EVALUATION PROCEDURES

Kirbyville CISD **121905**

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Legal Framework: EVALUATION PROCEDURES
Related Resources
Broad Category: EVALUATION

PROCEDURES:

- The primary **purpose of a full individual and initial evaluation** is to determine if a student meets criteria for having one of the categories of disability referenced in the District's Child Find Duty Operating Procedures and by reason of the disability the student needs special education and related services, and to determine the education needs of the student.
- **Planning for a comprehensive evaluation**;
    - Begins with a referral from a teacher, parent, or other professional, or is part of a reevaluation process
    - A multidisciplinary team (MDT) is formed to review existing data, academic records, behavioral reports, any previous evaluations, parent input, teacher input
    - A set of assessment tools are identified, tailored to the suspected disability to ensure comprehensive data collection
    - Disability criteria are considered to ensure that the required components are assessed and included in the evaluation for the suspected disability.
    - Specific Learning Disabilities will include data that demonstrates the student was provided instruction in reading and/or math within general education settings delivered by a qualified instructor and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal evaluation of student progress during instruction, which must be provided to the student's parents.
        - Documentation of the repeated assessments may include RtI progress monitoring data, in-class test on grade-level curriculum, or other regularly administered district or classroom assessments. Intervals are considered reasonable if consistent with the assessment requirements of a student's instructional program.
        - The student must be observed in their learning environment, including the regular classroom setting to document the students' academic performance and behavior in the areas of difficulty.

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  - If suspicion of dyslexia is present, the Dyslexia Handbook needs to be followed for required areas of evaluation as well as required members of the MDT.
  - Select and administer assessments, particularly to a student with impaired sensory, manual or speaking skills, that will best ensure those assessments accurately reflect the student's aptitude or achievement level, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the target of the test).
- The MDT reviews outside evaluations to assess the relevance and accuracy of information. The team evaluates how the outside evaluation aligns with the suspected disabilities and any new areas of concern. If needed, additional assessments are conducted to gather more comprehensive information. The MDT discusses the findings of the outside evaluation in conjunction with their own assessments to make determinations regarding eligibility and recommendations. The MDT ensures that all evaluations are considered non-biased and culturally responsive.
- The district maintains a list of required MDT members based on the suspected disabilities. Each student referral has a checklist of required specialists (psychologist, special education teacher, speech therapist, person knowledgeable of dyslexia, etc.)
- The evaluation team ensures that the home language of the student is identified and communicated at the earliest stages of a referral. A bilingual evaluator is assigned to the evaluation. The assessment will be provided in the student's native language or the appropriate language based on further assessment of the bilingual evaluator. The evaluation tools selected are culturally and linguistically appropriate.
- **Informed consent** may be provided by a student's parent. That term is defined as a person standing in parental relation, but it does not include a person as to whom the parent-student relationship has been terminated or a person not entitled to possession of or access to a child under a court order.
  - Biological parent or adoptive parent of a child
  - Foster parent
  - Guardian, generally authorized to act as the child's parent or authorized to make educational decisions for the child
  - An individual acting in place of a biological or adoptive parent (including grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare
  - Adult student

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- If the district is unable to identify or locate a parent or guardian for a student with a disability, or the foster parent of a student is unwilling or unable to serve as a parent, the district will appoint someone to serve as the student's surrogate parent. The individual appointed as surrogate parent may not be employed by the district or any other agency involved in the education or care of the student.
    - The surrogate parent must; be willing to serve in that capacity, exercise independent judgement in ensuring the student's interests, ensure that the student's due process rights are not violated, complete a training program, visit the student and the school where the student is enrolled to review the student's educational records and consult with any person involved in the student's education, and attend meetings of the student's ARD committee.

- The school will contact the parent, legal guardian, or adult student to explain the evaluation procedures, the type of assessments to be conducted, and how the results will be used. They are provided with Notice of Procedural Safeguards, Overview of Special Education and Notice of Proposed Evaluation. The consent form provides clear details about the purpose, scope, and timeline of the evaluation. The consent will be presented in the parent's native language. The parent, legal guardian, or adult student will be notified that their consent is voluntary and may be revoked at any time.
- **Notice of Proposed Evaluation (Prior Written Notice)** includes;
    - Description of the areas of evaluation that have been proposed and description of any evaluation procedures that the district proposed to conduct,
    - Explains why the district wants to conduct the evaluation, the options considered and why they were rejected, a description of the evaluation procedure, assessment, record or report the district used as a basis for proposing to evaluate, other options to an evaluation that were considered and why those options were rejected, other factors relevant to the decision to evaluate,
    - Informs the parent or guardian of their right to refuse consent for the evaluation, with a copy of the Notice of Procedural Safeguards.
    - Written in a form that the general public can understand. It will be provided in the parent or guardian's native language.
- Upon receiving a verbal or written request from a parent for an evaluation for special education, the receiving personnel will ensure that the campus

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administrator is aware and the campus administrator will put the request in writing to the Special Education Director. The appropriate evaluation staff will begin reviewing existing data following the Referral for Possible Special Education Services Operating Procedures.

- If the parent, legal guardian, or adult students wishes to make a request for a special education evaluation in their native language, the district will ensure that the necessary information is in their home language. An interpreter may be used to assist the parent in making the request as well as completing any appropriate forms for notice and informed consent.
- Evaluation tools are selected based on the student's suspected disability, cultural background, and language proficiency. A range of assessment instruments may be included such as standardized tests, observations, interviews, checklists, and normed referenced assessments. The selection of evaluation tools is done in consultation with the MDT to ensure that all areas of concern are addressed.
- The evaluators are trained in the proper administration and interpretation of the assessment tools they use for the evaluation. All tools are selected from reputable publishers who provide detailed instructions on administering and scoring. The MDT ensures that the instruments used are normed on populations similar to the student being evaluated. Evaluators regularly review the validity and reliability of the tools through professional development and feedback.
- **Full Individual and Initial Evaluation Timeline**: The district's special education software program tracks timelines for initial referrals and FIIEs. The special education department meets regularly to review the timeline tracker to ensure that evaluation timelines are met and eligibility determination ARD meetings are held accordingly.
    - Within 45 school days of receiving consent, the diagnostician, speech language pathologist, or Licensed Specialist in School Psychology will complete a written report of the student's FIIE. (included students that are not enrolled under age 5, private school, or home school)
        - The student's ARD committee meeting will be held within 30 calendar days of the completion of the FIIE report.
        - If during the course of the evaluation, the student has been absent from school 3 or more school days, the time to complete the evaluation may be extended by the number of school days equal to the number of school days the student was absent during the evaluation process.

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  - If the consent is obtained at least 35, but less than 45 school days, before the last instructional day of the school year, the written evaluation of the student will be provided to the student's parent or guardian no later than June 30 of that year.
    - The student's ARD committee will meet no later than the 15 days after the start of the following school year.
  - If the eligibility determination ARD meeting due date falls in the summer, the ARD committee can meet by the first day of school the following school year to determine services.
- After evaluations are complete, the MDT reviews the findings to determine if the student meets eligibility criteria for a disability. See Evaluation Disabilities Categories Operating Procedures for details on each eligibility category identification requirements.
  - If the student meets eligibility, the FIIE evaluation is presented to the parent within 5 school days of the ARD meeting. An Individual Education Plan is developed with the ARD committee and services are determined and begin upon parental consent for provision of services.
  - If the student does not meet eligibility, the MDT provides recommendations for support, intervention, or Section 504 evaluation referral. The FIIE evaluation is presented to the parent within 5 school days prior to the ARD meeting. The team ensures that the final determination is communicated clearly to the parent.
- The procedures for conducting a Review of Existing Evaluation Data (REED) may be found in the Review of Existing Evaluation Data Operating Procedures.
- The ARD committee can conduct a REED to determine whether additional assessments are necessary for a reevaluation within 45 school days the reevaluation timeline due date. (The REED does not have to be completed within an ARD committee meeting.)
- The **Summary of Performance** is developed for students with disabilities who are graduating or their rights have been terminated due to the age of the student.
  - Includes a summary of the student's academic achievement and functional performance.
  - Includes recommendations about assisting the student in meeting postsecondary goals
  - Includes input from the student about how their disability impacted them at school.

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- The transition coordinator for the district or the evaluation personnel in the ARD meeting will complete the summary of performance for a student.
- When **contracting with evaluation personnel**, they will be provided the Evaluation Procedures Operating Procedures to follow. The timeline due dates for FIIE and eligibility determination ARD meetings will remain the same. The evaluation requirements and disability criteria will be followed.

STAFF RESPONSIBLE:

District Level: Special Education Director

Campus Level: Campus Administrator/Evaluation Personnel/Dyslexia Personnel/Teachers

TIMELINES FOR EVALUATION ACTIVITIES:

- Annual training on compliance with evaluation timelines
- Monthly/quarterly/semester reports on evaluation progress
- Schedule for monitoring compliance/quality of evaluations

EVIDENCE OF PRACTICE:

- Forms and checklists used in the evaluation process
- Training artifacts (presentation hand-outs, sign-in sheets, etc.)
- Submission of SPP 11 and 12 data in TEAL
- List of qualified personnel with required licenses and certifications to administer evaluations
- Reports for compliance
- Data tracker from software programs

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