# TABLE OF CONTENTS

**INITIAL EVALUATIONS**

Consent for an Initial Evaluation for Special Education ................................................................. 6  
Eligibility Recommendation Information ......................................................................................... 8  
  - Present Level of Academic Achievement and Functional Performance Page .................. 9  
  - Autism Spectrum Disorder Eligibility Recommendation ...................................................... 10  
  - Cognitive Impairment Eligibility Recommendation ............................................................ 11  
  - Deaf-Blindness Eligibility Recommendation ....................................................................... 12  
  - Early Childhood Developmental Delay Eligibility Recommendation .............................. 13  
  - Emotional Impairment Eligibility Recommendation ............................................................ 14  
  - Hearing Impairment Eligibility Recommendation ............................................................... 15  
  - Learning Disability Eligibility Recommendation .............................................................. 16  
  - Other Health Impairment Eligibility Recommendation ...................................................... 17  
  - Physical Impairment Eligibility Recommendation ................................................................ 18  
  - Severe Multiple Impairment Eligibility Recommendation .................................................. 19  
  - Speech and Language Impairment Eligibility Recommendation ....................................... 20  
  - Traumatic Brain Injury Eligibility Recommendation ......................................................... 21  
  - Visual Impairment Eligibility Recommendation .................................................................. 22  
Recording the IEP Team Eligibility Decision on Page 1 of the IEP ................................................ 23  
Expedited Initial Evaluation in Discipline Cases ........................................................................... 24

**REEVALUATIONS**

Information on Evaluation Review and Plan (ERP) Process and Reevaluations .......................... 25  
Evaluation Review and Plan (ERP) Form ...................................................................................... 27  
Transfer of Student with Disability ............................................................................................... 28  
Redetermination of Special Education Eligibility for a Nonpublic School Student ..................... 29

**OTHER EVALUATION ISSUES**

Evaluations from Non-School Agencies ......................................................................................... 30  
Independent Educational Evaluation ............................................................................................ 31  
Online Resources .......................................................................................................................... 32  
Feedback ........................................................................................................................................ 33
INTRODUCTION

The purpose of this manual is to provide Kent ISD special educators with specific guidance on conducting evaluations and reevaluations for special education eligibility that complies with the Michigan Administrative Rules for Special Education and the Individuals with Disabilities Education Act (IDEA).

Meeting Individual Student Needs

The continuum of instructional interventions can be described as a triangle (at left) of increasing intensity and decreasing number of students who require targeted intervention. The triangle may be distinctly divided into three or more “tiers” with special education occupying the very top of the triangle with the fewest students and most intensive instruction. For most students, a referral for special education evaluation should only occur after significant problem-solving efforts in general education have been implemented and documented.

School districts and public school academies (PSAs) will want to supplement the information contained in this manual with additional local policies and procedures. For information on specific disabilities, readers may also benefit from other Kent ISD manuals such as the Kent ISD Speech and Language Evaluation, Eligibility, and Service Guidelines (2008), Autism Spectrum Disorder Evaluation and Eligibility Guidelines (Kent ISD, 2005), and Guidelines for Determining Emotional Impairment (Kent ISD, 2003). Documents are available in the Special Education section at: www.kentisd.org

Key Changes to Forms

- **Eligibility Recommendation (ER)** form has been expanded to two pages to accommodate a separate page for present levels of academic achievement and functional performance (PLAAFP) statements.
- **Documentation of Required Information and Diagnostic Assurances** – While requirements for eligibility are largely unchanged, space is provided on ER forms for each disability to document required supporting data and narrative.
- **Specific Learning Disability (SLD) Eligibility Recommendation** form has been edited to add two newer methods for documenting SLD eligibility: response to intervention and pattern of strengths and weaknesses.
- **Additional Forms/Samples** – Sample language for Prior Written Notice letters is provided. New forms include Transfer of Student with Disability and Redetermination of Special Education Eligibility for a Nonpublic School Student.

Federal Requirements Relating to Evaluations

The Michigan Department of Education (MDE) is held accountable to federal mandates through a series of 20 State Performance Plan (SPP) indicators. Four SPP indicators directly related to special education evaluation are discussed below.

- **Nondiscriminatory Evaluations (SPP 9 and 10)** – Over and under representation of racial/ethnic subgroups in special education is often the result of improper identification of students in need of special education services. School staff should periodically review district counts of eligible students in racial/ethnic subgroups and areas of disability (contact your local special education administrator or the Kent ISD Special Education Department for technical assistance).
- **Timely Initial Evaluations (SPP 11)** – Under Michigan rules, an initial evaluation IEP Team meeting is due 30 school days from the receipt of the parent consent for evaluation. The federal government expects 100% compliance for timeliness of initial referrals. The district and parent may extend the deadline for an initial referral only by a mutual consent reached before the due date. Some evaluations will start and then stop for reasons such as withdrawal of parent consent. It is important for staff to submit data promptly to monitor timeliness of evaluations and to accurately document all special education referrals in process.
- **Transition from Birth to 3 to Pre-K (SPP 12)** – 100% of children receiving early childhood services under Part C of the IDEA who transition to special education programs/services must have an IEP in place by their third birthday. This may require an evaluation.
**General Screening** – Screening across general populations for instructional purpose is not an evaluation (such as “Kindergarten round-up”). Instructional purpose means determining appropriate instructional strategies for curriculum implementation. When an assessment or other evaluation is administered to all students, parent consent is not required.

**Consultation and Observation by Special Education Staff** – In general, state policy limits prereferral consultation to direct interaction with general education personnel or student observation. It excludes direct interaction with general education students not in referral. Activities conducted outside of these procedures are considered general education, and outside of the scope of special education funded staff.

**Individual Screening** – Screening includes brief, limited contact with a student by special education staff with the intent to help a building team decide if a special education referral is appropriate. Written parental consent should be obtained prior to any individualized screening contact with a student. [See the Kent ISD Speech and Language Evaluation Guidelines (2008) for a sample consent form for speech and language]. It is important that such individual screening remains limited to a brief probe that does not rise to the level of activities typical of a special education evaluation. If it is felt that evaluation is needed, a formal referral and parent consent should be initiated prior to a special education evaluation.

**Early Intervening Services** – Up to 15% of IDEA Flowthrough funds may be used (per activities and outcomes specified in the grant application) to support early intervening activities. The concept of early intervening services for school-age students comes from IDEA 2004. The intent is to provide preventive services to children who have not been identified as needing special education and related services but may be experiencing some problems. Early intervening services are designed to address grades K-12 with an emphasis on grades K-3. The most commonly used model is called “Response to Intervention” (RtI). For the purposes of this document, research-based curriculum interventions will be referred to as RtI or early intervening services.

The core principles of this integrated, research-based approach, aimed at enhancing educational outcomes for all children, include:

- Early identification of students not achieving at benchmark
- High-quality instruction and interventions matched to student need
- Frequent monitoring of student progress to make decisions about instruction or goals
- Use of child response data to make educational decisions, including professional development, curriculum, and individual intervention decisions. (MAASE, 2007)

While there are many RtI models, the U.S. Department of Education does not endorse or mandate any particular model. At the time of this printing, the Michigan Department of Education also has not developed policy regarding RtI. However, the aforementioned components are generally accepted as required RtI components. Early intervening services will look differently in different districts. Kent ISD is a diverse intermediate school district and the needs of students in 20 local districts and 16 public school academies will dictate how early intervening services are implemented. Students for whom achievement and functional performance concerns are noted would likely be identified through the child study team process. This process may vary between different districts and even among individual schools within the same district. Just as the child study team process is a general education initiative, so too are early intervening services. These services ideally occur prior to a special education referral.

**Kent ISD Initiatives** – The Kent ISD currently participates in three projects for whole-population approaches to early intervening in general education. These include participation in the Michigan’s Behavior and Learning Support Initiative (MiBLSI), activities under the consultation of 95 Percent Group, Inc. and the Kent ISD Schoolwide Positive Behavior Support project. As of this writing, these projects involve 30 buildings across Kent ISD.
Examples of ongoing problem solving:
- General education interventions/ accommodations, child study, teacher assistance, etc.
- Data collection of student responses to research-based instruction
- Documentation of student strengths/ weaknesses
- Early Intervention assistance from special education staff
- Section 504 plan

**Special cases** involving evaluations or redeterminations:
- Redetermination (per Evaluation Review and Plan) for out-of-state transfer students
- Expeditied evaluation provided per request for students not currently special education eligible and are in a disciplinary process (see Protections for children not determined eligible for special education – IDEA, §300.534)
- Nonpublic Students – the local public district must offer a 3 year redetermination to a student previously evaluated, but who is not currently receiving any special education services.

2) Document problem solving activities and date of a written referral for an initial special education evaluation.

by 10 calendar days

3) Send parent **Consent for Initial Special Education Evaluation** for signature.

wait for parent consent

4) Receipt of **Consent for Initial Special Education Evaluation** starts 30 school day time line; may be extended by mutual agreement before due date.
- *May* include an **Evaluation Review and Plan** as appropriate

by 30 school days or other agreement

5) Conduct an initial multidisciplinary team evaluation that:
- *Must* include PLAAFP and Eligibility Recommendation(s) for the suspected disability and all required written reports

6) Hold an IEP Team meeting that:
- *Must* determine eligibility:
  - If eligible, write IEP for Special Education programs/services
  - If ineligible, document rationale on IEP.

by 1 calendar year

7) Hold annual review IEP

by 1 calendar year

8) Hold other annual review IEP(s)

by 1 calendar year

9) (Required) **Evaluation Review and Plan**

by 1 calendar year

10) Redetermination IEP - may occur anytime as appropriate, but no later than 36 months after most recent (re)determination IEP.
In addition to other situations, the IDEA requires school districts to give parents prior written notice when districts choose to decline a parent-requested evaluation. If the request is part of an IEP Team discussion, the IEP report should document options considered and why an evaluation was declined. (See five items listed below.) This IEP documentation meets the requirement for prior written notice.

If a request is made for a student that is not currently eligible, a letter must be sent to the parent that documents the district’s decision to decline an evaluation. The letter must include the following five items:

1. **A description of the evaluation that the district declines to provide**
   - “At this time the district is declining your (written, verbal) request for an evaluation for special education for the reasons stated below . . . (See examples in number 2.) Please contact the school to discuss general education options for addressing your concerns about your child’s performance at school.”

2. **An explanation of why the district is declining to provide the evaluation at the current time**
   - “The purpose of this letter is to document your desire to withdraw your previous request for a special education evaluation. Please sign and date below to document your desire to withdraw your request for an evaluation.”
   - “Your child is currently involved in a general education program targeted to his/her educational grade-level needs. This program records ongoing academic performance in response to instruction. We do not have enough information to substantiate the educational impact of any suspected disability. We will contact you by [date] to further discuss your concerns.”
   - “Our records (as discussed below) demonstrate that your child is making progress in the curriculum at school, and that an evaluation for special education is not appropriate at this time.”
   - “An evaluation for potential eligibility for special education was completed within the past year (or put actual date). School districts are not required to conduct special education evaluations in less than one year’s time. At this time, your child’s performance has not declined, so there is no reason to conduct another evaluation.”

3. **A description of each evaluation procedure, assessment, record, or report used to make the decision**:  
   - State- and districtwide assessments  
   - Screenings  
   - Report cards, other progress notes  
   - Curriculum-based assessments  
   - Description of work samples available for review  
   - Records of behavioral plans or incidences at school

4. **A description of any other reasons why the school district is declining an evaluation.**
   - “Our school district has conducted three previous evaluations for special education eligibility, and all evaluations found your child to be functioning within grade-level expectations.”  
   - “School district responsibility for evaluations is limited to students with a suspected disability. We do not provide evaluations to determine whether your child is gifted.”  
   - “School district responsibility for evaluations is limited to students with a suspected disability. We do not provide evaluations to determine accommodations needed in college after your child graduates.”

5. **Resources for parents to contact for help in understanding Part B of the IDEA.**
   - Including a copy of the Kent ISD Special Education Parent Handbook with Procedural Safeguards meets this requirement.
CONSENT FOR INITIAL SPECIAL EDUCATION EVALUATION

This form serves as a combined referral and parent consent form.

A. This is the date the referral was initiated (referral date). Be as specific as possible when completing the reason for referral.

B. Record the date this form was given or mailed to the parent/guardian.

C. Check the boxes for the appropriate assessments. Specific permission is required for personality testing and medical evaluations.

D. Some examples for “Other” include medical evaluations, functional behavior assessments, and assistive technology evaluations.

E. Parent must be given a copy of the Special Education Parent Handbook with Procedural Safeguards at the same time they are given the Consent form. Also point out the “Organizations that Support Students with Disabilities and Their Parents” listed on the back of the Consent form.

F. The date the consent was received by the district staff who first received this form should be recorded here. (This does not have to be a special education administrator.) The Initial IEP Team Meeting is due within 30 school days of this date, unless the school and parent mutually agree on a later date. The extension must be agreed upon in writing prior to the 30-school-day deadline.

G. Make sure this section is complete so the parent/guardian has the name of a contact person in case there are questions.
The back of the Consent form lists contact information for organizations that support students with disabilities and their parents.

### ORGANIZATIONS THAT SUPPORT STUDENTS WITH DISABILITIES AND THEIR PARENTS

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARBOR CIRCLE COUNSELING SERVICES</td>
<td>1115 E 11th Ave, Building C, Grand Rapids, MI 49505, 459-7215; <a href="http://www.arborcircle.org">www.arborcircle.org</a></td>
<td></td>
</tr>
<tr>
<td>ARBOR CIRCLE HOME-BASED SERVICES</td>
<td>1101 E 11th Ave, Grand Rapids, MI 49505, 459-6571; <a href="http://www.arborcircle.org">www.arborcircle.org</a></td>
<td></td>
</tr>
<tr>
<td>THE ARC KENT COUNTY</td>
<td>6259 Michigan Street NE, Grand Rapids, MI 49503, 459-3330; <a href="http://www.arcKent.org">www.arcKent.org</a></td>
<td></td>
</tr>
<tr>
<td>ASSOCIATION FOR THE BLIND AND VISUALLY IMPAIRED</td>
<td>456 Cherry Street SE, Grand Rapids, MI 49503, 459-1187 or 1-800-468-6984; <a href="http://www.abvmi.org">www.abvmi.org</a></td>
<td></td>
</tr>
<tr>
<td>AUTISM SOCIETY OF KENT COUNTY (ASK)</td>
<td>PO Box 150345, Grand Rapids, MI 49515-0345, 752-2597; <a href="http://www.autismsocietyofkentcounty.org">www.autismsocietyofkentcounty.org</a></td>
<td></td>
</tr>
<tr>
<td>AUTISM SOCIETY OF MICHIGAN (ASM)</td>
<td>1213 Center Street, Suite B, Lansing, MI 48906, 1-800-222-6722 or 1-517-882-2900; <a href="http://www.autismm.org">www.autismm.org</a></td>
<td></td>
</tr>
<tr>
<td>CHILD AND FAMILY RESOURCE COUNCIL</td>
<td>118 Commerce Avenue 5W, Suite 220, Grand Rapids, MI 49503, 454-4677; <a href="http://www.childresource.org">www.childresource.org</a></td>
<td></td>
</tr>
<tr>
<td>CHILDREN AND ADULTS WITH ADHD (CHADD)</td>
<td>7259 DeCosta Drive NE, Rockford, MI 49341-374-5652; <a href="http://www.chadd.org">www.chadd.org</a></td>
<td></td>
</tr>
<tr>
<td>CHILDREN'S SPECIAL HEALTH CARE SERVICES</td>
<td>Kent County Health Department, 710 Fuller Avenue NE, Grand Rapids, MI 49503, 632-7696; <a href="http://www.michigan.gov/healthcare">www.michigan.gov/healthcare</a></td>
<td></td>
</tr>
</tbody>
</table>

**CITIZENS ALLIANCE TO UPHOLD SPECIAL EDUCATION (CAUSE)**, 6945 Madison Avenue SE, Grand Rapids, MI 49508, 459-8719 or 1-800-715-8820; www.causeonline.org

**COMPREHENSIVE THERAPY CENTER (CTC)**, 2500 Andmore Street SE, Grand Rapids, MI 49508, 839-1019; www.thecenter.org

**CYSTIC FIBROSIS FOUNDATION**, 511 30th Street SE, Suite C, Grand Rapids, MI 49506, 241-2100; www.cff.org

**D.A. BECKERT FOR CHILDREN**, Contact: Dynella Clark, 805 Leonard Street NE, Grand Rapids, MI 49505, 451-2021; www.dabeckert.org

**DEPARTMENT OF HUMAN SERVICES**, 415 Franklin Street SE, Grand Rapids, MI 49507, 249-1000; www.michigan.gov/hhs

**DISABILITY ADVOCATES OF KENT COUNTY**, 3200 Congress Drive SE, Grand Rapids, MI 49508, 948-1100; www.dablsadvocates.org

**DOWN SYNDROME ASSOCIATION OF WEST MICHIGAN**, PO Box 881164, Grand Rapids, MI 49508, 656-3488 or 1-800-655-7451; www.dawnm.org

**EARTLY ON KENT COUNTY**, 1800 Laffertywell Avenue NE, Grand Rapids, MI 49525, 365-2310; www.kentara.org/earlyon

**EASTER SEALS MICHIGAN**, Inc., 4005 S.E. Drive SE, Grand Rapids, MI 49510, 942-2081 or 1-800-757-3267; www.easterseals.org

**HEART OF WEST MICHIGAN UNITED WAY**, 118 Commerce Avenue SW, Suite 200, Grand Rapids, MI 49501, 459-8281; www.westmichiganunitedway.org

**HISPANIC CENTER OF WESTERN MICHIGAN**, 1224 Grandville Avenue SW, Grand Rapids, MI 49503, 742-0200; www.hispaniccenter.org

**KENT COUNTY HEALTH DEPARTMENT**, 710 Fuller Avenue NE, Grand Rapids, MI 49503, 632-7690; www.kcesh.kent.com

**LEARNING DISABILITIES ASSOCIATION OF MICHIGAN**, 2001 Museum Drive, Suite 101, Lansing, MI 48933, 517-485-6150 or 1-888-597-8709; ida.mich.org

**LEGAL AID OF WEST MICHIGAN**, 89 1/2 Avenue NW, Suite 400, Grand Rapids, MI 49503, 774-9672; www.legalaidwestmich.org

**LIFE GUIDANCE SERVICES**, 331 Gloydston Street SE, Grand Rapids, MI 49504, 954-1991; www.lifeguidanceservices.org

**MERCY RESPIRE CENTER (HOPE NETWORK WEST MICHIGAN)**, 1500 U.S. 131, Suite 302, Grand Rapids, MI 49505, 459-8268; www.hopenetwork.org

**MICHIGAN DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION AND EARLY INTERVENTION SERVICES**, PO Box 20008, Lansing, MI 48909, 517-373-0222; www.engage.michigan.gov

**MICHIGAN DEPARTMENT OF LABOR AND ECONOMIC GROWTH, REHABILITATION SERVICES**, Grand Rapids Central District, 700 First Street NW, Suite 211, Grand Rapids, MI 49503, 313-544-0000; www.michigan.gov

**MICHIGAN PROTECTION AND ADVOCACY**, 4015 8th Street SW, Suite 500, Grand Rapids, MI 49501, 1-800-288-5803; www.mpao.org

**MUSCULAR DYSTROPHY ASSOCIATION**, Waters Building, 101 Ottawa Avenue NW, Suite 335A, Grand Rapids, MI 49503, 459-4337; www.mdausa.org

**NETWORK 180 ACCESS CENTER**, 620 Lake Drive SE, Grand Rapids, MI 49506, 336-3300; www.network180.org

**NEUROFIBROMATOSIS SUPPORT GROUP OF WEST MICHIGAN**, Contact: Rosemary Anderson, PO Box 6202, Grand Rapids, MI 49516, 451-3999; www.nfprop.org

**PARENT ADVISORS FOR SPECIAL EDUCATION (PASE)**, Contact: Kent ISD, 2930 Krapp Street NE, Grand Rapids, MI 49525, 635-2297; www.kentisd.org/Special-Education/pase/

**SPECTRUM COMMUNITY SERVICES**, 3353 Lena Drive SE, Wyoming, MI 49544, 241-6258; www.spectrumhuman.org

**UCP MICHIGAN**, 4970 Northwind Drive, Suite 102, East Lansing, MI 48823, 1-800-629-2714; www.ucpmichigan.org

**WEST MICHIGAN INCLUSION NETWORK (WIN)**, PO Box 880, Ada, MI 49301, 839-3808; www.wmim.org
COMPONENTS OF THE ELIGIBILITY RECOMMENDATION

*Eligibility Recommendation* pages must be completed for each suspected area(s) of disability. If more than one area of disability is considered, the *Present Level of Academic Achievement and Functional Performance (PLAAFP)* must address all areas of identified need. Only one PLAAFP form needs to be attached to the *Eligibility Recommendation* page(s).

**PURPOSE**

One purpose should be selected per *Eligibility Recommendation* form.
- **Initial eligibility** is used when the student is not currently receiving any special education programs/services.
- **Change in eligibility** includes evaluations for a different suspected disability, or potential termination of special education eligibility.
- **Ongoing eligibility** is used for students who are receiving a 3-year redetermination for the same disability.

**EVALUATION DOCUMENTATION**

Required information for each disability area is listed in the left column of this section. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

**DIAGNOSTIC ASSURANCES**

A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data included in reports. The title, date, section and page of the written report where supporting information for each assurance is located must be recorded in the right column.

In addition to the list of unique diagnostic assurances for each disability, there must be evidence of adverse impact on education to the extent that the student requires one or more special education programs and/or services. In other words, substantial general education accommodations, interventions and supports must be implemented and results documented prior to determining that student has a disability.

**ELIGIBILITY RECOMMENDATION**

The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

**PARTICIPANT SIGNATURES**

The required MET participants for each disability are listed by title in the signature section. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.

When a physician’s report is required, the physician’s name may be printed by another MET member in the signature section of the appropriate *Eligibility Recommendation* form. A signed physician’s report must be part of the MET documentation for deaf-blindness, hearing impairment, other health impairment, physical impairment, severe multiple impairment, traumatic brain injury and visual impairment.
This form must be completed as part of all initial and reevaluations. Attach this page to one or more Eligibility Recommendation forms.

The PLAAFP is a description of the student’s academic achievement and functional performance (academic subjects, functional areas such as self-care, social skills, behavior, adaptive functioning). The following information needs to be included in the PLAAFP:

- Baseline assessment data (such as achievement tests, classroom performance data, documented observations);
- A narrative summary of need areas that is specific enough to serve as the starting point for instruction when writing goals and short-term objectives;
- An explanation of the extent to which the student can be involved in the general curriculum (for preschool children, the extent to which the child can be involved in age-appropriate activities);
- Any other needs arising from the student’s disability that will require accommodations and modifications.

---

Present Level of Academic Achievement and Functional Performance (PLAAFP)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Page</th>
</tr>
</thead>
</table>

Describe this student’s present level of academic achievement and functional performance. Include the following information: 1) baseline data and sources; 2) a detailed starting point for instruction and 3) a description of how the disability affects this student’s progress in the general education curriculum and involvement in age-appropriate activities. (For preschool age children, describe how the disability affects involvement in age-appropriate activities.)
AUTISM SPECTRUM DISORDER ELIGIBILITY RECOMMENDATION

This process and form must be completed for all evaluations involving Autism Spectrum Disorder (ASD). A Present Level of Academic Achievement and Functional Performance form must be attached to this ASD page and any other Eligibility Recommendation pages. For more information please refer to Autism Spectrum Disorder Evaluation and Eligibility Guidelines (Kent ISD, 2005).

EVALUATION DOCUMENTATION
A. Required information for each disability area is listed in the left column of this section.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

DIAGNOSTIC ASSURANCES
C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data. For ASD eligibility, reports must document evidence that the student manifests characteristics in each of three areas of impairment.

ELIGIBILITY RECOMMENDATION (p. 2)
D. The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

PARTICIPANT SIGNATURES (p. 2)
E. There are a minimum of three required participants for an ASD MET: a psychologist or psychiatrist, a speech/language pathologist and a school social worker. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.
This process and form must be completed for all evaluations involving Cognitive Impairment (CI). A Present Level of Academic Achievement and Functional Performance form must be attached to this CI page and any other Eligibility Recommendation pages.

EVALUATION DOCUMENTATION
A. Required information for each disability area is listed in the left column of this section. Note that CI evaluations require assessment of adaptive behavior, cognitive functioning, reading, and math.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

DIAGNOSTIC ASSURANCES
C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data. The assurance most often noncompliant in CI evaluations is documentation of an impairment in adaptive behavior.

ELIGIBILITY RECOMMENDATION
D. The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

PARTICIPANT SIGNATURES
E. The required MET participants for each disability are listed by title in the signature section. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.
This process and form must be completed for all evaluations involving Deaf-Blindness (DB). A *Present Level of Academic Achievement and Functional Performance* form must be attached to this DB page and any other *Eligibility Recommendation* pages.

### EVALUATION DOCUMENTATION

A. Required information for each disability area is listed in the left column of this section. In addition to parent input and information on ability/achievement, both audiological and vision information are required for DB evaluations.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

### DIAGNOSTIC ASSURANCES

C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data.

### ELIGIBILITY RECOMMENDATION

D. The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

### PARTICIPANT SIGNATURES

E. The required MET participants for a DB evaluation are one or more physicians, a teacher of the hearing impaired, and a teacher of the vision impaired. The physician’s name may be printed by another MET member in the signature section of the appropriate *Eligibility Recommendation* form. 

The signed physician’s report must be part of the MET documentation. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.

---

**Table:**

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>[Value]</td>
</tr>
<tr>
<td>Birthdate</td>
<td>[Value]</td>
</tr>
<tr>
<td>Grade</td>
<td>[Value]</td>
</tr>
<tr>
<td>School District</td>
<td>[Value]</td>
</tr>
</tbody>
</table>

**Form:**

**Deaf-Blindness**

**ELIGIBILITY RECOMMENDATION**

**Kent Intermediate School District, Grand Rapids, Michigan**

**PUPIL AND SCHOOL INFORMATION**

- **Student Name:** [Value]
- **Birthdate:** [Value]
- **Grade:** [Value]
- **School District:** [Value]

**PURPOSE**

This form is used to document eligibility for special education on (Choose one):

- [ ] A multidisciplinary evaluation for initial eligibility (If chosen, attach copies of all referenced reports and/or the Consent for Initial Evaluation)
- [ ] A multidisciplinary evaluation for a change in eligibility (If chosen, attach copies of all referenced reports and/or the Consent for Initial Evaluation)
- [ ] A reevaluation for ongoing eligibility (If chosen, attach copies of all referenced reports and/or the Consent for Initial Evaluation)

**EVALUATION DOCUMENTATION**

The following information and documentation is required to determine eligibility for special education as a student with deaf-blindness:

<table>
<thead>
<tr>
<th>Required Information</th>
<th>Document and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability/achievement/vision</td>
<td>[Value]</td>
</tr>
<tr>
<td>Relevant behavior observations</td>
<td>[Value]</td>
</tr>
<tr>
<td>Audiological information</td>
<td>[Value]</td>
</tr>
<tr>
<td>Vision information</td>
<td>[Value]</td>
</tr>
<tr>
<td>Educationally relevant medical information (if any, note &quot;none&quot;)</td>
<td>[Value]</td>
</tr>
<tr>
<td>Information from parents</td>
<td>[Value]</td>
</tr>
</tbody>
</table>

**DIAGNOSTIC ASSURANCES**

The evaluation team must consider the following assurance statements before making a recommendation regarding this student’s eligibility:

<table>
<thead>
<tr>
<th>Assurance Statement</th>
<th>Report and Date</th>
<th>Section/Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] This student manifests both a hearing impairment and visual impairment resulting in severe communication and other developmental and educational needs that cannot be accommodated in special education programs without supports to address the needs specific to deaf-blindness.</td>
<td>[Value]</td>
<td>[Value]</td>
</tr>
<tr>
<td>[ ] This student manifests hearing and visual losses that, considered individually, may not meet the requirements for hearing impairment or visual impairment but considered together adversely affect the student’s educational performance.</td>
<td>[Value]</td>
<td>[Value]</td>
</tr>
<tr>
<td>[ ] Based upon responses to auditory and visual stimuli in the environment or evident during hearing and vision evaluations, this student functions as having both a hearing and visual loss.</td>
<td>[Value]</td>
<td>[Value]</td>
</tr>
<tr>
<td>[ ] The suspected disability is not due to limited English proficiency or a lack of appropriate instruction in math or the essential components of reading.</td>
<td>[Value]</td>
<td>[Value]</td>
</tr>
<tr>
<td>[ ] This student requires special education programs/services.</td>
<td>[Value]</td>
<td>[Value]</td>
</tr>
</tbody>
</table>

**ELIGIBILITY RECOMMENDATION**

The evaluation team will find all of the diagnostic assurance statements to be true and recommends, based on the evaluation findings, that this student be determined eligible for special education programs/services under the deaf-blindness rule (340.177).

- [ ] Yes (complete and attach a narrative statement)
- [ ] No (Proceed to the Participant Signatures section)

**PARTICIPANT SIGNATURES**

As a member of the evaluation team, my input is included in writing and I agree with the eligibility recommendation. (Sign and check below)

- Teacher of Hearing Impaired: [Signature] [Date]
- Teacher of Visually Impaired: [Signature] [Date]
- Physician: [Signature] [Date]
- Other: [Signature] [Date]

7/09
This process and form must be completed for all evaluations involving Early Childhood Developmental Delay (ECDD). A Present Level of Academic Achievement and Functional Performance form must be attached to this ECDD page and any other Eligibility Recommendation pages.

EVALUATION DOCUMENTATION
A. Required information for each disability area is listed in the left column of this section.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

DIAGNOSTIC ASSURANCES
C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data. Note that ECDD is a “rule out” disability. In other words, ECDD should only be used if the student’s delay can not be adequately defined under another disability category.

ELIGIBILITY RECOMMENDATION
D. The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

PARTICIPANT SIGNATURES
E. The required MET participants for each disability are listed by title in the signature section. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.
This process and form must be completed for all evaluations involving Emotional Impairment (EI). A Present Level of Academic Achievement and Functional Performance form must be attached to this EI page and any other Eligibility Recommendation pages. For more information please refer to Guidelines for Determining Emotional Impairment (Kent ISD, 2003).

**EVALUATION DOCUMENTATION**

A. Required information for each disability area is listed in the left column of this section. The information most often lacking in EI evaluations is documentation of intervention strategies used to improve behavior.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

**DIAGNOSTIC ASSURANCES**

C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data.

**ELIGIBILITY RECOMMENDATION**

D. The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

**PARTICIPANT SIGNATURES**

E. The required MET participants for each disability are listed by title in the signature section. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.

---

**EMOTIONAL IMPAIRMENT ELIGIBILITY RECOMMENDATION**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Evaluation Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>This form is used to evaluate the student for eligibility for special education.</td>
<td>The following information and documentation are required:</td>
</tr>
<tr>
<td></td>
<td>- A multidisciplinary evaluation for initial eligibility (Include this page and all referenced support documents and the Consent for Initial Evaluation)</td>
</tr>
<tr>
<td></td>
<td>- A multidisciplinary evaluation for initial eligibility (Include this page and all referenced support documents and the Consent for Initial Evaluation)</td>
</tr>
<tr>
<td></td>
<td>- A redetermination evaluation for ongoing eligibility (Include this page and all referenced support documents and the Consent for Initial Evaluation)</td>
</tr>
</tbody>
</table>

**DIAGNOSTIC ASSURANCES**

- Over an extended period, this student manifests behavioral problems in the following areas: (Check all that apply)
- This behavioral problem is characterized by one or more of the following characteristics (Check all that apply)
- Inappropriate types of behaviors or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop psychological symptoms or faults in association with personal or school problems
- This student manifests maladaptive behaviors related to schizophrenia or similar disorders

**ELIGIBILITY RECOMMENDATION**

The evaluation team must consider the following diagnostic statements before making a recommendation regarding this student's eligibility:

<table>
<thead>
<tr>
<th>Assurance Statement</th>
<th>Report and Date</th>
<th>Section/Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over an extended period, this student manifests behavioral problems in the following areas: (Check all that apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This behavioral problem is characterized by one or more of the following characteristics: (Check all that apply)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PARTICIPANT SIGNATURES**

As a member of the evaluation team, I agree with the eligibility recommendation. (Sign and date here)

<table>
<thead>
<tr>
<th>Participant</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychologist/Psychiatrist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Social Worker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This process and form must be completed for all evaluations involving Hearing Impairment (HI). A Present Level of Academic Achievement and Functional Performance form must be attached to this HI page and any other Eligibility Recommendation pages.

EVALUATION DOCUMENTATION
A. Required information for each disability area is listed in the left column of this section.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

DIAGNOSTIC ASSURANCES
C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data.

ELIGIBILITY RECOMMENDATION
D. The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

PARTICIPANT SIGNATURES
E. The required MET participants for HI include an audiologist, and a physician who is an otolaryngologist or otologist. The physician's name may be printed by another MET member in the signature section of the appropriate Eligibility Recommendation form. The signed physician's report must be part of the MET documentation. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.
This process and form must be completed for all evaluations involving Learning Disability (LD). A Present Level of Academic Achievement and Functional Performance form must be attached to this LD page and any other Eligibility Recommendation pages.

EVALUATION DOCUMENTATION

A. Required information for each disability area is listed in the left column of this section. Note: the classroom observation should be conducted during instruction that aligns with the identified area of need.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

DIAGNOSTIC ASSURANCES

C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data. Data-based documentation of repeated assessments of student achievement and interventions provided are required before a student can be identified as LD.

ELIGIBILITY RECOMMENDATION

D. The Mutidiscplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

PARTICIPANT SIGNATURES

E. The required MET participants for each disability are listed by title in the signature section. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.
This process and form must be completed for all evaluations involving Other Health Impairment (OHI). A Present Level of Academic Achievement and Functional Performance form must be attached to this OHI page and any other Eligibility Recommendation pages.

**EVALUATION DOCUMENTATION**

A. Required information for each disability area is listed in the left column of this section.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

**DIAGNOSTIC ASSURANCES**

C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data. Data from across Kent ISD has revealed extensive overidentification of OHI. There must be evidence of adverse impact on education to the extent that the student requires one or more special education programs and/or services. In other words, substantial general education accommodations, interventions and supports must be implemented and results documented prior to determining that student has an other health impairment.

**ELIGIBILITY RECOMMENDATION**

D. The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

**PARTICIPANT SIGNATURES**

E. The required MET participants for OHI must include a physician. The physician’s name may be printed by another MET member in the signature section of the appropriate Eligibility Recommendation form.

---

### Other Health Impairment

**ELIGIBILITY RECOMMENDATION**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Page</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>This form is used by the evaluation team to recommend eligibility for special education based on: (Check one)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A multidisciplinary evaluation for initial eligibility (Include this page and all referenced reports and attach a copy of the consent for initial evaluation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A multidisciplinary evaluation for a change in eligibility (Include this page and all referenced reports and attach a copy of the evaluation review plan)</td>
</tr>
</tbody>
</table>

**EVALUATION DOCUMENTATION**

<table>
<thead>
<tr>
<th>Required Information</th>
<th>Document and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability/achievement level</td>
<td></td>
</tr>
<tr>
<td>Relevant behavior observations</td>
<td></td>
</tr>
<tr>
<td>Educational relevant medical information</td>
<td></td>
</tr>
<tr>
<td>Information from parents</td>
<td></td>
</tr>
</tbody>
</table>

**DIAGNOSTIC ASSURANCES**

<table>
<thead>
<tr>
<th>Assurance Statement</th>
<th>Report and Date</th>
<th>Section/Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to a chronic or acute health problem, this student manifests limited strength, vitality or alertness to the educational environment that adversely affects his educational performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The suspected disability is not due to limited English proficiency or lack of appropriate instruction in English or the essential components of reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This student requires special education programs/services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ELIGIBILITY RECOMMENDATION**

The evaluation team finds all of the diagnostic assurance statements to be true and recommends, based on the evaluation findings, that this student be determined eligible for special education programs/services under the other health impairment rule (3465-7006).

**PARTICIPANT SIGNATURES**

As a member of the evaluation team, my input is included in writing and I agree with the eligibility recommendation: (Sign and check below)

<table>
<thead>
<tr>
<th>Physician</th>
<th>Other/Role</th>
<th>Other/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The signed physician’s report must be part of the MET documentation. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.
This process and form must be completed for all evaluations involving Physical Impairment (PI). A Present Level of Academic Achievement and Functional Performance form must be attached to this PI page and any other Eligibility Recommendation pages.

EVALUATION DOCUMENTATION
A. Required information for each disability area is listed in the left column of this section.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

DIAGNOSTIC ASSURANCES
C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data.

ELIGIBILITY RECOMMENDATION
D. The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

PARTICIPANT SIGNATURES
E. The required MET participants for PI must include a physician. The physician’s name may be printed by another MET member in the signature section of the appropriate Eligibility Recommendation form. The signed physician’s report must be part of the MET documentation. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.
This process and form must be completed for all evaluations involving Severe Multiple Impairment (SXI). A Present Level of Academic Achievement and Functional Performance form must be attached to this SXI page and any other Eligibility Recommendation pages.

**EVALUATION DOCUMENTATION**

A. Required information for each disability area is listed in the left column of this section.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

**DIAGNOSTIC ASSURANCES**

C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data.

**ELIGIBILITY RECOMMENDATION**

D. The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

**PARTICIPANT SIGNATURES**

E. The required MET participants for SXI must include a physician. The physician’s name may be printed by another MET member in the signature section of the appropriate Eligibility Recommendation form. The signed physician’s report must be part of the MET documentation. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.
This process and form must be completed for all evaluations involving Speech and Language Impairment (SLI). A Present Level of Academic Achievement and Functional Performance form must be attached to this SLI page and any other Eligibility Recommendation pages. For more information please refer to Kent ISD Speech and Language Evaluation, Eligibility and Service Guidelines (2008).

### EVALUATION DOCUMENTATION

A. Required information for each disability area is listed in the left column of this section.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

### DIAGNOSTIC ASSURANCES

C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data.

### ELIGIBILITY RECOMMENDATION

D. The Mutidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

### PARTICIPANT SIGNATURES

E. The required MET participants for SLI include a speech-language pathologist and another educational professional. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.
This process and form must be completed for all evaluations involving Traumatic Brain Injury (TBI). A **Present Level of Academic Achievement and Functional Performance** form must be attached to this TBI page and any other **Eligibility Recommendation** pages.

**EVALUATION DOCUMENTATION**

A. Required information for each disability area is listed in the left column of this section.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

**DIAGNOSTIC ASSURANCES**

C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data. TBI requires the disability to be caused by an **external physical force** resulting in a brain injury. No other type of acquired brain injury meets the criteria for TBI.

**ELIGIBILITY RECOMMENDATION**

D. The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

**PARTICIPANT SIGNATURES**

E. The required MET participants for TBI must include a physician. The physician’s name may be printed by another MET member in the signature section of the appropriate **Eligibility Recommendation** form. The signed physician’s report must be part of the MET documentation. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.
This process and form must be completed for all evaluations involving Visual Impairment (VI). A Present Level of Academic Achievement and Functional Performance form must be attached to this VI page and any other Eligibility Recommendation pages.

EVALUATION DOCUMENTATION
A. Required information for each disability area is listed in the left column of this section.

B. The title and date of the document containing supportive narrative and/or data for each item must be recorded in the right column.

DIAGNOSTIC ASSURANCES
C. A check box is necessary but insufficient to document diagnostic assurances. MDE has clarified that diagnostic assurances must be supported by narrative and/or data.

ELIGIBILITY RECOMMENDATION
D. The Multidisciplinary Evaluation Team (MET) must document a recommendation of eligibility based on required information and assurance statements contained in the report. All evaluation reports must be presented to the parent at least 24 to 48 hours before the IEP Team meeting.

PARTICIPANT SIGNATURES
E. The required MET participants for VI must include an ophthalmologist or optometrist. The physician’s name may be printed by another MET member in the signature section of the appropriate Eligibility Recommendation form. The signed physician’s report must be part of the MET documentation. An orientation and mobility specialist is a required MET member for a student with visual acuity of 20/200 or less, or a peripheral field of vision restricted to 20 degrees or less. Parent input is required for every evaluation. Parent input must be documented in writing. Although a parent is not required to sign as MET participant, a parent signature is permissible.
A. Prior to making the eligibility determination, the IEP Team reviews current evaluation information, including recommendations from the MET. Based on the data reviewed, the IEP makes a determination of special education eligibility.

B. The IEP Team is required to make a determination of the student’s primary disability. A numeral “1” is recorded next to the appropriate disability category. Although it is not required, the IEP Team may choose to specify a secondary disability by recording the numeral “2” next to another disability category.

Note: Before designating any primary or secondary disability on the IEP Team report, members must verify that required evaluations have been completed, data collected, and diagnostic assurances met for the appropriate disability category.
IDEA requires that if a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. There is no language in the IDEA that defines “expedited evaluation”. However, there is a reference in the IDEA commentary that “expedited” means an evaluation is conducted in a shorter period of time than a typical evaluation (which is within 30 school days in Michigan). Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
General Information
In literature from the Michigan Department of Education, the term Review of Existing Evaluation Data (REED) is used instead of the broader term “Evaluation Review and Plan (ERP).” Kent ISD will continue to use “ERP” to describe the review of existing evaluation data and evaluation planning process. It is not required for an ERP to be completed in a formal meeting. Members may meet individually or in small groups to review existing data in their area of expertise.

ERP Process for Initial Evaluations
The IEP Team may conduct an Evaluation Review and Plan (ERP) for an initial evaluation, if appropriate. Examples of situations which may indicate an ERP is appropriate for an initial evaluation would be:

- The LEA is given outside evaluation(s) by an agency or private practitioner that the parent obtained at their expense. The IEP Team conducts an ERP and reviews the outside evaluation(s) to determine if additional evaluation by LEA personnel is necessary.
- A preschool student is referred by an outside agency with minimal information available. The ERP would assist the evaluators in determining what additional information is needed.
- A student who presents with multiple behaviors is referred by the student study team. An ERP might help evaluators determine the direction and the type of assessments necessary to gather the information to assist in determining eligibility.
- The additional documentation requirements for specific learning disabilities (SLDs) eligibility lend themselves to using the ERP process to determine what data the IEP Team already has and what additional data the IEP Team needs.

While the ERP process is not required for an initial evaluation, and it is up to the LEA to determine when it is “appropriate” for an initial evaluation, it is best practice to collect and review all existing evaluation data on a student before beginning an initial evaluation.

ERP Process for Reevaluations
The ERP may be conducted anytime during the 36-month period, but the evaluation must be completed by the date identified and documented by the IEP Team and in no case later than 12 months of the ERP. Kent ISD does not recommend conducting an ERP at the second annual IEP review because data obtained at that time will not be current when eligibility and present level of performance are determined at the next IEP Team meeting. It is recommended that ERPs be held at a time when present level data will result in current information for the IEP Team meeting. If an IEP Team meeting is held prior to the 36-month anniversary of the IEP that determined eligibility (third annual IEP review), an IEP Team may determine eligibility at that time. If the IEP Team chooses not to determine eligibility at that IEP Team meeting, they must reconvene an IEP Team meeting within 36 months of the last determination of eligibility.

Data Sufficient – A reevaluation is required every three years unless the parent and the LEA agree that a reevaluation is unnecessary. Even though an IEP Team may determine that an evaluation is not required every three years, an ERP and an IEP that determines eligibility must be held every three years.

Data Not Sufficient – If the ERP determines that a comprehensive evaluation is indicated, the MET members must follow the Michigan rule requirements for each suspected eligibility area, document their conclusions and determine a recommendation of eligibility in a MET report and Eligibility Recommendation form. If the ERP determines that eligibility is not a question and a comprehensive evaluation is not required, but specific information needs to be collected for present levels or program/service requirements, the summary of the data used to make that determination should be documented in a written report to the IEP Team.
Change of Eligibility – Michigan rules specify that a determination of eligibility shall be based upon a comprehensive evaluation by a MET. Members of the IEP Team must conduct an ERP for a reevaluation, develop an evaluation plan, and attempt to obtain parental consent. Data for determination of eligibility should be based on current assessment data. If an IEP Team changes an existing eligibility or adds an additional eligibility, the 36-month clock starts at the most recent IEP. The IEP Team must consider the existing eligibility, the new or additional eligibility, and document their conclusion. Note: Each eligibility or ineligibility decision must be documented in a written MET report and an Eligibility Recommendation form.

ERP Process for Termination of Eligibility
The IEP Team must conduct an ERP to determine what, if any, additional information is needed to determine that the student is no longer a student with a disability or no longer in need of special education programs or services. A LEA/PSA is not required to conduct additional assessments in order to terminate a student’s eligibility. However, if the ERP indicates a need for additional assessment, the identified assessments must be completed prior to the IEP meeting where the determination of eligibility will be made.

An evaluation is not required before graduation from secondary school with a regular diploma or exceeding the age of eligibility. However, in both instances, the school must provide the student with a summary of his/her academic achievement and functional performance and recommendations on how to assist the student to meet his/her postsecondary goals.

Parent Consent for Reevaluations (on ERP Form)
In 1997, IDEA began requiring parent consent for all types of reevaluations. Kent ISD’s ERP form also “doubles” as the parent consent form for reevaluations. Whether or not an ERP is used for an initial evaluation, parent consent for initial special education evaluations must be obtained on the Consent for Initial Special Education Evaluation form (see page 6).

School personnel must document multiple attempts to obtain parental consent for a reevaluation. However, a LEA/PSA may proceed with reevaluations after making multiple, reasonable attempts to obtain consent. Staff must document these attempts to obtain consent. Parental consent for an evaluation is not required for reviewing existing data as part of the evaluation or reevaluation, or for administering a test or other evaluation administered to all children.

If the parent refuses consent for a reevaluation, such refusal does not release the LEA/PSA from the requirement to conduct a reevaluation. The LEA/PSA may either take the parent to a hearing (or mediation) or complete the reevaluation based on the data that they have available to them. If the data are not sufficient to determine eligibility, then the LEA may find the student ineligible based on the current data available. The LEA is held harmless if they do not pursue consent through mediation or a hearing.

Adding or Removing Special Education Services
An IEP Team may determine what programs and services a student requires without an evaluation, except for speech and language services. If the parent or teacher requests a service and/or the IEP Team agrees that an evaluation is necessary to determine the need for an additional service, parent consent must be obtained through documentation and signature on the IEP or through completing an ERP and obtaining a parent signature. An IEP or addendum must be held within a reasonable amount of time after the request and consent to evaluate for the additional special education service received. A reasonable amount of time has been interpreted by the Michigan Department of Education (MDE) to mean 30 school days. If an ERP form is used to obtain parent consent, a date that is beyond 30 school days may be recorded and agreed upon on the ERP form.

The 36-month clock for holding an IEP Team meeting to determine continued eligibility is not reset based on an IEP to add or remove a service. The IEP Team must consider the whole student when making a determination to add a service. The IEP Team should look at the service requested in light of the other programs and services the student is currently receiving and the proximity to the most recent evaluation of the student.
EVALUATION REVIEW AND PLAN (ERP) FORM

This process and form must be completed for all types of reevaluations (e.g. 3-year reviews, evaluations for specific related services, second opinion evaluations) and for initial evaluations when appropriate. If an ERP is used for an initial evaluation, a Consent for Initial Special Education Evaluation must also be completed.

PARTICIPANT SIGNATURES

A. Even though the Evaluation Review and Plan (ERP) can be completed via a process OR a meeting, the required IEP Team participants (see Appendix A) must sign this form. Parent input must be solicited and documented.

PURPOSE

B. Check initial eligibility only for the occasional situations in which an ERP is completed for a new referral.

C. Check ongoing eligibility for students who will be receiving a 3-year redetermination.

D. A change in eligibility could include an evaluation for a different disability (such as performing an EI evaluation on an LD student). A change in eligibility might also include evaluations for potential termination of special education eligibility.

E. A change in programs or services in special education could include evaluations to add or discontinue a related service, to plan a functional behavior assessment, or to modify a behavior plan.

EVALUATION REVIEW

F. Be sure to check all areas, review listed information, and record titles of documents reviewed.

EVALUATION NEEDS

G. If no new information is needed: (1) check "no" and explain; then (2) skip to Consent since no further details for evaluation planning are needed.

If more evaluation information is needed, document needs by one or more of the applicable boxes below.

EVALUATION PLAN

H. Check and describe the type of information needed. Avoid specifying specific evaluation instruments to allow for changes in instruments as needed for an assessment area during the evaluation process.

Note: The ERP must be filled out based on input from all participants prior to having the parent sign the consent section. Once parent consent is obtained, the form may not be changed.
When a student moves into a school and the district becomes aware that the student was in the process of an initial evaluation (which has not been completed), the receiving district must proceed with the evaluation as expeditiously as possible. The district is not bound to the original 30-school-day rule when the referral started in another district. However, the district and parent must come to an agreement on a time line to complete the evaluation. Districts should have procedures in place for transfer student registration to identify students with existing IEPs and those who are in the process of being evaluated.

Placement of Transfer Student with Disability form is for students enrolling in your district from another district or from out-of-state, e.g., move-ins. Be sure to verify the student’s special education status from the previous school.

Per state and federal law, there are two options for initial provision of educational programs/services available, presented here as Options A and B.

Option A: This option may be used only when all of the following are true:
1. The student transferring comes from within Michigan;
2. The receiving district immediately implements the current IEP exactly as written (such as a center program student who moves to another district);
3. An annual review for the previous IEP is not overdue; and
4. Parent consent is obtained.

Note:
- An IEP Addendum may be used to make IEP adjustments for an initial placement as allowable within the guidelines for using an IEP Addendum.
- Using Option A or an IEP Addendum does not reset the annual review due date from the previous IEP.

Option B: In all cases, the receiving district temporarily provides a different but comparable education plan as specified on this form. A new IEP Team meeting is held within 30 school days of the temporary placement to develop a new IEP.
- State rules allow a district-determined placement if the parent consent is obtained. If consent cannot be obtained, check the box in Consent section and log reasonable attempts to obtain parent consent.
- Option B is required for transfers from out-of-state. When students move from outside Michigan, temporarily provide a comparable education plan. Evaluate and consider the evaluation to be like an initial evaluation, except that an Evaluation Review and Plan must be used to determine which pieces of existing information meet Michigan criteria, and which new pieces need to be gathered. This type of evaluation requires data no more than 12 months old.
- Any required components missing in the out-of-state evaluation must be included in the determination of eligibility. An IEP is required within 30 school days of the temporary placement.
- Note: The IEP held within 30 school days for Option B resets the due date for the next annual review.
The three-year time line for redetermination of students eligible for special education also applies to students enrolled by parents in a nonpublic school and for whom all special education services have been declined. The purpose of this form is to document the offer of the redetermination.

**PUBLIC DISTRICT LOCATION OF NONPUBLIC SCHOOL**

A. For students known to be eligible from its own records, the geographic local district is responsible for providing the offer of redetermination. The nonpublic school should be consulted about redetermination for nonpublic students evaluated in other local districts (if any) and not known to the current local public district. *(Note: Responsibility for public school of location begins when the nonpublic students enter kindergarten. Special education evaluations and services for nonpublic preschool students are the responsibility of the resident public school district.)*

**PURPOSE**

B. Be sure to provide the parent with a copy of Kent ISD’s Special Education Parent Handbook with Procedural Safeguards.

**PARENT RESPONSE**

C. The district has met its notice obligation regardless of the parent response. When there is no response from the parent, the district should document its attempts at correspondence and reoffer a redetermination of special education eligibility 36 months later. If the parent requests a reevaluation, the 36-month time line starts with the completion of the evaluation and/or IEP.

**CONTACT INFORMATION**

D. Be sure to include contact information should parent questions arise.
A frequent question from evaluation teams is the extent to which schools may use psychological, social work, and/or other evaluations conducted by other public or private agencies. When parents present evaluations from outside agencies, IDEA requires evaluation and IEP Teams to consider the information. In some situations, it may be appropriate to use one or more outside evaluations as part of a MET report.

However, it is never appropriate to use outside evaluations in lieu of a MET report. The school district must utilize required MET members to review information submitted by other practitioners to assure that evaluations were conducted in accordance with state and federal regulations relating to evaluations. Reviews from appropriate school personnel will determine the degree to which the report can be accepted and what additional information should be included in the MET. If outside evaluations were conducted, it is strongly recommended that an Evaluation Review and Plan be developed to determine what information is available and what still needs to be completed to finalize the evaluation for a student with a suspected disability. Even when an outside evaluation meets educational requirements, each required member of the MET for a suspected disability must make a written contribution to the MET report. This requires a minimum of an observation, consultation, or additional evaluation.
A parent has the right to an independent educational evaluation (IEE) at public expense if the parent disagrees with an evaluation conducted by the school district. An independent educational evaluation is defined as an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the student in question; and public expense means that the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. The only way a school district may refuse an IEE is to file a due process complaint to request a hearing to show that its evaluation is appropriate and an administrative law judge decides that the school district’s evaluation is appropriate. A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

There are multiple regulations the public agency must follow when responding to a parent’s request for an IEE. If this request arises at an IEP Team meeting or in another manner, the director of special education or appropriate special education supervisor should be immediately informed of the request so they can follow the appropriate IEE procedures. Special education administrators may contact Kent ISD if they need technical assistance about how to proceed with IEE procedures and/or forms.
Kent ISD – www.kentisd.org – Click on Special Education. Forms and Manuals page contains this manual and all forms.

Local District / ISD / State Data
- **MICIS** – Michigan Compliance Information System – [http://www.micis.org](http://www.micis.org) - Data Portrait reports (available from the home page) contain important information about prevalence of students with disabilities in your district compared to other districts, Kent ISD, and the state.
- **EDCharts** – Interagency Information Systems - [http://www.mi-iis.com](http://www.mi-iis.com) – Click on EDCharts to download and install a program that constructs various local/ISD/state trend charts from past special education December 1 counts. Data is available back to the 2001 count. The site also has support information for MICIS.

Response to Intervention (RtI)
- **MAASE Online Resources** – Michigan Association for Administrators of Special Education [http://maase.pbworks.com/Response-to-Intervention](http://maase.pbworks.com/Response-to-Intervention) - contains numerous links and resources for RtI.

Student Progress Data
- **DIBELS** – Dynamic Indicators of Basic Early Literacy Skills home page - [https://dibels.uoregon.edu/](https://dibels.uoregon.edu/)
- **Yearly Progress Pro** - [http://www.ctb.com/mktg/ypp/ypp_index.jsp](http://www.ctb.com/mktg/ypp/ypp_index.jsp)
Please use this page to contact us with any questions, suggestions, or comments regarding:

- This or any other form/manual used in special education
- www.kentisd.org pages on which our materials appear: e.g., Forms/Manuals, Early On, Transition, eLibrary, Assistive Technology, PASE

Contact: Joan Meyer
- Email: joanmeyer@kentisd.org
- Phone: (616) 365-2299
- Fax: (616) 447-2440

Suggestions – Mail or fax a copy of a form/manual or web page with notations, or mail/fax this page with comments in the space below: