

Instruction

IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION

Referrals for Special Education Services

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, used. (Education Code 56303)

All referrals from school staff for special education and related services shall be written and include a brief reason for the referral and description of the regular education program resources that were considered and/or modified for use with the student, and their effect. (5 CCR 3021) This documentation shall not delay the timelines for completing the assessment plan or assessment.

Initial Evaluations for Special Education Services

Before the initial provision of special education and related services for a student with disabilities, the District shall conduct a full and individual evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular sessions or terms or days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56321)

If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public.
2. Be provided in the native language of the parent/guardian as the language or other mode of communication used by the parent/guardian unless it is clearly not feasible.
3. Explain the types of evaluation to be conducted.
4. State that no Individualized Education Program (IEP) will result from the evaluation without parent/guardian consent.

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(cf. 6159 - Individualized Education Program)

Before conducting an initial evaluation, the District shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive a notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code 56026 and shall discuss the evaluation, the educational recommendations, and the reasons for these recommendations.
2. When making a determination of eligibility for special education, the District shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368; lack of appropriate instruction in mathematics; or limited English proficiency.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the District, he/she has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the District conducts an assessment with which the parent/guardian disagrees.

If the District observed the student in conducting the evaluation, or if its evaluation procedures make it permissible to have in-class observation(s) of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the District's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

5. The District may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for the IEE, but not at public expense.

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If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the District with respect to the provision of a free appropriate public education (FAPE) for the student, and may be presented as evidence at a due process hearing regarding the student.

If the District observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation(s) of the student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the District, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the District shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in a nonpublic school by his/her parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329 shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

(cf. 5146.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

Parent/Guardian Consent for Evaluations

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 calendar days to decide whether or not to consent to the initial evaluation. The District shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

The assessment may begin as soon as informed parental consent is given. (Education Code 56321; 34 CFR 300.505)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

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Informed Consent

Informed parental consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9500)

1. Has been fully informed in his/her native language or other mode of communication of all information relevant to the activity for which consent is sought.
2. Understands and agrees in writing to the carrying out of the activity for which his/her consent is sought, and the consent describes the activity and lists the records (if any) that will be released and to whom.
3. Understands that the granting of consent is voluntary on the part of the parent/guardian and may be revoked at any time.
4. Understands that if he/she revokes consent, the revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

The District shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. The District shall maintain a record of its attempts to obtain consent, including: (Education Code 56321, 56341.5; 34 CFR 300.300, 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls.
2. Copies of correspondence sent to the parent/guardian and any responses received.
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the District may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

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For a student who is a ward of the state and not residing with his/her parent/guardian, the District may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the District cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

The District need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

The District shall complete the determination as to whether the student is a student with disabilities, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within sixty (60) calendar days of receiving parent/guardian consent for the evaluation. (Education Code 56344; 34 CFR 300.300, 300.301)

For stated timelines herein, note that in the case of student school vacations and breaks in excess of five days, timelines shall pause for the break and recommence on the date that the student's school days reconvene.

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the District. (Education Code 56320, 56322)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation of eligibility for special education and related services. (34 CFR 300.302)

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In conducting the evaluation, the District shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The District shall also use any information provided by the parent/guardian that may assist the District in making the determination as to whether the student is a student with disabilities and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The District's evaluation shall not use any single measure or assessment as the sole criteria for determining whether the student is a student with disabilities and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The District shall also ensure that assessments and other evaluation materials provide relevant information that assist in determining the student's educational needs. (Education Code 56320; 34 CFR 300.304).

Procedures for assessment shall require that test instruments and materials are:

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis or on the basis of the child's areas of suspected disability(ies).
2. Provided and administered in the language and 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 so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable.
4. Administered by trained and knowledgeable personnel, in conformance with instructions provided by their producers, validated for the specific purposes for which they are used, in the child's primary language or mode of communication
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational needs and not merely designed to provide a single general intelligence quotient. Tests are not limited to those which provide a single intelligence quotient.

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7. If administered to a student with impaired sensory, manual, or speaking skills selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure.

Students shall be assessed in all areas related to the suspected disabilities, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interest, and social emotional status. When appropriate, a developmental history shall be obtained. The District shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disabilities category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parent/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis for that review and input from the student's parents/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305).

1. Whether the student is a student with disabilities, or in the case of a reevaluation, whether the student continues to have disabilities, and the educational needs of the student.
2. The present levels of academic achievement and related developmental needs of the student.
3. Whether the student needs, or continues to need, special education and related services.
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum.

If a student has transferred from another district in the same school year or leaves this District, the District shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

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Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with disabilities and, if so, his/her educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327).

1. Whether the student may need special education and related services.
2. The basis for making this determination.
3. Relevant behavior noted while observing the student in an appropriate setting.
4. The relationship of the student's behavior to his/her academic and social functioning.
5. The educationally relevant health, development and medical findings, if any.
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.
7. A determination concerning the effects of environmental, cultural, or economic disadvantage where appropriate.
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136.

When making a determination of eligibility for special education and related services, the District shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in

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Mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

If a determination is made that a student has disabilities and needs special education and related services, an IEP shall be developed within a total time not to exceed 60 calendar days, not counting days between the student's regular school sessions or terms or days of school vacations/breaks in excess of five school days, from the date of the receipt of the parent's/guardian's consent for evaluation unless the parent/guardian agrees in writing to an extension. (Education Code 56043; 34 CFR 300.306)

Independent Educational Evaluation (IEE)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria that the district uses for a district-initiated evaluation. An IEE is an evaluation conducted by a qualified examiner who is not employed by the District. Public expense means that the District either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (Education Code 56329; 34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the District conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329, 34 CFR 300.502)

If a parent/guardian has requested an IEE, the District may ask for the reason that he/she objects to the District's evaluation. However, the parent/guardian is not required to provide the reason to the District. (34 CFR 300.502)

Upon receiving the request for an IEE, the District shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate.
2. Ensure that an IEE is provided at public expense unless the District can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the District's criteria.

If a due process hearing decision determines that the District's evaluation is appropriate then the parent/guardian may obtain an independent educational assessment IEE, but not at public expense. (34 CFR 300.502)

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In any decision made with respect to providing FAPE for a student with disabilities, the result of any IEE obtained by the student's parent/guardian shall be considered by the District if it meets District criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (34 CFR 300.502)

Reevaluation

A reevaluation shall be conducted when the District determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian requests a reevaluation. Such reevaluations shall occur every three years unless the parent/guardian and the District agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year unless the parent/guardian and the District agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The District shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.311. (34 CFR 300.303)

Before entering Kindergarten or first grade, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children. (Education Code 56445)

Regulation

Approved: 11/13/90

Reviewed: 05/16/00

Reviewed: 12/06/11

Revised: 10/18/23

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California