

EVALUATION PROCEDURES	
Gregory-Portland ISD	205902

Template update May 2020

Legal Framework: EVALUATION PROCEDURES

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Broad Category: EVALUATION

PROCEDURES:

- Evaluation personnel review the special education referral question and data included in the referral packet prior to beginning the planning process for an FIE. The lead evaluation staff member is responsible for contacting the multi-disciplinary team members, including related service personnel, in order to coordinate the evaluation.
- Outside evaluations are reviewed by the multidisciplinary team to determine if they meet the Texas eligibility criteria and if the examiner is licensed to conduct the evaluation. G-PISD will determine if all or portions of the evaluation will be included in the FIE.
- G-PISD utilizes bilingual evaluation personnel to establish language proficiency. 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 personnel utilize both formal and informal assessments including parent information.
- For all initial ECI and/or non-enrolled referrals, the Director of Special Education meets with the family in order to explain the procedural safeguards and obtain informed consent. At the campus level, for all initial evaluations, a campus designee or counselor meets with parents to explain the procedural safeguards and obtain informed consent. With regard to reevaluations, the evaluation personnel is responsible for obtaining informed consent.
- Each campus has an identified campus designee for parent, written or verbal, requests for an evaluation. The campus designee documents the request in the shared document and schedules a Student Support Team (SST) meeting. Members of the SST, including the parent, review the request and supporting documentation to determine its proposal or refusal to evaluate. If the SST proposes to evaluate, then they begin the special education referral process. If the SST determines that there is not a need to evaluate, the campus designee contacts the Director of Special Education who provides prior written notice to the parent of the district’s decision not to evaluate.
- Evaluation staff review the special education referral in order to determine the most appropriate evaluation tools to conduct a valid and reliable evaluation. The sociological

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section and parent information is carefully examined in order to ensure that diversity is addressed with intention.

- G-PISD ensures that all evaluation instruments are current. In addition, G-PISD subscribes the Pearson Interactive Library. Evaluation staff are certified and trained to administer evaluation instruments to ensure the validity and reliability of evaluation result. In addition, evaluation staff receive ongoing professional development in order to maintain their certification and gain new knowledge with regard to evaluation instruments.
- The Director of Special Education is responsible for entering all initial referrals in the special education database. The district special education clerk maintains a referral log in order to ensure that timelines are in compliance. In addition, the referral log is a shared document in One Drive that is accessible to evaluation personnel to reference on a regular basis in order to verify due dates and/or discrepancies. A notes column is also included in the log in order to share absences or any additional pertinent information during the referral process. The district special education clerk emails evaluation staff regularly to follow up on the progress of initial evaluations and reminders of due dates. Progress on indicators SPP 11 and 12 is reviewed through reports in the special education database as well as ongoing progress checks in the shared document. Compliance reports from the special education database are reviewed weekly to ensure compliance with timelines. The Director of Special Education also maintains an additional electronic log for ECI and non-enrolled referrals.
- All 7 areas, language, physical, sociological emotional/behavioral, cognitive/intellectual/adaptive behavior, educational/developmental performance and assistive technology, are required to be addressed by evaluation personnel completing an FIE. Referral documents, parent reports and multiple methods of evaluation are utilized to obtain the necessary information in order to address concerns in all areas. If a student requires evaluation in any additional areas, an ARD meeting is conducted to request additional testing. For reevaluations, a REED is conducted prior to the evaluation to determine the scope of the evaluation and to address all areas of concern.
- Evaluation personnel make reasonable efforts to contact the parent and review the initial FIE prior to the ARD meeting. ARD meetings are convened to review initial evaluations when students do or do not present with a handicapping condition. The ARD committee determines whether the child has a disability and whether the child needs special education and related services. If a student is determined to be eligible, the ARD committee develops an IEP. If a student is determined to not be eligible, the ARD committee reviews and discussed the recommendations from the FIE and may consider a referral to 504, if appropriate.

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- REEDs are conducted prior to every comprehensive reevaluation in order to determine whether:
 - the student has or continues to have a disability
 - the student's present levels of academic achievement needs and related developmental needs have changed
 - the student needs or continues to need special education and related services, and
 - the student needs any additions or modification to the special education and related services to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.
 - If no additional data are needed, evaluation staff convene an ARD to inform the parent or adult student of the determination and the reasons and of their right to request an evaluation to determine if the student continues to have a disability and to determine the student's educational needs. If the parent or the adult student does not request additional evaluation, the REED will constitute the student's reevaluation. The date of the REED establishes the new three-year reevaluation date.
- REEDs are conducted by a multidisciplinary team and are held at least 6 weeks prior to the reevaluation but no more than 6 months in advance.
- A secondary level educational diagnostician is responsible for completing the necessary documents for the summary of performance by collaborating with the parent, student, outside agencies, and campus staff. The summary of performance includes disability condition, PLAAFP, accommodations, goals after high school, and activities/services to facilitate movement to post-school activities. Graduation ARDs are also convened in order to revise/update information which includes views of the parent (if appropriate), views of the student and written recommendations (if relevant) from an outside agency. In addition, PGP information with regard to endorsement/pathway, disability services contact information for area colleges if the student is college bound, contact information for Texas Workforce Solutions if the student is not already a client and their post goal is employment and the G-PISD procedure for requesting special education records as well as contact information for G-PISD staff. For students who had modified content in one or more courses in high school, an evaluation is included as part of the Summary of Performance. During the student's senior year, a REED is completed to determine what, if any, additional data is necessary.
- In the instances that a contracted provider is needed to conduct an evaluation, the lead evaluation staff member collaborates with the related service provider to ensure the completion of the evaluation. The Director of Special Education approves all psychological and educational evaluations to be conducted by a contracted LSSP or

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contracted educational diagnostician. The lead evaluation staff member is tasked with ensuring compliance with timelines.

- In the event of school closures, G-PISD will follow the Special Education e-Learning Guidance Document:
https://gregoryportlandisd-my.sharepoint.com/:b:/g/personal/bezell_g-pisd_org/ET35Y7TdVbRjtvV7LTx8jEEBZQYP-3aFL7i8onRxj1BE1Q?e=G6ye6A

STAFF RESPONSIBLE:

District Level: Director of Special Education

Campus Level: Evaluation Personnel and/or Designated Transition Coordinator

TIMELINES FOR EVALUATION ACTIVITIES:

- Annual training on compliance with evaluation timelines
- Monthly/quarterly/semester reports on evaluation progress
- Schedule for monitoring compliance/quality of evaluations

EVIDENCE OF PRACTICE:

- Forms and checklists used in the evaluation process
- Training artifacts (presentation hand-outs, sign-in sheets, etc.)
- Submission of SPP 11 and 12 data in TEAL
- List of qualified personnel with required licenses and certifications to administer evaluations
- Reports for compliance
- Data tracker from software programs