23 Illinois Administrative Code 226.110(C))

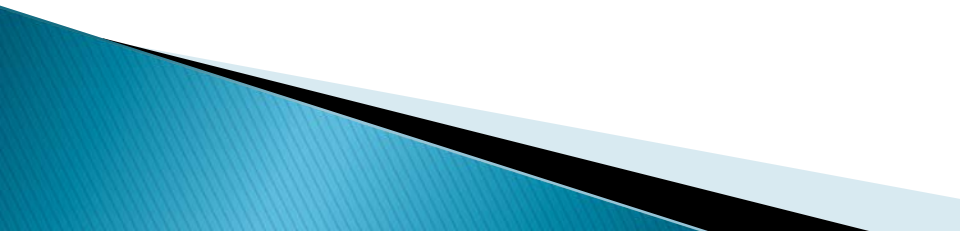




Parent/Guardian Notification of Conference (Form 02 in netIEP)

This form states the purpose of the meeting and who will be invited.

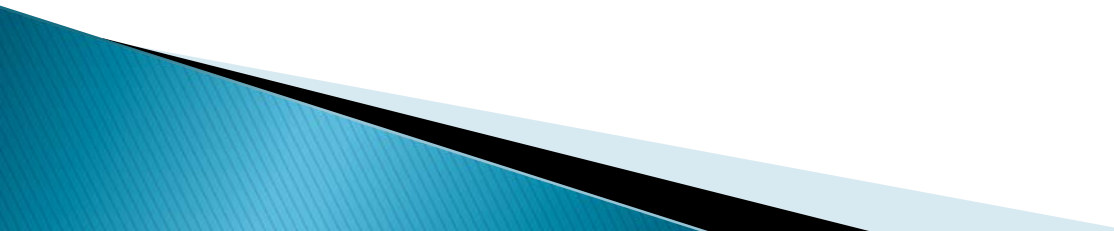
Eligibility Determination meeting purposes are generally to:

- ▶ Review and determine what additional data, if any, is needed to complete the evaluation
 - ▶ Review recent evaluation to determine eligibility
- 



Conference Summary Form (Form 04 in netIEP)

The Conference Summary Form serves two main purposes:

- ▶ Cover page for the IEP
 - ▶ Identifies student demographic information, purpose of the meeting, and adverse effect from the recent eligibility determination
- 



Identification of Needed Assessments (Domain process)

(Form 03 in netIEP and Parent Consent for Initial Reevaluation)

- ▶ Prior to the domain process, a designated person must be responsible for gathering any information related to the domain areas.
- ▶ Information includes: screenings/assessment data, intervention data, student record review, staff observations, interviews, adaptive behavior, social/cultural/background, physical condition, functional skills, information from parent and/or student etc...



Identification of Needed Assessments

- ▶ Best practice is to complete needed assessments, (form 03) during a meeting, but ISBE recognizes the review can be done without a meeting
- ▶ In each domain area document the following: existing information, additional evaluation data needed, and the source to gather the additional data if necessary

Identification of Needed Assessments

Next steps:

- ▶ Complete parent/guardian consent for any additional assessments (Consent for Evaluation, Student Reports, bottom of netIEP Forms List)
- ▶ Share/explain Procedural Safeguards with parent/guardian (Document Library of netIEP)
- ▶ Document participants at the meeting
- ▶ Complete Form 20 Excusal of IEP Team Member
- ▶ Notification of Conference Recommendations, (Form 11 in netIEP) must be completed if a meeting is held.

(23 Illinois Administrative Code 226.110 3A.-C.).






Eligibility Determination (Form 09 in netIEP)

- ▶ Existing and new evaluation data from the Needed Assessment domain areas, (Form 3) is transferred to the appropriate domain areas of the Eligibility Determination form.

Eligibility Determination is completed:

- ▶ After an initial evaluation
 - ▶ Reevaluation
 - ▶ Review of independent or outside evaluation
 - ▶ Termination/dismissal
 - ▶ Manifestation determination review
 - ▶ Functional behavior assessment
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Eligibility Determination (ED)

Reason for Referral–Begins (ED) Process:

Needs to state a specific reason, for example:

- ▶ Delay in reading fluency;
- ▶ Parent concern, student is 7th grade failing math and still unsuccessful with addition/subtraction;
- ▶ Mandatory three year reevaluation

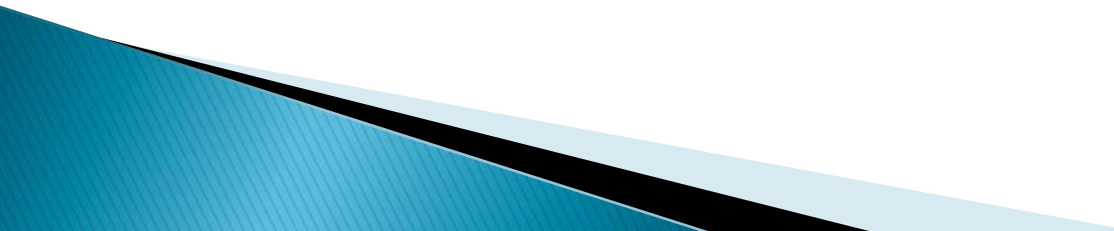
Eligibility Determination

In the pages that follow the suggested documentation for each of the 8 eligibility determination domain areas will be reviewed.

Each domain should include relevant information from parent(s) and others who have regular contact with the student.

Domain – Health

Include:

- ▶ Existing conditions and health issues,
 - ▶ Medical information,
 - ▶ Source from where information was obtained,
 - ▶ Effect current health has on participation in the general education curriculum.
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Domain – Hearing/Vision

Include: Date, who, and results of most recent hearing/vision screening.

Students with a hearing or vision disability include summary of evaluation results.

Domain – Social/Emotional

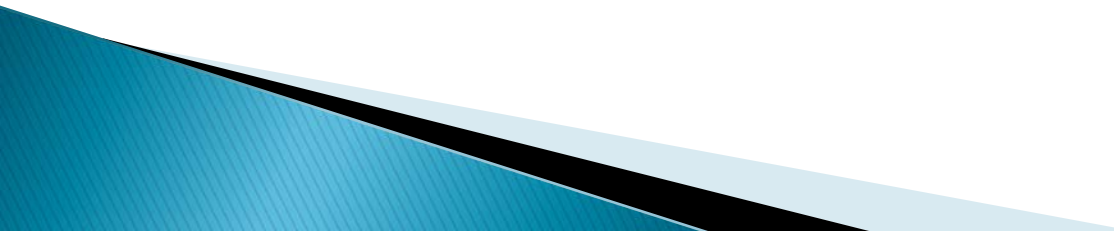
Include: Summary of baseline data for social/emotional skills and functioning. Provide information on– interpersonal relationships, behavior towards others, compliance with rules, self–concept, attitudes, coping, etc.

Domain – Cognitive Functioning

Include: Summary of baseline data on student's cognitive ability and general intelligence.

Domain – Academic Achievement

Include: Summary of baseline data on academic achievement in the general education curriculum. Also provide – instructional level, needs, and method of learning in reading, math, and language arts areas. Information should be a foundation for educational planning.



Domain – Functional Performance

Include: Summary of baseline data that describes how the student is managing daily activities to participate in the general education setting.

Domain – Communication Status

Include: Summary of baseline data that describes the mode(s) of communication used to receive and provide information to others. Indicate if student is limited English proficient. Also indicate how the student's communication affects participation in the general education setting.

Domain – Motor Ability

Include: Summary of baseline data on motor skills (large/fine motor) in the educational setting. Also provide information on how the student's mobility impacts progress in the general education curriculum.

Determinate Factors (Form 09 in netIEP)

Determinate factors are reviewed for ALL (14) disability categories.

Appropriate Instruction Evidence

Reading

Checklist that follows lists the necessary elements for each identified area.

- ▶ Include the (5) areas: phonics, phonemic awareness, vocabulary, fluency, and comprehension.
- ▶ Instructional program used needs to be scientifically research based. (Thorough and rigorous peer review)
- ▶ Aligned to state standards.
- ▶ Effective as evidenced by CBM, ISAT, PSAE data

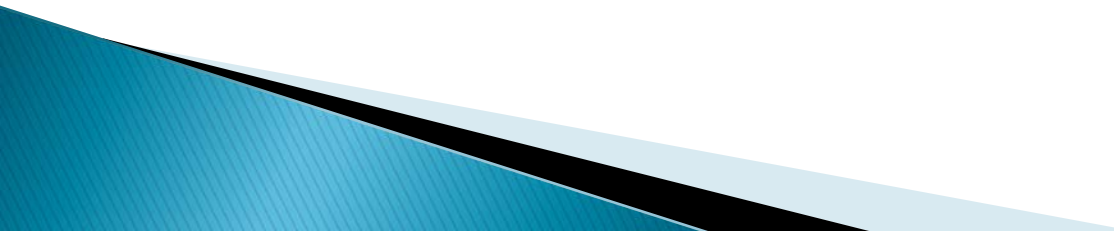
Evidence continued

Reading

- ▶ Successful in bringing high levels to proficiency, (includes sub-groups), i.e. low income, etc..
- ▶ Curriculum in place for a sufficient amount of time (team decision).
- ▶ Teachers are adequately trained, (professional development).
- ▶ Teachers adequately use the prescribed instructional procedures and materials associated with the core curriculum, (classroom walk-throughs, self assessments/checklists).
- ▶ Teachers use effective instruction and methodologies, (scaffolding, differentiated instruction, teacher questioning).
High school: SIM, CRISS, etc..

Appropriate Instruction Evidence

Math

- ▶ Use the same checklist as shown previously for Reading. Only difference is the (5) areas of math listed next need to be included in the evidence.
 - ▶ Five areas of math are: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive response.
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Appropriate Instruction Evidence – Elementary Example for Reading

Lack of appropriate instruction in reading, including the essential components of reading instruction (evidence provided)

Michael currently receives 90 minutes of reading instruction using Reading Street, a documented Scientifically Research Based basal reading series that is aligned to Illinois Learning Standards ,includes each of the five essential components of reading instruction, and has been implemented with fidelity as evidenced through principal walk throughs. Michael has received core reading instruction using these materials for the past three years. Teachers in the district receive weekly literacy coaching and yearly professional development on best practices in reading. District wide data shows that 85% of Michael's peers are meeting benchmark criteria in reading.

Appropriate Instruction Evidence – Elementary Example for Math, (grid)

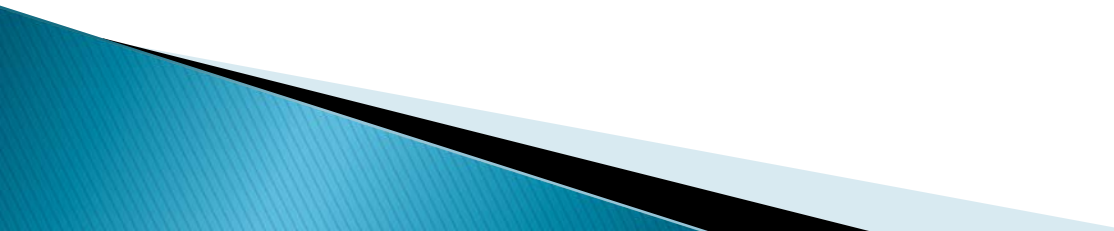
Data	Core Materials and Instruction	Integrity
<p>CBM: Fall Benchmark: 75% meet benchmark</p>	<p>60 minutes daily of Saxon and Number Worlds</p> <p>FCRR (Florida Center for Reading Research) shows positive results for Number Worlds</p>	<p>All district teachers trained by LEASE in differentiated instruction (2009)</p> <p>Ongoing coaching from ASPIRE</p> <p>Instructional Planning Forms</p> <p>Principal Walk Throughs Monthly</p>

Appropriate Instruction Evidence – High School Example for Math

Lack of appropriate instruction in reading, including the essential components of reading instruction (evidence provided)

Sarah currently receives 45 minutes of reading instruction per day in her English I course. Prentice Hall is the text. It follows a scope and sequence, is researched based, and tied to IL Learning Standards. The Prentice Hall text includes the five essential components of reading instruction and has been implemented with fidelity as evidenced through principal walk throughs. Sarah has received core reading instruction using these materials for one year. Teachers in the district receive weekly literacy coaching, yearly differentiated instruction coaching and yearly professional development on best practices in reading. Strategic Instruction Model, SIM, Content Enhancement routines and Learning Strategies are used throughout the school. District wide data shows that 80% of Sarah's peers are meeting benchmark criteria in reading on the Explore test.

Limited English Proficiency Evidence (LEP)

- ▶ Need to rule out limited English proficiency as being the primary basis for a student's disability.
 - ▶ Examples of evidence:
 - Student's primary language is English per parent interview; OR
 - Student was administered the ACCESS based on results of his Home Language Survey, Score on the ACCESS indicates proficient in English; OR
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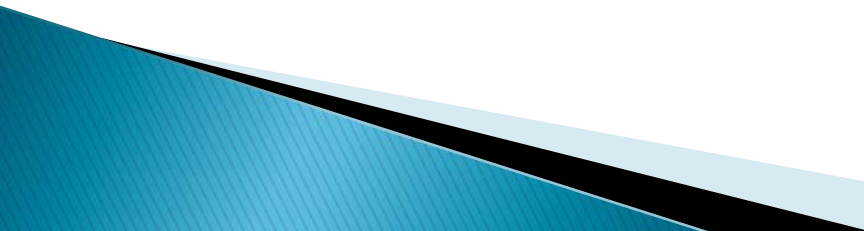
Another LED example of evidence..

- Student provided ELL supports. Other students with same ELL supports have met their goals and reduced performance gap. This student has not met his goal. Team has determined that LEP is not the primary cause for the student's difficulties.



Four Steps for Determining Disability (Form 09 in netIEP)

Step 1 – Disability

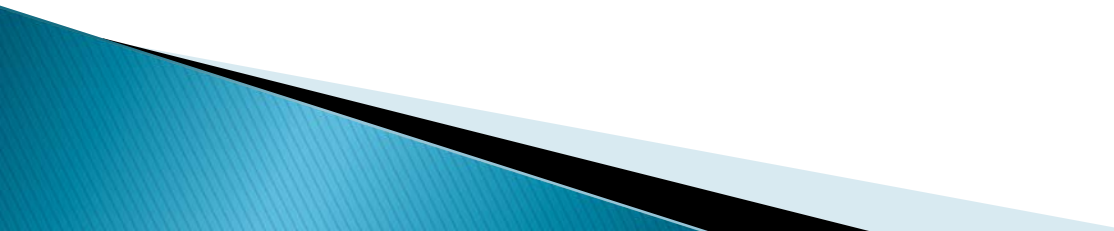
- ▶ I.E.P. team determines appropriate disability from the (14) recognized disabilities within IDEA
 - ▶ Information on each of the 14 disabilities is in the help screens on Forms 06–08 in netIEP
 - ▶ If no disability found than student is not eligible for special education, go to Step 4
- 



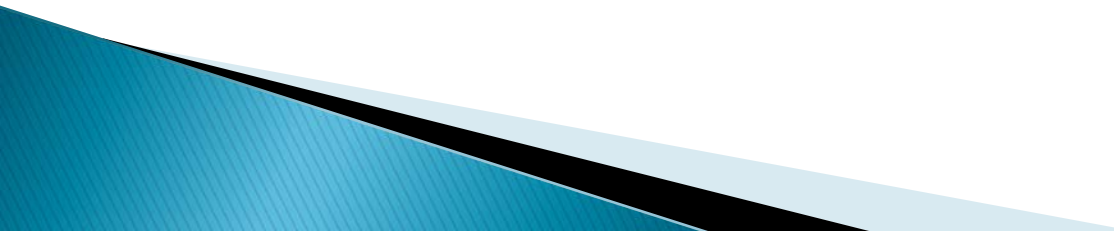
Eligibility Determination

- ▶ If there is more than one eligibility area, then the determination of primary and secondary disabilities must be made.

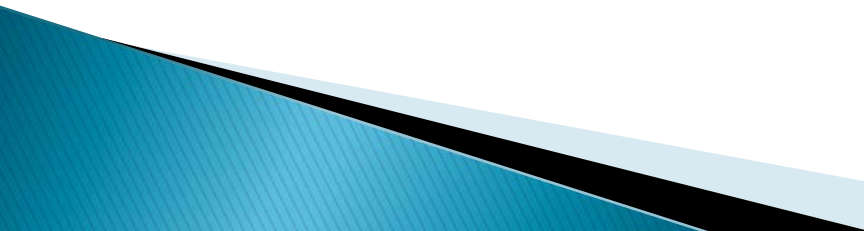
Step 2 – Adverse Effect

- ▶ Indicate how the disability affects the student's involvement and progress in the general curriculum
 - ▶ Preschool age children, indicate how the disability affects the child's participation in developmentally appropriate activities
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Step 2 – Adverse Effect continued

- ▶ Adverse effect needs to address transition for students by age 14 ½
 - ▶ Should reflect need for any related services
 - ▶ If disability has no adverse effect, student is not eligible; go to Step 4
- 

Step 3 – Education Needs

- ▶ Indicate what the student needs to support the disability and adverse effects, i.e.
 - The extent of special education support, for example, individualized instruction in reading fluency and comprehension;
 - related services needed.
 - ▶ If the disability has an adverse effect and educational need go to Step 4.
 - ▶ If accommodations in the general education setting are sufficient the team should document the disability does not require special education.
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Step 4 Eligibility

Identify whether student is eligible or not for special education services under IDEA

Placement Consideration— Potentially Harmful Effect (Form 10, Signature Page)

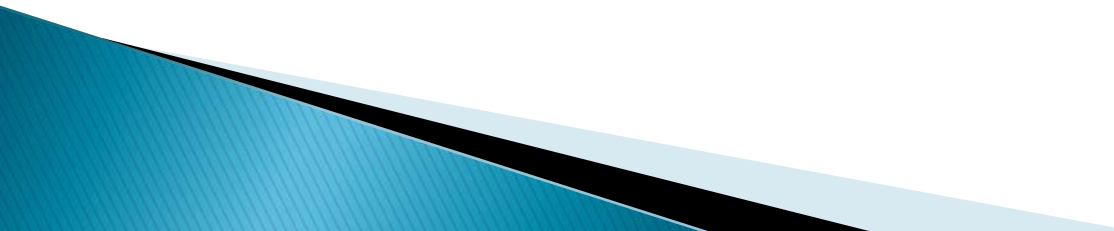
When determining the placement consider and document any potentially harmful effect, either on the student or on the quality of service that he/she needs.

NetIEP, Form 10, provides current and projected year placement options should the placement consideration need to be reviewed when the student advances to the next grade and/or school.





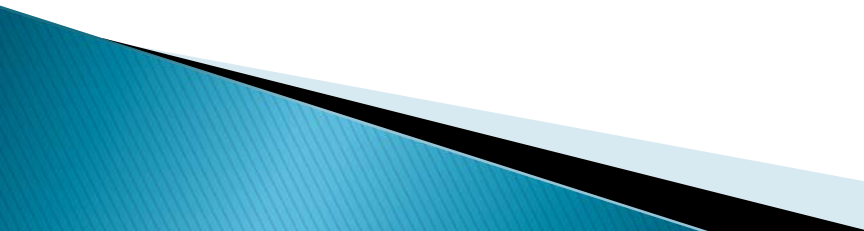
Signature Page (Form 10)

- ▶ In the case of a specific learning disability, all participants must check either the “yes” or “no” box on the signature page. A “yes” indicates the report reflects that the student qualifies for services, with a learning disability. Any participant who disagrees with the IEP teams’ decision may submit a separate statement, presenting his/her conclusions. This statement must be included in the student’s record.
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Closing Components With Parents

- ▶ Explanation of Procedural Safeguards were offered to/reviewed
- ▶ Copy of:
 - the IEP/eligibility determination;
 - District's behavior intervention procedures, (initial IEP only);
 - District's behavior intervention policies
- ▶ Waive (10) calendar day interval before implementing IEP

Notification of Conference Recommendations (Form 11 in netIEP)

- ▶ Notifies the parent(s) of the recommendation(s) developed at the IEP conference.
 - ▶ Parent(s) agrees or does not agree to the (10) calendar day interval before an initial or change in placement occurs.
 - ▶ Closing page for IEP documentation
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Additional Timelines for Eligibility Determination Process

- ▶ The IEP Services Plan must be completed no later than 30 days after the Eligibility Determination Meeting but within the 60 school days after the date of referral (date of consent signed by parent), (23 Illinois Administrative Code 226.110). If there are fewer than 60 pupil attendance days left in the school year, the eligibility determination shall be made prior to the first day of the following school year (105 ILCS 5/148.02).

Additional Timelines for Eligibility Determination Process

- ▶ Reevaluations must be held at least every 3 years or when requested by teacher, parent, or whenever conditions warrant. At reevaluations the team determines whether additional information/assessment is warranted. Forms to be completed are: Consent for Reevaluation in the Student Reports (bottom of netIEP—Forms List) and Form 3.

(23 Illinois Administrative Code 226.110) and (34 CFR 300.303–300.305)



Excusal of an Individualized Education Plan Team Member (Form 20 in netIEP)

- ▶ This form is used to allow an IEP team member to be excused from the meeting.
- ▶ Two forms of excusal:
 1. Content area of excused member not discussed at the meeting.
 2. Content area of excused member discussed at the meeting. Submit input into the IEP in writing to the parent prior to the meeting.



What if a student needs an assessment in a domain area after eligibility and service plans are in place?

- ▶ An Identification of Needed Assessments (Form 3 in netIEP) must be completed in all domain areas indicating the new area(s) to be assessed.
- ▶ The parent must sign Consent for Evaluation, (Student Reports, bottom of netIEP Forms List) for any new assessments.



What if a student needs an assessment in a domain area after eligibility and service plans are in place? (continued)

- ▶ Once assessment(s) completed, an Eligibility Determination meeting is held to add the new assessment results to the other domain information and address whether, this new information, requires any change in eligibility, adverse effect or educational needs.
- ▶ An IEP Service Plan must be reviewed and changed to reflect any new educational needs identified.