

# ***DEVELOPING A SPECIAL EDUCATION ASSESSMENT PLAN***

## **LOS ANGELES UNIFIED SCHOOL DISTRICT**

Before a student can be assessed to determine eligibility for special education services or reassessed while receiving special education and related services, an assessment plan must be developed and provided to the parents for their approval.

Note: If the student has reached age 18, and has not been judged incompetent under State law, they assume all rights, roles, responsibilities, and communication, previously afforded their parents, including receipt and approval of the assessment plan.

### ***DEVELOPING THE SPECIAL EDUCATION ASSESSMENT PLAN***

The special education assessment plan describes:

- The reason(s) for the assessment.
- The assessment areas that will be assessed.
- The types of assessments that will be included.
- The types of staff who will conduct the assessments.

A special education assessment plan is to be developed and provided to the parents:

- Within 15 calendar days from the date of receipt of a written request for an initial special education assessment.
- Within 15 calendar days from the date of receipt of a written request for an assessment of a student currently receiving special education and related services.
- Prior to conducting a reassessment of a student receiving special education and related services.
- When a change in a student's eligibility for special education or related services is being considered.

A special education assessment plan may be needed when a change in the student's special education or related services is being considered.

Note: If the student is age four or five and currently enrolled in a District preschool program see the *Early Childhood Special Education* procedures related to developing an assessment plan.

All special education assessment plans must be developed using the District's *Special Education Assessment Plan Form* in the Welligent IEP system.

Note: The assessment plan provided to the parents must be in the language of the home. Forms in all of the major languages are available.

The special education assessment plan should be developed in cooperation with the student's teacher(s), general and special education, and other appropriate staff, depending upon the student's disability or suspected area of disability, such as:

- The school psychologist
- Related services personnel
- The school nurse

Persons developing a special education assessment plan should use information from:

- The written request for a special education assessment.
- The *LAUSD Student Enrollment Form, Section 10: Special Services*.
- The parent.
- School records, including teacher interviews and observations, student work samples, and other knowledge gathered through a process that reviews the student's achievement.
- The Student Support and Progress Team recommendations, including accommodations and modifications.
- Independent assessments provided by the parent.

Legally, the assessment plan must provide for:

- Assessing the student in all areas of suspected disability.
- Selecting and administering tests and other assessment materials that are not racially, culturally, or linguistically discriminatory.
- Administering tests and other assessment materials 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 not feasible to provide or administer.
- Selecting and administering tests and other assessment materials to assess an English Learner that measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills.
- Selecting tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient.
- Using a variety of assessment tools and strategies to gather relevant functional and developmental information about the student.
- Using information provided by the parent/guardian.
- Obtaining information about how the student is involved and progressing in the general curriculum.

**Note:** An assessment plan does not need to be developed when administering assessments that are generally administered to students in the class, school, or District.

### ***GENERATING THE SPECIAL EDUCATION ASSESSMENT PLAN***

The plan must be developed on the Welligent IEP System. Welligent provides for the assignment of an IEP case manager who will be responsible for developing the Assessment Plan, assigning assessors to conduct the assessments once the plan is approved and signed by the parent, and monitoring that all are completed within legal timelines.

Be sure to:

- Check the appropriate reason(s) for the assessment.
- Check the appropriate assessment areas, types of assessments, and the persons who may be conducting the assessments.
- Identify any accommodations in test administration that may be necessary.
- If an interpreter will assist in the assessment, include the reason(s).
- Include the following student information:
  - Student Language/Alternate Mode of Communication
  - Home Language
  - English Language Development status
- Include the date the plan was provided to the parent and the manner in which it was delivered.
- Update all relevant fields in *Referral Details* of the Welligent IEP System.
- Provide 2 copies to the parent/guardian and attach a copy of *A Parent's Guide to Special Education (Including Procedural Rights and Safeguards)*.

Note: If English is not the primary language of the home, use the Welligent IEP System to develop a copy of the plan in the language of the home and provide it to the parent.

## ***NEXT STEPS***

When the parent/guardian returns the signed assessment plan, the administrator/designee must immediately do the following:

- Enter the date the signed assessment plan was received into the Welligent IEP system. The IEP meeting due date (The IEP meeting is due 60 calendar days from receipt of the signed assessment plan) will be automatically calculated by the Welligent IEP system.
- Scan and upload the *signed* Assessment Plan to the relevant IEP on the IEP Management screen, *Attached Documents*.
- Notify all assessors through the Welligent IEP system. This will alert all assessors of the required assessments, the due date for the assessments and IEP meeting. The Welligent IEP system will automatically do this.
- Pay close attention to parent requests for completed assessments to be provided four days in advance of IEP meeting, IEEs to be considered, written translation requests of assessments and additional parent concerns documented on the assessment plan.

Note: The administrator/designee is responsible for monitoring timelines and ensuring that all assessments are conducted, reports completed, and an IEP meeting is held within the 60 day timeline. The Welligent IEP system will help monitor that assessments are being completed on time.

If the parent/guardian does not return a signed special education assessment plan within a reasonable amount of time, the administrator/ designee may do the following:

- Contact the parents to determine if they received the plan and intend to sign and return it.

**Note:** Document any contacts made with the parents regarding signing the plan. If necessary, send the parents another copy of the plan and document the date on the Welligent IEP system. Scan and upload all correspondences to the relevant IEP on the IEP Management screen, *Attached Documents*.

- Provide the parents with information to answer questions they may have.
- If appropriate, revise the plan to accommodate concerns the parents may have.
- If the parent refuses to sign the assessment plan, upload the document to the IEP Management Screen and provide detailed information on the IEP Meeting Screen in Welligent. Notify the personnel identified on the plan of the parent's decision.
  - a. If the parent of a child enrolled in the District or seeking to be enrolled in the District does not provide consent for initial evaluation or fails to respond to a request to provide consent, the District may, but is not required to pursue the initial evaluation of the child by utilizing procedural safeguards, including mediation or due process procedures. The District does not violate its obligations if it declines to pursue the evaluation.
  - b. If the parent of the child refuses to consent to the reassessment, the District may, but is not required to, pursue the reassessment by using procedural safeguards procedures including mediation or due process procedures. The District does not violate its obligations if it declines to pursue the reassessment. Informed parental consent does not need to be obtained for the reassessment of an individual with exceptional needs if the District can demonstrate that it has taken reasonable measures to obtain consent and the parent of the child has failed to respond. To meet the reasonable measure requirements, the District must document its attempts to obtain parental consent by the following procedures:
    - i. Detailed records of telephone calls made or attempted and the results of those calls;
    - ii. Copies of correspondence sent to the parents and any responses received; and
    - iii. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

**Please consult with your Local District Special Education Office in these situations.**

**Note:** If the student is a ward of the state and not residing with the parents, reasonable efforts shall be made to obtain consent. No consent is required if the parent cannot be found, parental rights have been terminated or a Court has appointed an individual with educational authority. In these situations, unless the Court has appointed an individual with educational authority, the District is responsible for assigning a Surrogate Parent (*see Surrogate Parent information* in this e-PPM).