

Independent Education Evaluation (IEE)

Parents should be informed of their right to obtain an independent educational evaluation (IEE) at district expense if they disagree with the evaluation findings.

Parents can request in writing that a new evaluation be completed by an outside person or agency (someone not employed by the district). The district is free to agree to the evaluation or to deny the request. The district must provide its answer within five (5) calendar days of the parents' request. If the district denies the request, it is required to initiate a due process hearing in order to allow a due process hearing officer to decide whether the evaluation should occur.

Tips for Parents

Don't forget to write a letter to request an evaluation. Asking for one is not enough!

Keep a copy of the letter. If possible, it is best to have someone at the school sign and date that the school received the letter, or to send it certified mail, return receipt requested.

This brochure is an overview of
Chapter 3: Referral & Evaluation
from the guide
Educational Rights and Responsibilities:
Understanding Special Education in Illinois Guide
Written by:
Illinois State Board of Education
Special Education and Support Services
June 2009

Illinois State Board of Education
Springfield Office
(217)782-4870 Phone | (217)782-1900 TDD
Chicago Office
(312)814-5560 Phone | (312)814-5821 TDD

This brochure was designed based on the above guide and produced by the Parent Mentor Project, a cooperative project between the Freeport School District 145 and RAMP. Funds for this project are provided by the ISBE's Parent Mentor Project Grant and the Freeport School District. 100% of the grant funds are from federal sources.

The Parent Mentor Project brings schools and parents together to ensure a successful education for children with disabilities.



Freeport School District
(815)232-0300

In partnership with students, family and community, we educate every student for the challenges of today and the opportunities of tomorrow through the continuous pursuit of excellence.



RAMP empowers people with disabilities to realize there are no limits to what they can do!

RAMP provides services & advocacy for people with disabilities from four Northern Illinois counties:
DeKalb (815)756-3202 | Stephenson (815)233-1128
Boone (815)544-8404 | Winnebago (815)968-7467
www.rampcill.org



Educational Rights & Responsibilities:
Understanding Special Education in Illinois

Referral & Evaluation Chapter 3:

An Overview



Referral & Evaluation

A **“referral”** in the context of special education services is a process asking the school district to evaluate a student to decide if the student qualifies to receive special education services. A referral can be made either by the school district (through a teacher or other school personnel involved in the student’s education) or by a parent or guardian. The referral is a required first step before an evaluation can take place.

The **“date of referral”** is the date of written parental consent for an evaluation. Screening procedures shall not be considered an evaluation.

Within 14 school days after receiving the written request, the district will decide whether to evaluate the child or not. If the district determines an evaluation is warranted, then the district must provide the parents with the paperwork to provide formal written consent.

If the district determines that the evaluation is not necessary, it must notify the parent in writing of the decision not to evaluate and the reasons for the decision.

Not all referrals result in an evaluation being conducted.

Parents need to submit a request for evaluation to have their child considered to be eligible for special education services. It is best to put your request in writing.

Requests for evaluation may be made by a parent of a child, an employee of a State educational agency, another State agency, a local school district, or a community service agency.

The district must advise the parents of their right to request a due process hearing to challenge its decision.

Evaluation & Reevaluation

Evaluation is defined regulations as procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

Public agencies are prohibited from using a measure or assessment for purposes different from the purpose for which the measure was designed.

Assessments are provided and administered in the child’s native language or mode of communication to get accurate information on what the child knows and can do.

The school district must use a variety of assessments, tools, and strategies to conduct the evaluation.

The school district must assess the child in all areas of suspected disability including:
Academic performance & Health
Vision & Hearing
Social & Emotional status
Communication & Motor abilities
General intelligence
Functional performance
& other areas as needed.

Data gathered from evaluations are used to assist in the development of the IEP. Assessments should be valid and reliable for their designed purposes.

To be eligible to receive special education services, the child must have a disability that impacts educational performance.

Important Reminder

The determination of eligibility shall be made and the IEP shall be completed in 60 school days (or less) following the date of written consent from the parent.

The Big Picture: Reevaluations

Reevaluations must occur at least once every 3 years, unless the parent and the school district agree that a reevaluation is unnecessary based on the existing information on the student. If the district believes that a reevaluation is unnecessary, a parent still has the right to request that the reevaluation go forward. (20 U.S.C. 1414(a)(2)) (34 CFR 300.303).