

Special Education Evaluation Policies

Review Criteria

(Based on federal and state statutes)

The following criteria are based on federal and state law (34 CFR §300.173 (3), §300.39, §300.301, §300.303, §300.304, §300.305, §300.306; §300.8 (consistent with 20 U.S.C. 1418(d)); 20 U.S.C. 1412(a)(24), 1414(b)(2, 4, and 5), 1414(c); and SBE Rule 2360.2, 2362 (f), 2362.2.1(a-f), 2362.2.2, 2362.2.3, 2362.2.6.

The policies submitted by your district will be reviewed according to this list:

- Documentation of how initial evaluations are conducted.
- Documentation of criteria for initial evaluations.
- Documentation of processes related to denial of a request for an initial evaluation.
- Documentation of appropriate notice if there is a delay related to an initial evaluation (Form 4).
- Documentation regarding eligibility determination is provided for disability determination.
- Documentation regarding eligibility determination is provided for adverse effect.
- Documentation regarding eligibility determination is provided for need for special education.
- Documentation regarding eligibility determination is provided for need for special education.
- Documentation regarding eligibility determination is provided for final team conclusion on the evaluation report.
- Documentation indicating participation and agreement regarding the disability conclusion.
- Documentation showing the information is provided for IEP/504/EST team program planning as appropriate.
- Documentation showing that multiple measures are used to make eligibility determinations.
- Documentation showing that students are evaluated in all areas of the suspected disability.

Contact Information:

If you have questions about this document or would like additional information please contact:
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- Policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.
- Evaluation requirements, including nondiscriminatory assessment and evaluation.
- Determination of eligibility made by group of qualified professionals and parent.
- Evaluation requirements, including nondiscriminatory assessment and evaluation.
- Child not determined child with a disability if determinant factor is lack of appropriate instruction in reading, lack of appropriate instruction in math, or limited English proficiency; and if child does not otherwise meet eligibility criteria under 34 CFR §300.8(a).
- In interpreting evaluation data for purpose of determining if child is a child with a disability, and educational needs of the child, public agency must draw upon information from variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and ensure that information obtained from all of these sources is documented and carefully considered.