



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 individual(s) responsible for the collection/review of data. Assessments will be comprised of data from multiple sources and will require a multidisciplinary team of specialists to gather and interpret the data.

Parental consent is not required before 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 parents of all the students.

An AP can be initiated for several reasons. Some examples may include:

- Upon parent request
- To initiate an assessment for an initial evaluation
- To initiate an assessment for a triennial evaluation
- If a student is identified as having a new possible area of need, such as behavior or speech and language

Parental consent is not required before:

- Reviewing existing data.
- Administering a test or other assessment that is administered to all students.

Parent Request for Assessment

According to EC 56043(a), if a parent is requesting an assessment, the LEA/district must respond within 15 days of the written request.

A parent has a right to request an evaluation at any time. For a student that has an IEP, if the school and parent mutually agree, a triennial IEP can be held early. There are circumstances in which holding the triennial IEP meeting early will reset the annual and triennial IEP dates.

The LEA/district may deny the parent's request for an initial assessment or additional assessment using a Prior Written Notice (PWN) if the team feels that 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 does not require assessment. Careful consideration is strongly encouraged prior to pursuing this option.

Assessment Timelines

Any time a referral to assess a student is proposed, an Assessment Plan (AP) will be developed and sent to the parent for review within 15 calendar days of receipt of the referral. The parent shall have up to 15 calendar days from the receipt of the proposed AP to either grant or decline the proposed assessment.

El Dorado County Charter SELPA Procedural Guidelines

Contact with the parent is strongly encouraged as a reminder to return the signed AP or to allow the parent to communicate concerns. When completing Triennial and Transition evaluations, it should be noted that existing IEP due dates may supersede the 60 day assessment plan timeline.

- **Initial Referral:** The AP will be developed and sent to the parent for review within 15 calendar days of receipt of referral for initial assessment for special education eligibility. The assessment team has 60 days to conduct assessments and hold an IEP meeting to determine initial eligibility for services.
- **Triennial Evaluation:** The AP will be developed and sent to the parent for review, giving the evaluation team enough time to complete the assessments prior to the triennial due date. The IEP team has 60 days to conduct assessments and hold an IEP meeting to determine if the student continues to qualify for special education services.
 - It should be noted that the triennial IEP due date, as listed on the “Information / Eligibility” section of the current IEP, is the date in which the IEP must be held, regardless of the 60 day assessment timeline.
- **Transition Evaluation:** The AP will be developed and sent to the parent for review, giving enough time to complete and review the transition assessments and hold the IEP prior to the student’s 16th birthday.
- **Other Requests for Evaluation:** Upon request for assessment by the parent or other interested parties, the AP will be developed and sent to the parent for review within 15 calendar days of receipt of referral.

When a referral has been made 10 calendar days or less to the end of the academic school year, the assessment plan must be developed within the first 10 calendar days of the following school year.

Assessment Plan Content Guidelines

The proposed AP (along with a Prior Written Notice (PWN)) given to parents or guardians shall meet all the following requirements:

1. Be individualized to reflect the concerns of the referring entity as well as concerns from any other party involved in the student’s learning.
2. Be provided in the primary language of the parent or another mode of communication used by the parent, unless to do so is clearly not feasible.
3. Explain the types of assessments to be conducted and the professional personnel responsible for the administration and interpretation of the assessment. SELPA suggests that assessors be listed by titles rather than by their name.
4. Address all areas of suspected disability.
5. State that no educational placement will result from the assessment without the consent of the parent.

Areas of Assessment

The AP must be comprehensive and allow for assessing the student in all areas related to the suspected disability, including, if appropriate:

1. Health and developmental history

2. Vision, including low vision, and hearing (to be completed within the past year)
3. Motor abilities
4. Speech and language function
5. General intelligence or cognitive level
6. Processing skills
7. Academic achievement
8. Adaptive skills
9. Orientation and mobility skills
10. Career and vocational interests (transition planning)
11. Social and emotional and behavioral status
12. Any other area of suspected disability

Please note: Because of the Larry P. litigation, the use of cognitive tests is prohibited for African-American students, even with informed parental consent. For further information on selecting appropriate tests for African American students, please see the procedural guide section entitled "Assessment, Test Selection and Reports".

Obtaining Parental Consent to Assess

An assessment shall not be conducted unless the written consent of the parent is obtained. Assessment may begin immediately upon receipt of parent consent.

An Assessment Plan (AP) will need to be presented to the parent in person, emailed, sent home with the student, and/or mailed to the student/parent/guardian address on file. In some cases, the school may need to require a return receipt to provide documentation that the parent received the assessment plan.

When the AP is presented to the parent for review, the following should be attached:

1. A copy of the notice of Parental Rights and Procedural Safeguards
2. A Prior Written Notice

If a parent is not identified or the location of the parent is unknown, a surrogate parent must be appointed to represent the individual with exceptional needs. For more information on processes involved with surrogate parents, please see the section of this Procedural Guide entitled "Surrogate Parents". If the child is a ward of the state and is not residing with his or her parent, the LEA/district shall make reasonable efforts to obtain the informed consent from the parent.

Consent for initial assessment shall not be construed as consent for initial placement or initial provision of special education and related services to the student.