A PARENT QUICK GUIDE TO

Evaluation

This page contains a summary of information that parents may use to guide their active and equal participation on their child's team. The content is only a summary and further exploration of listed resources is encouraged.

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EVALUATION = a process used to gather information that will help determine whether your child is a child with a disability **and** help determine educational needs of your child, including special education and related services, to access and make progress in the general education curriculum

Taken from the *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (2008).*

TERMS TO KNOW

EVALUATION PLANNING FORM = developed and agreed upon by the evaluation team, including the parent, to determine what areas related to your child's suspected disability will be assessed, how, and by whom

EVALUATION TEAM REPORT (ETR) = written summary of evaluation information obtained by each evaluator; documents eligibility determination and team members agreement; must be provided to the parent prior to the next IEP meeting but no later than 14 days from the date of eligibility determination

PARENT CONSENT = parent understands and agrees in writing to the evaluation procedures outlined in the evaluation plan; giving consent is voluntary and may be revoked at any time; must get from parent before a first evaluation or before a reevaluation begins if new testing will be done

INTERVENTIONS = provided by school district address academic / behavior concerns for any individual preschool or school-age child who is performing below grade-level standards

REEVALUATION = once a child is receiving special education services, a reevaluation must take place (1) every three years, (2) when he/she is transitioning from preschool to school-age services, or (3) to make a change in disability category

REQUEST FOR EVALUATION = the procedural form that is used to officially make a request for a student to be evaluated for special education eligibility is Form *PR-04: Referral for Evaluation*

REVIEW OF EXISTING EVALUATION DATA = review of existing and current data (information) on the child, including progress in the curriculum, current and previous interventions, current and previous IEPs, etc.

PARENT PREPARATION

- Put request for evaluation in writing, or complete the Request for Evaluation form (PR-04) provided by the school or found at www.education.ohio.gov, click Topics -> Special Education -> Resources
- Keep documentation of all correspondence, phone calls, conversations regarding your child.
- Become familiar with *A Guide to Parent Rights in Special Education.*
- Gather and provide existing information for the team: medical, hearing / vision screenings, family and educational history, private therapy progress, social-behavioral, successful home / community interventions, community services your child receives, your view of your child's strengths and needs.
- Review your child's school records / work samples to note academic / behavior progress and needs.
- If results are not explained and to you in a way that you understand, ask for re-explanation, clarification, or examples.
- Know your option to disagree with the team's decision and provide in writing as to why you disagree.
- If you disagree with the team's evaluation, you may request further evaluation by the school in specific areas, or may request, in writing, an independent evaluation.
- It is possible to request a reevaluation sooner than the usual time period of three years if there is a change in your child's needs.

QUESTIONS TO CONSIDER WITH THE TEAM

- What interventions have been done and what are the results of those interventions?
- What assessment methods and activities will be used to gather information (observation, standardized test, criterion-referenced scale, work samples, etc. . .)
- Who will be working with my child and when? ○ What classes will my child miss if further testing is needed?
- Will my child be responsible for assignments when being pulled from testing? How will that missed instruction be provided?
- What will be done to assess my child's functional needs?
- What are my child's current strengths and skills in (reading, writing, math, social-behavioral, communication, independent skills, etc….)?
- How is my child performing in (area) compared to typical peers? ○ What are the needs of my child academically? Functionally?
- Has any regression occurred? In what area(s)?
- If my child is not eligible for special education, what services will he / she receive? ○ What will that look like during the school day? How will progress be monitored?

RESOURCES

Contact your local school district special education administrator

State Support Team Region 5
800.776-8298
www.sstr5.org

Ohio Department of Education
education.ohio.gov

Ohio Coalition for the Education of Children with Disabilities
www.ocecd.org

National Dissemination Center for Children with Disabilities:
> ***Developing Your Child's IEP***

www.nichcy.org