

Londonderry School District
Pupil Services
268 Mammoth Road
Londonderry, NH 03053

STUDENT EVALUATION TO PLACEMENT

Referral

Referrals can be made by any person who has knowledge about a particular child. Teachers, counselors, related service providers, doctors, area agencies, therapists, parents, and others can initiate the referral process.

If the referring party is not the parent, the parent is notified in writing of the referral. The process is explained and parents are given their rights. Explanations are also available in, but not limited to, the parents' native language, large print type and interpreters if necessary. If the referring party is the parent, all the above applies except for the notification of the referral.

Evaluation

The parent is invited to participate in the referral/disposition meeting. The parent receives written prior notice at this time indicating either a decision to evaluate the child or another decision the team has reached.

If the decision is to evaluate the child, the parent is asked for permission to test in written form. The parent is afforded a copy of their parental rights. The assessment that is to be administered is explained to the parent. The team has 45 calendar days to evaluate and come to a decision regarding the determination of an educationally disabling condition. If the evaluation process cannot be completed within 45 days, the team will ask for an extension of the testing period in order to complete the evaluations. A copy of this agreement will be placed in the student's confidential file along with the permission to test. When an extension is requested, the team strives to use the least amount of time possible to complete the evaluation process.

The Londonderry School District assures that evaluation materials and instructions are presented in the child's native language or in a mode conducive to the child's circumstance. Standardized tests and materials in the child's native language are used whenever possible. If it is not possible to administer a test in this manner, the test will not be used.

Examiners are responsible for the reliability and validity of the assessment tool being used. The Londonderry School District periodically reviews and consistently updates test materials to the newest and revised editions. Examiners are expected to attend conferences regarding test materials to obtain information regarding the administration, interpretation and appropriateness of these instruments. Examiners are expected to use the test material for the purpose in which it was intended and will only adapt materials as needed and report results as such. The Londonderry School District assures that all evaluators are qualified according to the NH Rules

for the Education of Children with Disabilities, and each prepares a test report reflecting the data and their conclusions.

A multi-disciplinary team identifies a child as having an educational disability. The evaluation team then meets with the parent to review the results and recommendations, and makes a determination regarding the child's eligibility for identification. At this time, a written summary is completed and a determination of an educational disability is made. If the child has an educational disability, the Team begins the IEP process.

Individual Education Program

Once a child has been determined to have an educational disability, the IEP is developed to meet the specific special education and related service needs. The IEP Team, of which the parent is a member, meets to begin developing the IEP. This process can take up to 30 days from the identification of the child as having an educational disability. The IEP must be in place at the beginning of the school year for previously identified students.

IEP meetings are scheduled at mutually convenient times during the school day. Parents are given a 10 day written notice of IEP meetings, but this requirement can be waived by the parent in written form. If for some reason, parents cannot take part in scheduled meetings, documentation of the attempts made to include the parent is kept.

After the IEP has been developed and agreed to, written prior notice is given indicating the steps taken to develop the IEP. Copies of the IEP are given to parents, teachers, related service providers, the student (if appropriate), other agencies, therapists, and any others who have a vested interest in the child's educational program. Parents are afforded a copy of their rights. Changes cannot be made to the IEP without the Team convening to discuss and agree to changes.

Placement

Following the completion of the IEP, placements are discussed so that the IEP can be implemented as soon as possible. Parents are again a part of the multi-disciplinary team in making decisions regarding placement in the least restrictive environment. The Team reviews the continuum of educational placements.

Once an agreement has been reached, the Annual Statement of Program is completed. Each section is reviewed with the parent. The LEA representative signs the form and it is then presented to the parent for approval. Parents are given a copy of this form, written prior notice, and a copy of their rights. If parents do not agree with the placement, they or the district can access due process procedures.

ASSESSMENTS REQUIRED FOR DETERMINATION OF EDUCATIONAL DISABILITIES

<u>Autism</u> Academic Performance Adaptive Behavior Communicative Skills Health	<u>Emotional Disturbance</u> Academic Performance Social/Emotional Status	<u>Multiple Disabilities</u> Requires at least two secondary disabilities which are accepted as part of the student's record. This primary disability refers to concomitant impairments that cause severe educational problems' (see <i>NH Rules for the Education of Children with Disabilities: Ed 1102.09</i>).	
<u>Deafness</u> Academic Performance Hearing	<u>Hearing Impairment</u> Academic Performance Communicative Skills Hearing	<u>Orthopedic Impairment</u> Academic Performance Health Motor Ability	<u>Speech-Lang. Impairment</u> Academic Performance Communicative Skills
<u>Deaf-blindness</u> Academic Performance Hearing Vision	<u>Mental Retardation</u> Academic Performance Adaptive Behavior Intelligence	<u>Other Health Impairment</u> Academic Performance Health	<u>Traumatic Brain Injury</u> Academic Performance Health plus any two of these others: Adaptive Behavior Communicative Skills Intelligence Social/Emotional Status
<u>Developmental Delay</u> in order to identify a child as educationally disabled as a result of a developmental delay, the team must determine that there are clear indicators present that the child may have at least one of the other educationally disabling conditions. Therefore, the required assessments and qualified examiners are the same as for those other conditions. Examiners must be qualified for the specific disabilities suspected of causing the developmental delay.		<u>Specific Learning Disabilities</u> Academic Performance Intelligence Observation Hearing (initial determination) Vision (initial determination)	<u>Visual Impairment</u> Academic Performance Vision
<u>Early Identification</u> (Birth-3) Requires at least one assessment by a qualified examiner.			

QUALIFIED EXAMINERS FOR VARIOUS ASSESSMENTS & DISABILITIES

<u>Academic Performance</u> Associate Psychologist Associate School Psychologist Certified Educator Guidance Counselor Psychologist S.A.I.F. School Psychologist For Traumatic Brain Injury Only, add: Psychiatrist Social Worker	<u>Health</u> Licensed Physician	<u>Observation</u> Associate Psychologist Associate School Psychologist Certified Educator Guidance Counselor Psychologist S.A.I.F. School Psychologist
<u>Adaptive Behavior</u> Associate Psychologist Associate School Psychologist Certified Educator Guidance Counselor Psychiatrist Psychologist S.A.I.F. School Psychologist Social Worker	<u>Hearing</u> Audiologist Otolaryngologist Otologist For Learning Disabilities Only, add: Licensed Physician School Nurse Speech/Language Pathologist	<u>Social/Emotional Status</u> Associate Psychologist Associate School Psychologist Psychiatrist Psychologist School Psychologist
<u>Communicative Skills</u> Speech-Language Pathologist For Speech-Language Impairment Only, add: Speech-Language Therapist	<u>Intelligence</u> Associate Psychologist Associate School Psychologist Psychologist S.A.I.F. School Psychologist For Learning Disabilities Only, add: Certified Educator (Reevaluation Only) Guidance Counselor (Reevaluation Only).	<u>Vision</u> Ophthalmologist Optometrist For Learning Disabilities Only, add: Licensed Physician School Nurse
	<u>Motor Ability</u> Licensed Physician Occupational Therapist Physical Therapist	