



New York State Education Department
Office of Special Education
Educational Partnership





Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE) Training

Module 3: Evaluation Process and Procedures

Produced by the Technical Assistance Partnership for Transition at Cornell University in conjunction with the Technical Assistance Partnerships for Academics and Behavior at University at Albany and Technical Assistance Partnership for Equity at Bank Street College of Education.

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Today's Facilitators

Meeting Norms

- Take care of your needs (water, food, restroom, etc.).
- Speak your truth; use “I” statements.
- Ask what you need to understand and contribute.
- Listen with respect.
- Push your growing edge.
- Participate and struggle together.
- Expect a lack of closure.
- Respect each others’ needs and learning styles.

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Agenda and Materials

- Introduction to Module 3—Evaluation
- Review of pre-work
- Regulatory content
 - Evaluation Overview
 - Additional Evaluations
- Wrap up

Overview of Series

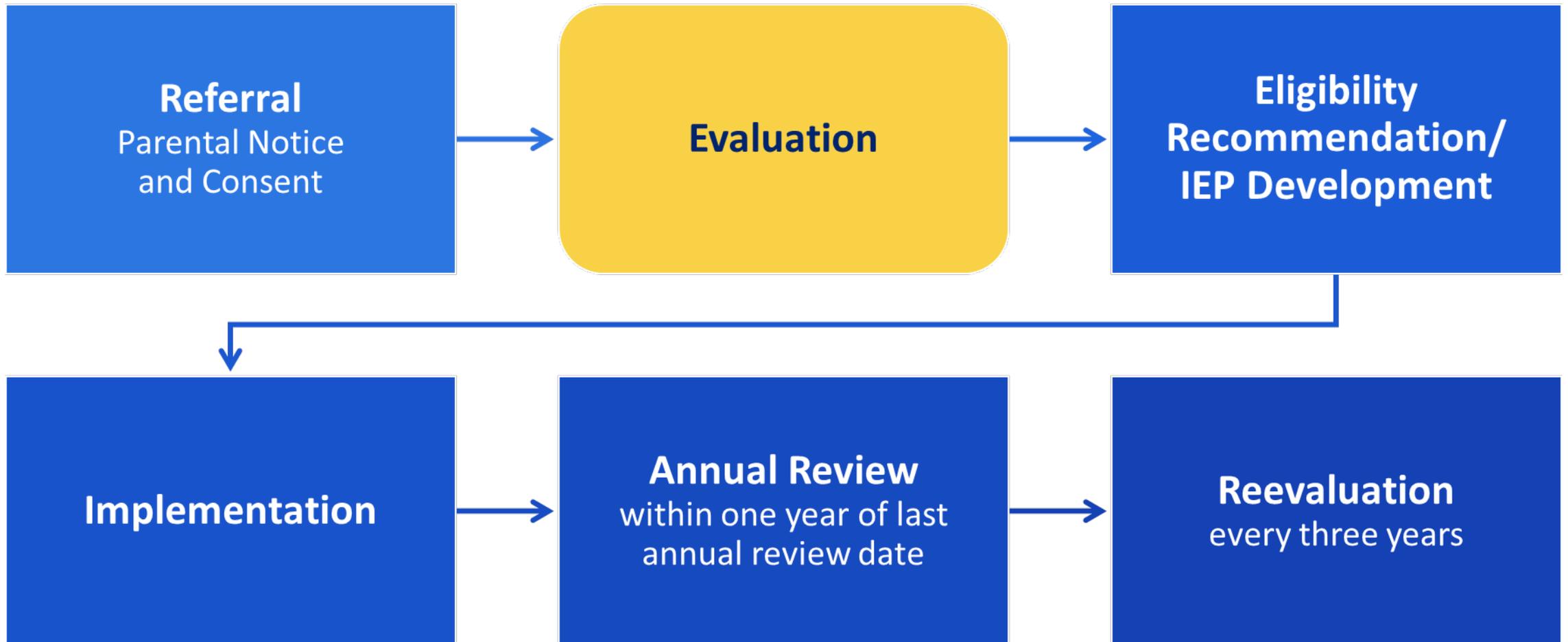
- Module 1: The Foundations
- Module 2: Referral
-  **Module 3: Evaluation Process and Procedures**
- Module 4: Eligibility
- Module 5: Recommendations/Individualized Education Program (IEP) Development
- Module 6: Implementing and Amending the IEP
- Module 7: Annual Review
- Module 8: Reevaluation
- Module 9: Effective Preschool Special Education (CPSE)/Committee on Special Education (CSE) Meetings
- Module 10: CPSE

Participants will:

- Understand the regulatory requirements for individual evaluations, including the sequence of events in the special education process and CPSE/CSE responsibilities related to evaluation.
- Become familiar with the required timelines for evaluation in the special education process.
- Explore the additional considerations when determining eligibility (English Language Learner [ELL], appropriate reading/math instruction in general education) that must be considered to determine the eligibility of a student for special education services.
- Understand how parent involvement is vital in the CPSE/CSE evaluation process.
- Know parent rights regarding the evaluation process.

Module 3 Learning Objectives

CPSE/CSE Process



Pre-Work



Module 3—Evaluation Pre-Work

Part 1, Definitions:

Using pp. 6–7 in Part 200 of the Regulations of the Commissioner of Education find the definitions for the following words, name the location number, copy the definition, and answer the following question.

Individual evaluation

Location number:

Evaluation Overview



Individual Evaluation Big Ideas

- The evaluations must include a variety of assessment tools and strategies, including information provided by the parent to gather instructionally relevant information needed to determine eligibility and special education services.
- If the parent **does not grant** consent for an initial evaluation, the parent must be informed by the chairperson that, upon request, the parent will be given an opportunity to attend an informal conference.
- No student shall be required to obtain a prescription for a drug or other substance as a condition of receiving an evaluation.

Fundamentals of the Individual Evaluation



§200.4(b)(6)

- Provided and administered in a student's native language or other mode of communication and in the 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)
- Are valid and reliable for purpose for which they are being used
- Are administered by trained and knowledgeable personnel per assessment authors' instructions
- Are not discriminatory on a racial or cultural basis

Components of Initial Individual Evaluation



§200.4(b)

- Must include at least:
 - A physical examination
 - An individual psychological evaluation, except when a school psychologist determines after an assessment of a school-age student that further evaluation is unnecessary
 - A social history
 - An observation of the student in the student's learning environment
 - Other appropriate assessments or evaluations, such as a functional behavioral assessment, as necessary to ascertain the physical, mental, behavioral, and emotional factors that contribute to the suspected disabilities

Guiding Questions—Evaluation



- How will you ensure compliance with evaluation procedures and timelines?
- How will the committee determine what evaluations are necessary to assess the student's needs?
- How will you ensure that the evaluation report includes the pertinent information to determine the necessary instructional supports?
- How will you encourage and facilitate the participation of the parents and the student prior to (for school-aged students) and during the evaluation (for all students) process?

Evaluation

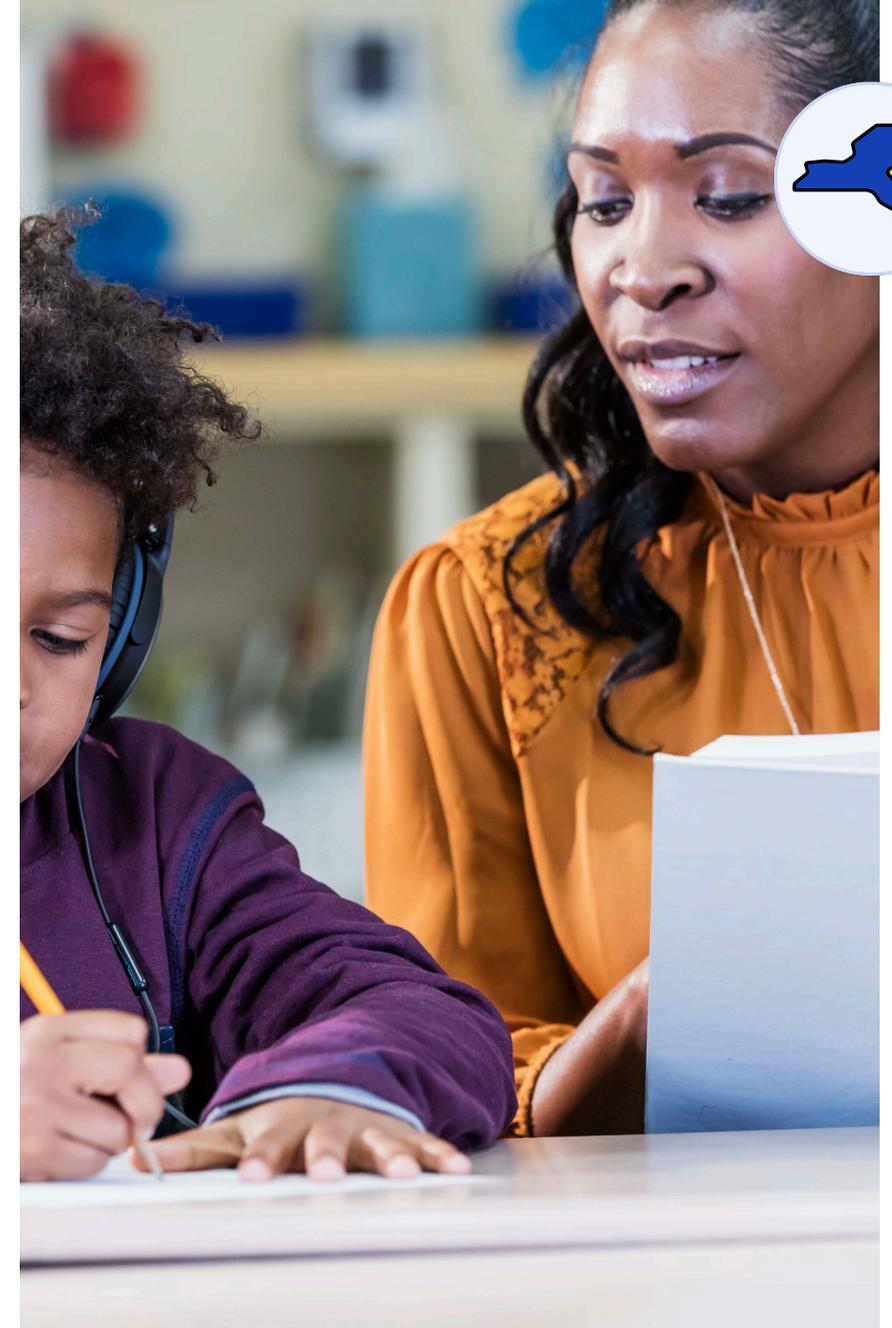
§200.4(b)

Includes:

- Multiple sources
- Parental input
- Physical exam
- Psychological evaluation
- Social history
- Observation in student's learning environment
- Vocational assessment
- Other appropriate evaluations

Identify:

- Achievement
- Social development
- Physical development
- Management needs
- Rate of progress
- Student strengths
- Student needs





Considerations for ELLs



- It is inappropriate to use standard scores from tests that fail to assess a student who is an ELL based upon norms reflective of the student's culture and linguistic background.
- CPSE/CSE membership must include an individual with expertise in second language acquisition.

Initial Evaluation Timeline

§200.4(b)(7) and §200.4(b)(9)



Evaluation timelines and exceptions:

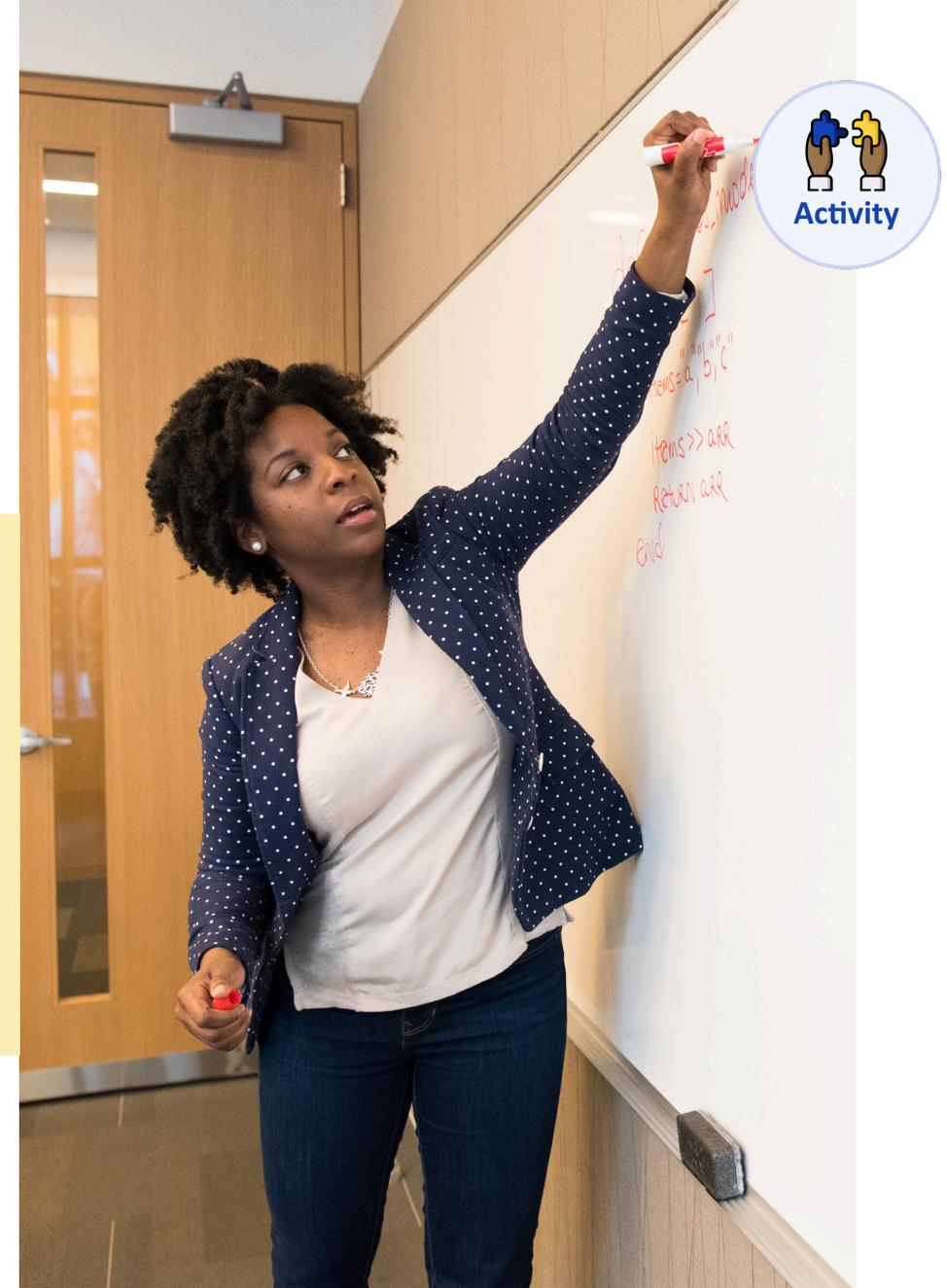
- Preschool and school age students: The evaluation must be completed within 60 calendar days of receipt of parent's consent to evaluate, unless:
 - student enrolls in a different school after relevant timeframe has begun and the parent and district agree to another timeframe;
 - the parent of a student repeatedly fails or refuses to produce the student for the evaluation; or
 - parent and district agree, in writing, to extend timeline when a school-aged student is suspected of having a learning disability.

What Is a “Quality” Evaluation?

- Identify the key elements of a **quality** evaluation.

What does the evaluation report need to provide the CPSE/CSE in order to determine if a child is a student with a disability and is eligible for special education services and recommended supports?

- Report and share your recommendations.



Additional Evaluations

Functional Behavior Assessment (FBA)

Independent Educational Evaluation (IEE)

Preschool Evaluation



FBA

§200.1(r), §200.4(b)(1)(v), §200.22(a)(1), and §201.3



- For a student whose behavior impedes their learning or that of others:
 - An FBA is completed as part of the individual evaluation.
 - Parent consent is required when an FBA is part of an initial evaluation or reevaluation process.

IEE

§200.5(g)



- If the parent disagrees with an evaluation obtained by the school district, the parent has a right to obtain an IEE at public expense.
- The District may ask the parent’s reason for objecting to the public evaluation, but they may not delay the IEE.
- A parent is entitled to only one IEE at public expense each time the school district conducts an evaluation with which the parent disagrees.
- Upon request, the district must provide the parents with information on where to obtain an IEE and the district’s criteria applicable for IEEs.

IEE (continued)

§200.5(g)



- The criteria under which the evaluation is obtained (per Board of Education [BOE] policy) including:
 - where an IEE may be obtained
 - qualification of the examiner shall be the same criteria as the school district uses
 - allowable fees for specific tests to avoid unreasonable charges
 - reasonable timelines to request reimbursement for an independent evaluation after the evaluation was conducted
- Results of IEE must be considered by the school district, if it meets the school district's criteria, in any decisions made with respect to the provision of a free appropriate public education for the student
- Results may be presented by any party as evidence at an impartial hearing for that student

Preschool Evaluation



§200.16(c)(2) and §200.4(b), Ed. Law Section 4410(4)(d)

- Provides comprehensive information that includes cognitive, language and communication, adaptive, socio-emotional, motor, observation, and a parent interview.
- Parent chooses evaluator from a list provided by the district of State-approved evaluators to conduct a timely evaluation.
- [Approved evaluators](#) can be found on the New York State Education Department (NYSED) website.
- An approved evaluator shall provide the parent with a copy of the evaluation summary report and recommendation provided to the committee upon completion of the evaluation.

Wrap Up



Quality Indicators—Individual Evaluations

- The individual evaluation must provide relevant and functional information about the student to determine a student's:
 - Potential eligibility or continuing eligibility for special education services
 - Present level of educational performance including areas of strength and areas of need arising from the student's disability

Quality Indicators—Individual Evaluations (continued)

- The individual evaluation must provide relevant and functional information about the student to:
 - Address a student’s instructional needs
 - Include the strengths of the student and the concerns of the parent about their child’s education needs
 - Identify supports, services, and modifications for the student to be involved in and progress in the general education curriculum

Increasing Family Engagement in the Evaluation Process



- Evaluation information and the manner in which it is presented can encourage the parent and the student to participate in the IEP development process.
- Evaluation information provided by the parent should be given meaningful consideration in the IEP development process.
- The evaluation results for each student include the strengths of the student and the concerns of the parent about their child's education needs.

Guiding Questions—Evaluation Closure Activity



- How will you ensure compliance with evaluation procedures and timelines?
- How will you determine what evaluations are necessary to assess the student's needs?
- How will you ensure that the evaluation report includes the pertinent information to determine eligibility and the necessary instructional supports?
- How will you encourage and facilitate the participation of the parents and the student prior to and during the evaluation process?

What's Going on Your "To-Do" List?

- "I" time – reflect on the regulatory foundation topics we covered
- Note any specific "to-dos" on your follow-up plan



Questions and Answers



Exit Ticket



What is one take-away you have or one new thing you learned from Module 3?

Resources

- [Approved Preschool Special Education Programs](#)
- [Behavioral Interventions and Supports and Discipline Procedures for Students with Disabilities](#)

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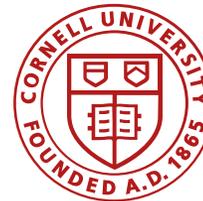
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