

Owens-Whitney Elementary School District #6

Evaluation and Eligibility Policy

POLICY

A full and individual initial evaluation will be conducted by ***Owens-Whitney Elementary School District #6*** before the initial provision of special education and related services to a child with a disability in accordance with 34 CFR §§300.300-311 of the IDEA regulations.

A reevaluation of each child with a disability will be conducted by ***Owens-Whitney Elementary School District #6*** in accordance with §§300.300-300.311 of the IDEA regulations.

PROCEDURES

§300.300 Parental Consent

- 1) ***Owens-Whitney Elementary School District #6*** proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability, after reviewing existing data with the parents and providing prior written notice, will obtain informed consent from the parent of the child before collect any additional data.
 - a) Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.
 - b) ***Owens-Whitney Elementary School District #6*** must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation.
- 2) For initial evaluations only, if the child is a ward of the state and is not residing with the child's parent, ***Owens-Whitney Elementary School District #6*** is not required to obtain consent from the parent if:
 - a) Despite reasonable efforts to do so, ***Owens-Whitney Elementary School District #6*** cannot discover the whereabouts of the parents of the child;
 - b) The rights of the parents of the child have been terminated by the court;
 - c) The rights of the parent to make educational decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- 3) ***Owens-Whitney Elementary School District #6*** may, but is not required to, seek informed consent through due process procedures if the parent of a child who is enrolled or seeking to enroll in ***Owens-Whitney Elementary School District #6*** refuses consent for an initial evaluation.

- 4) ***Owens-Whitney Elementary School District #6*** must obtain informed consent from the parent of the a) child before the initial provision of special education and related services to the child and must make reasonable efforts to obtain that consent.

- 5) If a parent refuses consent for the initial provision of special education and related services, ***Owens-Whitney Elementary School District #6*** may not seek consent through due process hearing procedures. ***Owens-Whitney Elementary School District #6:***
 - a) Will not be considered to be in violation to provide FAPE;
 - b) Is not required to convene an IEP Team meeting or develop an IEP for the child.

- 6) ***Owens-Whitney Elementary School District #6*** must obtain informed consent prior to conducting any reevaluation of a child with a disability.
 - a) If the parent refuses consent, ***Owens-Whitney Elementary School District #6*** may utilize due process hearing procedures to seek consent, but does not violate its obligation if it declines to pursue the evaluation or reevaluation.
 - b) The informed parental consent for reevaluation need not be obtained if ***Owens-Whitney Elementary School District #6*** can demonstrate that:
 - i) It made reasonable efforts to obtain such consent and has documented those attempts;
 - ii) The child's parent has failed to respond.

- 7) Parental consent is not required before:
 - a) Reviewing existing data as part of an evaluation or reevaluation; or
 - b) Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children prior to administration.

- 8) ***Owens-Whitney Elementary School District #6*** may not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of ***Owens-Whitney Elementary School District #6***, except as required by this part.

- 9) If a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, ***Owens-Whitney Elementary School District #6*** may not utilize due process hearing procedures to seek consent.

§300.301 Initial Evaluations

- 1) Consistent with consent requirements of §300.300, either a parent of a child or ***Owens-Whitney Elementary School District #6*** may initiate a request for an initial evaluation to determine if a child is a child with a disability.
- 2) The initial evaluation must:
 - a) Be completed within 60 days of receiving parental consent for the evaluation, unless:
 - i) The parents and ***Owens-Whitney Elementary School District #6*** agree that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional 30 days;
 - ii) The child enrolls in ***Owens-Whitney Elementary School District #6*** from another public agency after the parent has provided consent and before the determination of eligibility by the other agency (in that event, ***Owens-Whitney Elementary School District #6*** will ensure prompt completion of the evaluation); or
 - iii) The parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.
 - b) Consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

§300.303 Reevaluations

- 1) ***Owens-Whitney Elementary School District #6*** will conduct a reevaluation of a child with a disability if:
 - a) ***Owens-Whitney Elementary School District #6*** determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation, or
 - b) If the child's parents or teacher requests a reevaluation except that
 - c) ***Owens-Whitney Elementary School District #6*** will not conduct a reevaluation more than once a year unless the parent and ***Owens-Whitney Elementary School District #6*** agree otherwise.
- 2) ***Owens-Whitney Elementary School District #6*** will conduct a reevaluation at least once every 3 years, unless the parent and ***Owens-Whitney Elementary School District #6 District*** agree that a reevaluation is unnecessary.

§300.304 Evaluation Procedures

- 1) ***Owens-Whitney Elementary School District #6*** will provide prior written notice to the parents of a child who has, or who is suspected of having a disability that describes the evaluation procedures that the agency proposes to conduct.

- 2) In conducting an evaluation or reevaluation, ***Owens-Whitney Elementary School District #6*** will:
 - a) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent in order to determine;
 - i) Whether the child is a child with a disability; and
 - ii) If the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
 - b) Not use any single measure or assessment 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; and
 - c) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

- 3) ***Owens-Whitney Elementary School District #6*** will ensure that evaluation materials and strategies:
 - a) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - b) Are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
 - c) Are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;
 - d) Are administered by trained and knowledgeable personnel;
 - e) Are administered in accordance with the instructions provided by the assessment publisher;
 - f) Are selected and administered so as to ensure that a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors

the test purports to measure rather than reflecting the child's impairments (unless those skills are the factors being measured).

- g) Assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities; and
 - h) Are sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not those needs are commonly associated with the child's disability.
 - i) Provide relevant information that directly assists in determining the educational needs of the child.
- 4) Evaluations of children who transfer to or from another public agency in the same school year are coordinated with the prior and subsequent schools, in order to expedite the completion of a full evaluation.

§300.305 Additional Evaluation Requirements

- 1) As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, will:
 - a) Review existing evaluation data on the child including:
 - i) Evaluations and information provided by the parents;
 - ii) Current classroom-based, local, and statewide assessments, and classroom-based observations; and
 - iii) Observations by teachers and related service providers.
 - b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:
 - i) Whether the child is or continues to be a child with a disability and if so, the educational needs of the child;
 - ii) The present levels of academic achievement and related developmental needs of the child; and
 - iii) Whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum.
 - c) The IEP Team may conduct the review without a meeting.
- 2) If additional data are needed, ***Owens-Whitney Elementary School District #6*** will administer the assessments required to obtain the additional data.
- 3) If additional data are not needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs, ***Owens-Whitney Elementary School District #6*** will notify the parents of:
 - a) The determination and the reasons for the determination; and

- b) The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.
- 4) ***Owens-Whitney Elementary School District #6*** will evaluate a child before determining that the child is no longer a child with a disability except when the termination is due to graduation with a regular high school diploma or the child's reaching age 22.
- 5) When the child's eligibility terminates because of graduation or reaching age 22, ***Owens-Whitney Elementary School District #6*** will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals.

§300.306 Determination of Eligibility

- 1) Upon completion of the evaluation process, ***Owens-Whitney Elementary School District #6*** will ensure that:
 - a) A group of qualified professionals and the parent of the child determine:
 - i) If the child is a child with a disability under the Individuals with Disabilities Education Act and the Arizona State Statutes; and
 - ii) If so, the educational needs of the child.
 - b) The parents are provided, at no cost, a copy of the evaluation report and eligibility determination.
- 2) A child will not be determined to be a child with a disability if the primary factor for the determination is:
 - a) Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the ESEA as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act (December 9, 2015));
 - b) Lack of appropriate instruction in math; or
 - c) Limited English proficiency.
- 3) The eligibility determination, including education needs will be based on all of the information sources used in the evaluation process, and if the child is deemed eligible and in need of special education and related services, an IEP will be developed in accordance with §§300.320 through 300.324.

§300.307 Additional Procedures for Identifying Children with Specific Learning Disabilities

- 1) *Owens-Whitney Elementary School District #6* will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA Regulations §§300.307-311:
 - a) The state-adopted criteria based on a child's response to scientific research-based intervention;
 - b) The identification of a severe discrepancy between intellectual ability and achievement.

§300.308 Additional Group Members

- 1) The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals which must include:
 - a) The child's regular teacher; or
 - b) If the child does not have a regular teacher, the a regular teacher qualified to teach children of that age;
 - c) For a child of less than school age, an individual qualified by the State to teach children of his/her age;
 - d) At least one person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

§300.309 Determining the Existence of a Specific Learning Disability

- 1) A child may be determined to have a specific learning disability if:
 - a) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or meet State-approved grade-level standards:
 - i) Oral expression
 - ii) Listening comprehension
 - iii) Written expression
 - iv) Basic reading skills
 - v) Reading fluency skills
 - vi) Reading comprehension
 - vii) Mathematics calculation
 - viii) Mathematics problem solving
 - b) The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas in (1) (a) when using a

process based on the child's response to scientific, research-based intervention; or

- c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.
- 2) The findings of this section are not primarily the result of:
 - a) A visual, hearing, or motor disability;
 - b) Mental retardation;
 - c) Emotional disturbance;
 - d) Cultural factors;
 - e) Environmental or economic disadvantage; or
 - f) Limited English proficiency.
 - 3) The group must ensure that the underachievement is not due to a lack of appropriate instruction in reading or math and must consider:
 - a) Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.
 - 4) ***Owens-Whitney Elementary School District #6*** must promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction in (3)(a) and (b).

§300.310 Observation

- 1) ***Owens-Whitney Elementary School District #6*** must ensure that the child is observed in his/her learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty.
- 2) In the case of a child of less than school age or who is out of school, a group member must observe the child in an environment appropriate for a child of that age.

§300.311 specific Documentation for the Eligibility Determination

- 1) For a child suspected of having a specific learning disability, the eligibility determination must contain a statement of:
 - a) Whether the child has a specific learning disability;
 - b) The basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;
 - c) The relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
 - d) The educationally relevant medical findings, if any;
 - e) Whether the child does not achieve adequately for his/her age or to meet State-approved grade level standards consistent with (1)(a); and does not make sufficient progress to meet age- or State-approved grade-level standards consistent with (1)(b); or
 - f) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards or intellectual development consistent with (1)(c).
 - g) The determination of the group concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency of the child's achievement level.

- 2) If the child participated in a process that assessed the child's response to scientific, research-based intervention, the determination must include:
 - (a) The instructional strategies used and the student-centered data collected;
 - (b) Documentation that the child's parents were notified about the State's policies regarding the amount and nature of student performance that would be collected and the general education services that would be provided;
 - (c) Strategies for increasing the rate of learning; and
 - (d) The parent's right to request an evaluation.

- 3) Each group member must certify in writing whether the report reflects the member's conclusion. If it does not, the group member must submit a separate statement presenting the member's conclusions.

AAC R7-2-401.E Evaluation / Reevaluation

- 1) ***Owens-Whitney Elementary School District #6*** shall establish, implement, and make available to school-based personnel and parents within its boundaries of responsibility written procedures for the initial full and individual

evaluation of students suspected of having a disability, and for the reevaluation of students previously identified as being eligible for special education.

- 2) Procedures for the initial full and individual evaluation of children suspected of having a disability and for the reevaluation of students with disabilities shall meet the requirements of IDEA and its regulations, state statutes, and State Board of Education rules.
- 3) The initial evaluation of a child being considered for special education, or the reevaluation per a parental request of a student already receiving special education services, shall be conducted within 60 calendar days from ***Owens-Whitney Elementary School District #6*** receipt of the parent's informed written consent and shall conclude with date of the multidisciplinary evaluation team (MET) determination of eligibility.
- 4) If the parent requests the evaluation, ***Owens-Whitney Elementary School District #6*** must, within a reasonable amount of time not to exceed 15 school days from the date it receives a parent's written request for an evaluation, either begin the evaluation by reviewing existing data or provide prior written notice refusing to conduct the requested evaluation. The 60-day evaluation period shall commence upon ***Owens-Whitney Elementary School District #6*** receipt of the parent's informed written consent.
- 5) The 60-day evaluation period may be extended for an additional 30 days, provided it is in the best interest of the child and the parent and ***Owens-Whitney Elementary School District #6*** agree in writing to such an extension. Neither the 60-day evaluation period nor any extension shall cause a reevaluation to exceed the timelines for a reevaluation within three years of the previous evaluation.
- 6) ***Owens-Whitney Elementary School District #6*** may accept current information about the student from another state, public agency, public education agency, or through an independent educational evaluation. In such instances, the multidisciplinary evaluation team shall be responsible for reviewing and approving or supplementing an evaluation to meet the requirements identified in subsections (E)(1) through (7).
- 7) For the following disabilities, the full and individual initial evaluation shall include:
 - a) Emotional disability: verification of a disorder by a qualified professional.
 - b) Hearing impairment:

- i. An audiological evaluation by a qualified professional, and
- ii. An evaluation of communication / language proficiency.
- c) Other health impairment: verification of a health impairment by a qualified professional
- d) Specific learning disability: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development that meets the public education agency criteria through one of the following methods:
 - i. A discrepancy between achievement and ability;
 - ii. The child's response to scientific, research-based interventions; or
 - iii. Other alternative research-based procedures.
- e) Orthopedic impairment: verification of the physical disability by a qualified professional.
- f) Speech/language impairment: an evaluation by a qualified professional.
- g) For students whose speech impairments appear to be limited to articulation, voice, or fluency problems, the written evaluation may be limited to:
 - i. An audiometric screening within the past calendar year,
 - ii. A review of academic history and classroom functioning,
 - iii. An assessment of the speech problem by a speech therapist, or
 - iv. An assessment of the student's functional communication skills.
- h) Traumatic brain injury: verification of the injury by a qualified professional.
- i) Visual impairment: verification of a visual impairment by a qualified professional.

8) The Department shall develop a list, subject to review and approval of the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in subsection (E)(7).

9) The multidisciplinary evaluation team shall determine, in accordance with the IDEA and regulations, whether the requirements of subsections (E)(7)(a) through (i) are required for a student's reevaluation.