



Identification and Evaluation Procedures

An educational evaluation assists a student's case conference committee (CCC) in determining whether the student is eligible for special education and related services. And, if eligible, the evaluation aids in determining the special education and related services necessary to meet the education needs of the student.

Elkhart Community Schools procedures for the identification and evaluation for special education and related services for student's three (3) years of age through the school year the student turns twenty-two (22) years of age.

The following are not considered evaluation procedures:

- A test or other evaluation that is administered to all students, unless, before administration of the test or evaluation, consent is required from parents of all students.
- A screening of students by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- A review of existing data regarding a student.
- The collection of progress monitoring data when a student participates in a process that assesses the student's response to scientific, research based interventions.

Elkhart Community Schools' evaluation and assessment assurances:

1. Elkhart Community Schools takes the responsibility of locating, identifying and evaluating all students three (3) years of age to twenty-two (22) years of age, who are in need of special education and related services including children who:
 - a. Have legal settlement within the Elkhart Community Schools district.
 - b. Attend a nonpublic school, are served by an agency, or live in an institution located within the jurisdiction of the Elkhart Community Schools district.
 - c. Are homeless students.
 - d. Are wards of the state.
 - e. Are highly mobile students, including migrant students.
 - f. Are suspected of being students with disabilities in need of special education even though they are advancing from grade to grade.
2. Elkhart Community Schools provides assurances that the assessments and other evaluation materials are as follows:
 - a. Are provided and administered in the child's native language or other mode of communication; and
 - b. Form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so.
 - c. Are selected and administered so as not to be discriminatory on a racial or cultural basis.
 - d. Used for the purpose for which the assessment or measures are valid and reliable.
 - e. Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments.
 - f. Are technically sound instruments that may assess the relative contributions of cognitive and behavioral factors, in addition to physical or developmental factors.
 - g. 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.
 - h. Assessments are selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level, or whatever factors the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills, unless those skills are the factors that the test purports to measure.

3. The student is assessed or information is collected in all areas related to the suspected disability, including, if appropriate, the following:
 - a. Development
 - b. Cognition
 - c. Academic achievement
 - d. Functional performance or adaptive behavior
 - e. Communication skills
 - f. Motor and sensory abilities, including vision or hearing
 - g. Available educationally relevant medical or mental health information
 - h. Social and developmental history (*document 6.6*)
4. Assessments of students with disabilities who transfer from one (1) public agency to another public agency in the same school year are coordinated with those students prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of the evaluation.
5. Assessment tools and strategies provide relevant information that directly assists the committee in determining the special education and related service needs of the students.
6. Educational evaluations are sufficiently comprehensive to identify all of the student's special education and related service needs whether or not commonly linked to the disability category in which the student has been classified.
7. In conducting the educational evaluation, the multidisciplinary team must use a variety of assessment tools and strategies, to gather relevant functional, developmental, and academic information about the student, including information provided by the parent, to assist in determining the following:
 - a. Whether the student is eligible for special education and related services.
 - b. The content of the student's individual educational program, including information related to enabling the student to be involved and progress in the general education curriculum (or for an early childhood student, to participate in appropriate activities).

Article 7

511 IAC 7-40-3 Educational evaluations; in general

Sec. 3. (a) This rule applies to educational evaluation procedures that enable a student's CCC to determine:

- (1) whether the student is eligible for special education and related services; and
- (2) if eligible, the special education and related services necessary to meet the educational needs of the student.

511 IAC 7-40-7 Independent educational evaluation

Sec. 7. (a) The public agency shall provide to parents, upon request for an independent educational evaluation:

- (1) information about where an independent educational evaluation may be obtained; and
- (2) the public agency's criteria applicable to independent educational evaluations as described in subsection (h).

"Independent educational evaluation" means an evaluation conducted by a qualified evaluator who is not employed by the public agency responsible for the student in question.