

OPERATING PROCEDURES

SPEECH OR LANGUAGE IMPAIRMENT

Gregory-Portland ISD

205902

Template update May 2020

Legal Framework: SPEECH OR LANGUAGE IMPAIRMENT

[Related Resources](#)

Broad Category: EVALUATION

PROCEDURES:

- Evaluation personnel follow the disability determination guidelines for a speech and/or language impairment.
- The district will attempt to schedule an observation and assessment of the child at the day care where the student attends. If this is not feasible, the district will use an age appropriate room on a district campus to assess, including informal observations.
- G-PISD utilizes bilingual evaluation personnel to establish language dominance.
- It is necessary to establish the validity of the results obtained from the testing to ensure that they are accurate estimates of ability or knowledge and not the manifestation of cultural or linguistic differences. To this end, a systematic evaluation of the possible effects of lack of acculturation and limited English proficiency was carried out.
- Evaluation staff review the evaluation from the previous district and determines if it meets TSHA guidelines for eligibility. (See operating procedure for transfer students.)

STAFF RESPONSIBLE:

District Level: Director of Special Education

Campus Level: Evaluation Personnel

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Initial evaluations
- Reevaluations

EVIDENCE OF PRACTICE:

- Forms or checklists used

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- Training artifacts (sign-in sheets, agendas, etc.)
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations