

POLICY 6159

YOLO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

IDENTIFICATION, LOCATION AND EVALUATION

POLICY:

It is the responsibility of each member Local Education Agency (LEA) of the Yolo County SELPA to recognize the need to actively seek out and evaluate district residents from birth through age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. Information regarding child find activities is included in the annual notice that is distributed to parents of all children. Each LEA within the SELPA has established procedures for the identification, location, and evaluation of students who may require special education services. These systematic procedures include program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment for special education and related services as needed by a student.

Reference: EC 56300, 56301, 56302, 56304, 56026, 56344, 56341,
34 CFR 300.304

Superintendents' Council

Adopted: April 16, 2008

Second Reading: April 16, 2008

First Reading: February 20, 2008

PROCEDURE 6159

YOLO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

IDENTIFICATION, LOCATION AND EVALUATION

PROCEDURES:

Each Local Education Agency (LEA) shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. Each LEA shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review including the district's procedures for initiating a referral for assessment to identify individuals who need 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 used where appropriate. All referrals from school staff for special education and related services shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and their effect.

- A. Upon completion of the administration of tests and other evaluation materials, an Individualized Education Program (IEP) team meeting that includes the parent/guardian/surrogate or his/her representative shall be scheduled. At this meeting, the team shall determine whether or not the student is a student with disabilities and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
- B. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.

PROCEDURE 6159

IDENTIFICATION, LOCATION AND EVALUATION (Continued)

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. The district shall ensure 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 disability category in which the student has been classified.

Timelines for development of the IEP allows LEAs the following:

- 60 days for an assessment plan obtained during the school year, and
- Assessment plans received 30 days or less before the end of the school year will have 30 days at the beginning of the next school to be completed.

Superintendents' Council

Adopted: April 16, 2008

Second Reading: April 16, 2008

First Reading: February 20, 2008