

FULL AND INDIVIDUAL EVALUATION (FIE)

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FULL AND INDIVIDUAL EVALUATION (FIE)
(§89.1030)

I. INITIAL EVALUATIONS (34 CFR §300.320 and §300.531)

CISD will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation will be completed before the initial provision of special education and related services and will:

- A. Determine if the student is a “student with a disability” in accordance with federal and state requirements; and
- B. Determine the educational needs of the student.

In implementing the requirements above, CISD ensures that:

- A. The evaluation is conducted in accordance with the procedures in federal and state law,
- B. The results of the evaluation are used by the ARD/IEP committee in developing an individualized education program.

II. DETERMINATION OF NEEDED EVALUATION DATA (34 CFR §300.533)

As part of an initial evaluation (if appropriate) and as part of any reevaluation, a team that includes individuals required in 34 CFR §300.344, and other qualified professionals, as appropriate, will:

- A. **Review existing evaluation data** on the child, including but not limited to:

- 1. Evaluation and information provided by the parents of the student,
- 2. Current classroom based evaluations and observations,
- 3. Observations by teachers and related services providers,
- 4. Group evaluation such as TAKS, ITBS, etc., and
- 5. Other school records such as attendance, discipline reports, etc.

- B. On the basis of that review, including input from the child’s parents, the ARD/IEP team will identify what additional data, if any, are needed to determine:

- 1. Whether the child has a particular category of disability, as described in federal law 34 CFR§300.7, or in case of a reevaluation of a student, whether the student continues to have a disability,
- 2. The present levels of performance and educational needs of the student,
- 3. Whether the student needs special education and related services, or in the case of a reevaluation of a student, whether the student continues to need special education and related services; and
- 4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate in the general curriculum.

- C. CISD will administer tests and other evaluation materials as may be needed to produce the data identified in A. and B. above.

- D. If determination under paragraph A. is that no additional data are needed to determine whether the student continues to be a student with a disability, the CISD will notify the student's parents:
 - 1. Of that determination and the reasons for it; and
 - 2. Of the right of the parents to request a full and individual evaluation to determine whether the student continues to be a student with a disability.
- E. CISD is not required to conduct an evaluation described in paragraph D. 2. (above) unless requested to do so by the student's parents.
- F. If the ARD/IEP committee determines and documents that additional data is not needed then the date of the ARD/IEP committee meeting becomes the new evaluation date.

III. TIME LINE

A written report of a full and individual evaluation of a student for purposes of special education services will be completed not later than the 60th calendar day following the date on which the parent provides written consent for the evaluation. The evaluation will be conducted using procedures that are appropriate for the student's most proficient method of communication.

Referral data should be gathered and sent to special education evaluation person as soon as possible, but no later than 10 calendar days from the date that the referral is initiated.

The ARD/IEP committee shall make its decision regarding students referred for a full and individual evaluation within 30 calendar days from the date of the completion of the written evaluation report. When the thirtieth (30th) day occurs during the summer when school is not in session, the ARD/IEP committee shall have until the first day of classes in the fall to finalize decisions concerning the initial eligibility determination, the IEP, and placement; unless the full and individual evaluation indicates the student will need extended school year services during the summer.

IV. PURPOSE

The purpose of the full and individual evaluation is to:

- A. Determine eligibility and the presence or absence of a physical, mental, or emotional disability, which may be contributing to a student's educational need;
- B. Determine the presence or absence of a significant educational deficit and the need for special education instructional and/or related services;
- C. Identify specific learning competencies in instructional and related service areas;
- D. Make recommendations for determining the grading criteria and procedures for participation in extracurricular activities; and
- E. Provide information relative to the appropriate mastery level or levels at which the student should be expected to achieve in order to receive passing grades in all content areas of instruction.

V. DOCUMENTATION

CISD will maintain documentation concerning referral and a full and individual evaluation in the special education referral packet. Personnel responsible for the referral and the evaluation will sign and date referral forms and written evaluation reports.

Tests and other evaluation materials and procedures used for the purposes of evaluation and placement of children with disabilities must be selected and administered so as not to be racially or culturally discriminatory.

A copy of the Full and Individual Evaluation report is given to the parent.

A. Written Report (34 CFR §300.543)

Carroll Independent School District appraisal personnel will prepare a written report of the results of the evaluation that will address the presence or absence of those symptoms or conditions included in the specific eligibility criteria for the disability for which the student is being assessed.

The report will include a statement of:

1. Whether the student has a specific disability and meets eligibility criteria;
2. The basis for making the determination;
3. The relevant behavior noted during the observation of the child;
4. The relationship of that behavior to the student's academic functioning;
5. The educationally relevant medical findings, if any;
6. Whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related service;
7. The type and severity of the impairment and the functional implications for the educational process;
8. The determination of the team concerning the effects of environmental, cultural, or economic disadvantage; and
9. Sources of data for all areas assessed.
10. If an evaluation is not conducted under standard conditions, information about the extent to which the evaluation varied from standard conditions, such as the qualifications of the person administering the test or the method of test administration, needs to be included in the evaluation report.
11. For students needing or receiving adapted physical education, an adapted physical education evaluation is conducted.

Each team member will certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

B. Related Services Evaluation Report

1. The evaluation report for related services includes:
 - a. Learning competencies which identify the need for the related service,
 - b. Documentation that the service will enable the student to benefit from instruction,
 - c. A recommendation for the specific service(s) to be offered.
2. The evaluation report and supporting data used to develop the current IEP are in the eligibility folder and are no more than three years old.

VI. OBSERVATION (34CFR §300.542)

- A. At least one team member other than the student's regular teacher will observe the student's academic performance in the general classroom setting.
- B. In the case of a student of less than school age or out of school, a team member will observe the student in an environment appropriate for a student of that age.

VII. EVALUATION OF PHYSICAL, MENTAL AND EMOTIONAL CONDITIONS

A. Language Dominance:

The evaluation team will first determine the student's dominant language most proficient method of communication (expressively and receptively). The student's dominant language is the language in which the student is most proficient. This determination may be made by formal or informal evaluation. Evaluation instruments must be administered in the student's dominant language (native language or other mode of communication unless it is clearly not feasible to do so). If the primary language of the home is not English, the student will be evaluated in his/her dominant language. Documentation will be Oral Language Proficiency scores, the LPAC report or a description of procedures used to ensure the student was evaluated in his/her dominant language when the examiner is not proficient in that language. Where no bilingual examiner is available, an interpreter may be used. Interpreters will be adequately trained.

B. Language Proficiency:

The evaluation team must determine the student's most proficient method of communication. The language proficiency information must indicate the student's skill in understanding and using both receptive and expressive domains, such as oral and written language, reading comprehension, and listening comprehension, when appropriate. Proficiency in both English and the other language(s) must be addressed for Limited English Proficient (LEP) students.

C. Physical:

The evaluation of an individual's physical factors (including visual, hearing, and psychomotor abilities) must consist of an examination of physical conditions which directly affect the student's ability to profit from the educational process. A general medical examination will be required only when specified by eligibility criteria or when abnormal physical factors have been identified as part of the evaluation of physical factors. The health information collected during the referral process will be sufficient if a complete medical examination is not required by specific eligibility criteria and if there are no indications of need for further physical evaluation.

D. Emotional/Behavioral:

The evaluation of an individual's emotional and behavioral factors will consist of formally or informally identifying those characteristics manifested in in-school or out-of-school behavior, or both, which may influence learning. The evaluation will include behaviors relative to the disability which may affect educational placement, programming, or discipline. Adaptive behavior of all students must be considered to some degree, formal measures are required only when establishing a diagnosis of mental retardation.

E. Sociological:

The evaluation of an individual's sociological variables must consist of identifying the child's family and community environmental situation influencing learning and behavioral patterns. Students will not be eligible for special education if the only deficiencies identified are directly attributable to a different cultural lifestyle or to their not having had educational opportunities.

F. Intellectual:

The evaluation of an individual's intellectual functioning must include an evaluation of verbal ability or performance or both. Intellectual functioning should be the last factor assessed, since the student's performance in this area should be analyzed and interpreted in light of all the other data.

While the adaptive behavior of all students must be considered to some degree, formal measures of adaptive behavior will be required only when a student is being assessed for mental retardation.

Intelligence must always be addressed. An informal evaluation of intelligence may be used to determine intellectual functioning as a part of eligibility for:

1. Visual impairment,
2. Orthopedic impairment,
3. Deaf-blindness,
4. Speech impairment (if Speech Impaired only).

Some examples of informal evaluation include: achievement test results, teacher observations, adaptive behavior, grades, etc.

VIII.EVALUATION OF LEARNING COMPETENCIES/ACADEMIC PERFORMANCE

The evaluation will include:

- A. Criterion-referenced or curriculum-referenced assessments designed to aid in the development of the student's IEP;
- B. Information about the student's strengths and weaknesses; and
- C. The specific modifications of instructional content, settings, methods and/or materials required by the student to achieve and maintain satisfactory progress, including those that can only be provided through special education services, and those adaptations necessary for the student's progress in general classes and other special and compensatory education programs.

IX. ASSISTIVE TECHNOLOGY DEVICES AND SERVICES (34 CFR §300.5, §300.308)

Carroll Independent School District will ensure that assistive technology devices or assistive technology services are made available to a student with a disability if required as a part of special education, related services, or supplementary aids and services. Assistive technology devices and services are used to adapt conditions to improve the student's functioning when needed to implement the student's IEP. The ARD/IEP committee will review recommendations for assistive technology from the Full and Individual Evaluation and include in the IEP those devices and services determined to be educationally necessary.

- A. The Full and Individual Evaluation will include formal or informal evaluations and recommendations regarding the need for assistive technology devices or services.
- B. The Full and Individual Evaluation report will address assistive technology needs based on competencies identified the evaluation. The report will specify one of the following:
 - 1. Assistive devices and services are not recommended for this student at this time;
 - 2. Referral to the assistive technology team is recommended;
 - 3. Referral to the assistive technology team has been made and specifies the date of the report being referenced;
 - 4. Other referrals if recommended;
 - 5. Modifications, if any have been recommended.
- C. Assistive technology services are potentially available to all students with disabilities, not just those with sensory impairments, or severe physical disabilities. Categories of assistive technology include:
 - 1. Aids to improve self-help skills and encourage independence,
 - 2. Electronic and non-electronic devices that enhance communication skills, instructional material aids,
 - 3. Sensory aids,
 - 4. Environmental control systems, and
 - 5. Homework modifications.

X. EVALUATION PROCEDURES (34 CFR §300.531 and 300.532)

Before any action is taken with respect to the initial placement of a child with a disability in a program providing special education and related services, a full and individual evaluation of the child's educational needs must be conducted in accordance with requirements below:

CISD ensures the following:

- A. Tests and other evaluation materials used to assess the student:

1. Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 2. Are provided and administered in the student's native language or other mode of communication, unless it is clearly not feasible to do so;
 3. Standardized tests have been validated for the specific purpose for which they are used;
 4. Standardized tests are administered by trained personnel in conformance with the instructions provided by their producer; and
 5. Are maintained in the student's legal folder
 - a. page(s) containing test scores are retained.
 - b. pages containing questions/answers are destroyed.
- B. 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.
- C. 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.
- D. Tests are selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).
- E. No single procedure is used as the sole criterion for determining an appropriate educational program for a student.
- F. The student 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.
- G. The evaluation must be sufficiently comprehensive to identify all the child's educational needs, whether or not they link to the child's disability category. [300.532(h)]
- H. Uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- I. Uses evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the student.
- J. A variety of evaluation tools and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent that may assist in determining:
 1. Whether the child is a student with a disability,
 2. The content of the student's IEP, including information related to enabling the child

- a. to be involved in and progress in the general curriculum; or
 - b. if a preschool child, to participate in appropriate activities.
- K. The evaluation is made by a multidisciplinary group of persons, including at least one teacher or other specialist with knowledge of the area of suspected disability.

XI. EVALUATION REQUIREMENTS FOR SPECIFIC DISABILITY

The evaluation requirements for each disability may be found in Section 3 - Disability.

XII.DETERMINATION OF ELIGIBILITY (34 CFR §300.534)

- A. Upon completing the administration of tests and other evaluation materials:
 - 1. A team of qualified professionals and the parent of the student must determine whether the student is a student with a disability as defined in federal law 34 CFR §300.7, and
 - 2. Provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

- B. The student may not be determined to be a student with a disability if the determinant factor for that determination is:
 - 1. Lack of instruction in reading or math; or
 - 2. Limited English proficiency

- C. The student with a disability must be evaluated in accordance with CFR 34 300.532 and 300.533 before determining that the student is no longer a student with a disability.

XIII.PROCEDURES FOR DETERMINING ELIGIBILITY & PLACEMENT (34CFR §300.535)

- A. In interpreting evaluation data for the purpose of determining if a student is a student with a disability, and the educational needs of the student, CISD will:
 - 1. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - 2. Ensure that information obtained from all of these sources is documented and carefully considered.

- B. If a determination is made that a student has a disability and needs special education and related services, an IEP must be developed for the student.

XIV.SPECIAL PROVISIONS

A. Functional Behavioral Assessment:

A Functional Behavioral Assessment (FBA) is completed when a student's behavior gets in the way of educational progress for the student or other students in the classroom.

Include the general education teacher in gathering the information below in order to develop the Behavior Intervention Plan (BIP):

- 1. Target the specific behavior that is impeding learning by clearly defining and describing the observable behavior(s).
- 2. Obtain information from a variety of sources including but not limited to: discussions, interviews, records, and direct observation. Also use any standardized instruments, if available. Determine duration, frequency, and intensity of any patterns of behavior.

3. Identify and describe any antecedents (events that logically serve as the stimulus for the behavior).

4. Identify and describe any consequences (the action that is following and causes the student to maintain specific behavior); determine effectiveness of the antecedent(s) and consequence(s).
5. Determine the purpose of the student's behavior (usually to get something, avoid or escape something, or to control the antecedent event).
6. Describe the relationship of the behavior to the event and provide possible variables that can be changed in the setting or the situation.
7. Develop the Behavior Intervention Plan (BIP). Teach alternatives to the behavior and include positive reinforcement along with consequences.
8. Consistently implement the BIP, allow enough time for the BIP to work, and then review the BIP as needed.

B. Homebound or Hospitalized Students:

All students referred for consideration as homebound or hospital program services need evaluation information that describes the student's functioning in the following areas: health, vision, hearing, social emotional status, general intelligence, academic performance, communication, and motor abilities so the ARD/IEP committee can determine eligibility for special education.

For homebound or hospitalized students who have no prior history of a disability or need for special education, the information collected at the time of referral, including the appropriate medical information, such as group administered achievement and cognitive ability scores, class data, and grades may be sufficient for the ARD/IEP committee to make a decision. The ARD/IEP committee may ask for additional information if necessary for its deliberations.

Eligibility must be established prior to initiating any special education services. The ARD/IEP committee may determine that referral information is sufficient and that no further evaluation is needed.

C. Speech Impairment:

For students referred for speech/language suspected disability, the evaluation will be performed and documented by a certified speech and language pathologist, certified speech and hearing therapist, or a licensed speech/language pathologist. All of the areas including evaluation of physical, mental, and emotional conditions and learning competencies will be addressed in the evaluation. The written report of evaluation will include the level of severity of the impairment and will state how the communication disorder affects the student's performance in the classroom resulting in an educational need for speech therapy services.

D. Evaluation of Very Young or Severely Disabled Students:

If the evaluation team cannot test these students in accordance with the guidelines listed under the individual evaluation section of this procedure manual, the team must document the rationale for deviating from the standard procedure, as well as, state modifications used and present the results of the evaluation. The written report will specify the nature and extent of the disability. The educational evaluation of such a student may be limited to competency-based or criterion referenced measures. Outside evaluations will also be considered.

E. Visual Impairment:

When considering students who have visual impairments, a professional certified in the education of students with visual impairments will be assigned to assist in:

1. Determining appropriate areas of evaluation;
2. Developing or determining appropriate evaluation techniques;
3. Conducting evaluations when appropriate;
4. Interpreting data to ensure consideration and understanding of the educational, psychological, and social implications of the disability; and
5. Collecting appropriate medical documentation.

When considering students from birth through age two that have visual impairments, or students who are deaf-blind, a teacher of infants who have visual impairments or a teacher of students who are deaf-blind, as appropriate, may perform the evaluation.

F. Auditory Impairment:

When considering students who have auditory impairments, a professional certified in the education of students with auditory impairments will be assigned to assist in:

1. Determining appropriate areas of evaluation;
2. Developing or determining appropriate evaluation techniques;
3. Conducting evaluations when appropriate; and
4. Interpreting data to ensure consideration and understanding of the educational, psychological, and social implications of the disability.

When considering students from birth through age two that have auditory impairments, or students who are deaf-blind, a teacher of infants who have auditory impairments or a teacher of students who are deaf-blind, as appropriate, may perform the evaluation.

G. Atlantoaxial Dislocation Condition

Students identified as having Down's Syndrome are at-risk for having a condition of the neck that necessitates restriction of physical education activities. This condition is called Atlantoaxial Dislocation Condition (ADC) or Atlantoaxial Instability. In order to determine the presence or absence of this condition, x-rays are required beginning at approximately three years of age or as soon as students enroll. Diagnosticians will notify parents of the need for medical release.

H. Attention Deficit Disorder

When conferencing with parent:

1. Discuss educational needs with parent;
2. Discuss need for referral to special education (not for ADD or LD, etc.);
3. Discuss manner in which testing is conducted (time lines, outcomes).

After referral is made:

1. Appropriate evaluation measures will be administered,
2. Multidisciplinary Team (referring teacher, special education teacher and diagnostician) will meet to determine if student meets criteria as a student with a Learning Disability (LD). If the student qualifies as LD, academic and behavior

needs will be addressed at the ARD/IEP meeting. If the student does not qualify as LD but appears to have an educational need and data indicates a possibility of ADD, the team may recommend that the Other Health Impaired (OHI) eligibility be pursued.

If OHI is pursued for a student diagnosed as ADD/ADHD:

1. Disability forms must be completed by a medical doctor
2. The medical forms are for diagnosis only - we do not pursue medication;
3. If the parent has a doctor who knows the child and would be willing (knowledgeable) to fill out forms, that avenue may be pursued.

Caution: Remember that many students will be diagnosed as ADD or ADHD but do not necessarily require special education services. Their needs may be addressed by a number of options, to include the general education program or the local campus Section 504 committee. If you have any questions, please review with your CISD campus diagnostician/ administrator/ counselor or call the CISD special education office.

I. Adapted Physical Education:

Adapted physical education evaluations will be administered by appropriately trained physical education or special education personnel. A written report should be completed to address the student's physical strengths and weaknesses and recommendations for specific services to be considered by the ARD/IEP committee.

J. Vocational Evaluation

Special education will collect vocational evaluation data when appropriate. As the ARD/IEP committee begins discussion and planning for entry into the high school curriculum (generally at age 14) and discusses the graduation plan of the student, a vocational evaluation may be determined appropriate.

1. The ARD/IEP committee may recommend vocational evaluation when:
 - a. the student has no specific identified skills which are determined necessary for employment, or
 - b. the student has no idea of vocational opportunities or careers of any interest.
2. Based on ARD/IEP committee recommendation, occupational preparation needs may be reviewed and may include the following:
 - a. the Full and Individual Evaluation;
 - b. the current IEP;
 - c. information about past school performance;
 - d. work training history; and
 - e. interviews with student, parent, and teacher(s). The interviews include attitudes, work habits, behaviors, job readiness, work-related skills, and post-school expectations.

The assigned special education teacher will explain to parents the purpose of the vocational review. Results of the vocational evaluation may be discussed with the student prior to being filed in the student's special education folder. The results will also be discussed at the annual ARD/IEP committee meeting.

3. If the review of the records in #2 above indicates, a vocational interest and aptitude evaluation may be recommended by the ARD/IEP committee and consent obtained from the parents.

4. For students with disabilities whose initial vocational evaluation, does not yield measurable results or sufficient information for planning appropriate occupational preparation, additional vocational evaluation may be required such as: review of work samples, situational evaluations, and work behaviors analysis. Observation, training sites, or other instructional programs and settings may be used to provide part of this data.
5. Situational assessment of students placed in campus-based and community-based job-training options as a part of the student's educational program will be conducted by special education instruction staff on an ongoing basis. Reports will be filed in the teacher's student folder and reviewed at each annual ARD/IEP meeting.
6. Functional Vocational Evaluation (34 CFR§300.29). The ARD/IEP committee will consider any recommendations from the student's transition plan and representatives from outside agencies for functional vocational evaluations.
 - a. The evaluation will include but not be limited to: observation in vocational settings, interview with teacher and parents, and other evaluations as appropriate.
 - b. Results of the evaluation including strengths and weaknesses will result in a written report maintained in the eligibility file.

XV. RE-EVALUATION (34CFR §300.321 and §300.536)

Prior to the three year anniversary date of an active special education student's evaluation, a three year re-evaluation (review of existing data) will be planned by the ARD/IEP Committee to determine the scope of the evaluation. Re-evaluations must be done on or before the date (month/day/year) of the last comprehensive evaluation or more frequently if conditions warrant, or if the parent or teacher requests an evaluation.

A re-evaluation must be completed before determining that the student is no longer a student with a disability (unless dismissal is due to graduation with a regular high school diploma or exceeding age eligibility for a free appropriate public education). §300.534(c)

A re-evaluation packet will be initiated by the designated staff on each campus or information from the parent may be gathered at the pre-assessment ARD/IEP meeting when discussion of existing data occurs. The re-evaluation packet should be started giving ample time for the data to be collected, evaluation to be completed, and the evaluation report to be written.

A. Determination of Existing Evaluation Data (34 CFR §300.533)

As part of an initial evaluation (if appropriate) and as part of any reevaluation, a team that includes individuals required as ARD/IEP committee members, and other qualified professionals, as appropriate, will review existing evaluation data on the child, including but not limited to:

1. Evaluation and information provided by the parents of the student,
2. Current classroom based evaluations and observations, and
3. Observations by teachers and related services providers, and
4. Group evaluation such as TAKS, Iowa Test of Basic Skills (ITBS), etc., and
5. Other school records such as attendance, discipline reports, etc.

- B. The ARD/IEP team, prior to the evaluation, will identify what additional data, if any, are needed to determine:**
1. Whether the child has a particular category of disability, as described in federal law 34 CFR§300.7, or in case of a reevaluation of a student, whether the student continues to have a disability,
 2. The present levels of performance and educational needs of the student,
 3. Whether the student needs special education and related services, or in the case of a reevaluation of a student, whether the student continues to need special education and related services; and
 4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate in the general curriculum.
- C. CISD will administer tests and other evaluation materials as may be needed to produce the data identified in A. and B. above.**
- D. If determination under paragraph A. is that no additional data are needed to determine whether the student continues to be a student with a disability the CISD will notify the student’s parents:**
1. Of that determination and the reasons for it; and
 2. Of the right of the parents to request an evaluation to determine whether the student continues to be a student with a disability.
- E. CISD is not required to conduct an evaluation described in paragraph D. 2 (above) unless requested to do so by the student’s parents.**

XVI.APPRAISAL PERSONNEL

Qualified Personnel (34 CFR §300.23)

The term “qualified” means that a person has met TEA approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which he or she is providing special education or related services.

Appraisal personnel will review referral data, determine suspected disability, and route the referral to the appropriate special evaluation staff. Professionals will be assigned to conduct evaluations only in the areas for which they have been trained. CISD appraisal personnel and their responsibilities include:

A. Speech Pathologist:

1. Administers evaluations for all speech impaired referrals;
2. Screens or evaluates referrals for oral expression and listening comprehension upon request of educational diagnostician;
3. Screens referrals as appropriate upon request;

4. Participates on the multidisciplinary team evaluations for autistic referrals when appropriate; and
5. May serve on the Student Assistance Team (SAT) or 504 Committee on an assigned campus.

B. Educational Diagnostician:

1. Administers intellectual and academic/developmental evaluations;
2. Administers evaluations of learning competencies for initial evaluations and re-evaluations;
3. Participates on multidisciplinary team evaluations for autistic, learning disabled, and multiple disabilities referrals;
4. Assists in evaluation of vocational skills and needs;
5. May serve on the SAT or 504 Committee on an assigned campus; and
6. Interprets evaluation data orally and in a written report to the ARD/IEP committee.

C. Psychologist:

1. Administers psychological screenings and evaluations;
2. Participates on multidisciplinary team evaluations for autistic referrals;
3. Develops behavior intervention plans and consults with staff as needed;
4. Participates on ARD/IEP committee as needed; and
5. May serve on SAT or 504 Committee on an assigned campus, as appropriate.

D. Licensed Specialist in School Psychology (LSSP):

1. Administers psychological screenings and evaluations;
2. Participates on multidisciplinary team evaluations for autistic referrals;
3. Develops behavior management plans and consults with staff as needed;
4. Participates on ARD/IEP committee as appropriate; and
5. May serve on SAT or 504 Committee on an assigned campus, as appropriate.

E. Occupational Therapist/Physical Therapist:

1. Administers screening and evaluation for possible OT/PT services, and
2. Assures annual medical release is obtained for continuation of services.

F. Adapted P.E. teacher or Regional Education Service Center Consultant:

1. Administers screening/evaluation for possible adapted physical education services, and
2. Completes a written report with recommendations.

G. Services to Students with Auditory Impairments (AI)

Evaluation and services for students with auditory impairments will be performed by appropriately qualified personnel. Personnel from the Regional Day School for the Deaf or other appropriate personnel may be used.

H. Services to Students with Visual Impairments (VI)

Evaluations and services for students with visual impairments will be conducted by appropriately qualified school personnel, or other appropriate agency personnel such as the Regional Education Service Center consultants.

I. Special Education Teachers

Annually assess student competencies for updating the student's IEP. This may be an informal criterion/curriculum based evaluation such as the FACES assessment, Brigance, etc. Information for the three year re-evaluation will be provided to the diagnostician and/or ARD/IEP committee for inclusion in the written eligibility report.