

SCOTTSBLUFF PUBLIC SCHOOLS
Scottsbluff, Nebraska

SPECIAL EDUCATION - General Evaluation Procedure Requirements

Consistent with federal and state laws, Scottsbluff Public Schools may initiate a request for an initial evaluation to determine if the child is a child with a disability. Except for infants and toddlers, Scottsbluff Public Schools shall conduct a full and individual evaluation for each child being considered for special education and related services before the initial provision of special education and related services to a child with a disability. The initial evaluation shall determine whether a child is a child with a disability and the educational needs of the child. Scottsbluff Public Schools insures, at a minimum, that the following requirements are met:

1. Assessments and other evaluation materials used to assess a child are selected and administered so as not to be discriminatory on a racial or cultural basis; and are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is not feasible to provide or administer and are used for purposes for which the assessments or measures are valid and reliable.

For infants and toddlers, tests and other evaluation materials and procedures are administered in the native language of the parent or other mode of communication, unless it is clearly not feasible to do so.

2. A variety of assessment tools and strategies are used to gather relevant functional, developmental and academic information about the child, including information provided by the parent, and 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) that may assist in determining whether the child is a child with a disability and the content of the child's IEP.
3. Materials and procedures used to assess a child with limited English proficiency are selected and administered to insure 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.
4. Any standardized tests that are given to a child have been validated for the specific purpose for which they are used; and are administered by trained and knowledgeable personnel in accordance with instructions provided by the producer of the assessments. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from

standard conditions (e.g., the qualifications of the person administering the test, or the method of the test administration) must be included in the evaluation report.

5. 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. No single measure or assessment is used 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.
6. Tests are selected and administered so as best to insure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test 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 impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
7. The child 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. The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
8. Technically-sound instruments are used that assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. Assessment tools and strategies provide relevant information that directly assists persons in determining the educational needs of the child.
9. In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, multidisciplinary teams shall draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background and adaptive behavior, and insure that information obtained from all these sources is documented and carefully considered and will be carefully considered and used in the development of the child's IEP.

**Legal Reference: Federal Regulation 34
CFR 300; Nebraska
Statutes 79-1110 to 79-1178; 92 NAC 51-006.02**

Approved:

Reviewed: 5/22/06

Revised: 5/22/06