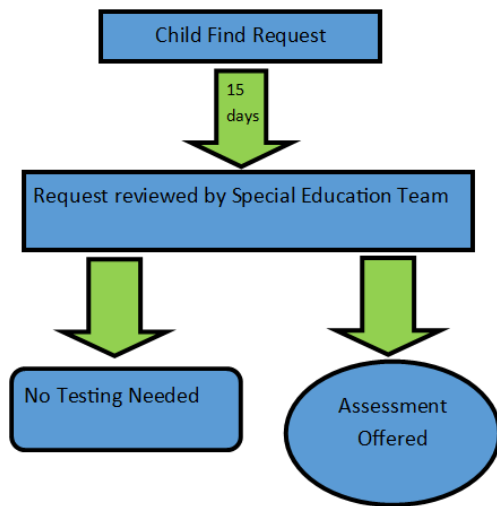


## The Initial Assessment Process



## Timelines

The district is required to respond in writing within 15 days of a request for an assessment. If the district will not be assessing, you will receive a written explanation of this decision with the rationale. However, if the district will be assessing, an assessment plan will be provided for parental consent. The initial evaluation is completed within 60 calendar days of receiving consent for the evaluation.

## Assessment Basics

- A multidisciplinary team will assess your child in all areas of suspected disability.
- The assessment plan will indicate the team members who will be assessing and the specific areas to be assessed.
- Assessment may include record reviews, observations, rating scales, interviews, one-to-one testing, standardized testing, informal measures, and other means to determine your child's performance levels and eligibility for special education.

- The assessment will be administered in your child's primary language with consideration given to your child's individual needs.
- The IEP team will determine if your child meets eligibility for special education in one or more of the 14 categories of eligibility based on qualifying criteria, impact of the disability on educational performance, and other limiting factors (e.g., limited school experience, attendance, lack of instruction, etc.).

## Your Role in the Assessment Process

- The assessment cannot begin until parental consent is obtained.
- You may be interviewed and/or asked to complete rating scales regarding your child. Areas addressed may include medical, developmental, and family history, behavior, daily living skills, social-emotional concerns, and more.
- You may be asked to provide copies of medical reports or evaluations conducted outside of the school setting. This will require parent(s) to sign an Exchange/Release of Information form to allow the assessors to access and consider records.
- Make your child available for testing. Send your child to school well rested and prepared. Administer the child's medications as prescribed, and send your child to school with glasses or hearing aids, if applicable.
- Communicate with the evaluating team about any questions and concerns that you may have during the evaluation process.

- Let your child know that he/she might be called out of class to do some testing but not to be worried about this. The staff will work with the teachers to plan for missed work.

## After the Assessment

- You will be contacted by an IEP team member to schedule an IEP meeting with the team. The results will be reviewed and eligibility for Special Education will be discussed. You will receive a copy of all reports. You are a critical part of the IEP team, and your input is important.
- If your child is eligible for Special Education, the IEP will be developed with your input. You will be provided with a copy of the IEP.
- If your child is not eligible for Special Education, your child may be referred for other resources provided within the general education framework.



## KEY TERMINOLOGY

### **Prior Written Notice (PWN)**

This is a description of what the district plans to do or refuses to do, the rationale as to why, evidence by which the decision was made, other options considered, and information about parent rights.

### **Procedural Safeguards**

This is a set of requirements based on laws and regulations of IDEA that are designed to protect the rights of children with disabilities and their families, particularly in regard to the access of a free appropriate public education (FAPE).

### **Individualized Education Program (IEP)**

This is a written document prepared for each child between the ages of 3 and 22 who are eligible for Special Education. It is reviewed and revised in accordance with federal law. The IEP documents the needs, goals, and services that will be used to guide the learning of the student with special needs.

### **IEP Team**

The Individualized Education Program (IEP) Team is made up of the parent(s) /guardians of the child, at least one general education teacher, the special education teacher, and a representative of the Local Education Authority (LEA) who is qualified to provide, or supervises the provision of, specially designed instruction to meet the unique needs of children with disabilities. Other IEP team members may include related services personnel and the child, as appropriate.

## ADDITIONAL RESOURCES

### **Clovis Unified School District/ Special Education**

[www.cusd.com/SpecialEducation.aspx](http://www.cusd.com/SpecialEducation.aspx)

(559) 327-9400

**CUSD Family Resource Center**  
[familyresourcecenter@cusd.com](mailto:familyresourcecenter@cusd.com)  
(559) 327-8455

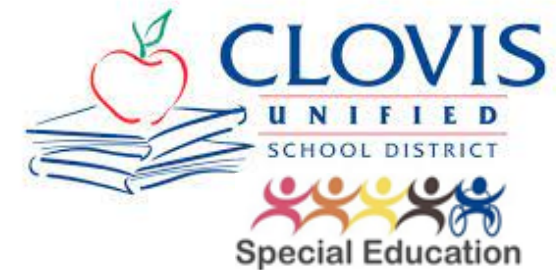
### **Community Advisory Committee**

[www.cusd.com/Community-CommunityAdvisoryCommitteeCAC.aspx](http://www.cusd.com/Community-CommunityAdvisoryCommitteeCAC.aspx)

### **California Department of Education/ Special Education**

[www.cde.ca.gov/sp/se](http://www.cde.ca.gov/sp/se)

## **Parent/Guardian Guide to Special Education Initial Assessments**



*If you are concerned about a child's learning in the educational setting, you may request an assessment to determine eligibility for Special Education.*

*This brochure explains what one can expect from the assessment process.*