

Procedures When Parent Requests IEE

A parent needs to make the request in writing to the School Administrator. A **special education administrator** must review the request. The school entity must notify the parent indicating approval or denial of the request. If the school entity denies the request for an IEE at public expense, **the district must request a due process hearing.**

If the district **approves the request**, the following guidelines are recommended to be followed:

- **Completion of “Release of Information” form(s):** Parent must sign for the release of information to share current evaluation report and IEP, if available, with the Independent Evaluator. The release should also require the evaluator to release all information to the school district or intermediate unit.
- **Requirements of IEE:**
 - The District or intermediate unit will require as part of the evaluation an observation of the student in the student’s current educational setting, unless the student is not then in such a setting. The evaluator shall obtain information concerning the performance of the student directly from at least one current teacher of the student, unless the student does not have a current teacher.
- **The IEE Needs to Comply to Following Guidelines:**
 - (a) A clear explanation of the testing and assessment results;
 - (b) A complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and subtest scores reported in standard, scaled, or T-score format;
 - (c) A complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator;
 - (d) Specific recommendations for educational programming;
 - (e) The evaluator must sign the report;
 - (f) The complete report must be submitted to District concurrently with submission to the parent.
 - (g) Administration of all testing and all assessment procedures should rule in or rule out the existence of disabilities defined in IDEA and Chapter 14. These disabilities include Traumatic Brain Injury, Hearing Impairment, Specific Learning Disability, Gifted without Disability, Mental Retardation, Orthopedic Impairment, Emotional Disturbance, Speech or Language Impairment, Visual Impairment, Multiple Disabilities, Autism, and Developmentally Delayed (early intervention only). Administration of assessments needs to be based on the reasonable suspicion of above-stated disability(ies) expressed by staff, parents, and/or evaluator.

