

ASSESSMENT PLANS

An Assessment Plan (AP) is a document that outlines the assessment tools and methods used to determine eligibility for special education services as well as present levels of performance, the types of measurements used to collect this information, and the assessor(s) responsible for the collection/review of the data. Assessments will be comprised of data from multiple sources and will require a multidisciplinary team of specialists to gather and interpret the data.

An AP can be initiated for several reasons, some examples may include:

- Upon parent/guardian (i.e., educational rights holder) request ➤ To initiate an assessment for an initial evaluation
- To initiate an assessment for a triennial evaluation
- If a student is suspected as having an area of need that is not identified in the current IEP (including but not limited to behavior, social-emotional, and/or speech-language)
- If a student is suspected as having an additional disability that is not identified in the current IEP

Parent/guardian consent is not required when reviewing existing data, or before administering a test or other assessment that is administered to all students, unless before administration of that test or assessment, consent is required of the parent/guardian of all students.

Parent/guardian Request for Assessment

A parent/guardian has a right to request an evaluation at any time. For a student with an existing IEP, a triennial re-evaluation may be held early if mutually agreed upon by the school and parent(s)/guardian(s). Pursuant to EDC §56043(a), if a parent/guardian is requesting an assessment, the LEA/district must respond in writing within 15 days of the written request.

The LEA/district may deny the parent/guardian's request for an initial assessment or additional assessment using a Prior Written Notice (PWN) within 15 calendar days from the date of the request, if the school team determines that data indicates the student is receiving a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The LEA/district shall include data in the PWN to ensure that the student is not suspected to be eligible for special education services under any of the 13 eligibility categories of the IDEA. Careful consideration and consultation with the LEA's/district's assigned SELPA Program Specialist are strongly encouraged before pursuing this option.

Assessment Plan Content

The proposed Assessment Plan (AP) (along with a PWN) given to parents/guardians shall meet all the following requirements:

- Be individualized to reflect the concerns identified through the referral process.
- Be provided in the primary language of the parent(s)/guardian(s) or another mode of communication used by the parent(s)/guardian(s), unless to do so is not feasible.
- Explain the types of assessments to be conducted and the professional personnel who is responsible for the administration and interpretation of the assessment. The EDCOE SELPAs recommend that assessors be listed by titles rather than by their name.
- Address all areas of suspected disability. State that no educational placement will result from the assessment without the consent of the parent(s)/guardian(s).

