

OPERATING PROCEDURES	
EVALUATION PROCEDURES	

Legal Framework: EVALUATION PROCEDURES

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Broad Category: EVALUATION

PROCEDURES:

PERSONS RESPONSIBLE: SPED Campus Coordinator

Initial:

When a student has been referred for an initial assessment, the evaluation staff will provide notice of assessment to the parent/guardian explaining all areas of assessment which will be completed. Consent for evaluation will be obtained at this time as well.

Once consent is signed the evaluation staff will enter the date of consent in NFPSs special education software. This will allow for the tracking of timelines which must be met.

For initial evaluations, a written report of a full individual and initial evaluation of a student must be completed as follows:

- (1) not later than the 45th school day following the date on which the school district receives written consent for the evaluation from the student's parent, except that if a student has been absent from school during that period on three or more school days, that period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent; or
- (2) for students under five years of age by September 1 of the school year and not enrolled in public school and for students enrolled in a private or homeschool setting, not later than the 45th school day following the date on which the school district receives written consent for the evaluation from the student's parent.
- (d) The admission, review, and dismissal (ARD) committee must make

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its decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program (IEP) and placement within 30 calendar days from the date of the completion of the written full individual and initial evaluation report. If the 30th day falls during the summer and school is not in session, the student's ARD committee has until the first day of classes in the fall to finalize decisions concerning the student's initial eligibility determination, IEP, and placement, unless the full individual and initial evaluation indicates that the student will need extended school year services during that summer.

(e) Notwithstanding the timelines in subsections (c) and (d) of this section, if the school district received the written consent for the evaluation from the student's parent at least 35 but less than 45 school days before the last instructional day of the school year, the written report of a full individual and initial evaluation of a student must be provided to the student's parent not later than June 30 of that year. The student's ARD committee must meet not later than the 15th school day of the following school year to consider the evaluation. If, however, the student was absent from school three or more days between the time that the school district received written consent and the last instructional day of the school year, the timeline in subsection (c)(1) of this section applies to the date the written report of the full individual and initial evaluation is required. If an initial evaluation completed not later than June 30 indicates that the student will need extended school year services during that summer, the ARD committee must meet as expeditiously as possible.

(f) If a student was in the process of being evaluated for special education eligibility by a school district and enrolls in another school district before the previous school district completed the full individual and initial evaluation, the new school district must coordinate with the previous school district as necessary and as expeditiously as possible to ensure a prompt completion of the evaluation in accordance with 34 CFR, §300.301(d)(2) and (e) and §300.304(c)(5). The timelines in subsections (c) and (e) of this section do not apply in such a situation if:

- (1) the new school district is making sufficient progress to ensure a prompt completion of the evaluation; and

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(2) the parent and the new school district agree to a specific time when the evaluation will be completed.

(g) For purposes of subsections (b), (c), and (e) of this section, *school day* does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term.

(h) For purposes of subsections (c)(1) and (e) of this section, a student is considered absent for the school day if the student is not in attendance at the school's official attendance taking time or at the alternate attendance taking time set for that student. A student is considered in attendance if the student is off campus participating in an activity that is approved by the school board and is under the direction of a professional staff member of the school district, or an adjunct staff member who has a minimum of a bachelor's degree and is eligible for participation in the Teacher Retirement System of Texas.

Upon completion of the evaluation report, the evaluation staff will provide the parent/guardian with a copy of the report and review the results with them prior to the initial IEP meetings. The school will also receive a copy of the report and have the opportunity to review the results with the evaluation staff.

Reevaluations:

Special education students must be re-evaluated at least every three years. A meeting should be scheduled a minimum of 60-90 days prior to the reevaluation due date to determine what, if any, areas of assessment will be requested. Current regulations require that the IEP committee review existing evaluation data, and based on that review, determine the scope of the re-evaluation to be completed. The evaluation team is required to complete all paperwork and to attend IEP meetings in which planning for three-year reevaluations are being discussed. If it is determined further assessment is required parent/guardian will be provided and explained the notice of assessment and consent for assessment will be obtained. Following this planning meeting, it is the responsibility of the evaluation team to see that all required paperwork is

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completed and the evaluation done within timelines.

Materials:

Federal law requires that any standardized tests given to the student must be validated for the specific purpose for which they are used and must be administered by trained personnel in conformance with the instructions supplied by their producer. The evaluation staff determines the degree of evaluation needed in each area depending on the eligibility criteria for the suspected disability. The area of language dominance is evaluated first to determine the language that will be used in further evaluation.

Evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures in order to prevent inappropriate evaluations for specific cultural groups. A variety of evaluation instruments and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent. All data is reviewed, interpreted, and compiled into a Full and Individual Initial Evaluation (FIE) report.

Tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those designed to provide a single general intelligence quotient. Tests are to be selected and administered so as to ensure that the test results of a student who has impaired sensory, manual, or speaking skills, will accurately reflect his or her aptitude or achievement level or whatever other factors the test purports to measure. Only tests approved by the Special Education Department will be used for evaluations.

Methods:

Evaluation of the student covers all areas related to the suspected disability, including (where appropriate):

Health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, motor abilities.

The evaluation must be sufficiently comprehensive to identify the student's special education and related service needs. The instruments used and strategies must provide relevant information that directly assists persons

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in determining the educational needs of the student.

For a student enrolled in NFPS, referrals will have been through the pre-referral intervention system process or similar pre-referral intervention system. The use of the pre-referral intervention system strategies cannot be used to delay or deny the provision of a full and individual evaluation. Student progress in the pre-referral intervention system will be monitored on a regular basis. Students who do not demonstrate adequate progress under the pre-referral intervention system will be referred for a special education evaluation in a timely manner.

Outside Evaluations:

Initial Assessments: When a parent/guardian shares an outside evaluation with the school, the evaluation staff completing the initial evaluation should review the outside evaluation and determine what information will be used from the outside evaluation.

Reevaluations: When a parent/guardian shares an outside evaluation with the school, the IEP committee reviewing existing evaluation data should review the outside evaluation and determine what information will be used from the outside evaluation.

Language other than English:

For those students whose primary language is other than English, language dominance testing must be completed to determine the most appropriate language to use when assessing the student. If it is determined a language other than English is necessary for assessment, NFPS will contract with an evaluation staff member that can complete the assessment in the native language.