

Educational Evaluation Report Procedures

The school psychologist, or speech pathologist for students referred for speech and language evaluation, will notify the multidisciplinary team members of the referral for evaluation using the multidisciplinary evaluation plan form.

After the educational evaluation has been completed, the multidisciplinary team must compile the findings of the multidisciplinary team into an *educational evaluation report*.

Multidisciplinary team members must submit their individual report in the required format to the school psychologist by the date requested on the *multidisciplinary evaluation plan* for inclusion in the *educational evaluation report*. The information and data contained in the report should relate directly to the eligibility requirements contained in *Article 7* for the specific suspected disability.

The evaluation report should be compiled in the following sequence:

1. Multidisciplinary team report cover page *(doc 9.2)*
2. Psychological evaluation report
3. Teacher summary report(s)
4. Consultant (autism, behavior) reports
5. Therapist reports
6. Eligibility page

Prior to finalizing the report, the multidisciplinary team should review the educational report to check for consistency.

The following should be included with the test protocols and not attached to the evaluation report:

1. General education intervention (GEI) forms
2. ESL assessments
3. Graphs/data from classroom and/or district assessments
4. Functional Behavioral Assessment (FBA)
5. Observation reports

*Article 7* has specific evaluation report requirements for the following disabilities:

1. For a student with the suspected disability of autism spectrum disorder (ASD), the *educational evaluation report* must include the results of the multidisciplinary team’s assessments, observations, and collection of information as aligned to the characteristics of autism spectrum disorder (ASD).
2. For a student with a suspected learning disability (SLD) the report must include the following:
   1. For a student who has participated in a process that assesses the student’s response to scientific, research based interventions:
      1. Documentation of previous parent notification about;
         1. The amount and nature of the student performance data that would be collected;
         2. General education services that would be provided;
         3. Strategies for increasing the student’s rate of learning;
         4. The parent’s right to request an educational evaluation to determine eligibility for special education and related services;
         5. The instructional strategies used; and
         6. The student centered data collected.
   2. A synthesis of the required educational evaluation components of eligibility in relationship to the following:
      1. Whether the student does not achieve adequately for the student’s age or to meet state grade level standards in one (1) or more of the following areas:
         1. Reading disability is a specific learning disability that is neurological in origin and has a continuum of severity. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. A reading disability may be due to difficulties in:
            1. Basic reading skills;
            2. Reading fluency skills; and
            3. Reading comprehension.
         2. Written expression disability is a specific learning disability (SLD) that is neurological in origin and has a continuum of severity. Written expression is a complex domain that requires the integration of oral language, written language, cognition, and motor skills.
         3. Math disability is a specific learning disability that is neurological in origin and has a continuum of severity. The ability to perform mathematical computations and reasoning requires multiple core cognitive processes. a math disability may be due to difficulties in:
            1. Mathematics calculations; and
            2. Mathematics problem solving.
         4. Oral expression disability is a SLD that is neurological in origin and has a continuum of severity. It is characterized by deficits in using expressive language processes to mediate learning of reading, writing, spelling, or mathematics skills.
         5. Listening comprehension disability is a SLD that is neurological in origin and has a continuum of severity. It is characterized by difficulties in using receptive language processes to mediate learning of reading, writing, spelling, or mathematics skills.
      2. Whether the student meets either of the following criteria:
         1. The student does not make sufficient progress to meet age or state grade level standards in one or more of the areas identified in subsection (A) of *Article 7* when using a process based on the student’s response to scientific, research-based intervention; or
         2. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state grade level standards, or intellectual development, that is determined by the multidisciplinary team to be relevant to the identification of a SLD. The multidisciplinary team is prohibited from using a severe discrepancy between academic achievement and global cognitive functioning to meet this requirement.
      3. The report must consider the effect the following factors have on the student’s achievement:
         1. A visual, hearing, or motor disability;
         2. A cognitive disability;
         3. An emotional disability;
         4. Cultural factors;
         5. Environmental or economic disadvantage;
         6. Limited English proficiency; or
         7. Lack of appropriate instruction in reading or math evidenced by the following:
            1. Data demonstrating that prior to, or part of the referral process, the student was provided appropriate instruction in general education settings, delivered by qualified personnel.
            2. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student’s parents.
         8. The report must determine whether the multidisciplinary team believes the student has a SLD and the basis for having that opinion. The opinion of the multidisciplinary team is utilized by the case conference committee (CCC) to determine whether the student is eligible for special education.
         9. Each member of the multidisciplinary team must certify in writing, using the eligibility form, whether the educational evaluation report reflects the member’s opinion. If the report does not reflect the member’s opinion, the member must submit a separate statement presenting the member’s opinion.

The evaluation report must be made available to the parents/guardians, five (5) days prior to the case conference.

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(C) Whether the multidisciplinary team believes the student has a specific learning disability and the basis for having that opinion. The opinion of the multidisciplinary team is utilized by the CCC to determine whether the student is eligible for special education. Each member of the multidisciplinary team must certify in writing whether the educational evaluation report reflects the member's opinion. If the report does not reflect the member's opinion, the member must submit a separate statement presenting the member's opinion.

(h) If a parent requests, under section 4(h)(1) of this rule, a copy of the educational evaluation report prior to the CCC meeting, the public agency must ensure that a copy of the educational evaluation report is made available at no cost to the parent not less than five (5) instructional days prior to the scheduled CCC meeting.

(i) If a parent requests, under section 4(h)(2) of this rule, a meeting to have the results of the educational evaluation explained prior to the scheduled CCC meeting, the public agency must arrange a meeting with the parent and an individual who can explain the evaluation results within five (5) instructional days prior to the scheduled CCC meeting. The meeting shall be scheduled at a mutually agreed upon date, time, and place. A copy of the educational evaluation report must be provided at no cost to and reviewed with the parent at this meeting.

(j) If the parent does not request a:

(1) copy of the educational evaluation report; or

(2) meeting to explain the evaluation;

prior to the initial CCC meeting, the public agency must provide a copy of the educational evaluation report at no cost to the parent at the CCC meeting. If the student is parentally-placed in a nonpublic - 63 -

school, the public agency shall also provide a copy of the educational evaluation report at no cost to the nonpublic school representative.