

EVALUATION

(CFR 300.320, 300.321, 300.532, 300.533, 300.500, 300.530-543, TEC 29.003, and 19TAC 89.1030, 89.1040, 89.1075)

In accordance with the policy of The San Antonio School for Inquiry & Creativity School Board, a full and individual evaluation is conducted of each student's educational needs before initiation of special education services. In addition to standardized tests and other evaluation materials used in the evaluation, the school draws upon information from a variety of sources in making the determination of eligibility for special education services.

A. Initial Evaluation - the first completed assessment of a student to determine if he or she has a disability under IDEA:

1. Various sources - Aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, adaptive behavior, primary language determination and state or other competency testing are all sources of information to be made a part of the comprehensive individual assessment.
2. Consent and notice - are obtained and given by and to parent (notice give a reasonable time before the assessment is conducted);
3. Formal evaluation by clinician - all standardized tests and any other evaluation materials are validated for specific purpose for which they are used, include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
4. Certifications of clinician - assessment instruments and interpretations are administered by trained and knowledgeable personnel in accordance With any instructions provided by the producer of the tests.
5. Language - the student's language dominance and most proficient method of communication (expressively and receptively) are identified; the testing is conducted in the student's native language or other mode of communication. Consists of a formal and/or informal assessment of oral expression, listening comprehension, reading comprehension, and written language, when appropriate. Proficiency in both English and the other language(s) are addressed for limited-English proficient students, providing a comprehensive description of the student's strengths and weaknesses.

6. Areas assessed - the student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, adaptive physical education, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, need for assistive technology, and motor abilities.
7. Multidisciplinary Team - the evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability. For a student suspected of having a learning disability, the multidisciplinary evaluation team includes:
 - a. The student's regular teacher or a regular classroom teacher;
 - b. For a student of less than school age, a person qualified to teach a student of his/her age;
 - c. At least one person qualified to conduct individual diagnostic examinations (school psychologist, speech-language pathologist, or remedial reading teacher)
8. Intelligence testing -any student meeting the eligibility criteria for mental retardation and learning disability are individually administered an intelligence test. However, an informal assessment of intelligence are used to determine intellectual functioning as a part of eligibility-for a visual impairment, orthopedic impairment, or deaf-blindness. (Achievement test results, teacher observations, adaptive behavior, and grades). Also, developmental scales are used to assess the intellectual functioning of students whose disabilities impede adequate communication, those with severe sensory impairment.

B. Assessment Report - includes the source of data for all areas assessed.

1. the nature and extent of special education and related services required;
2. the report is within 60 calendar days after the date of the signature by the parent on the consent form;
3. Learning competencies identifying the need for any related services, documentation that the service will enable the student to benefit from instruction and recommendations for specific services to be offered are made a part of the final report.

C. Re-evaluation - Once a child has been fully evaluated the first time, a decision has been rendered that a child is eligible under IDEA, and the required services have been determined, any subsequent evaluation of a child would constitute a re-evaluation. A re-evaluation is done, upon ARD committee recommendation, every three years. However, in some instances (such as secondary students), the committee may agree that the observation of the student by the classroom teachers, the student educational performance records and standardized or competency testing support the continued eligibility of the student without need for additional evaluation.

D. Eligibility Reports - a written assessment report indicating the student's eligibility under the criteria defined by the state education agency guidelines for each handicapping condition; additionally, an eligibility report for each related service must stipulate learning competencies identifying the need for the related service, documentation that the service will enable the student to benefit from instruction, and recommendation for the specific service to be offered.

1. LD Eligibility - (LD Criteria) - the evaluation results in determining a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

- ❖ Oral expression
- ❖ Listening comprehension
- ❖ Written expression
- ❖ Basic reading skill
- ❖ Reading comprehension
- ❖ Mathematics calculation or mathematics reasoning

and is not determined to be a result of a visual, hearing or motor impairment, mental retardation, emotional disturbance or environmental, cultural, or economic disadvantage.

Additionally, at least one team member other than the student's regular teacher observes the individuals' academic performance in the regular classroom setting, or, in the case of an individual of less than school age or out of school, a team member observes the individual in an environment appropriate for an individual of that age.

2. LD Written Report - the written report of the team, including certification by each team member that the report reflects his or her conclusions, includes a statement of:

- a. Whether the student has a specific learning disability
- b. The basis for making the determination
- c. The relevant behavior noted during the observation
- d. The relationship of that behavior to academic functioning
- e. The educationally relevant medical findings, if any;
- f. Whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services, and
- g. The determination of the team concerning the effects of environmental, cultural or economic disadvantage

E. Related Services - additionally, an eligibility report for each related service must stipulate learning competencies identifying the need for the related service, documentation that the service will enable the student to benefit from instruction and recommendation for the specific service to be offered. The eligibility report is based on a written assessment for each related service recommended, and must indicate skills and/or behaviors related to the service that the student can and/or cannot perform.