

SYLVAN HEIGHTS SCIENCE CHARTER SCHOOL

SECTION: Special Education

TITLE: EVALUATIONS FOR STUDENTS WITH DISABILITIES No. 113.3

ADOPTED:

REVISED: 12-18-2017

The Board of Sylvan Heights Science Charter School (SHSCS) adopts this Policy to define the minimum requirements for educational evaluations conducted to determine eligibility for special education services, instructional levels, and programming requirements for students with disabilities, including functional behavioral assessments; and requirements for independent educational evaluations.

SHSCS will comply with requirements of state and federal laws and regulations when conducting evaluations.

An appropriate evaluation of a student, whether conducted by School staff or individuals not employed by SHSCS, will consist of the administration of all testing and the use of all assessment procedures required to determine the existence of all legally defined disabilities reasonably suspected by School staff, parents/guardians, or the evaluator. An appropriate evaluation will assist in determining the content of the Individualized Education Plan (IEP) to enable a student with a disability to be involved, and progress, in the general curriculum.

A student will be assessed in all areas related to the suspected disability including, as appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities. A re-evaluation of a student who currently has an IEP will be conducted as required by state and federal law and regulations.

#### Parent/Guardian Requests

Parents/Guardians may request an evaluation at any time. The parent/guardian request must be in writing. If a request is made orally to any professional employee or administrator, that individual will provide a copy of the permission to evaluate form to the parents/guardians within ten (10) calendar days of the oral request.

The evaluation will be completed and a copy of the evaluation report presented to parents/guardians no later than sixty (60) calendar days after receipt of written parent/guardian consent for an evaluation, exclusive of the period following the last day of the spring school term to the first day of the subsequent fall term.

#### Appropriate Evaluations Criteria

An appropriate evaluation will use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about a student.

An appropriate evaluation will include:

1. Testing and assessment techniques required in light of information currently available from previous evaluations;
2. Information from parents/guardians and school staff familiar with the performance of the student; and
3. The student's education records.

The evaluator will review all such sources of information prior to conducting testing and assessment. The evaluator will review assessments conducted by others that indicate how the student is responding to early intervening services and scientific research-based instruction and/or include such assessments as part of his/her evaluation.

To the extent that the results of such instructional assessments are inconsistent with the results of norm or criterion-referenced testing and assessments that the evaluator has administered, the evaluator will explain the reason for the inconsistency in his/her report, if possible.

When assessing the presence of a specific learning disability, the evaluation will be consistent with procedures adopted by SHSCS and comply with state and federal law and regulations.

Testing and assessment procedures will be selected and administered to yield valid measurement or assessment of the construct or quality they purport to measure or assess. The evaluator will administer any testing or assessment procedures in a manner consistent with the requirements and recommendations of the publisher of the test or procedure and in compliance with applicable and authoritatively recognized professional principles and ethical tenets. The evaluator will report any factor that might affect the validity of any results obtained.

All assessments and evaluation materials will be selected and administered so as not to be discriminatory on a racial or cultural basis. Where feasible, assessments and evaluations will be administered in a language and form most likely to provide accurate information about the student.

The evaluation will include an observation of the student in an educational setting, unless the student is not currently in such a setting. The evaluator will obtain information concerning the performance of the student directly from at least one (1) current teacher of the student, unless the student does not have a current teacher.

The evaluator will hold an active certification that qualifies the evaluator to conduct that type of evaluation. If certification is not issued for the particular area of professional practice in which the evaluator is lawfully engaged, the evaluator will hold such license or other credentials as required for the area of professional practice under state law.

The evaluator will prepare and sign a full report of the evaluation containing:

1. A clear explanation of the testing and assessment results;
2. A complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores; domain or composite scores; and subtest scores reported in standard, scaled, or T-score format;
3. A complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator; and
4. Specific recommendations for educational programming and placement, if possible.

### Re-Evaluations

Re-evaluations will be conducted within the timeframes required by state and federal laws and regulations unless the parent/guardian and SHSCS agree in writing that a re-evaluation is unnecessary. The group of qualified professionals reviews the evaluation materials to determine whether the child is a student with a disability, will include a certified school psychologist when evaluating a student for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairment, specific learning disability, and traumatic brain injury.

Copies of the re-evaluation report will be disseminated to parents/guardians at least ten (10) days prior to the meeting of the IEP team unless this requirement is waived in writing.

### Independent Education Evaluations (IEE)

A parent/guardian who disagrees with the results or content of an evaluation performed or obtained by SHSCS may request an IEE at SHSCS expense. A parent/guardian is entitled to only one (1) IEE at public expense each time SHSCS conducts an evaluation with which the parent/guardian disagrees. The IEE must arise from parents'/guardians' disagreement with SHSCS's most recent evaluation or re-evaluations of the student. SHSCS will be entitled to a copy of all results of IEEs conducted at public expense. If an oral request for an IEE is made to a professional employee or administrator, that person will inform the parent/guardian that the request must be in writing. If the native language of the parent/guardian is other than English, the requirement that the parent/guardian make his/her request in writing will be conveyed by whatever means practicable and, where feasible, in the native language of the parent/guardian.

A written request for an IEE at SHSCS expense will be immediately forwarded to the Principal/CAO, who may, upon receipt of the written parent/guardian request, ask that the parent/guardian state his/her reasons for disagreement with the evaluation conducted or proposed by SHSCS. SHSCS cannot require the parent/guardian to do so, and the refusal of the parent/guardian will not delay the process required by this Policy.

The criteria under which the IEE at public expense is obtained must be the same as the criteria used by SHSCS in conducted an appropriate evaluation, including the location of the evaluation

and the qualifications of the examiner, to the extent those criteria are consistent with the parent/guardian's right to an IEE at public expense.

The qualified examiners who conduct the IEE may not be employed by the public agency responsible for the education of the student.

Within ten (10) school days of receipt of a request for an IEE in writing from a parent/guardian, the Principal/CAO will either initiate a due process hearing to show that SHSCS's evaluation is appropriate and notify the parent/guardian in writing that s/he has done so, or issue to the parent/guardian correspondence containing:

1. Assurance that SHSCS will pay for an IEE as long as the evaluation meets all of the requirements of an appropriate evaluation and is in compliance with this policy.
2. Statement that SHSCS will not pay for the evaluation until it receives directly from the evaluator a complete copy of a report of that evaluation and determines that the evaluation is in compliance with this policy.
3. Request that the parents/guardians consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear assurance that the parent/guardian is not required to do so, and that SHSCS will pay any cost not covered by such sources.
4. Directions that the parent/guardian is responsible for arranging for the evaluation and ensuring that the evaluator contacts the Principal/CAO to arrange for payment of the evaluation.

If the evaluation has already been conducted and paid for, SHSCS will issue correspondence advising the parent/guardian that SHSCS will not reimburse the parent/guardian for the evaluation until it receives a complete and unredacted copy of the report of the evaluation, and determines that the evaluation is in compliance with this policy. SHSCS will require documentation substantiating that the parents/guardians paid for or incurred the obligation to pay for the evaluation without reimbursement from a public or private source of insurance or reimbursement.

The Principal/CAO will enclose a copy of this policy when it sends the above-described correspondence to the parent/guardian.

The Principal/CAO will maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments, and will make that list available to any parent/guardian who requests it.

References:

State Board of Education Regulations – 22 PA Code Sec. 14.122, 14.123, 14.124,  
14.125, 14.133

Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq. Individuals

With Disabilities Education, Title 34, Code of Federal Regulations –  
34 CFR Part 300

Board Policy – 113, 113.4