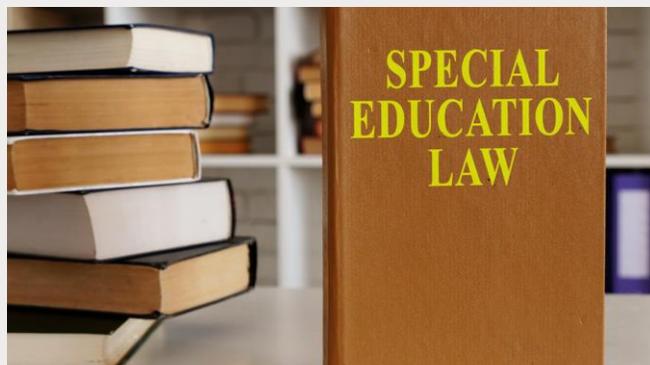




# How to Get an Evaluation for Your Child Through School (ages 3-21)

***If your child has a disability or you suspect they have a disability and it affects them educationally, you can request a special education evaluation.***

## IDEA



- Part B of the Individuals with Disabilities Education Improvement Act (IDEA) is a federal law that provides special education services for children with disabilities aged 3-21 who qualify.
- It is not enough to simply have a disability diagnosis to qualify under this law.
  - The child's disability must show an "adverse effect" that impedes progress where educational performance is significantly and consistently below the level of children of similar age.
  - Must meet criteria of one or more disability categories
  - Must need specially designed instruction & related services
- If your child qualifies under IDEA then an Individualized Education Program (IEP) will be written with you as an equal IEP Team Member.
- Special education is not a place it is a program. The Law requires Least Restrictive Environment (LRE) to the maximum extent appropriate for each student. LRE is general education classroom with students without disabilities. LRE is different for each child and should be individualized to meet their needs.
- There are a number of disability categories children can qualify for an Individualized Education Program (IEP) in school.
- The evaluation is at no cost to parents.

***Anyone who has knowledge of a child and suspects that the child may have a disability may make a referral for a special education evaluation.***



### **Step 1: Referral**

Request in writing (keep a copy) that your child be evaluated for special education under IDEA to the head of special education for the county/independent public school district and principal of your child's school. In that letter request Parental Consent to Evaluate be sent immediately. Request in the letter an evaluation under the disability categories you feel they may qualify under. This request is considered a Referral under IDEA.

### **Step 2: Parental Consent**

Sign Parental Consent to Evaluate (keep a copy) and return it as soon as possible. The school has 60 school days from the date consent is signed to complete the evaluation.



### **Step 3: Evaluation**



- A child's initial evaluation must be a full and individual evaluation.
- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent,
- Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
- Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.





## Step 4: Admission and Release Committee (ARC)\* Meeting

Once the evaluation is completed you will have a meeting called Admissions and Release Committee (ARC) meeting to review evaluation results. There must be someone there who can explain the evaluation results to you. If your child qualifies you may also write the IEP for your child in that meeting.

**Tip:** Request any evaluation results, data, draft IEP, draft Present Levels that will be shared/discussed in the meeting be shared with you prior to the meeting so you have time to review them. Make a list of questions and things you want to share in the meeting.



## Step 5: Independent Education Evaluation (IEE)

If you do not agree with the evaluation results you have the right to request in writing and in the meeting an Independent Education Evaluation (IEE) (at no cost to you), but you have to go through the proper process with the school to obtain an IEE. Then an outside evaluator will evaluate your child.



## Step 6: Review the Results with the Team

The team (which includes parents) will review results of IEE in a meeting, just as you did with the school evaluation. The team will take the results of the IEE into consideration. If your child qualifies you may also write the IEP for your child in that meeting.

**If your child does not qualify for an IEP, request a [504 plan](#) for them.**

\*In Kentucky, ARC/IEP team/meetings are the same. The term is interchangeable.



# Disability Eligibility Categories

<b>Federal: IDEA Part 300 (Part B)</b>	<b>Kentucky Administrative Regulations (KAR) Title 707</b>
Autism Spectrum Disorder (ASD)	Autism
Deaf-Blindness	Deaf-Blindness
Developmental Delay (Ages 3 through 9)	Developmental Delay (Student is three (3) through eight (8) years of age. <i>(Note: Eligibility for DD ends on the child's 9<sup>th</sup> birthday.)</i> )
Emotional Disturbance	Emotional-Behavioral Disability
Hearing Impairment (including deafness)	Hearing Impairment
Intellectual Disability	Mental Disability: Mild Mental Disability (MMD) or Functional Mental Disability (FMD)
Multiple Disabilities	Multiple Disabilities
Orthopedic Impairment	Orthopedic Impairment
Other health Impairment	Other Health Impairment
Specific Learning Disability	Specific Learning Disability
Speech or Language Impairment	Speech Language Impairment
Traumatic Brain Injury	Traumatic Brian Injury
Visual Impairment Including Blindness	Visual Impairment

## Important to Remember:

Communicate in writing. If it's not in writing, it does not exist. Always keep a copy of all correspondence, evaluation data, and IEPs for your records.

### Resources:

- [KDE Evaluation & Eligibility](#)
- [Communicating with Your Child's School Through Letter Writing](#) (CPIR)
- [Categories of Disability Under Part B of IDEA](#) (CPIR)
- [KY-SPIN's Disability Diagnosis vs Educational Eligibility](#)
- [Individualized Education Program \(IEP\) Video & IEP Infographic](#) (KY-SPIN & Aetna)
- [Right to Obtain an Independent Educational Evaluation \(IEE\)](#) (CPIR)
- [Guidance Document for Individualized Education Program \(IEP\) Development](#) (Kentucky Department of Education — KDE)

