

Pre-Assessment Plan Review of Existing Data and Proposed Assessment Plan

34 C.F.R. sections 300.503; 300.304(a) and (c); 300.305(a)(1); Education Code sections 56320(h); 56381(a); 56321.



1. School team (IEP team and other qualified professionals, as appropriate) reviewed existing assessment data on the child, including: → → → →	(a) Assessments and information provided by parents of child;	
	(b) Current classroom-based, local, or State assessments, and classroom-based observations; and	
	(c) Observations by teachers and related services providers.	
2. Assessment plan was sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the suspected disability category(ies), and covered all areas of suspected disability including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, & motor abilities.		
3. Assessment Plan, Prior Written Notice describing the proposed evaluation procedures, and a copy of the Notice of Parent Rights & Procedural Safeguards was sent to parent.		
4. Assessment Plan, Prior Written Notice and Notice of Parent Rights were given to parent within: (a) Within 15 days from the date of receipt of the referral for assessment, not counting days between pupil's regular school sessions/terms or days of school vacation > five schooldays; or (b) Within 10 days after the next regular school year or term starts, if referral was made 10 days or less prior to the end of the regular school year or term; or (c) Parent or guardian agreed, in writing, to an extension to the 15-day timeline.		
5. Parent provided informed written consent to Assessment Plan.		

Assessment Process and Procedural Compliance

34 C.F.R. sections 300/301(c); 300.304(c)(1), (4) and (6); 300.306; Education Code sections 56320(f); 56327; 56330.34; 56344; 56329(a)(3); Title 5 CCR §431(d).



6. Initial or triennial re-evaluation included hearing and vision screening (unless parent declined).	
7. A final written assessment report was completed, signed and dated by assessor.	
8. A copy of the final assessment report was provided to parent at no cost.	
9. An IEP team meeting was convened within 60 days from date District received parent consent, not counting days between regular school sessions, terms, or days of school vacation in excess of five schooldays, unless the parent agreed, in writing, to an extension.	

Qualifications of Assessor(s)

34 C.F.R. section 300.304(c); Education Code sections 56320(b)(3) and (g), 56322 and 56324.



10. Assessments were administered by trained and knowledgeable personnel.	
11. Assessment was conducted by persons knowledgeable of that disability, including low incidence.	
12. A credentialed school psychologist administered any psychological assessment or individually administered test of intellectual/emotional functioning.	
13. Any health assessment was conducted by a credentialed school nurse or physician trained and prepared to assess cultural and ethnic factors as appropriate.	

Qualifications of Assessor(s)

34 C.F.R. section 300.304(c); Education Code sections 56320(b)(3) and (g), 56322 and 56324.



14. Assessments and evaluation materials were selected and administered so as to not be discriminatory on a racial, cultural or sexual basis. If child is African-American, alternatives to standardized IQ tests used.	
15. Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.	
16. Assessments and evaluations were used for the purposes for which the tools are valid and reliable, and were administered in accordance with test instructions provided by the producer of the assessments (or otherwise noted in the report).	
17. Assessments were selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflected 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).	

Assessment Report includes the following assessment tools, data and strategies:

34 C.F.R. sec. 300.304(b) and (c); 300.304(c)(6) and (7); Education Code sec. 56001(j); 56136; 56320; 56327; 56352; Title 5 CCR Section 3023(a).



18. Assessments provided and administered in the <u>child's native language</u> or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless clearly not feasible.	
19. Data/information from a <u>variety of formal and informal assessment tools and strategies</u> that provides relevant functional, developmental, and academic information about the child that: → → → → <i>Examples:</i> Review of records and Student work samples Parent, teacher, student interviews Consult with private providers Historic progress on IEP goals Grades/academic progress over time Parent, teacher, student rating scales Classroom-based, District and Statewide assessments Observations in relevant settings Standardized tests (Norm- or criterion-referenced, etc.)	(a) Assists in determining whether the child is a child with a disability; and,
	(b) the content of the child's IEP, including 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).
	(c) Directly assists persons in determining all the relevant educational needs of the child, whether or not commonly linked to the child's suspected or current disability category.
	(d) Does not use a single measure/tool as sole criterion to determine whether child has a disability, or appropriate educational program.
20. Information about the child (functional, developmental, and academic) <u>provided by the parent, i.e.,</u> from parent interview, review of private reports provided by the parent, other parent input, etc.	
21. Information (gleaned from technically sound instruments) about the <u>relative contribution of cognitive and behavioral factors</u> , in addition to physical or developmental factors.	
22. Summary of <u>observation(s)</u> of the student in relevant <u>appropriate setting(s)</u> , including relevant behavior noted during observation and relationship of behavior to the pupil's academic and social functioning.	
23. The educationally relevant <u>health and development</u> , and medical findings, if any.	
24. Information about <u>vision</u> , including low vision, and <u>hearing</u> status, as appropriate.	
25. Statement about how the assessment addressed the child whose <u>primary language is not English</u> .	
26. Statement regarding the validity of the assessment if it was administered by an <u>interpreter</u> .	
27. Determination about effects of <u>environmental, cultural, or economic disadvantage</u> , where appropriate.	
28. A description of the extent to which testing <u>varied from standard conditions</u> , whether or not this affected the validity of those assessments, and if so, how.	
29. A discussion of any <u>inconsistent data</u> in the report, attempts to reconcile/explain the data, and how this affected your conclusions and recommendations, if at all.	

Assessment Report includes the following data analysis, conclusions, and recommendations:

34 C.F.R. section 300.304(c)(6) and (7). 300.304(b)(1); Education Code sections 56327(a), (b) and (h); 56136.



30. Identification of the child's educational needs, whether or not commonly linked to the disability category in which the child may be classified.	
31. Whether the child is a child with a disability under IDEA/Education Code eligibility criteria.	
32. Whether the child may need special education and related services and the basis for that determination.	
33. For a child with a learning disability, whether there is such a discrepancy between achievement and ability that cannot be corrected without special education and related services.	
34. The need for specialized services, materials and equipment if the child has a low incident disability.	
35. Recommendations for IEP team consideration about content of the child's IEP, if eligible.	
36. Discussion of the child's ability and/or supports needed to be involved in and progress in the general education curriculum or, for preschool children, to participate in appropriate activities.	

Pre-Assessment Plan Review of Existing Data (for any reevaluation, and initials if appropriate) and Determination of Whether Additional Data is Needed

34 C.F.R. section 300.305; Education Code sections 56320(h) and 56381.



1. School team (IEP team and other qualified professionals, as appropriate) reviewed existing evaluation data on the child, including: → → → →	(a) Assessments and information provided by parents of child;	
	(b) Current classroom-based, local, or State assessments, and classroom-based observations; and	
	(c) Observations by teachers and related services providers.	
2. On the basis of its review of existing data, and <u>input from parents</u> , School Team identifies what any <u>additional</u> data, if any, are needed to determine: <i>Note: The review in Steps 1 & 2 may be conducted without an IEP team meeting.</i>	(i) whether the child continues to be a child with a disability	
	(ii) present levels of academic achievement and related developmental needs of the child;	
	(iii) whether the child needs or continues to need special education and related services; and,	
	(iv) Whether any changes to the special education and related services are needed to enable the child to meet IEP goals and to participate, as appropriate, in general education curriculum.	
<i>If School Team determined that additional data WAS needed in any or all areas:</i>		
District/School Team provided an assessment plan to parents in any or all areas requiring additional assessment data, as identified by the School Team and/or requested by parent with School Team agreement.		
<i>If School Team determined that additional data WAS NOT needed in any or all areas:</i>		
LEA/School Team notified the child's parents in writing of the School Team's decision, including: (a) the School Team's determination that additional data was not needed in any or all areas, and the reasons for its determination(s); and, (b) parents' right to request an assessment to determine whether the student continues to be a child with a disability, and to determine the child's educational needs. <i>Note: If the LEA/School Team provided this written notice, the LEA is not required to conduct the assessments described here unless requested to do so by the child's parents.</i>		
If parents requested additional assessment(s), LEA/School Team provided prior written notice and/or an assessment plan to parents in response to the parents' assessment request.		