

Evaluation/Re-Evaluation Plan

The regulations of the Rhode Island Board of Regents for Elementary and Secondary Education Governing the Education of Students with Disabilities require certain types of evaluations to determine eligibility for special education services under the Individuals with Disabilities Education Act. The disability evaluations listed below should be considered the minimum required for determination of an educational disability. The Evaluation Team, as part of its deliberations, will determine those evaluations needed to assist the team in determining disability and special educational need(s). Additional evaluations may be recommended by the team to assist in the determination of disability. The list **below is intended as a guideline.**

DISABILITY	DEFINITION
Child with a disability	<p>A child, aged 3 to 21, evaluated (in accordance with evaluation procedures) . . . and determined as having a disability and who, by reason thereof, needs special education and related services</p> <p>If it is determined, through appropriate evaluations that a child has one of the disabilities identified in the regulations but only needs a related service and not special education, <i>the child is not a child with a disability</i> . . .</p> <p>If consistent with <i>special education</i>, the related service required by the child is considered special education rather than a related service under State standards, <i>the child would be determined to be a child with a disability</i>.</p>

SECTION	R.I. REGULATIONS
300.8	Child with a disability
300.304 – 300.311	Evaluation and Re-Evaluation
300.39	Special Education
300.302	<p>Screening for instructional purposes is not evaluation</p> <p>The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.</p>

DISABILITY	EVALUATION
<p>Developmental Delay Children aged 3 through 8 experiencing developmental delays. Child with a disability, for children aged 3 through 8 (up to the child's ninth birthday), including a child who shall qualify for special education and related services when the child is experiencing a developmental delay or a disability, as determined by the evaluation process; and</p> <ul style="list-style-type: none"> - who, by reason thereof, needs special education and related services - a developmental delay or disability is defined as 25% delay and/or score equal to or greater than two standard deviations below the mean in two or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development. 	<ul style="list-style-type: none"> - Psychological - Educational (including developmental skills) - General Medical - Social History <p><i>Suggested if appropriate and recommended by the Evaluation Team:</i></p> <ul style="list-style-type: none"> - Speech and/or language - The team should also gather any medical information that may contribute to an understanding of the cause and/or diagnosis. - Observation in the natural setting (if possible)
<p>Autism Spectrum Disorder A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a child's educational performance. Included in the spectrum are: Autism; Pervasive Developmental Disorder Not Otherwise Specified; Rett's Disorder; Asperger's Disorder; and Childhood Disintegrative Disorder. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance (as defined in the RI Regulations). A child who manifests the characteristics of "autism spectrum disorder" after age 3 could be diagnosed as having "autism spectrum disorder" if the criteria of this section are satisfied.</p>	<ul style="list-style-type: none"> - Psychological - Educational - Speech and language - Social History - General Medical <p><i>Suggested if appropriate and recommended by the Evaluation Team:</i></p> <ul style="list-style-type: none"> - Observation in the natural setting(s) – classroom and /or home (if possible) - Occupational therapy

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<p>Deaf-blindness Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.</p>	<p>See evaluations under each disability area for minimum requirements. <i>Suggested if appropriate and recommended by the Evaluation Team:</i></p> <ul style="list-style-type: none"> - Classroom observation
<p>Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.</p>	<p>The school must gather the following information:</p> <ul style="list-style-type: none"> - Audiological assessment - Otological assessment - Speech and language assessment - Psychological - Educational - Social History - General Medical <p><i>Suggested if appropriate and recommended by the Evaluation Team:</i></p> <ul style="list-style-type: none"> - The team, where appropriate should include a <i>teacher of the hearing impaired</i> to assess communication needs (e.g., sign language) - Classroom observation
<p>Emotional Disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:</p> <ul style="list-style-type: none"> - an inability to learn that cannot be explained by intellectual, sensory or health factors; - an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; - inappropriate types of behavior or feelings under normal circumstances; - a general pervasive mood of unhappiness or depression; - a tendency to develop physical symptoms or fears associated with personal or school problems. <p>Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance . . .</p>	<ul style="list-style-type: none"> - Psychological and Psychiatric or Clinical Psychological - Educational - Social History - General Medical: information from the primary care physician and any other medical staff that may be treating the student - Functional Behavioral Assessment <p><i>Suggested if appropriate and recommended by the Evaluation Team:</i></p> <ul style="list-style-type: none"> - Classroom observation
<p>Hearing Impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness (in the RI Regulations).</p>	<p>The school must gather the following information:</p> <ul style="list-style-type: none"> - Audiological assessment - Otological assessment - Speech and language assessment - Psychological - Educational - Social History - General Medical <p><i>Suggested if appropriate and recommended by the Evaluation Team:</i></p> <ul style="list-style-type: none"> - The team, where appropriate should include a <i>teacher of the hearing impaired</i> to assess communication needs (e.g., sign language) - Classroom observation
<p>Mental Retardation means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.</p>	<ul style="list-style-type: none"> - Psychological - Educational (and/or developmental information) - Social History - Assessment of Adaptive Behavior - General Medical: information that may contribute to an understanding of the cause and/or diagnosis <p><i>Suggested if appropriate and recommended by the Evaluation Team:</i></p> <ul style="list-style-type: none"> - Classroom observation

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<p>Multiple Disabilities means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.</p>	<p>See the evaluations under each individual disability area for minimum requirements.</p> <p><i>Suggested if appropriate and recommended by the Evaluation Team:</i></p> <ul style="list-style-type: none"> - Classroom observation
<p>Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairment caused by congenital anomaly impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns that cause contractures).</p>	<ul style="list-style-type: none"> - Psychological - Educational - Social History - General Medical: information that may contribute to an understanding of the cause and/or diagnosis - Physical and/or Occupational therapy that assist in identifying the orthopedic/educational needs <p><i>Suggested if appropriate and recommended by the Evaluation Team:</i></p> <ul style="list-style-type: none"> - Classroom observation
<p>Other Health Impaired means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that</p> <ul style="list-style-type: none"> - is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, and Tourette syndrome - adversely affects a child's educational performance. 	<ul style="list-style-type: none"> - Psychological - Educational Social History - General Medical: information that may contribute to an understanding of the cause and/or diagnosis - Physical and/or Occupational therapy that assist in identifying the orthopedic/educational needs <p><i>Suggested if appropriate and recommended by the Evaluation Team:</i></p> <ul style="list-style-type: none"> - Classroom observation
<p>Speech or Language Impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. *Speech Impairment</p>	<p>Speech – Speech evaluation</p> <p>Language – Language evaluation</p>
<p>Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.</p>	<p>The school must gather the following information:</p> <ul style="list-style-type: none"> - Medical information that may contribute to an understanding of the nature and extent of the injuries. This may include a neurological and/or neuropsychological assessment <ul style="list-style-type: none"> - Psychological - Educational - Social History <p><i>Other evaluations that may be needed, depending on the nature/extent of the injury:</i></p> <ul style="list-style-type: none"> - Speech and/or language - Occupational and/or physical therapy <p><i>Suggested if appropriate and recommended by the Evaluation Team:</i></p> <ul style="list-style-type: none"> - Classroom observation
<p>Visual Impairment (including blindness) means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.</p>	<p>The school must gather the following information:</p> <ul style="list-style-type: none"> - Ophthalmological assessment (including the exploration of the need for low vision services) - Examination of mobility and orientation skills and visual communication skills <ul style="list-style-type: none"> - Psychological - Educational - Social History - General Medical <p>Suggested if appropriate and recommended by the Evaluation Team:</p> <ul style="list-style-type: none"> - The team, where appropriate, should include a <i>teacher of the visually impaired</i> to examine the impact in the classroom & classroom observation

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<p>Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.</p>	<ul style="list-style-type: none"> - Comprehensive Response to Intervention Data - Observation in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty - Specific documentation (SLD Report) <p>The group, in determining whether a child has a specific learning disability must</p> <ul style="list-style-type: none"> - use information from an observation during routine classroom instruction and monitoring of the child's progress that was done before the child was referred for an evaluation - conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained <p>In the case of a child of less than school age or out of school, a team member must observe the child in an environment appropriate for a child of that age. The child does not achieve adequately for the child's age or meet State-approved Common Core Standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved Common Core Standards:</p> <ul style="list-style-type: none"> - oral expression - listening comprehension - written expression - basic reading skill - reading fluency skills - reading comprehension - mathematics calculations - mathematics problem solving. <p>The child does not make sufficient progress to meet age or State-approved-grade level expectations in one or more of the areas identified above when using a process based on the child's response to scientific, research based intervention. The group determines that its findings are not primarily the result of –</p> <ul style="list-style-type: none"> - a visual, hearing, or motor disability - mental retardation - emotional disturbance - cultural factors - environmental or economic disadvantage - limited English proficiency. <p>To ensure that the underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider as part of the evaluation described in the sections on <i>Evaluation and Re-evaluation</i> -</p> <ul style="list-style-type: none"> - Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate and specific instruction and interventions in regular education settings, delivered by qualified personnel; - Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents <p>The school district must promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the timeframes described in the RI Regulation, unless extended by mutual written agreement of the child's parents and the Evaluation Team</p> <ul style="list-style-type: none"> - If, prior to the referral, a child has not made adequate progress after an appropriate period of time when provided instruction - Whenever a child is referred for an evaluation and is suspected of having a disability
<p>Specific Learning Disability (continued)</p>	