

INITIAL EVALUATION REPORT (ER): ANNOTATED

***** School Age

DEMOGRAPHICS

Student Name:

Date of Report:

Local Education Agency:

School Child is Attending:

Student Birth Date:

Grade:

Other Demographic Data, As Needed:

ANNOTATION:

LEAs are to include the demographic information listed above. LEAs may include additional information they find useful. The Date of Report is the date all of the information has been compiled and the report is written. For school districts, the date must be no more than 60 school days from receipt of consent for evaluation. For charter schools, the date must be no more than 60 calendar days from receipt of consent for evaluation.

REASON(S) FOR REFERRAL:

ANNOTATION:

The purpose of the evaluation is to determine 1) the child's eligibility for special education programs and services (i.e., the child has a disability and needs specially designed instruction) and 2) the educational needs of the child. The information in this section should relate to what was written on the *Permission to Evaluate* form. Information should be provided as to who initiated the referral (e.g., teacher, parent). This section should clearly indicate why the evaluation was necessary, and should provide a clear picture of the factors considered in putting together the evaluation components.

The IEP team must address the following special considerations before developing the IEP: visual impairment; hearing impairment; behaviors that impede learning or that of others; limited English proficiency; communication needs; assistive technology devices and/or services; and transition services. The information needed to make the special considerations should be collected during the evaluation, and could be addressed in this section.

EVALUATIONS AND INFORMATION PROVIDED BY THE PARENTS OF THE CHILD:

ANNOTATION:

Input from the parents should relate to, and offer information that would be helpful in addressing, the Reason(s) for Referral.

An important part of the ER is the input that has been provided by (not about) the parents or persons with whom the child lives, as well as the results of any independent educational evaluations that have been completed. The extent to which observed school performance is or is not demonstrated in the home or community can be important in planning a child's educational program. This is especially pertinent to the evaluation of the child's adaptive behavior. Information from the parents should be clearly indicated, with a phrase such as, "as reported by the parents..." If unable to get input from the parents, document attempts made to obtain the information.

EVALUATION RESULTS - The team will include information related to enabling the child to be involved in the general education curriculum.

- Physical, social or cultural background information relevant to the child's disability and need for special education:

ANNOTATION:

This section should include information about the child's physical, social or cultural background, and other aspects of the child's life that impact his/her current educational performance. In addressing cultural background, if appropriate, include a statement about the child's proficiency with the English language and the impact their skill level may have on their participation in the general education curriculum. Historical information that has no relevance to the recommendations regarding eligibility or programming should not be included.

- Current classroom based assessments and observations, local and/or state assessments, and observations by teachers and related service providers:

ANNOTATION:

As part of any evaluation, the child must be observed in the child's learning environment, including the regular classroom setting to document the child's academic performance and behavior in the areas of difficulty.

Any assessments, whether classroom based, local or state assessments, must take into account the child's English language proficiency level. All assessments must be offered in the child's native language or other mode of communication and in the form most likely to yield accurate results.

The observations should document specific skills the child is capable of performing, or specific skills the child is lacking. The observations need to be planned to focus on the reasons for referral. Observations may also include more than one subject or class, and should yield information on such things as task comprehension, task completion, time spent on task, classroom environment and level of peer interaction. If the child is suspected of having a specific learning disability, s/he must be observed by someone other than the child's teacher.

This section should include results of the child's performance within the general education curriculum, including curriculum-based or performance-based assessments. This information should be based on specific data related to the child's suspected disability and be as comprehensive as possible across varied settings with the identification of as many variables of learning as possible. For example: Does the child demonstrate inappropriate behaviors only in certain settings? Does the child demonstrate partial competency (some phonological awareness, but no knowledge of alphabetic principle)? A description of direct interventions implemented in the regular classroom and outcomes should be included.

Finally, any information should be included about the child's performance on state and local assessments and any special circumstances under which the assessments were administered.

- Describe as appropriate

Aptitude and achievement levels:
Involvement in and progress in the general education curriculum:
Relevant functional and developmental evaluation (ecological evaluation):
Vocational Technical Education Assessment results:
Interests, Preferences, Aptitudes (for secondary transition):
Functional Behavioral Assessment Results:

ANNOTATION:

In this section, the evaluation team records relevant information for each of the six items listed above. If any of the items is not appropriate, indicate *Not Applicable* or *N/A*.

For students age 16, or younger if determined appropriate by the IEP team, assessments used for transition planning, including courses of study, must relate to training, education, employment, and, where appropriate, independent living skills.

The regulations state that a child must not be determined to be a child with a disability if the determining factor is a lack of appropriate instruction in reading and/or math. This applies to all disability categories, not just Specific Learning Disability. This is an appropriate section in which to consider this issue as the student's involvement in and progress in the general education curriculum is described.

- For a child suspected of having a specific learning disability, include a statement of:
 1. whether the child has a specific learning disability;
 2. the basis for making the determination (whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services or whether the child does not respond to research-based interventions or other);
 3. the relevant behavior noted during the observation of the child;
 4. the relationship of that behavior to the child's academic functioning;
 5. the educationally relevant medical findings, if any;
 6. the determination of the team concerning the effects of environmental, cultural, or economic disadvantage;

ANNOTATION:

This section is to be completed only for those children suspected of having a specific learning disability. If this section is not applicable, indicate *Not Applicable* or *N/A*.

In determining whether a child has a specific learning disability, the team must document that it has addressed all six areas indicated above. In its documentation, the team should identify the specific area(s) of disability (i.e. oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, reading fluency skills, mathematical calculation, or mathematical problem solving,).

The statement should include whether the determination was made based on 1) a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, reading fluency skills, mathematical calculation, or mathematical problem solving, or 2) the child's response to scientific, research-based intervention, or 3) other basis.

The group may determine that the child has a learning disability if the child does not make sufficient progress to meet age or State-approved grade-level standards despite the use of a process based on their response to scientific, research-based intervention; or the child exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, State-approved grade-level standards or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.

A child may not be identified as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of a visual, hearing, or motor impairment; mental retardation; emotional disturbance; or environmental, cultural, economic disadvantage or limited English proficiency.

The team must ensure the lack of achievement is not due to lack of appropriate instruction in reading and math and must consider: Data demonstrating that prior to referral the child was provided appropriate instruction in regular education delivered by qualified personnel; data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction which was provided to the parents.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT:

ANNOTATION:

This section includes information regarding classroom performance and the results of any academic achievement and functional assessments that have been administered. Describe how the child is progressing within the general education curriculum in relation to his/her peers and state-approved grade level standards. Include current instructional and functional levels, description of permanent products, and work completion. Describe classroom strategies or interventions applied and their results. Describe any additional or alternative instructional materials; instructional time or personnel. Include a statement regarding the child's access to appropriate instruction in reading and math in regular education settings delivered by qualified personnel. Remember that a student cannot be found to have a disability if lack of achievement is due to limited English proficiency and/or lack of appropriate instruction in reading or math. Describe the data collected from repeated assessments of achievement at reasonable intervals, reflecting progress during instruction which was provided to the child's parents.

RELATED DEVELOPMENTAL NEEDS OF THE CHILD:

ANNOTATION:

This section may include, but not be limited to: physical development, cognitive and sensory development, learning problems, learning strengths, communication development, social and emotional development, self-help skills, and health considerations. If the child's development is age-appropriate, that information should be stated in this section.

IF AN ASSESSMENT IS NOT CONDUCTED UNDER STANDARD CONDITIONS, DESCRIBE THE EXTENT TO WHICH IT VARIED FROM STANDARD CONDITIONS:

ANNOTATION:

Describe non-standard conditions that existed as part of the assessment. If the assessment was conducted under standard conditions, state that the evaluation was conducted under standard conditions.

If an assessment was not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included. Such deviations might include the qualifications of the person administering the test or the method of test administration. Were tests selected appropriately and properly validated for the child? Were sub sections of the test given instead of the full assessment? Was the child ill? Was the child given extra time?

If appropriate, include a statement indicating that the assessments met the language criteria: Assessments and other evaluation materials are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information.

SUMMARY OF FINDINGS/INTERPRETATION OF ASSESSMENT RESULTS:

ANNOTATION:

This section combines all of the information gathered during the evaluation process. The information is analyzed and written into a concise summary. The rationale for the determination of eligibility is explained. The evaluation team documents the reasons for referral specified at the beginning of the evaluation process.

CONCLUSIONS:

Determination of Eligibility and Educational Needs

Student is not a child with a disability, or is a child with a disability who does not need specially designed instruction.

OR

Student is a child with a disability AND is in need of specially designed instruction.

Disability category:

Additional disability category(s), if any:

Recommendations for consideration by the IEP team regarding special education and related services needed to enable the child to be involved and progress in the general education curriculum:

ANNOTATION:

The evaluation team must determine if the child is eligible for special education. To be eligible, the child must have a disability (mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disability) and be in need of specially designed instruction. If the child does not have a disability or if s/he has a disability, but does not need specially designed instruction, the team should check the first option and proceed to the next section.

If the child has a disability and is in need of specially designed instruction, the second option should be checked. The disability category must be indicated. If the child has any additional disability category, it should be listed. If there are no additional disabilities, indicate *Not Applicable* or *N/A*.

The regulations specify that a child must not be determined to be a child with a disability if the determining factor is a lack of appropriate instruction in reading and/or math or limited English proficiency. This applies to all disability categories, not just Specific Learning Disability.

Recommendations must be written to help the IEP team develop programs and services to enable the child to be involved and progress in the general education curriculum.

The regulations define Specially Designed Instruction as adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction. To address the unique needs of the child that result from the child's disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Evaluation Team Participants*	Title	Agree	Disagree
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

* For school districts, a school psychologist **is required** for evaluation of the following disability categories: Autism, Emotional Disturbance, Mental Retardation, Multiple Disabilities, Other Health Impairments, Specific Learning Disability or Traumatic Brain Injury. **Not required** for Deaf/Blind, Hearing Impaired, Speech/Language, Visual Impairment and Orthopedic Impairment.

Date copy of this report was provided to the parent:

A copy of the *Procedural Safeguards Notice* explaining your rights is available from your child's school.

<p>ANNOTATION: The LEA is to provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.</p>
