

MULTIDISCIPLINARY PROCESS OF EVALUATION

The following policies and procedures adhere to the requirements under the Individual with Disabilities Education Act (IDEA):

- ✿ ***Notice and Consent*** – The school must give specific notice to the parent of a child whom school district personnel want to evaluate. Whether to notify the parent verbally or in writing is left to the discretion of each school district. Consent should be given before evaluating a student for eligibility and services.

- ✿ ***Regulatory Requirements*** – Any person believed to need special education or related services because of a disability must be evaluated before taking any action with respect to the initial placement of the person in a regular or special education program. A student must also be reevaluated prior to any significant change in placement. Actual placement decisions are to be made by a knowledgeable group of persons and not by a single individual.

- ✿ ***The school district will, at a minimum, adhere to the following:***
 1. Tests and other evaluation materials used to assess a child under IDEA are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so.
 2. Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
 3. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining whether the child is a child with a disability under IDEA and the content of the child's IEP.
 4. Any standardized tests that are given to a child have been validated for the specific purpose for which they are used and are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
 5. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the tests, or the method of test administration) is included in the evaluation report.

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6. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
7. Tests are selected and administered so as to best ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the tests claim to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
8. No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
9. The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
10. In evaluating each child with a disability under this section, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
11. Technically sound instruments are used that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
12. Assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the child.

- * ***Review of Evaluation Data*** – A group of qualified professionals, as appropriate, reviews existing evaluation data on the child, including:
 1. Evaluations and information provided by the parents of the child
 2. Current classroom-based assessments and observations
 3. Observations by teachers and related services providers

- * Determination as to whether the child has a particular category of disability.

- * Determine the child's present levels of performance and educational needs.

- * Does the child need (or continue to need in the case of a reevaluation) special education and/or related services? If yes, then an Individualized Education Plan (IEP) is written.

- * Are any additions or modifications to the special education and related services needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum?