

INDEPENDENT EDUCATIONAL EVALUATION (IEE) CRITERIA

The Seymour Public Schools employ certified staff, such as school psychologists, special education teachers, social workers, occupational therapists, physical therapists, and speech and language pathologists for the purpose of evaluating students with special education needs. In some instances, parents may wish to exercise their right pursuant to their Procedural Safeguards to obtain an Independent Educational Evaluation (IEE). According to Federal special education laws and State policy, parents have the right to obtain an IEE at public expense if:

- A parent disagrees with an evaluation provided by the school district. A parent is entitled to only one IEE at public expense each time the school district conducts an evaluation with which the parent disagrees.
- The IEE must be requested within the two-year period after the school district completed the evaluation with which the parent disagrees.

Parents do not have the right to ask for an IEE at public expense if the school district declines to evaluate a student to determine eligibility for special education (i.e. declines to conduct an initial evaluation). The parent may use the dispute resolution options (i.e. administrative complaint, mediation, due process hearing) afforded by the IDEA in order to pursue an evaluation by the school district.

Independent Evaluation Criteria

1. The evaluator must be located within the state of Connecticut.
2. The evaluation must take place at the office of the identified evaluator.
3. The maximum allowable cost for any independent evaluation is \$3500.
4. Independent evaluators must meet the specific requirements outlined below based on the type of evaluation requested.

Independent Evaluator Requirements

All evaluators must hold a current CSDE Certification and/or CT state licensure.

Psychological Evaluation or Psycho-Educational Evaluation:

Must meet one of the following groups of criteria:

- (a) Master's degree from an accredited university and appropriate specialist level degree (e.g. Sixth Year Professional Diploma) in School Psychology from an accredited university; and
- (b) Professional Educator Certificate in School Psychology (Endorsement 070) from the State of Connecticut Department of Education.

OR

- (a) Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.), or Doctor of Psychology (Psy.D.) in School Psychology, Counseling Psychology, or Clinical Psychology from an accredited university; and
- (b) Valid Connecticut Department of Public Health license as a psychologist; and
- (c) Minimum three (3) years training and experience post-licensure evaluating students of the same age level; and
- (d) Clinical background, advanced training, and recent experience in the areas of disability being evaluated.

Neuropsychological Evaluation:

A professional who uses the title Neuropsychologist must have adequate specialty level training as this is not a legally regulated title or practice area. The district requires that the following criteria be met:

- (a) Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.) or Doctor of Psychology (Psy.D.) in School Psychology, Counseling Psychology, or Clinical Psychology from an accredited university; and
- (b) Valid Connecticut Department of Public Health license as a psychologist in good standing; and
- (c) Post-doctoral fellowship in Neuropsychology for two (2) years at an approved facility; and
- (d) Three (3) years of professional experience in neuropsychology after obtaining licensure, working with children and adolescents.
- (e) Optional: Board certification from the American Board of Professional Psychologists (ABPP), American Board of Clinical Neuropsychologists (ABCN), or the American Board of Pediatric Neuropsychologists (ABPN)

Psychiatric Evaluation:

- (a) Medical degree (M.D.) from an accredited university; and
- (b) Clinical training in child and adolescent psychiatry; and
- (c) Valid license by the State of Connecticut Department of Public Health in good standing; and
- (d) Board certified by the American Board of Psychiatry and Neurology in the specialty area of Child and Adolescent Psychiatry.

Medical Evaluation:

- (a) Medical degree (M.D.) from an accredited university; and
- (b) Clinical training in field of specialty required for evaluation or pediatrics, as applicable; and
- (c) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (d) Board certified by the appropriate agency in pediatrics or the appropriate field of specialty in which the evaluation is sought.

Occupational Therapy Evaluation:

- (a) Minimum Bachelor's degree from an accredited university and has graduated from an educational program accredited by the American Occupational Therapy Association; and
- (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.

Physical Therapy Evaluation:

- (a) Graduate of a school of physical therapy approved by the Board of Examiners for Physical Therapists; and
- (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.

Speech and Language Evaluation:

- (a) Minimum of master's degree and appropriate specialist level training (e.g. Sixth Year Degree) in speech and language pathology from a program accredited by the American Speech-Language Hearing Association (ASHA); and
- (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation; and
- (d) Current Certificate of Clinical Competence (CCC) in good standing from the American Speech-Language Hearing Association (ASHA).

Audiological Evaluation:

- (a) Minimum of master's degree and appropriate specialist level training (e.g. Sixth Year Degree) in audiology from a program accredited by the American Speech-Language Hearing Association (ASHA); and
- (b) Valid license issued by the State of Connecticut Department of Public Health in good standing; and
- (c) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation; and
- (d) Current Certificate of Clinical Competence in Audiology (CCC) in good standing from the American Speech-Language Hearing Association (ASHA).

Educational Evaluation

- (a) Master's degree from an accredited university and appropriate specialist level degree (e.g. Sixth Year Professional Diploma) in Special Education from an accredited university; and
- (b) Professional Educator Certificate in Special Education from the State of Connecticut Department of Education; and
- (c) Minimum three years full-time supervised professional experience beyond any internship or practicum experience in a public school setting.

Functional Behavioral Assessment

Must meet one of the following:

- (a) Minimum requirements above for Psychological or Psycho-Educational Evaluation;

OR

- (b) Hold current certification in good standing as a Board Certified Behavior Analyst (BCBA), including attaining a minimum of a master's degree in Applied Behavior Analysis (ABA) from an accredited university.

A parent has the opportunity to demonstrate unique circumstances to justify the use of an independent evaluator that does not meet the IEE criteria set forth by the Seymour Public Schools. Seymour Public Schools reserves the right to invoke due process hearings should no justification for choosing an evaluator be available.

After the IEE is Completed

1. Once the IEE report is completed, the parent and the school district should receive a copy of the report at the same time. A PPT must be scheduled to review and consider the IEE report. The PPT is not required to implement the recommendations in the IEE report.
2. The school district may condition its payment to the evaluator or its reimbursement to the parent upon receipt of the evaluation.
3. The independent evaluator is not required to present the IEE at public expense at a PPT meeting. An independent evaluator may be invited to the PPT, although it is not required, as long as the school district is able to include a participant who can interpret the instructional implications of the evaluation results.