EVALUATION AND ELIGIBILITY
Section 8

TABLE OF CONTENTS

OREGON LAW AND PORTLAND PUBLIC SCHOOLS SPECIAL EDUCATION – POLICIES AND PROCEDURES ........................................................................................................................................... 8.3

PORTLAND PUBLIC SCHOOLS SPECIAL EDUCATION – OPERATIONS ..................... 8.31
  Pre-Referral Guidelines .......................................................................................................................... 8.33
  Instructional Modifications and Intervention Strategies Checklist ...................................................... 8.35
  Pre-Referral Intervention Checklist ..................................................................................................... 8.37
  Pre-Referral Worksheet .......................................................................................................................... 8.38
  Pre-Referral Procedure for Students Identified for Special Education but Not Previously Considered for English as a Second Language (ESL) Services... 8.41
  Pre-Referral Procedure for Students Identified as English Language Learners (ELL) but Not Currently Eligible for Special Education ..................................................... 8.42
  ELL and Special Education Evaluation Process – Flow Chart ............................................................. 8.43
  Parent Request for Exemption from State and District Assessment .................................................... 8.44
  Students with Disabilities and Adequate Yearly Progress Reports .................................................... 8.45
  Exemption from Statewide Assessments – Memorandum from ODE ................................................ 8.46
  School Psychologist Evaluation Tracking Form .................................................................................... 8.48
  Referral Summary Report ....................................................................................................................... 8.49
  Definitions for Differentiating between an Initial Evaluation and a Reevaluation ............................ 8.50
  Cognitive Evaluations for College Purposes Only ............................................................................... 8.51
  Requests for Assessments by Other Agencies .................................................................................... 8.52
  Team Meeting Agenda ......................................................................................................................... 8.53
  SLC-K-1 Assessment Battery ............................................................................................................... 8.54
  Eligibility Criteria for the Disability Category of Emotional Disturbance ............................... 8.55
  Procedure for General Classroom Observations ............................................................................... 8.56
  Special Education Student Academic Observation – Specific Learning Disability .................. 8.57
  Special Education Records Review Worksheet .................................................................................... 8.58
  Format for Psychoeducational Assessment Report ........................................................................... 8.59
  Termination of Special Education Services .......................................................................................... 8.60
  Procedure for Requesting an Evaluation by a Private Contractor Paid for with District Funds ........................................... 8.61
  Assistive Technology Services and Equipment ................................................................................. 8.62
  Augmentative Communication Team ............................................................................................... 8.63
  Augmentative Communication Team Request for Consultation ..................................................... 8.64
  Occupational Therapy, Physical Therapy, and Adapted Physical Education Services ...................... 8.65
  Motor Development Team .................................................................................................................. 8.66

8.1 Revised: September 2003
EVALUATION AND ELIGIBILITY
Section 8

Oregon Law
and
Portland Public Schools
Special Education
POLICIES AND PROCEDURES
[This page intentionally left blank.]
### EVALUATION AND ELIGIBILITY

<table>
<thead>
<tr>
<th>OREGON LAW</th>
<th>PORTLAND PUBLIC SCHOOL PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 8: Evaluation and Eligibility Procedures</strong></td>
<td><strong>I. Requirements for Initial Evaluation</strong></td>
</tr>
<tr>
<td><strong>581-015-0051 Criteria for Evaluation and Eligibility Determination</strong></td>
<td></td>
</tr>
<tr>
<td><strong>For the disability categories below, subsection (a) sets forth the evaluation that shall be conducted, subsection (b) sets forth the minimum criteria the child shall meet and subsection (c) sets forth the requirement that the team shall determine whether a child needs special education.</strong></td>
<td><strong>A. The district conducts a comprehensive individualized evaluation before determining that the student is eligible for special education services, and before beginning to provide special education and related services.</strong></td>
</tr>
<tr>
<td><strong>(1) Autism Spectrum Disorder:</strong></td>
<td><strong>B. Parents, staff, or other interested individuals can refer a student for an initial special education evaluation if there is suspicion that a student may have a disability that has an adverse impact on educational performance.</strong></td>
</tr>
<tr>
<td>(a) If a child is suspected of having an autism spectrum disorder, the following evaluation shall be conducted:</td>
<td><strong>C. The district designates a team to determine whether an evaluation will be conducted. The team includes at least two professionals, at least one of who is a specialist knowledgeable and experienced in the evaluation and education of students with disabilities, and the parent.</strong></td>
</tr>
<tr>
<td>(A) A developmental profile that describes the child’s historical and current characteristics that are associated with an autism spectrum disorder as described in subsection (1)(b) of this rule;</td>
<td><strong>D. In determining what testing and/or further assessment may be necessary, the team will review existing information. (See Evaluation Planning and Review of Existing Information Section Below.)</strong></td>
</tr>
<tr>
<td>(B) At least three observations of the child’s behavior one of which involves direct interactions with the child. The observations shall occur in multiple environments, on at least two different days, and be completed by one or more licensed professionals knowledgeable about the behavioral characteristics of autism spectrum disorder.</td>
<td><strong>E. As appropriate, the district provides the parent with:</strong></td>
</tr>
<tr>
<td>(C) An assessment of communication to address the communication characteristics of autism spectrum disorder which includes but is not limited to measures of language semantics and pragmatics completed by a speech and language pathologist licensed by a State Board of Examiners in Speech Pathology and Audiology or the Teacher Standards and Practices Commission;</td>
<td>1. Prior written notice of the intent to conduct an initial evaluation, and obtain consent for such evaluation;</td>
</tr>
<tr>
<td>(D) A medical statement or a health assessment statement indicating whether there are any physical factors that may be affecting the child’s educational performance;</td>
<td>2. Prior written notice of the refusal to conduct an initial evaluation; or</td>
</tr>
<tr>
<td>(E) An assessment using an appropriate behavior rating tool or an alternative assessment instrument that identifies characteristics associated with an autism spectrum disorder.</td>
<td>3. Notice of the team determination that no further data is</td>
</tr>
</tbody>
</table>
### Section 8: Evaluation and Eligibility Procedures

<table>
<thead>
<tr>
<th>OREGON LAW</th>
<th>PORTLAND PUBLIC SCHOOL PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ii) On the child's developmental progress for a preschool child; and (G) Additional evaluations or assessments that are necessary to identify the child's educational needs. (b) For a child suspected of having an autism spectrum disorder, the child shall meet all of the following minimum criteria: (A) The team shall have documented evidence that the child demonstrates all of the behaviors in subsection (1)(b)(B). Each of these behaviors shall be: (i) Characteristic of an autism spectrum disorder; (ii) Inconsistent or discrepant with the child's development in other areas; and (iii) Documented over time and/or intensity. (B) The child shall exhibit the following: (i) Impairments in communication; (ii) Impairments in social interaction; (iii) Patterns of behavior, interests, and/or activities that are restricted, repetitive, or stereotypic; and (iv) Unusual responses to sensory experiences. (c) For a child to be eligible for special education services as a child with an autism spectrum disorder, the eligibility team shall determine that: (A) The child's disability has an adverse impact on the child's educational performance; and (B) The child needs special education services as a result of the disability. (d) A child may not be eligible for special education services on the basis of an autism spectrum disorder if the child's primary disability is an emotional disturbance as set forth in section (4) of this rule. However, a child with autism spectrum disorder as a primary disability may also have an emotional disturbance as a secondary disability. (2) Communication Disorder: (a) If a child is suspected of having a communication disorder, the following evaluation shall be conducted: (A) A speech and language assessment administered by a speech and language pathologist is required, including: a. The reasons why no further data are required; and b. The right to request further assessment(s) to determine if the student is eligible for special education and related services.</td>
<td></td>
</tr>
</tbody>
</table>

### II. Requirements for Reevaluation

A. The district conducts a complete reevaluation:

1. At least once every three years; or
2. Whenever conditions warrant a reevaluation, including if the student's parent or teacher(s) requests such reevaluation.

B. When conducting a reevaluation, the IEP team reviews existing information and determines what additional assessment information, if any, is needed to address all minimum eligibility criteria of the student's eligibility category(ies). (See Evaluation Planning and Review of Existing Information section below.)

C. If additional evaluation is determined to be necessary, the district provides the parent with prior written notice of the intent to conduct the evaluation and request consent for such evaluation.

D. With the exception of testing of intelligence or personality, if the parents fail to respond to the request for consent, the district can initiate the testing. Parent consent is obtained prior to any testing of intelligence or personality.
### Section 8: Evaluation and Eligibility Procedures

<table>
<thead>
<tr>
<th>Oregon Law</th>
<th>Portland Public School Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language pathologist licensed by a State Board of Examiners in Speech Pathology and Audiology or the Teacher Standards and Practices Commission, including:</td>
<td>If the team determines that no further data is required, the district:</td>
</tr>
<tr>
<td>(i) When evaluating syntax, morphology, semantics or pragmatics, a representative language sample and comprehensive standardized tests that assess expression and comprehension;</td>
<td>1. Provides prior written notice of this decision to the parent; and</td>
</tr>
<tr>
<td>(ii) When a voice disorder is suspected, a voice assessment scale; and</td>
<td>2. Provides parents with the reasons why no further data are required; and, informs the parents of their right to request further assessment(s) to determine if their student is eligible for special education and related services.</td>
</tr>
<tr>
<td>(iii) When a fluency disorder is suspected, an observation in at least two settings;</td>
<td></td>
</tr>
<tr>
<td>(B) For a child suspected of having a voice disorder, a medical statement by an otolaryngologist licensed by a State Board of Medical Examiners. For other than a voice disorder, if a medical or health diagnosis is needed, a medical statement or a health assessment statement describing relevant medical issues;</td>
<td></td>
</tr>
<tr>
<td>(C) An evaluation or screening of the child's hearing acuity and, if needed, a measure of middle ear functioning;</td>
<td></td>
</tr>
<tr>
<td>(D) An evaluation of the child's oral mechanism, if needed;</td>
<td></td>
</tr>
<tr>
<td>(E) Assessments to determine the impact of the suspected disability:</td>
<td></td>
</tr>
<tr>
<td>(i) On the child's educational performance for a school-age child; or</td>
<td></td>
</tr>
<tr>
<td>(ii) On the child's developmental progress for a preschool child; and</td>
<td></td>
</tr>
<tr>
<td>(F) Additional evaluations or assessments that are necessary to identify the child's educational needs.</td>
<td></td>
</tr>
<tr>
<td>(b) For a child suspected of having a specific communication disorder, the child shall meet the following minimum criteria:</td>
<td></td>
</tr>
<tr>
<td>(A) Voice disorder:</td>
<td></td>
</tr>
<tr>
<td>(i) The child demonstrates chronic vocal characteristics that deviate in at least one of the areas of pitch, quality, intensity or resonance;</td>
<td></td>
</tr>
<tr>
<td>(ii) The child's voice disorder impairs communication or intelligibility; and</td>
<td></td>
</tr>
<tr>
<td>(iii) The child's voice disorder is rated as moderate to severe on a voice assessment scale.</td>
<td></td>
</tr>
<tr>
<td>(B) Fluency disorder:</td>
<td></td>
</tr>
<tr>
<td>(i) The child demonstrates an interruption in the rhythm or rate of speech</td>
<td></td>
</tr>
</tbody>
</table>

---

**III. Evaluation Planning and Review of Existing Information**

A. When initially evaluating, and when reevaluating a student, the IEP team, and other professionals as appropriate, review existing data and other information that is available, including information provided by the parent, and determine any additional information, if any, that the team will need to obtain in order to determine:

1. Whether or not a student is eligible under any category(ies) of disability(ies), including the need for special education and related service(s);

2. The present levels of educational performance;

3. The educational needs of the student; and

4. In the case of reevaluation, whether any additions or modifications in the special education and related services are needed to allow the student to meet the IEP goals, and allow the student to participate in the general curriculum.

B. A review of existing information includes:
### Section 8: Evaluation and Eligibility Procedures

#### OREGON LAW

<table>
<thead>
<tr>
<th>Description</th>
<th>PORTLAND PUBLIC SCHOOL PROCEDURES</th>
</tr>
</thead>
</table>
| that is characterized by hesitations, repetitions, or prolongations of sounds, syllables, words or phrases;  
 (ii) The child has a fluency disorder that interferes with communication and calls attention to itself across two or more settings; and  
 (iii) The child demonstrates moderate to severe vocal dysfluencies or the child evidences associated secondary behaviors, such as struggling or avoidance as measured by a standardized measure. | 1. Any evaluations and information provided by the parents; |
| (C) Phonological or articulation disorder:  
 (i) The child's phonology or articulation is rated significantly discrepant as measured by a standardized test; and  
 (ii) The disorder is substantiated by a language sample or other evaluation(s).  
 (D) Syntax, morphology, pragmatic or semantic disorder:  
 (i) The child's language in the area of syntax, morphology, semantics or pragmatics is significantly discrepant as measured by standardized test(s); and  
 (ii) The disorder is substantiated by a language sample or other evaluation(s). | 2. Any current classroom-based assessments and observations; and |
| (iii) For a child to be eligible with a syntax, morphology, pragmatic or semantic disorder, the disorder is not the result of another disability. | 3. Any observations by teachers and other service providers. |
| (c) For a child to be eligible for special education services as a child with a communication disorder, the eligibility team shall determine that:  
(A) The child's disability has an adverse impact on the child's educational performance; and  
(B) The child needs special education services as a result of the disability.  
(3) Deafblindness:  
(a) If a child is suspected of having deafblindness, the child shall be evaluated using the minimum evaluation procedures in sections (5) and (11) of this rule.  
(b) For a child suspected of having deafblindness, the child shall meet one or more of the following minimum criteria:  
(A) The child meets the minimum criteria for both vision impairment and | C. The IEP team and other professionals, as appropriate, may review existing information without a meeting. If a meeting is held, the parent will be provided the opportunity to participate. |
| 1. Selected and conducted so as not to be racially or culturally discriminatory;  
2. Conducted in the student’s native language or other mode of communication, unless it is clearly not feasible to do so; and  
3. For students with limited English proficiency, are reflective of the student’s English language skills; the assessments will measure the extent to which the student may have a disability and need special education, and not solely reflect the student’s limited English proficiency. | D. If the IEP team determines that no additional testing is required, the district is not required to conduct further testing, unless requested to do so by the parent. |

### IV. Evaluation Procedures

#### A. The district ensures that all tests and evaluations used for initial evaluations and reevaluations are:

1. Selected and conducted so as not to be racially or culturally discriminatory;
2. Conducted in the student’s native language or other mode of communication, unless it is clearly not feasible to do so; and
3. For students with limited English proficiency, are reflective of the student’s English language skills; the assessments will measure the extent to which the student may have a disability and need special education, and not solely reflect the student’s limited English proficiency.
### EVALUATION AND ELIGIBILITY

<table>
<thead>
<tr>
<th>OREGON LAW</th>
<th>PORTLAND PUBLIC SCHOOL PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 8: Evaluation and Eligibility Procedures</strong></td>
<td><strong>B.</strong> The district designates trained and knowledgeable personnel to conduct the evaluation.</td>
</tr>
<tr>
<td>hearing impairment in sections (5) and (11) of this rule; or</td>
<td><strong>C.</strong> The district uses a variety of tools and measures to gather relevant functional and</td>
</tr>
<tr>
<td>(B) The child meets the minimum criteria for either vision impairment or</td>
<td>developmental information about the student. This includes:</td>
</tr>
<tr>
<td>hearing impairment of sections (5) or (11) of this rule and demonstrates</td>
<td>1. Any information provided by the parent; and</td>
</tr>
<tr>
<td>inconsistent or inconclusive responses in an assessment of the other</td>
<td>2. Any information related to the student’s ability to be involved in and progress in the</td>
</tr>
<tr>
<td>sensory area. If the child demonstrates inconsistent or inconclusive</td>
<td>general curriculum.</td>
</tr>
<tr>
<td>responses in an assessment of the other sensory area, a functional</td>
<td><strong>D.</strong> Assessment tools and strategies selected by the team assist in determining:</td>
</tr>
<tr>
<td>assessment must be administered by a state licensed educator of the</td>
<td>1. Whether the student has a disability and needs special education; and</td>
</tr>
<tr>
<td>visually impaired, a state licensed educator of the hearing impaired or</td>
<td>2. What the content of the IEP may be to address the special education needs.</td>
</tr>
<tr>
<td>an audiologist licensed by a State Board of Examiners in Speech Pathology</td>
<td><strong>E.</strong> Standardized tests used to evaluation a student:</td>
</tr>
<tr>
<td>and Audiology; or</td>
<td>1. Are validated for the purpose for which they are used;</td>
</tr>
<tr>
<td>(C) The child meets the minimum criteria for either vision impairment or</td>
<td>2. Are administered by trained and knowledgeable personnel, as determined by the test</td>
</tr>
<tr>
<td>hearing impairment of sections (5) or (11) of this rule and has a</td>
<td>producer; and</td>
</tr>
<tr>
<td>degenerative disease or pathology that affects the acuity of the other</td>
<td>3. If administered in a non-standardized manner, a description of the way(s) in which the</td>
</tr>
<tr>
<td>sensory area.</td>
<td>variance occurred will be described in the evaluation report.</td>
</tr>
<tr>
<td>(c) For a child to be eligible for special education services as a child</td>
<td></td>
</tr>
<tr>
<td>having deafblindness, the eligibility team shall determine that:</td>
<td></td>
</tr>
<tr>
<td>(A) The child's disability has an adverse impact on the child's educational performance; and</td>
<td></td>
</tr>
<tr>
<td>(B) The child needs special education services as a result of the disability.</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Emotional Disturbance:</td>
<td></td>
</tr>
<tr>
<td>(a) If a child is suspected of having an emotional disturbance, the</td>
<td></td>
</tr>
<tr>
<td>following evaluation shall be conducted:</td>
<td></td>
</tr>
<tr>
<td>(A) An evaluation of the child's emotional and behavioral status, including a developmental or social history, when appropriate;</td>
<td></td>
</tr>
<tr>
<td>(B) A medical statement or a health assessment statement indicating</td>
<td></td>
</tr>
<tr>
<td>whether there are any physical factors that may be affecting the child's educational performance;</td>
<td></td>
</tr>
<tr>
<td>(C) The completion of at least two behavior-rating scales, at least one of which is a standardized behavior measurement instrument;</td>
<td></td>
</tr>
<tr>
<td>(D) An observation in the classroom and in at least one other setting by someone other than the child's regular teacher;</td>
<td></td>
</tr>
<tr>
<td>(E) Assessments to determine the impact of the suspected disability:</td>
<td></td>
</tr>
</tbody>
</table>
### EVALUATION AND ELIGIBILITY

<table>
<thead>
<tr>
<th>OREGON LAW</th>
<th>PORTLAND PUBLIC SCHOOL PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) On the child’s educational performance for a school-age child; or (ii) On the child's developmental progress for a preschool child; and (F) Additional evaluations or assessments that are necessary to identify the child's educational needs.</td>
<td>F. Tests and other evaluation measures include those that are designed to assess specific areas of educational need, not only those designed to provide a single intelligence quotient.</td>
</tr>
<tr>
<td>(b) For a child suspected of having an emotional disturbance, the child shall meet the following minimum criteria: (A) The child’s emotional or behavioral problems shall have existed over an extended period of time; and (B) The child exhibits one or more of the following: (i) An inability to learn at a rate commensurate with the child's intellectual, sensory-motor, and physical development; (ii) An inability to establish or maintain satisfactory interpersonal relationships with peers and teachers; (iii) A variety of excessive behaviors ranging from hyperactive and impulsive responses to depression and withdrawal; (iv) Inappropriate types of behavior or feelings under normal circumstances; or (v) A tendency to develop physical symptoms, pains, or fears associated with personal, social, or school problems.</td>
<td>G. When testing students with impaired sensory, manual, or speaking skills, the tests used will accurately reflect the student's actual abilities rather than solely reflect the impairment.</td>
</tr>
<tr>
<td>(c) For a child to be eligible for special education services as a child with an emotional disturbance, the eligibility team shall determine that: (A) The child’s disability has an adverse impact on the child’s educational performance; and (B) The child needs special education services as a result of the disability; (d) A child who is socially maladjusted may not be identified as having an emotional disturbance unless the child also meets the minimum criteria under subsection (4)(b) of this rule.</td>
<td>H. No single evaluation tool will be used as the sole instrument in determining eligibility for special education, including the need for special education and related services.</td>
</tr>
<tr>
<td>(5) Hearing Impairment: (a) If a child is suspected of having a hearing impairment, the following evaluation shall be conducted: (A) An audiological assessment by an audiologist licensed by a State Board of Examiners in Speech Pathology and Audiology;</td>
<td>I. Each student is assessed in all areas related to each suspected disability(ies), including, if appropriate:</td>
</tr>
<tr>
<td>1. Health;</td>
<td>1. <strong>Health</strong>;</td>
</tr>
<tr>
<td>2. Vision;</td>
<td>2. <strong>Vision</strong>;</td>
</tr>
<tr>
<td>3. Hearing;</td>
<td>3. <strong>Hearing</strong>;</td>
</tr>
<tr>
<td>4. Social and emotional status;</td>
<td>4. <strong>Social and emotional status</strong>;</td>
</tr>
<tr>
<td>5. General intelligence;</td>
<td>5. <strong>General intelligence</strong>;</td>
</tr>
<tr>
<td>6. Academic performance;</td>
<td>6. <strong>Academic performance</strong>;</td>
</tr>
<tr>
<td>7. Communication skills; and</td>
<td>7. <strong>Communication skills</strong>; and</td>
</tr>
<tr>
<td>8. Motor abilities.</td>
<td>8. <strong>Motor abilities</strong>.</td>
</tr>
<tr>
<td>J. The evaluation is comprehensive enough to identify all the</td>
<td></td>
</tr>
</tbody>
</table>
# EVALUATION AND ELIGIBILITY

## OREGON LAW

### Section 8: Evaluation and Eligibility Procedures

- **(B)** A medical statement or a health assessment statement indicating whether the hearing loss, if conductive, is treatable and whether the use of amplification is contra-indicated;
- **(C)** Assessments to determine the impact of the suspected disability:
  1. On the child's educational performance for a school-age child; or
  2. On the child's developmental progress for a preschool child; and
- **(D)** Additional evaluations or assessments that are necessary to identify the child's educational needs.

### (b) For a child suspected of having a hearing impairment, the child shall meet one of the following minimum criteria:

- **(A)** The child has a pure tone average loss of 25 dbHL or greater in the better ear for frequencies of 500 Hz, 1000 Hz, and 2000 Hz, or a pure tone average loss of 35 dbHL or greater in the better ear for frequencies of 3000 Hz, 4000 Hz, and 6000 Hz; or
- **(B)** The child has a unilateral hearing impairment with a pure tone average loss of 50 dbHL or greater in the affected ear for the frequencies 500 Hz to 4000 Hz; and
- **(C)** The loss is either sensorineural or conductive if the conductive loss has been determined to be currently untreatable by a physician.

### (c) For a child to be eligible for special education services as a child with a hearing impairment, the eligibility team shall determine that:

- **(A)** The child's disability has an adverse impact on the child's educational performance; and
- **(B)** The child needs special education services as a result of the disability.

### Mental Retardation:

#### (a) If a child is suspected of having mental retardation, the following evaluation shall be conducted:

- **(A)** An individually administered standardized intelligence test meeting the reliability and validity standards of the American Psychological Association and administered by a licensed school psychologist, a psychologist licensed by a State Board of Psychological Examiners, or other individual assigned by a school district who has the training and experience to administer and

## PORTLAND PUBLIC SCHOOL PROCEDURES

### student's special education and related service needs, whether or not these needs are commonly associated with the suspected or identified disability category(ies).

- **K.** The district uses technically sound instruments that may assess the relative contribution of:
  1. Cognitive factors;
  2. Behavioral factors; and
  3. Physical or developmental factors.

### L.** The student is evaluated in a manner that assists in determining his or her educational needs.

### M.** The district completes the assessment in a reasonable period of time. Reasonable period of time means within 60 school days, unless special circumstances require a longer period. The district documents these circumstances when they apply.

## V. Eligibility Determination

### A.** Once evaluation is completed, the district designates an eligibility team to determine whether or not the student is eligible for special education services. This team includes:

1. Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and

2. The student's parent.
## OREGON LAW

<table>
<thead>
<tr>
<th>Section 8: Evaluation and Eligibility Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>interpret individually administered intelligence tests;</td>
</tr>
<tr>
<td>(B) The administration of a valid adaptive behavior scale;</td>
</tr>
<tr>
<td>(C) A medical statement or a health assessment statement indicating whether there are any sensory or physical factors that may be affecting the child's educational performance;</td>
</tr>
<tr>
<td>(D) A developmental history of the child;</td>
</tr>
<tr>
<td>(E) Assessments to determine the impact of the suspected disability:</td>
</tr>
<tr>
<td>(i) On the child's educational performance for a school-age child; or</td>
</tr>
<tr>
<td>(ii) On the child's developmental progress for a preschool child; and</td>
</tr>
<tr>
<td>(F) Additional evaluations or assessments that are necessary to identify the child's educational needs.</td>
</tr>
<tr>
<td>(b) For a child suspected of having mental retardation, the child shall meet all of the following minimum criteria:</td>
</tr>
<tr>
<td>(A) The child's intelligence test score is 2 or more standard deviations below the mean;</td>
</tr>
<tr>
<td>(B) The child has deficits in adaptive behavior coexistent with the child's impairment in intellectual functioning;</td>
</tr>
<tr>
<td>(C) The child's developmental level or educational achievement is significantly below age or grade norms; and</td>
</tr>
<tr>
<td>(D) The child's developmental or educational problems are not primarily the result of sensory disabilities or other physical factors.</td>
</tr>
<tr>
<td>(c) For a child to be eligible for special education services as a child with mental retardation, the eligibility team shall determine that:</td>
</tr>
<tr>
<td>(A) The child's disability has an adverse impact on the child's educational performance; and</td>
</tr>
<tr>
<td>(B) The child needs special education services as a result of the disability.</td>
</tr>
</tbody>
</table>

## PORTLAND PUBLIC SCHOOL PROCEDURES

<table>
<thead>
<tr>
<th>B. The eligibility team may be the IEP team.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. The district prepares a written eligibility statement that includes:</td>
</tr>
<tr>
<td>1. A description of all evaluation data used in determining the student's eligibility;</td>
</tr>
<tr>
<td>2. Determination of whether or not the student meets the eligibility criteria for one or more of the disabilities described in Oregon Administrative Rule. This determination includes documentation of:</td>
</tr>
<tr>
<td>a. Whether the disability has an adverse impact on the student's education performance; and</td>
</tr>
<tr>
<td>b. Whether the student needs special education as a result of the disability.</td>
</tr>
<tr>
<td>3. Whether the determinant factor for eligibility determination is a lack of instruction of reading or math;</td>
</tr>
<tr>
<td>4. Whether the determinant factor for eligibility determination is limited English proficiency; and</td>
</tr>
<tr>
<td>5. The signature of each member of the eligibility team, indicating their agreement or disagreement with the eligibility determination. If disagreeing, the Team member(s) include a separate statement of his or her conclusions.</td>
</tr>
<tr>
<td>D. The district provides the student's parent with a copy of the evaluation report and documentation of eligibility determination.</td>
</tr>
</tbody>
</table>

---

8.12 Revised: September 2003
### Section 8: Evaluation and Eligibility Procedures

#### OREGON LAW

<table>
<thead>
<tr>
<th>Section 8: Evaluation and Eligibility Procedures</th>
<th>PORTLAND PUBLIC SCHOOL PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B) A standardized motor assessment, including the areas of fine motor, gross motor and self-help, when appropriate, by a specialist knowledgeable about orthopedic or neuromotor development;</td>
<td>E. For students who may be eligible in more that one disability category, the district ensures that:</td>
</tr>
<tr>
<td>(C) Assessments to determine the impact of the suspected disability:</td>
<td>1. The student is evaluated in all the areas related to the suspected disability(ies); and</td>
</tr>
<tr>
<td>(i) On the child's educational performance for a school-age child; or</td>
<td>2. The student's IEP addresses all the special education and related service needs.</td>
</tr>
<tr>
<td>(ii) On the child's developmental progress for a preschool child; and</td>
<td></td>
</tr>
<tr>
<td>(D) Additional evaluations or assessments that are necessary to identify the child's educational needs.</td>
<td></td>
</tr>
</tbody>
</table>

(b) For a child suspected of having an orthopedic impairment, the child shall meet all of the following minimum criteria:

(A) The child has a motor impairment that results in deficits in the quality, speed or accuracy of movement. These deficits must be documented by a score of two or more standard deviations below the mean in one or more of the three motor areas set forth in subsection (7)(a)(B) of this rule, or functional deficits in at least two of the three motor areas; and

(B) The child's condition is permanent or is expected to last for more than 60 calendar days.

(c) For a child to be eligible for special education services as a child with an orthopedic impairment, the eligibility team shall determine that:

(A) The child's disability has an adverse impact on the child's educational performance; and

(B) The child needs special education services as a result of the disability.

(8) Other Health Impairment:

(a) If a child is suspected of having another health impairment, the following evaluation shall be conducted:

(A) A medical statement or a health assessment statement, indicating a diagnosis of a health impairment or a description of the impairment, and a statement that the child's condition is permanent or is expected to last for more than 60 calendar days;

(B) Assessments to determine the impact of the suspected disability:

(i) On the child's educational performance for a school-age child; or

(ii) On the child's developmental progress for a preschool child; and

F. In addition to the above, for students with suspected specific learning disabilities:

1. The eligibility team includes:

   a. The student’s regular classroom teacher, or if the student doesn't have a regular classroom teacher, a regular classroom teacher qualified to teach students who are the same age; and

   b. A person qualified to conduct individual diagnostic examinations (e.g., school psychologist, speech-language pathologist, other qualified professionals).

2. The written evaluation report includes:

   a. Statement regarding whether the student has a specific learning disability;

   b. The basis for this determination;

   c. A description of relevant behavior that was documented.
**EVALUATION AND ELIGIBILITY**

<table>
<thead>
<tr>
<th>OREGON LAW</th>
<th>PORTLAND PUBLIC SCHOOL PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 8: Evaluation and Eligibility Procedures</strong></td>
<td><strong>BY</strong></td>
</tr>
</tbody>
</table>

(C) Additional evaluations or assessments that are necessary to identify the child's educational needs.

(b) For a child suspected of having another health impairment, the child shall meet all of the minimum criteria:

(A) The child exhibits limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment;

(B) The child's limited strength, vitality or alertness is due to a chronic or acute health problem; and

(C) The child's condition is permanent or expected to last for more than 60 calendar days.

(c) For a child to be eligible for special education services as a child with another health impairment, the eligibility team shall determine that:

(A) The child's disability has an adverse impact on the child's educational performance; and

(B) The child needs special education services as a result of the disability.

(9) Specific Learning Disability:

(a) If a child is suspected of having a specific learning disability, the following evaluation shall be conducted:

(A) An observation by a team member other than the child's regular teacher of the child's academic performance in a regular classroom setting; or in the case of a child less than school age or out of school, an observation by a team member conducted in an age-appropriate environment;

(B) A developmental history, if needed;

(C) An assessment of intellectual ability;

(D) Other assessments of the characteristics of learning disabilities if the child exhibits impairments in any one or more of the following areas: cognition, fine motor, perceptual motor, communication, social or emotional, and perception or memory. These assessments shall be completed by specialists knowledgeable in the specific characteristics being assessed;

(E) A review of cumulative records, previous individualized education programs or individualized family service plans and teacher collected work during an observation of the student, including a description of the relationship of that behavior to the student's academic functioning;

(d) If appropriate, educationally relevant medical findings; whether there is a severe discrepancy between intellectual ability and achievement and that is not correctable without special education; and

(e) A statement of eligibility team determination regarding the effects of environmental, cultural, or economic disadvantage.

VI. Termination of Special Education Eligibility

A. Before determining that a student is no longer eligible for special education and related services, the district completes a reevaluation, except when:

1. The student becomes ineligible because of graduation with a regular high school diploma; or

2. The student becomes ineligible due to age.
<table>
<thead>
<tr>
<th>OREGON LAW</th>
<th>PORTLAND PUBLIC SCHOOL PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 8: Evaluation and Eligibility Procedures</strong> samples; (F) If deemed necessary, a medical statement or health assessment statement indicating whether there are any physical factors that may be affecting the child's educational performance; (G) Assessments to determine the impact of the suspected disability: (i) On the child's educational performance for a school-age child; or (ii) On the child's developmental progress for a preschool child; and (H) Additional evaluations or assessments that are necessary to identify the child's educational needs. (b) For a child suspected of having a specific learning disability, the child shall meet all of the following minimum criteria: (A) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in subsection (9)(b)(B) of this rule when provided with learning experiences appropriate for the child's age and ability levels; (B) The child has a severe discrepancy between intellectual ability and achievement in one or more of the following areas: (i) Oral expression; (ii) Listening comprehension; (iii) Written expression; (iv) Basic reading skills; (v) Reading comprehension; (vi) Mathematics calculation (when appropriate, includes general readiness skills); or (vii) Mathematics reasoning; and (C) The child's severe discrepancy between ability and achievement is not primarily the result of: (i) A visual, hearing, or motor impairment; (ii) Mental retardation; (iii) Emotional disturbance; or (iv) Environmental, cultural, or economic disadvantage. (c) A child identified as having a specific learning disability need only exhibit...</td>
<td></td>
</tr>
</tbody>
</table>
Section 8: Evaluation and Eligibility Procedures

<table>
<thead>
<tr>
<th>OREGON LAW</th>
<th>PORTLAND PUBLIC SCHOOL PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a “discrepancy” and not necessarily a “severe discrepancy” to continue eligibility.</td>
<td></td>
</tr>
<tr>
<td>(d) For a child to be eligible for special education services as a child with a specific learning disability, the eligibility team shall determine that:</td>
<td></td>
</tr>
<tr>
<td>(A) The child's disability has an adverse impact on the child's educational performance; and</td>
<td></td>
</tr>
<tr>
<td>(B) The child needs special education services as a result of the disability.</td>
<td></td>
</tr>
<tr>
<td>(10) Traumatic Brain Injury:</td>
<td></td>
</tr>
<tr>
<td>(a) If a child is suspected of having a traumatic brain injury, the following evaluation shall be conducted:</td>
<td></td>
</tr>
<tr>
<td>(A) A medical statement or a health assessment statement indicating that an event may have resulted in a traumatic brain injury as defined in; subsection (b) (A);</td>
<td></td>
</tr>
<tr>
<td>(B) A comprehensive psychological assessment using a battery of instruments intended to identify deficits associated with a traumatic brain injury administered by a licensed school psychologist, a psychologist licensed by a State Board of Psychological Examiners, or other individuals who have the training and experience to administer and interpret the tests within the battery;</td>
<td></td>
</tr>
<tr>
<td>(C) Other assessments including, but not limited to, motor assessments if the child exhibits motor impairments; communication assessments if the child exhibits communication disorders; and psychosocial assessments if the child exhibits changed behavior. These assessments must be completed by educators knowledgeable in the specific area being assessed;</td>
<td></td>
</tr>
<tr>
<td>(D) Other information relating to the child's suspected disability, including pre-injury performance and a current measure of adaptive ability;</td>
<td></td>
</tr>
<tr>
<td>(E) An observation in the classroom and in at least one other setting;</td>
<td></td>
</tr>
<tr>
<td>(F) Assessments to determine the impact of the suspected disability:</td>
<td></td>
</tr>
<tr>
<td>(i) On the child's educational performance for a school-age child; or</td>
<td></td>
</tr>
<tr>
<td>(ii) On the child's developmental progress for a preschool child; and</td>
<td></td>
</tr>
<tr>
<td>(G) Additional evaluations or assessments that are necessary to identify the</td>
<td></td>
</tr>
</tbody>
</table>
### OREGON LAW

**Section 8: Evaluation and Eligibility Procedures**

- child’s educational needs.
- (b) For a child suspected of having a traumatic brain injury, the child shall meet all of the following minimum criteria:
  - (A) The child has an acquired injury to the brain caused by an external physical force;
  - (B) The child’s condition shall be permanent or expected to last for more than 60 calendar days;
  - (C) The child’s injury results in an impairment of one or more of the following areas:
    - (i) Communication;
    - (ii) Behavior;
    - (iii) Cognition, memory, attention, abstract thinking, judgment, problem-solving, reasoning, and/or information processing;
    - (iv) Sensory, perceptual, motor and/or physical abilities.
- (c) For a child to be eligible for special education services as a child with a traumatic brain injury, the eligibility team shall determine that:
  - (A) The child’s disability has an adverse impact on the child’s educational performance; and
  - (B) The child needs special education services as a result of the disability.
- (d) Students with brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma, are not eligible under the category of traumatic brain injury but may be eligible under a different category under this rule.

(11) Vision Impairment:
- (a) If a child is suspected of having a vision impairment, the following evaluation shall be conducted:
  - (A) A medical statement by an ophthalmologist or optometrist licensed by a State Board of Examiners indicating that the child has a vision impairment;
  - (B) Assessments to determine the impact of the suspected disability:
    - (i) On the child’s educational performance for a school-age child; or
    - (ii) On the child’s developmental progress for a preschool child; and
  - (C) Additional evaluations or assessments that are necessary to identify the

### PORTLAND PUBLIC SCHOOL PROCEDURES

<table>
<thead>
<tr>
<th>Evaluation and Eligibility Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>child’s educational needs.</td>
</tr>
<tr>
<td>(b) For a child suspected of having a traumatic brain injury, the child shall meet all of the following minimum criteria:</td>
</tr>
<tr>
<td>(A) The child has an acquired injury to the brain caused by an external physical force;</td>
</tr>
<tr>
<td>(B) The child’s condition shall be permanent or expected to last for more than 60 calendar days;</td>
</tr>
<tr>
<td>(C) The child’s injury results in an impairment of one or more of the following areas:</td>
</tr>
<tr>
<td>(i) Communication;</td>
</tr>
<tr>
<td>(ii) Behavior;</td>
</tr>
<tr>
<td>(iii) Cognition, memory, attention, abstract thinking, judgment, problem-solving, reasoning, and/or information processing;</td>
</tr>
<tr>
<td>(iv) Sensory, perceptual, motor and/or physical abilities.</td>
</tr>
<tr>
<td>(c) For a child to be eligible for special education services as a child with a traumatic brain injury, the eligibility team shall determine that:</td>
</tr>
<tr>
<td>(A) The child’s disability has an adverse impact on the child’s educational performance; and</td>
</tr>
<tr>
<td>(B) The child needs special education services as a result of the disability.</td>
</tr>
<tr>
<td>(d) Students with brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma, are not eligible under the category of traumatic brain injury but may be eligible under a different category under this rule.</td>
</tr>
</tbody>
</table>

(11) Vision Impairment:
- (a) If a child is suspected of having a vision impairment, the following evaluation shall be conducted:
  - (A) A medical statement by an ophthalmologist or optometrist licensed by a State Board of Examiners indicating that the child has a vision impairment;
  - (B) Assessments to determine the impact of the suspected disability:
    - (i) On the child’s educational performance for a school-age child; or
    - (ii) On the child’s developmental progress for a preschool child; and
  - (C) Additional evaluations or assessments that are necessary to identify the
EVALUATION AND ELIGIBILITY

OREGON LAW

Section 8: Evaluation and Eligibility Procedures

child's educational needs, including a functional assessment of the child's residual visual acuity or field of vision.

(b) For a child suspected of having a vision impairment, the child shall meet one or more of the following minimum criteria:

(A) The child's residual acuity is 20/70 or less in the better eye with correction;

(B) The child's visual field is restricted to 20 degrees or less in the better eye;

(C) The child has an eye pathology or a progressive eye disease which in the opinion of the ophthalmologist is expected to reduce either residual acuity or visual field according to the criteria stated in paragraphs (11)(b)(A) or (B); or

(D) The assessment results of a licensed ophthalmologist or optometrist are inconclusive, or the child demonstrates inadequate use of residual vision.

(c) For a child to be eligible for special education services as a child with vision impairment, the eligibility team shall determine that:

(A) The child's disability has an adverse impact on the child's educational performance; and

(B) The child needs special education services as a result of the disability.

Stats. Auth.: ORS 343.045, ORS 343.155 & ORS 343.157
Stats. Implemented: ORS 343.157, ORS 343.227, ORS 343.045, ORS 343.155; 20 USC § 1401(a) & 34 CFR 300.7(b)
Hist.: 1EB 29-1978, f. & ef. 7-20-78; 1EB 18-1983(Temp), f. & ef. 12-20-83; 1EB 7-1986, f. & ef. 2-24-86; EB 25-1991(Temp), f. & cert. ef. 11-29-91; EB 16-1992, f. & cert. ef. 5-13-92; EB 22-1995, f. & cert. ef. 9-15-95; ODE 11-2000, f. 5-3-00, cert. ef. 7-1-00; ODE 8-2001, f. & cert. ef. 1-29-01

581-015-0053 Eligibility Determination Procedures

(1) Upon completing the administration of tests and other evaluation materials, a team shall determine whether the child is a child with a
### Section 8: Evaluation and Eligibility Procedures

- **disability under OAR 581-015-0051**

  2. The team shall include two or more professionals, at least one of whom is knowledgeable and experienced in the evaluation and education of children with the suspected disability, and the parent. This team may be the child's IEP team.

  3. In determining eligibility for a child suspected of having a specific learning disability, the team shall also include:
     - (a) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of his or her age; and
     - (b) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or other qualified professional.

  4. The team shall prepare a written statement of eligibility that includes:
     - (a) All evaluation data considered in determining the child's eligibility;
     - (b) A determination of whether the child meets the minimum evaluation criteria for one of the disability categories in OAR 581-015-0051 or OAR 581-015-0942;
     - (c) A determination of whether the primary basis for the suspected disability is:
       - (A) A lack of instruction in reading or math; or
       - (B) Limited English proficiency;
     - (d) A determination of whether the child's disability has an adverse impact on the child's educational performance;
     - (e) A determination of whether, as a result of the disability, the child needs special education services; and
     - (f) The signature of each member of the team indicating agreement or disagreement with the eligibility determination.

  5. When determining eligibility for a child suspected of having a specific learning disability, the team shall prepare a written report based upon the results of the evaluation. The report shall also include statements regarding:
     - (a) Whether the child has a specific learning disability;
### EVALUATION AND ELIGIBILITY

**OREGON LAW**

<table>
<thead>
<tr>
<th>Section 8: Evaluation and Eligibility Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) The basis for the determination;</td>
</tr>
<tr>
<td>(c) The relevant behavior noted during the observation of the child;</td>
</tr>
<tr>
<td>(d) The relationship of that behavior to the child’s academic functioning;</td>
</tr>
<tr>
<td>(e) The educationally relevant medical findings, if any;</td>
</tr>
<tr>
<td>(f) Whether there is a significant discrepancy between achievement and ability which is not correctable without special education; and</td>
</tr>
<tr>
<td>(g) The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.</td>
</tr>
<tr>
<td>(h) Each team member shall certify either:</td>
</tr>
<tr>
<td>(A) Agreement with the report; or</td>
</tr>
<tr>
<td>(B) Disagreement, with a separate statement of conclusions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PORTLAND PUBLIC SCHOOL PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6) The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.</td>
</tr>
<tr>
<td>(7) The team may not determine that a child is eligible for special education services if:</td>
</tr>
<tr>
<td>(a) The determinant factor for that eligibility determination is:</td>
</tr>
<tr>
<td>(A) Lack of instruction in reading or math; or</td>
</tr>
<tr>
<td>(B) Limited English proficiency; and</td>
</tr>
<tr>
<td>(b) The child does not otherwise meet the eligibility criteria under OAR 581-015-0051.</td>
</tr>
<tr>
<td>(8) The team shall determine a child to be eligible under this rule if the child has a disability and needs special education and related services, even thought the child is advancing from grade to grade.</td>
</tr>
<tr>
<td>(9) For a child who may have disabilities in more than one category, the team need only qualify the child under one disability category. However, the child shall be evaluated in all areas related to the suspected disability or disabilities, and the child's IEP shall address all of the child's special education needs.</td>
</tr>
</tbody>
</table>

Stat. Auth.: ORS 343.045; ORS 343.155; & ORS 343.157
Stats. Implemented: ORS 343.035, ORS 343.157, ORS 343.227; 34 CFR 300.7(6), 34 CFR 300.530 - 300.534 & 34 CFR 300.540 - 300.543

8.20 Revised: September 2003
### OREGON LAW

**Section 8: Evaluation and Eligibility Procedures**

Hist.: EB 22-1995, f. & cert. ef. 9-15-95; ODE 12-2000, f. 5-3-00, cert. ef. 5-3-00

**OAR 581-015-0072 Evaluation Procedures**

Each school district shall ensure that:

1. Tests and other evaluation materials used to assess a child:
   - Are selected and administered so as not to be racially or culturally discriminatory;
   - Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and
   - Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

2. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including:
   - Information provided by the parent, and
   - Information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities).

3. The assessment tools and strategies are selected to assist the team in determining:
   - Whether the child is a child with a disability under OAR 581-015-0051; and
   - The content of the child's IEP.

4. Any standardized tests that are given to a child:
   - Have been validated for the specific purpose for which they are used;
   - Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests; and
   - If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g. the
Section 8: Evaluation and Eligibility Procedures

<table>
<thead>
<tr>
<th>Oregon Law</th>
<th>Portland Public School Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report.</td>
<td></td>
</tr>
<tr>
<td>(5) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;</td>
<td></td>
</tr>
<tr>
<td>(6) Tests are selected and administered so as best to ensure that, if a test is administered to a child with impaired sensory, manual or speaking skills, the test results accurately reflect the child’s aptitude or achievement level or whatever factors the test purports to measure rather than reflecting the child’s impaired sensory, manual or speaking skills, except where those skills are the factors which the test purports to measure;</td>
<td></td>
</tr>
<tr>
<td>(7) No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;</td>
<td></td>
</tr>
<tr>
<td>(8) The educational agency shall designate trained and knowledgeable personnel to conduct the evaluation:</td>
<td></td>
</tr>
<tr>
<td>(9) The child is assessed in all areas related to the suspected disability or disabilities, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities; and</td>
<td></td>
</tr>
<tr>
<td>(10) In evaluating each child with a disability under OAR 581-015-0071–0074, the evaluation is sufficiently comprehensive to identify all of the child’s special education and related services needs, whether or not commonly linked to the disability category (or categories) in which the child has been classified;</td>
<td></td>
</tr>
<tr>
<td>(11) The school district uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors;</td>
<td></td>
</tr>
<tr>
<td>(12) The school district uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child;</td>
<td></td>
</tr>
<tr>
<td>(13) The evaluation shall be completed within a reasonable period of time.</td>
<td></td>
</tr>
</tbody>
</table>
### Section 8: Evaluation and Eligibility Procedures

<table>
<thead>
<tr>
<th>Oregon Law</th>
<th>Portland Public School Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) A “reasonable period of time” means within 60 school days unless special circumstances require a longer period.</td>
<td></td>
</tr>
<tr>
<td>(b) “Special circumstances” are circumstances outside the school district's control. Lack of availability of qualified staff to conduct the evaluation shall not be considered a special circumstance. School districts shall document any special circumstances.</td>
<td></td>
</tr>
<tr>
<td>(c) The 60 day period shall begin on the date the parent gives written consent for the evaluation or the date the evaluation is initiated under OAR 581-015-0042(2).</td>
<td></td>
</tr>
<tr>
<td>(d) The evaluation shall be considered completed on the date of the meeting to determine eligibility or to consider the results in reviewing the child's IEP.</td>
<td>[Federal Regulation: 34 CFR 300.532]</td>
</tr>
</tbody>
</table>

### OAR 581-015-0073 Interpretation of Evaluation Data

(1) In interpreting evaluation data for the purpose of determining if a child is a child with a disability under OAR 581-015-0051, and the educational needs of the child, each team shall:
(a) Draw upon information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior; and
(b) Ensure that information obtained from all these sources is documented and carefully considered.

[Federal Regulation: 34 CFR 300.535 ]

### OAR 581-015-0074 Reevaluation

(1) Educational agencies shall ensure that a reevaluation of each child with a disability is conducted every three years, or more frequently if conditions warrant or if the child's parent or teacher requests an evaluation.
### Section 8: Evaluation and Eligibility Procedures

<table>
<thead>
<tr>
<th>OREGON LAW</th>
<th>PORTLAND PUBLIC SCHOOL PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) As part of the reevaluation, the child's IEP or IFSP team shall review existing data and determine what, if any, additional assessment data are needed in accordance with OAR 581-015-0701.</td>
<td></td>
</tr>
<tr>
<td>(3) In determining whether a child continues to have a disability, the team shall address all of the evaluation components and minimum eligibility criteria of the child's eligibility category under OAR 581-015-0051, except as described in subsection (4).</td>
<td></td>
</tr>
<tr>
<td>(4) A child identified as having a specific learning disability need only have a &quot;discrepancy&quot; and not necessarily a &quot;severe discrepancy&quot; to continue eligibility.</td>
<td></td>
</tr>
<tr>
<td>(5) Upon a request for a reevaluation, the school district shall either:</td>
<td></td>
</tr>
<tr>
<td>(a) provide the parent with prior written notice of the proposed evaluation under OAR 581-015-0075 and obtain written parent consent in conformance with OAR 581-015-0039 and 0042(2); or</td>
<td></td>
</tr>
<tr>
<td>(b) provide the parent with prior written notice under OAR 581-015-0075 of the school district's refusal to conduct a reevaluation.</td>
<td></td>
</tr>
<tr>
<td>(6) Parents may challenge a school district's refusal to conduct a reevaluation under OAR 581-015-0081. ORS 343.157</td>
<td></td>
</tr>
</tbody>
</table>

### OAR 581-015-0700 Responsibility for Evaluation and Eligibility Determination

(1) For school-age children, school districts and juvenile and adult corrections education programs shall be the public educational agencies responsible for evaluating these children and determining their eligibility for special education services.

(2) For preschool children, school districts shall be the public educational agencies responsible for evaluating these children for EI/ECSE services. The designated referral and evaluation agencies shall be the public educational agencies responsible for determining the eligibility of these children for EI/ECSE services.
### OAR 581-015-0701 Review of Existing Data and Evaluation Planning

1. as part of an initial evaluation (if appropriate) and as part of any reevaluation, the child's IEP or IFSP team, and other qualified professionals, as appropriate, shall:
   - Review existing evaluation data on the child, including:
     - Evaluations and information provided by the parents of the child;
     - Current classroom-based assessments and observations; and
     - Observations by teachers and related services providers; and
   - On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine:
     - Whether the child has a particular category of disability or, in case of a reevaluation of a child, whether the child continues to have such a disability:
       - (i) for a school-age child, under OAR 581-015-0051, or
       - (ii) for a preschool child, under OAR 581-015-0943 or 0946;
     - The present levels of performance and educational or developmental needs of the child;
     - Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
     - Whether any additions or modifications to the special education and related services or, for a preschool child, EI/ECSE services are needed:
       - (i) to enable the child to meet the measurable annual goals in the child's IEP or IFSP and
       - (ii) to participate, as appropriate, in the general curriculum or, for a preschool child, appropriate activities.

2. The group described in section (1) may conduct this review without a meeting. If a public agency holds a meeting for this purpose, parents shall be invited to participate in conformance with OAR 581-015-0063.

3. The school district shall administer tests and other evaluation materials...
### EVALUATION AND ELIGIBILITY

<table>
<thead>
<tr>
<th>Oregon Administrative Rules</th>
<th>Portland Public School Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OREGON LAW</strong></td>
<td><strong>PORTLAND PUBLIC SCHOOL PROCEDURES</strong></td>
</tr>
<tr>
<td>Section 8: Evaluation and Eligibility Procedures</td>
<td></td>
</tr>
<tr>
<td>as may be needed to produce the additional data identified under subsection (1)(b).</td>
<td></td>
</tr>
<tr>
<td>(4) If the child’s IEP or IFSP team determines that no additional data are needed to determine whether the child is or continues to be a child with a disability, the public agency shall notify the child’s parents:</td>
<td></td>
</tr>
<tr>
<td>(a) Of that determination and the reasons for it; and</td>
<td></td>
</tr>
<tr>
<td>(b) Of the right of the parents to request an assessment to determine whether, for purposes of services under this part, the child continues to be a child with a disability.</td>
<td></td>
</tr>
<tr>
<td>(5) The public agency is not required to conduct the assessment described in subsection (4)(b) unless requested to do so by the child’s parents.</td>
<td></td>
</tr>
<tr>
<td>(6) For purposes of Section (1), “other qualified professionals” means individuals who are knowledgeable about the child’s disability and, for students with limited English proficiency, knowledgeable about the implications of the child’s language proficiency on their special education or EI/ECSE needs.</td>
<td></td>
</tr>
<tr>
<td>[Federal Regulation: 34 CFR 30.533]</td>
<td></td>
</tr>
</tbody>
</table>

**OAR 581-015-0702 Termination of Eligibility**

A school district must evaluate a child with a disability in accordance with OAR 581-015-0072 and 0701 before determining that the child is no longer a child with a disability.

(2) The evaluation described in section (1) is not required before the termination of a student's eligibility:

(a) due to graduation with a regular high school diploma; or

(b) for students who are no longer eligible due to their age.

(3) A school district shall provide prior written notice under OAR 581-015-0075 when a team determines that a child is no longer eligible for special education.

[Federal Regulation: 34 CFR 300.534]
EVALUATION AND ELIGIBILITY
Section 8

Portland Public Schools
Special Education
OPERATIONS
PRE-REFERRAL GUIDELINES

Each building must have a formal process in place to address student learning problems and implement educational interventions before a referral is made for consideration of a special education evaluation. This is a general education function that can take place by a Building Screening Committee or a Child Study Team.

I. Building Screening Committee or Child Study Team

Some schools have a Building Screening Committee (BSC) and others have a Child Study Team (CST). Both teams serve the same function which is to address student learning problems and implement educational interventions before a referral is made for consideration of a special education evaluation. This committee or team should include teachers, school administrators, ESL, Title I, Student Services and special education staff and parents, when appropriate.

A BSC meeting is a general education responsibility and should be chaired by the Principal or his/her designee. Minutes should be kept by one of the BSC members. A tracking form should be kept by the BSC chairperson. All minutes and tracking forms should be kept in the BSC notebook. The tracking form should be reviewed weekly to determine the status of each student.

This committee or team does not decide whether a student will be referred for a special education evaluation. Only the student’s special education evaluation planning team may make this decision. The BSC may refer a student to his or her special education evaluation planning team so this decision can be made.

II. Supporting Documentation

Prior to the acceptance of a referral at the BSC meeting, the referring individual(s) must provide (along with a properly completed, Building Screening Committee form (BSC-1)) the following data:

NOTE: This information can be gathered most efficiently by using the Pre-Referral Intervention Checklist, the Pre-Referral Worksheet or other checklists. Many teams are currently using documents which they have prepared specifically for the buildings in which they work. The data must be available at the BSC meeting. When information is available, this allows for the efficient use of time to discuss, problem-solve and decide the next course of action, i.e., continue current placement with different modifications, refer to the Section 504 Coordinator or other service providers or refer to the Evaluation Planning Team to determine if special education evaluation will be conducted.

A. Primary language spoken in the home.
B. Attendance data.
C. Number of schools attended.
A. Results of previous testing (if any).
B. Results of most recent hearing/visual screenings.
C. Teacher ratings/estimates of the following (as compared to the "average" in his or her classroom).
D. Retentions.
E. Student's abilities and skills:
   1. Student's current capability to learn academic subjects (intellectual ability).
   2. Current skills in reading, math, written language (and/or any other area suspected of being deficient).
   3. Demonstrated motivation to learn.
   4. Overall day-to-day behavioral functioning.
   5. Overall typical activity level.
   6. Peer relationships.
   7. Social skills.
   8. Writing/printing/drawing skills.
   10. Phonics/reading decoding skills.
   11. Reading comprehension skills.
   12. Written expression skills.
   13. Math problem solving skills.
   14. Sight word vocabulary.
   15. Pre/Post learning rate.

F. A record of accommodations, modifications and interventions tried and the results. (Discipline is not an intervention.)

G. A record of discipline actions and accommodations, modifications, interventions and collected data.
INSTRUCTIONAL MODIFICATIONS & INTERVENTION STRATEGIES CHECKLIST

Teachers may want to use this list to find suggestions and document changes in their classroom and organizational activities.

**Instructional Methods**
- teach and provide visual organizers in content areas
- restructure assignments by coloring, circling, underlining
- teach good test-taking skills
- write assignments on the board
- teach organizational skills: notebook, calendar
- break longer tasks into parts
- break skills into smaller steps
- provide for extra practice
- adapt number of instructional goals student is expected to learn
- adapt the outcome expectations
- lower the level of reading or math assignments
- have a buddy note taker
- use flexible grouping
- increase amount of personal assistance

**Child Involvement**
- ask student to explain the directions
- teach students to highlight text
- encourage verbal participation in lieu of writing
- when possible, provide alternatives to sitting
- determine student’s preferences on working in groups, alone, etc.
- use student as buddy to a younger student

**Input/Output Responses**
- write or state standards of acceptable work
- give fewer/shorter homework assignments
- allow several shorter tasks in same time frame
- teach student to continue working while waiting for help
- tape prompt cards on desk, on assignment folders, etc.
- provide many ways for student to respond - written, orally, artistically
- allow alternate response modes
- allow projects as an option
- allow individual work to be completed with partners
- use graph or specially lined paper for math or handwriting
- use flexible time line for work completion

**Classroom Structure**
- model and practice classroom rules/routines
- encourage routines for daily activities
- cue student about upcoming difficult times
- teach organization of possessions
- change seating
Consequences
____ model and teach desired behavior
____ give verbal/visual compliments
____ praise student's effort
____ display good samples of work
____ make positive contacts (4:1) with student
____ use daily/weekly contract or behavior plan

Home Support
____ conference with student/parent
____ make telephone contacts
____ provide homework support
____ work with the home in partnership, when possible

Building Support
____ provide a peer tutor
____ provide a cross-age tutor
____ consult with other teachers/support staff
**PRE-REFERRAL INTERVENTION CHECKLIST (sample)**

*(To be shared at the B.S.C. meeting)*

Student _____________________________________ Teacher _____________________________________

Please check the intervention strategies that have already been implemented:

### INSTRUCTION
- ___ Small group instruction
- ___ Breakdown of tasks into smaller steps
- ___ Individualized classroom instruction
- ___ Modify curriculum
  - ___ Lower level of text
  - ___ Taped instructional stories
  - ___ Other (specify)
- ___ Modify or shorten assignments/homework
- ___ Individualized directions
- ___ Change grouping
- ___ Use alternate teaching modes
  - ___ Specialized equipment or materials
- ___ Modify rate
- ___ Allow alternate response models
- ___ Other (specify) ______________________

### REINFORCERS/CONSEQUENCES
- ___ Praise (specific and clear)
- ___ Daily effort report
- ___ Weekly effort report
- ___ Reinforce correct responses promptly
- ___ Reward for starting, continuing or completing task
- ___ Positive note sent home
- ___ Modeling of desired behavior
- ___ Contracts
- ___ Visit with principal, custodian, etc.
- ___ Other (specify) ______________________

### CLASSROOM MANAGEMENT
- ___ Clarification of rules
- ___ Model and practice classroom rules/routines
- ___ Carrel to eliminate distractions
- ___ Give specific options for compliance
- ___ Move to different seat
- ___ Seat student near teacher desk
- ___ Time-out
- ___ Stay after school
- ___ Use logical consequences
- ___ Daily citizenship award
- ___ Refer to principal, counselor
- ___ Other (specify behavior interventions)

### BUILDING SUPPORT
- ___ Peer/Cross-age Tutors
- ___ Parent Volunteers
- ___ Remedial Programs
  - ___ Specific academic tutoring
  - ___ Homework club
  - ___ Title I
  - ___ Special Education
  - ___ CDS or counseling services
- ___ Other (specify) ______________________

### HOME SUPPORT
- ___ Notes Home
- ___ Telephone conference
- ___ Parent/teacher conference
- ___ Parent/teacher/student conference
- ___ Homework support
- ___ Other (specify) ______________________
Portland Public Schools, Portland, Oregon  
Department of Special Education  
PRE-REFERRAL WORKSHEET  
Completed by: ______________________________________(Name of referral source e.g. classroom teacher for K-12)  
Presented to: ______________________________________(BSC, Child Study Team, etc.)  
I.D.# ___________________________ Date ___________________________  
Name___________________________ Sex___________________________  
Address_________________________ School_________________________  
Parent/Guardian___________________ Grade_________________________  
Referred by__________________________  

ATTENDANCE:  
Date student started school: ___________________________  
How many schools has the student attended since he/she started? ___________________________  
Does student have history of excessive absenteeism (in excess of 15 absences a year for the last three years)? [ ]Yes [ ]No  
Has attendance been a problem during the current year? [ ]Yes [ ]No  

EDUCATIONAL HISTORY:  
Has student been referred to special education? [ ]Yes [ ]No  
If yes, what services were provided? ___________________________________________  
Have grades been consistently below average? [ ]Yes [ ]No  
Has there been performance inconsistencies among subject areas? [ ]Yes [ ]No  

MOST RECENT PALT SCORES (RIT SCORES)  
<table>
<thead>
<tr>
<th>Year</th>
<th>Reading RIT</th>
<th>Mathematics RIT</th>
<th>Written Language Scores</th>
</tr>
</thead>
</table>

Has the student's performance on PALT and/or Statewide Assessments been consistent for the last three years? [ ] Yes [ ] No  

8.34 Revised: September 2003
What is student's rank order compared to other students in the same grade?
Statewide Testing R ______ M _______ PALT Reading ______ PALT Math _______
List any other pertinent standardized test results: (e.g., WISC-III, Woodcock Johnson-Revised, etc.)

HEALTH ISSUES:

Does student appear to have vision problems which interfere with classroom performance? [ ] Yes [ ] No
Does student wear glasses? [ ] Yes [ ] No
Does student appear to have hearing problems which interfere with classroom performance? [ ] Yes [ ] No
Does the student wear a hearing aid? [ ] Yes [ ] No
Does the student have any health concerns? [ ] Yes [ ] No
If yes, please explain:__________________________________________________________

Is the student suspected of using drugs or alcohol? [ ] Yes [ ] No
Has student participated in a Drug/Alcohol Screening? [ ] Yes [ ] No
If yes, please explain:__________________________________________________________

SOCIAL/BEHAVIORAL CONCERNS:

Has there recently been acute stress or an isolated traumatic event in the student's life (e.g. divorce, death in the family)? [ ] Yes [ ] No
If yes, please explain:__________________________________________________________

Give examples of the student's main behavioral problems:

Behavior during instruction:

Behavior with peers:

ACADEMIC CONCERNS:

Give examples of the student's main academic problems:
ESTIMATE STUDENT'S RANK RELATIVE TO OVERALL ACADEMIC PERFORMANCE:

Total number of students in class ____________________
(Circle appropriate rank in classroom):

<table>
<thead>
<tr>
<th>TOP</th>
<th>MIDDLE</th>
<th>BOTTOM PERCENTILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 Percent</td>
<td>Average</td>
<td>0-10 11-15 16-20 21-25 26-30 31-35</td>
</tr>
</tbody>
</table>

Which of the following interventions have been implemented? Please check and describe.

<table>
<thead>
<tr>
<th>INTERVENTION</th>
<th>DURATION</th>
<th>DESCRIBE OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. [ ] Behavior or academic intervention plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. [ ] Alternative instructional method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. [ ] Support from building personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. [ ] Closer home/school cooperation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. [ ] Specialist consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. [ ] Addition of support staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. [ ] Change in classroom assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. [ ] Adjustment of school day or schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. [ ] Parent volunteer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. [ ] Utilization of community agencies and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. [ ] Vocational training programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. [ ] Other - Specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PRE-REFERRAL PROCEDURE
for
Students Identified for Special Education
but Not Previously
Considered for English as a Second Language (ESL) Services

Students new to the District who have a primary home language other than English and are already identified for special education services but have not been assessed by the ESL department should be brought to the attention of the ESL staff. These children should be carefully screened through a joint ESL/Special Education process.

For children turning 5 and moving into school age services from an Early Childhood Special Education program, language and acculturation information may already be available. When all the files of transitioning students are reviewed yearly by the Early Childhood Special Education neighborhood school staff, any child who has a primary home language other than English should be referred to the ESL department for intake. Letters to parents outlining the transition process must include reference to this process.

The ESL department will follow its standard intake process using any pertinent material previously collected. If the child is eligible for ESL services as well as Special Education, a plan will be developed.

For students new to the District who have a primary home language other than English and who have been identified for special education, but not for ESL, there should be a file review by both departments. If there has not been a language and acculturation evaluation, the child and family should be referred back to the ESL intake process.

For all students, it is important that the Special Education and ESL departments work in close collaboration with the family and the classroom teacher in order to meet the unique learning needs of each child. Services should be individually determined based on the IEP and the results of the ESL intake process. Children can and should be served by both departments when appropriate.

For additional information about referring a special education student for an ESL evaluation or an ESL student for a special education evaluation, see the District’s English as a Second Language/Special Education Pre-referral Process Manual, September 2002.

District staff may contact the English as a Second Language/Special Education Support Team for direction and support.
PRE-REFERRAL PROCEDURE
for
Students Identified as English Language Learners (ELL)
but Not Currently
Eligible for Special Education

The forms necessary to complete this process are in the Pre-referral Process for ELL students. The forms must be used in the process of determining whether a student who is an English language learner (ELL) should be referred for a special education evaluation.

The classroom teacher and/or the ESL teacher, with bilingual assistance whenever possible, are responsible for completing the ELL Academic Screening for the Pre-Referral process for students whose home language is other than English. Other members of the referring staff may also assist in collecting data. Special Education personnel should become involved only if and when the instructional team decides and documents that the child may have learning problems which are not related to language differences and/or cultural factors.

ELL Academic Screening form should be fully completed and considered prior to making any educational decision. Recommendations for appropriate interventions may be the outcome once the ELL Academic Screening form is presented to the Building Screening Committee.

The pre-referral process is as follows:

**Step 1:** Collect the information needed to complete the Pre-referral Record Sheet and submit to ELL/Bilingual and special education supervisors.
*Purpose:* Describe students' educational history and how/why special education is being considered.
(Pre-referral Process Manual for ELL students, p.4.)

**Step 2:** Fill out the ELL Academic Screening Form
*Purpose:* Create a profile of the student's levels, skills and needs with regard to language, culture, thinking process, and behavior as well as social and physical development.

**Step 3:** Bring the information to the Building Screening Committee.
*Purpose:* Review services, interventions, and strategies previously used with and by the student in his or her most recent classroom environment.

**Step 4:** Decide on possible classroom interventions and strategies based on information collected and team decision.

**Step 5:** Implement & monitor Action Plan for designated duration.

**Step 6:** Reevaluate & revise Action Plan or implement new action.

**Step 7:** Refer student to special education team. Decide whether to refer student for a special education evaluation, to refer him or her to other services, or to continue with the same intervention strategies.

If the team needs technical assistance or support, contact the ELL/Special Education Support Team. The ELL/Special Education Support Team can provide teams with information on culturally and linguistically appropriate assessment methodologies and procedures.
Portland Public Schools
Additional Process for Students Whose Home Language is other than English
(ELL Academic Screening)

The following additional procedures apply only when it has already been determined that the student’s home language is other than English.

Step 1: Record Sheet

Step 2: Referring Staff Fill out Pre-referral Screening Document

Data Collection

Background Information
- Cultural Linguistic Information
- Number of Years in Country
- Transience/Attendance
- Educational History
- Teacher Comments
- Family Background
- Other Pertinent Information

Current Information
- Academics
- Behavior
- Interventions
- Parent Interview
- Classroom Observation
- Standardized/non-standardized test scores
- Student Work

ESL/Bilingual Program Information
- File Review
- ESL/Bilingual Staff Input
- English Language Proficiency Documentation
- Primary Language Information

Cum Folder Review

Step 3: Building Screening Committee Chair convenes School Team Meeting with ESL/Bilingual Representative. Parents invited but not required to attend.

Return to Step 2: If team determines more data is needed, collect data and reconvene.

Team determines if problems may be due to...

Medical
- Hearing
- Vision
- Dietary
- History

Lack of Opportunity
- Limited Schooling
- Limited ESL
- Limited L1 Support

Acculturation
- Adjustment
- Motivation
- English acquisition

Social Emotional
- Reinforcement at Home
- Anxiety, trust, etc.
- Risk taking (e.g.,)
- Peer/family relationship

Disability
- Possible learning problem
- Speech/Language Disorder
- Other Disability

Step 4: Team completes summary & determines if additional interventions are necessary.

or

Team determines referral is appropriate.

Step 5: Interventions

No progress made after 6 weeks – Team determines more intervention necessary.

No progress made after 6-week intervention. Refer to Special Education.

Appropriate interventions have already been implemented. Refer to Special Education.

Step 6: Determine effectiveness and intervention

Step 7: Special Education Evaluation Team

** Direct referral can be made in unique and obvious cases, i.e., clinical diagnosis, TBI, physical disabilities, Down Syndrome, blindness, or deafness. However, information from the Pre-Referral Screening document will be invaluable. **
PARENT REQUEST FOR EXEMPTION
FROM STATE AND DISTRICT ASSESSMENT

The IEP team is charged with determining how a student will participate in state and District assessment, not whether the student will participate.

As a member of the IEP team, the student’s parent(s) must be fully informed of the assessment options available to the student. The parents must also be aware of the benefits and consequences of each option. For example, they should know that the State and District-wide assessments may improve accountability and promote services that better meet the needs of the participating students, while non-participation may limit opportunities for promotion, graduation and access to programs.

Parents of a student with a disability have, however, the same right of refusal that parents of non-disabled students have. If, after being fully informed of the option, benefits and consequences of assessment, the parents decide not to have their child participate in an assessment, they need to make that request in writing.

The written request must state the assessment(s) from which the student is to be exempted. A Prior Written Notice form must be completed documenting the parents’ request, and a copy of the request should be attached. The parents’ decision to exempt the student must be reviewed annually, and a new written request must be submitted for each school year.
May 9, 2003

TO: Superintendents  
    Special Education Coordinators  
    District Testing Coordinators

RE: Students with Disabilities and AYP Reports

Based on the No Child Left Behind reporting requirements for adequate yearly progress (AYP) for students with disabilities, the Department of Education has adopted the enclosed Plan.

The plan for reporting AYP for students with disabilities takes into account the amount of time the student has access to the general education classroom and instruction by general education staff for reporting purposes.

Students with disabilities who are instructed in a general education setting for 60% of their time or more are to be included in the school AYP reports with other students in the same grade, class, and school.

Students with disabilities who are instructed in a general education classroom for less than 60% of their time will be included on district level AYP reports only.

All students are to participate in the Oregon State Assessment System (OSAS). Only their parents, at the parents' request, may exempt students from OSAS. No student may be exempted from the OSAS at the direction of an IEP team or other educational personnel because of the student's disability. (OAR 581-022-0612)

If you have any questions, please contact William P. Auty, Associate Superintendent Office of Assessment and Evaluation (503) 378-3600, Ext. 2359.

William P. Auty, Associate Superintendent  
Office of Assessment and Evaluation  
(503) 378-3600, Ext. 2359
The following plan for reporting Adequate Yearly Progress (AYP) for students with disabilities takes into account the amount of time the student has access to the general education classroom and instruction by general education staff. The IEP team remains responsible for determining how a student with disabilities will participate in statewide and districtwide assessments.

60% of the time or more in the general education classroom (including resource room)

Students with disabilities who are instructed in a general education setting for 60% of their time or more are to be included in the school AYP reports with other students in the same grade, class, and school.

These are students who are reported on the December Special Education Child Count (SECC) in the special education federal placement categories of (1) "instruction in regular classes" (including special education and related services instruction and support provided in a resource room for less than 20% of the student's instructional day) or (2) "instruction in regular class, with resource room support" (including special education and related services instruction and support provided in a resource room environment for 20-60% of the student's instructional day).

Less than 60% of the time in the general education classroom

Students with disabilities who are instructed in a general education classroom for less than 60% of their time will be included on district level AYP reports only. (district = district of residence.)

These are students who are reported in one of the following special education placements: separate class (placement in which the student is served more than 60% of their school day away from the general education classroom environment); special schools (including public and private residential and day placements); hospitals and institutions; and home instruction (not home schooled).

Reminder:

ALL students are to participate in the Oregon State Assessment System (OSAS). ONLY their parents, at the parents' request, may exempt students from OSAS. NO student may be exempted from the OSAS at the direction of an IEP team or other educational personnel because of the student's disability. (OAR 581-022-0612)

Rationale:

Students with disabilities who are instructed in a special education setting for the majority of their day are not receiving services and instruction primarily from the school or school faculty and staff, rather from the district. Special classes or centers are typically operated at the direction of the district and with district resources.

Students with disabilities who are instructed primarily in the general education setting are receiving instruction and services from the school and the school faculty predominantly. The school is accountable for the achievement of the student(s).

ESD-operated special classes or centers are operated on behalf of one or more districts to support the districts in providing a free appropriate public education (FAPE). The district of residence is responsible for the education and achievement of the student(s).
If AYP scores are reported for these students as part of the school site’s AYP figures, there may be an increased resistance to providing classroom and other space at a school site for a special education class or center.

Implementation note:
To expedite the analysis of this data the OSE will encourage districts to report the Secure Student ID number (SSID) of each school age student receiving special education as part of the annual special education child count.

**Placement for Students with Disabilities (amount of time and location)**

The following information serves to clarify the types of services and programs that are addressed in this policy. This descriptive information guides the reader in a better understanding of the content from which AYP reporting decisions might be made. Placement for students with disabilities refers to the location and amount of time where a student receives special education and related services. The definitions of placement come from the U.S. Office of Education. The following list describes placement possibilities for each student. Time spent being transported is not computed in the percent of the school day. The only time used in the calculation for placement is from the actual time the student receives special education and related services.

**Regular Class (including Resource Room)** The majority of the educational program is provided in the general education class. Students in this placement receive special education and related services outside the regular class for less than 21 percent of the school day. This may include children and youth with disabilities placed in:

- Regular class(es) with special education/related services provided within regular class(es);
- Regular class(es) with special education/related services provided outside regular class(es); or
- Regular class(es) with special education services provided in a resource room;
- Resource room with special education/related services provided within the resource room; or
- Resource room with part-time instruction in a regular class.

**Separate Class**: Students in separate class placements include those receiving special education and related services outside the regular class for more than 60 percent of the school day. This placement may include children and youth placed in:

- Self-contained special classrooms with part-time instruction in a regular class;
- Self-contained special classrooms with full-time instruction on a regular school campus; or
- Youth transition program focusing on job skills.
MEMORANDUM NO. 218-2001-02

June 5, 2002

TO: School District and ESD Superintendents
   School District and ESD Special Education Directors
   School District 504 Coordinators

RE: Exemption from Statewide Assessments

On April 18 the Oregon State Board of Education adopted as a permanent rule, OAR 581-022-0612, Exception of Students with Disabilities from State Assessment Testing. This rule, in accordance with the ASK Settlement, states that only the parent can request an exemption of student from any of Oregon’s statewide assessments due to the student’s disability. The text of that rule follows.

Exception of Students with Disabilities form State Assessment Testing

(1) For the purposes of this rule a "student with a disability" is a student identified under the Individuals with Disabilities Education Act, consistent with OAR 581-015-0051, or a student with a disability under Section 504 of the Rehabilitation Act of 1973.

(2) A public agency shall not exempt a student with a disability from participation in the Oregon State Assessment System or any district wide assessment to accommodate the student’s disability unless the parent has requested such an exemption

Please share this important information with the IEP teams and Section 504 teams in your school district. If you need further information please contact Nancy Latini at (503) 378-3600, Ext. 2361 or nancy.latini@state.or.us.

Clark S. Brody
Deputy Superintendent of Public Instruction
### School Psychologist Evaluation Tracking Form

|---------|----------|---------|---------|-----|-------|----------|-------------|------|--------|-------------|------------|-------|----------|

Revised: September 2003
REFERRAL SUMMARY REPORT
( includes Exclusionary Component )

Purpose: To summarize relevant student information for referral. For evaluation planning and determining or reviewing a student’s needs. For use with elementary, middle and high school students. Use is optional.

Date: ________________

Student Name: ___________________________ Parent/Guardian: ___________________________

I.D.# ___________________________ Home Phone: ___________________________

Birthdate: ___________________________ Home Address: ___________________________

Attending School: ___________________________ Grade: ______ Referring Teacher: ___________________________

Home School: ___________________________ Primary language at home: ___________________________

Education History (Attach additional pages if necessary.)

Yes No 1. Has the student been referred to special education before? If yes, what were the concerns: ___________________________

Yes No 2. Was the student eligible for special education? If yes, list disability category and services provided.
Primary Disability: ___________________________ Service: ___________________________

Secondary Disability: ___________________________ Service: ___________________________

If available, list previous academic test results/year:

<table>
<thead>
<tr>
<th>test</th>
<th>test</th>
<th>test</th>
<th>test</th>
<th>test</th>
</tr>
</thead>
<tbody>
<tr>
<td>score</td>
<td>score</td>
<td>score</td>
<td>score</td>
<td>score</td>
</tr>
<tr>
<td>year</td>
<td>year</td>
<td>year</td>
<td>year</td>
<td>year</td>
</tr>
</tbody>
</table>

Yes No 3. Has cognitive testing been done on this student before?
If yes: test _______  test _______

score _______  score _______

year _______  year _______

examiner _______  examiner _______

Yes No 4. Has other testing been done? If yes, list results ___________________________
5. Is there concern about visual, fine/gross motor or selfcare skills?
   Yes No

6. Has vocational assessment been done on this student? If no, is vocational assessment recommended? Explain
   ____________________________________________________________
   ____________________________________________________________

7. Has the student been retained or is he/she chronologically older than the age range for his/her grade level? If retained, list grade retained, factors involved and results:
   ____________________________________________________________

8. School History:
   Date Entered School District Grade Attend Absent Tardy Retained
   ____________________________________________________________

9. Summarize teacher comments, as noted on grade reports, etc. (e.g., effort, work habits):
   ____________________________________________________________

10. Summarize history of academic performance (based on past/present grades):
    ____________________________________________________________

11. List credits towards graduation:
    Modified diploma Standard diploma/CIM Benchmarks
    ____________________________________________________________

12. List attendance modification: Absences:
    1st qtr. 2nd qtr. 3rd qtr. 4th qtr.
    ____________________________________________________________

13. List most recent grades/scores, Portland Achievement Levels testing and Statewide testing indicating date administered and statewide testing:
    ____________________________________________________________

Other Test Data

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Date</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8.47 Revised: September 2003
Exclusionary Information:

14. Is the student's difficulty with educational progress primarily the result of environmental or economic disadvantage?
   If yes, explain:__________________________________________

15. Is absenteeism considered to be the primary cause for academic concern?
   If yes, explain:__________________________________________

16. Does the student have a documented history of behavioral/emotional problems?
   If yes, explain:__________________________________________

17. Is there concern about drug and/or alcohol abuse affecting educational performance?
   If yes, explain:__________________________________________

18. Is the student on medication?
   If yes, explain:__________________________________________

Date of most recent hearing screening_______________________________________

Result_______________________________________

Date of most recent vision screening__________________________________________

Result_______________________________________

Does this student require glasses for reading? ☐ Yes ☐ No

List other pertinent health information:
__________________________________________
__________________________________________
__________________________________________

Additional comments:
__________________________________________

Cumulative record file reviewed by Case Manager:

__________________________________________ Name ________________________ Position ______ Date ________

8.48 Revised: September 2003
DEFINITIONS FOR DIFFERENTIATING BETWEEN AN INITIAL EVALUATION AND A REEVALUATION

**Initial Evaluation:**
- The student has had no previous special education eligibility.
- The student moved in from another state and must be evaluated to determine if he or she meets Oregon's eligibility criteria.
- The student had previously received special education services, was terminated from special education, and now District staff suspect a disability.
- The student's IEP (and/or eligibility) has lapsed for one year or more.

**Reevaluation:**
- The eligible student is reevaluated at least every three years to determine if he or she continues to be eligible for special education services.
- The student has a developmental disability (prior to school age) and is now of kindergarten age and needs a specific eligibility category to continue in special education. “Developmental disability” is not a disability category for special education students ages 5 through 21.
- The student's IEP (and/or eligibility) has lapsed for less than one year.
SPECIAL EDUCATION LEGAL MEMORANDUM

DATE: September 5, 2001

TO: All High School Special Education Staff
    School Psychologists
    Special Education Supervisors
    Assistant Special Education Supervisors
    Program Chairs

FROM: Maxine Kilcrease, Director of Special Education
      Connie Bull, Special Education Legal Specialist

RE: Cognitive Evaluations For College Purposes Only - Revised

Several Oregon colleges are recommending that parents of students with disabilities and adult students request that the District conduct a cognitive evaluation of the student sometime during the student's last three years in high school. According to college representatives, a current (within 3 years) cognitive assessment is necessary to determine accommodations and modifications for students with disabilities in college classes.

It is the District's position that these requests for new cognitive or other assessments are not required by state or federal law if they are for purposes of college planning only. Under these circumstances, District staff should not agree to provide these assessments.

The IDEA provides that evaluations must be conducted to determine a student's disability category and his or her high school, not post-secondary, educational needs. The Oregon Legislature recently enacted a law which includes the provision that students with disabilities who graduate from high school with a regular diploma are no longer entitled to a FAPE. This provision is consistent with the final IDEA regulations. In addition, the final IDEA regulations do not require that a school district provide a cognitive assessment during a reevaluation. 34 CFR § 300.533.
Colleges are looking for information relating to the services, modifications and accommodations that the student will need in college in order to comply with the college's Section 504 responsibilities. When a parent or adult student requests a cognitive assessment for college purposes, school staff should provide the student's college with a copy of the student's most recent IEP. Staff should also write a letter to the college reporting the most recent I.Q. score of the student and whether the staff believes that this score still accurately reflects the student's current level of functioning. This letter should also refer the student to other facilities that pay for the evaluations of post-secondary students, including Portland State and Western Oregon State College (in Monmouth, Oregon.) Finally, school staff must complete a Prior Written Notice form (C-10) which must be given to the parent and adult student refusing the request to evaluate the student and stating the reasons for the refusal.

In some cases a cognitive assessment may be necessary to determine the student's high school educational needs. If this is the case, District staff must follow the special education evaluation process including:

1. Convene an evaluation planning meeting and complete the Evaluation Planning form (C-3a);
2. Complete a Prior Written Notice (C-10) and Consent for Evaluation form (C-3); and
3. Convene an IEP meeting to review and revise (if necessary) the IEP form (C-7).

If you have any questions, please consult the Special Education Supervisor in your area.

cc: Hugh Ellis
    Sandra Pemberton
    H.S. Principals/VP
    H.S. DOSA
MEMORANDUM

April 1, 2002

TO: Special Education Supervisors, Assistant Supervisors, Program Chairs, School Psychologists, Speech Pathologists, Special Education Teachers

FROM: Connie Bull, Special Education Legal Counsel

RE: Requests for Assessments by Other Agencies

Recently, staff from the Oregon agency Health and Services, Office of Developmental Disabilities (DD), have been requesting that school districts pay for student evaluations to determine if the student is eligible for DD services. This is similar to requests made in the past by community colleges and four-year colleges.

District staff are to refuse all of these requests. The District staff should not conduct evaluations based solely on a request from an outside agency. Rather, they should only conduct evaluations when required by an IEP team for IEP decisions.

Cc: Maxine Kilcrease
    Hugh Ellis
    Brad Fritts
# TEAM MEETING AGENDA

**TEAM** ______________________________

**DATE** ______________________________

<table>
<thead>
<tr>
<th>List of Students to be Presented</th>
<th>Completed</th>
<th>Follow-up</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ELIGIBILITY CRITERIA FOR
THE DISABILITY CATEGORY OF
EMOTIONAL DISTURBANCE

In the spring of 2003, the Oregon Department of Education (ODE) revised OAR 581-015-0051 which sets forth the eligibility criteria for all IDEA disability categories. The ODE has corrected the language in the eligibility criteria of “Emotional Disturbance.” The rule now states as one criteria: “An inability to establish or maintain satisfactory interpersonal relationships with peers and teachers.” (Emphasis supplied.) To qualify as a student with an emotional disturbance, the student’s inability must be related to both peers and teachers. In addition, the student’s relationship with his or her parents is no longer part of the analysis.
SLC – K-1 ASSESSMENT BATTERY

The IEP or Evaluation team must consider the following for entry or exit purposes:

1. Cognitive (when appropriate).
2. Speech/Language.
3. Adaptive Behavior Scale (when appropriate).
4. (Pre) Academic.
5. Motor.
6. Classroom Observation.
7. Parent Interview.
8. Teacher Interview.

1. If no current (i.e., within one year) or appropriate COGNITIVE evaluation is available, a cognitive evaluation must be considered.

   Instruments that may be used are:
   
   Stanford-Binet (Revised),
   Wechsler Intelligence Scales (WPPSI-R, WISC-III), or
   Woodcock-Johnson Psychoeducational Battery-Revised,

2. Students will be given a comprehensive SPEECH/LANGUAGE evaluation which will include assessments of the following language components: pragmatics, semantics, syntax, morphology, phonology, and a hearing screening.

   a. Language Sample analysis.

   b. Global standardized measure (examples listed below):
      Sequenced Inventory of Communication Development (SICD),
      Test of Language Development-Primary/Intermediate (TOLD-P),
      Clinical Evaluation of Language Fundamentals-Revised (CELF-R), or
      Assessing Semantic Skills Through Everyday Themes (ASSET).

   c. Other testing to further describe and determine student's language functioning profile (examples listed below):
      Peabody Picture Vocabulary Test-Revised (PPVT-R) Form L/M,
      Expressive One-Word Picture Vocabulary Test,
The WORD Test,
Test of Auditory Comprehension of Language-Revised (TACL-R),
Structured Photographic Expressive Language Test-Preschool
or II (SPELT-P or SPELT II) whichever is appropriate,
Test of Problem Solving (TOPS),
Language Processing Test (LPT),
Test of Language Competence-Expanded, Level I (TLC),
PPS Pragmatics Checklist, and
Phonology measure as appropriate.

3. An ADAPTIVE BEHAVIOR instrument will be administered to parents, teacher or both when appropriate.
   Instruments that may be used are:
   
   The Vineland Mental Maturity Scale or
   Woodcock-Johnson Scales of Independent Behavior.

4. An appropriate PRE-ACADEMIC or ACADEMIC instrument should be administered or reviewed by the school psychologist.

   PRE-ACADEMIC:
   Academic Observation,
   Woodcock-Johnson Psychoeducation Battery-Revised, Part II:
   Tests of Achievement (Preschool Scale),
   Brigance,
   Daberon,
   Generic Skills Assessment,
   Supplementary pre-academic testing as appropriate,
   Test of Early Reading Ability (TERA), and
   Test of Early Math Ability (TEMA).

5. Referral to Motor Development Team (MDT) for identification of MOTOR issues, if needed.

6. A CLASSROOM OBSERVATION of approximately 45 minutes (30 minutes minimum) should be conducted.
   Structured or unstructured settings and change of task should be observed. A written report must be submitted.

   The written report about the classroom observation should include:

   a. Description of the physical setting.
   b. Teacher: student ratio. (Check with teacher for accurate numbers).
   c. Student's location during classroom activities.
   d. Student's need for or use of adaptive equipment.
   e. Teacher: student relationship (subjective observation).
   f. Classroom expectations. (Are they clear? What are they?)
   g. Classroom management. (Describe attending behaviors, on/off-task behaviors, percentage of on-task compliance).
   h. Description of behavioral pattern. (Is behavior typical in relation to referral concern? Support or refute.)
i. Is communication level appropriate? (Yes/No)

j. Is level of instruction appropriate? (Yes/No)
k. Utilize various observation tools depending upon referral concerns.
l. Discussion comparing results of standardized testing to classroom performance.

7. A **PARENT INTERVIEW** should be conducted and a written report submitted which contains relevant background information pertaining to the student's developmental, social/emotional, and educational histories.

8. A **TEACHER INTERVIEW** should be completed and a written report must be submitted. The written report should include:

   a. Teacher's concerns.
   b. Academic performance (general).
   c. Behavioral/social concerns related to the referral.
   d. Specific problems/concerns related to the referral.
   e. History of problem/frequency of incidents.
   f. Intervention techniques-successful/unsuccessful.
   g. Teaching techniques-what is currently being used.
   h. Describe parent involvement.
   i. Type(s) of service the teacher thinks the student needs.

9. An **ENTRY or EXIT REPORT** should be written to incorporate and interpret the results of the necessary assessments into a cohesive, comprehensive document. This document should include the disposition of special education eligibility and recommendations regarding special education service and placement needs.
PROCEDURE FOR GENERAL CLASSROOM OBSERVATIONS

See OAR 581-015-0051, Criteria for Evaluation and Eligibility Determination, to determine which disability categories require observations.

Section I. Reason for Referral:

State results of conference with concerned person who referred the student. Brief statement of the salient concerns of the person requesting the evaluation.

Section II. Assessment Questions:

List referral questions.

Section III. Observation Procedure/Instruments:

List all procedures and instruments utilized.

Section IV. Results of Classroom Observation/Observation of Student Behavior:

Include the following information:

• For student's suspected of having a specific learning disability, describe the relevant behavior noted during the observation and the relationship of that behavior to the student's academic functioning.

• Setting.

• Activity in the room.

• Number of students.

• Seating arrangements.

• What did the student do (as compared to the other students) on academic tasks?

• Amount of interaction.

• Completion of tasks as compared to other students.

• Was the activity appropriate for the student's learning level?

• How does the student react to direction and correction?

• Was the student able to change easily from one task to another?

• Amount and kind of interaction with peers.
• Statement from teacher about behavior - is this typical of what he does all the time?
• Describe student's learning environment.
• How is information presented?
• Is there opportunity for student to practice skills?
• How detailed are directions given to student?
• How many activities are going on simultaneously?

Section V. Conclusions and Recommendations:
• Describe the student's ability to function in classroom setting.
• Address academic areas and behavior.
• Summarize observational data.
• Do not list specific types of services and specific classroom programs.
SPECIAL EDUCATION STUDENT ACADEMIC OBSERVATION
SPECIFIC LEARNING DISABILITY

If this document is used when a child is suspected of having a specific learning disability, the observer must describe the relationship between the observed behavior and the student’s academic functioning. The observation may also be used to determine the child’s relevant processing deficits in relationship to his/her academic functioning.

Name: ________________________  School: ______________________  Grade: __________  Date: ______

Setting: ______________________  Teacher: ________________  Observer: ______________________

Significant processing deficits were observed in the classroom which impact learning in the following academic area(s). Check (✓) if observed in classroom: mark “A” if observed during an assessment.

<table>
<thead>
<tr>
<th>READING Perception</th>
<th>MATH Perception</th>
<th>WRITTEN LANGUAGE Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Attaching meaning to print</td>
<td>□ Identifying &amp; matching numbers</td>
<td>□ Spatial orientation of writing</td>
</tr>
<tr>
<td>□ Spatial orientation to print</td>
<td>□ Computing value of numbers</td>
<td>□ Near &amp; far point copying</td>
</tr>
<tr>
<td>□ Discriminating differences in symbols &amp; sounds</td>
<td>□ Spatial orientation of numbers</td>
<td>□ Shifting set</td>
</tr>
<tr>
<td></td>
<td>□ Attending to visual details</td>
<td>□ Numeral formation &amp; alignment</td>
</tr>
<tr>
<td></td>
<td>□ Recalling words or sequence of letters</td>
<td></td>
</tr>
<tr>
<td>□ Recalling information from text</td>
<td>□ Recalling facts, place value, procedures</td>
<td>□ Recalling writing processes of basic writing skills (mechanics)</td>
</tr>
<tr>
<td>□ Applying critical thinking skills, summarizes, draws conclusions, predictions, interpretations, etc.</td>
<td>□ Applying problem solving strategies</td>
<td>□ Generating ideas &amp; fluency</td>
</tr>
<tr>
<td>□ Forming an idea from text</td>
<td>□ Uses math symbols to describe a situation</td>
<td>□ Use of abstract thought</td>
</tr>
<tr>
<td></td>
<td>□ Content, vocabulary, sentence structure</td>
<td></td>
</tr>
</tbody>
</table>
# SPECIAL EDUCATION STUDENT ACADEMIC OBSERVATION

## READING Language Processes

- _____ Understands word/sentence meaning

## MATH Language Processes

- _____ Stating & explaining processes

## WRITTEN LANGUAGE Language Processes

- _____ Writing legibly, letter formation, spacing

### Association

- _____ Sound/symbol association, blending
- _____ Understanding and using language in a math context
- _____ Unedited written language sample is obtained and is significantly below the average classroom sample

### Activity Level

- _____ Staying on task, distractible

### Attention Span

- _____ Sustained concentration

### Memory

- _____ All pervasive-visual, auditory, tactile, following directions, long-term, short-term, role, etc.

### Organization

- _____ Copy assignments, organize work space, sequence events, time management, completes work

---

**Description of relevant behavior:**

---

**Relationship between behavior and the student’s academic functioning:**

---

**Instructions:** Observe student during an activity reflecting the suspected disability. Interview the teacher about areas that are not observed.
# SPECIAL EDUCATION RECORDS REVIEW WORKSHEET

**PURPOSE:** Document information to help the IEP team determine special education eligibility. This file review will fulfill part of the assessment requirements.

**STUDENT:**

**SCHOOL:**

**I.D. #:**

**BIRTHDATE:**

**GRADE:**

**CASE MANAGER:**

## CURRENT SCHEDULES (Circle period if special education class)

<table>
<thead>
<tr>
<th>Period</th>
<th>Course Title</th>
<th>Teacher</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total high school credits

High School diploma type

## ATTENDANCE INFORMATION:

1.  ABSENCES: 1ST QTR.  2ND QTR.  3RD QTR.  4TH QTR.
2.  TARDIES: 1ST QTR.  2ND QTR.  3RD QTR.  4TH QTR.

**PALT Scores** (RIT & % if available for last 2 years)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Math</th>
<th>GST passed (Circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp;</td>
<td>&amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp;</td>
<td>Math</td>
</tr>
</tbody>
</table>

## STATEWIDE TEST SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## STANDARDIZED TEST RESULTS

### a. Academic:

<table>
<thead>
<tr>
<th>(Test Name)</th>
<th>(Date)</th>
<th>(Examiner)</th>
<th>(Test Name)</th>
<th>(Date)</th>
<th>(Examiner)</th>
</tr>
</thead>
</table>

age/grade norms (circle)  ss / % / g.e. (circle and report below)

**Reading:**

**Math:**

**Writ. Lang.:**

**Comments:**

### b. Cognitive:

<table>
<thead>
<tr>
<th>(Test Name)</th>
<th>(Date)</th>
<th>(Examiner)</th>
<th>(Test Name)</th>
<th>(Date)</th>
<th>(Examiner)</th>
</tr>
</thead>
</table>

ss / % (circle and report below)

**Full Scale:**

**Comments:**

## ELIGIBILITY FOR SPECIAL EDUCATION (last two eligibilities)

<table>
<thead>
<tr>
<th>Primary Disability</th>
<th>Secondary Disability</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form Completed By: ___________________________  Date: ___________________________
### PSYCHOEDUCATIONAL ASSESSMENT

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date(s) of Exam:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth:</td>
<td>School:</td>
</tr>
<tr>
<td>Age:</td>
<td>Grade:</td>
</tr>
</tbody>
</table>

#### REASON FOR REFERRAL

- Initial
- Triennial Re-Evaluation
- Other

Specific assessment question(s):

#### RELEVANT BACKGROUND DATA

- Attendance:
- Vision/Hearing:
- Behavioral/Academic Data:

Relevant Developmental/Medical Issues:

Relevant Family History:

Description of Presenting Concern(s):

PALT/Other Achievement or Cognitive Test Results:

#### ASSESSMENT RESULTS

Behavioral Observations During Testing:

Testing Conditions: Adequate Poor NA

Results: Valid Lower-Limit Estimate Invalid NA
Cognitive Functioning: Date of Testing: ____________________________________________

Test(s): ______ WISC-3 ______ WJ-R ______ WAIS-R ______ WPPSI-R

Full Scale Score or Broad Cognitive Score: _______________________________________

Interpretation: __________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Academic Achievement: Date of Testing: ____________________________________________

Test(s): ______ WIAT ______ WJ-R ______ TOWL-2

(Other: __________) ___________________________________________________________

Scores: Reading: __________ Math: __________ Written Language: __________

Other: _______________________________________________________________________

Social-Emotional/Behavioral Date(s) of Testing: _______________________________________

______________________________________________________________________________

Test(s): ______________________________________________________________________

Scores/Results: __________________________________________________________________

Interpretation: __________________________________________________________________

______________________________________________________________________________

Classroom Observation(s) Date(s) ____________________________

Context: _______________________________________________________________________

Relevant Academic Behaviors Noted: _______________________________________________________________________

______________________________________________________________________________

Adaptive Behavior Date: ________________ Respondent: _____________________________

Test: ________________ Results: ____________________________________________________

Interpretation: __________________________________________________________________

______________________________________________________________________________

Recommendations: __________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

School Psychologist Date

______________________________________________________________________________

______________________________________________________________________________
TERMINATION OF SPECIAL EDUCATION SERVICES

OAR 581-015-0702
(1) A school district must evaluate a child with a disability in accordance with OAR 581-015-0072 and 0701 before determining that the child is no longer a child with a disability.
(2) The evaluation described in section (1) is not required before the termination of a student's eligibility:
   (a) due to graduation with a regular high school diploma; or
   (b) for students who are no longer eligible due to their age.
(3) A school district shall provide prior written notice under OAR 581-015-0075 when a team determines that a child is no longer eligible for special education.

The following should be considered when evaluating the possible termination of special education services.

1. **Current Level of Functioning.**
   A. Will the student be able to function successfully with the curriculum and behavioral demands of the general education classroom?
   B. What are the student's Portland Achievement Levels Test (PALT) and Statewide test scores?
   C. Does the student demonstrate sufficient mastery of study skills to be successful in the general education classroom?

2. **Meeting the IEP Goals.**
   A. Has the student met his or her IEP goals?
   B. Can the student succeed in regular education with no "special education" support?
   C. Has the student demonstrated the ability to apply and generalize skills and knowledge across a variety of settings?
   D. Have the parents been given information about the possible termination of services and have they been invited to participate in the evaluation and termination of eligibility process?

3. **A Plan to Monitor Progress in General Education Classroom Should Be Discussed.**
   A. What modifications in the general education classroom may be necessary for successful transitioning into the mainstream?
   B. Is the student working toward a standard diploma? If not, does the student have an approved plan for graduating with a modified diploma or certificate of attendance? Are the parents in agreement with this plan? What might trigger referral for consultation to the team or a meeting?
   C. What might trigger a referral to the team for consultation or a meeting?
   D. What communication system will be used to monitor success?
E. Is there a schedule for checking progress?

F. Does the student have a method/approach to get help when needed?

G. Who is the contact person for the student and/or parent?
PROCEDURE FOR REQUESTING AN EVALUATION BY A PRIVATE CONTRACTOR PAID FOR WITH DISTRICT FUNDS

Private Contract with Portland Public Schools

A. Request services during your cluster management meetings, or by special request.

B. Formulate questions to be answered and put into letter form.

C. Get Permission to Release Information form (C-4) signed by parent for release of information to psychiatrist or psychologist or other contracted provider. Attach copies of all reports that are no older than three years and current copies of Eligibility Report Summary forms (C-5) and Individualized Education Program forms (C-7). Give to special education administrator to send to contractor.

D. Facilitate setting up appointment with the parent and provide transportation if necessary.
ASSISTIVE TECHNOLOGY SERVICES AND EQUIPMENT

The following programs are available to provide assistive technology services. These services are in addition to what may be available in the student's home school.

1. **Augmentative Communication Team**
   Speech-language pathologists who specialize in augmentative communication and serve students who are non-speaking or who would benefit from visually based systems. This team works in consultation with building speech-language pathologists. Location: Child Services Center, (503) 916-5840.

2. **OT Assistive Technology Specialists**
   Occupational therapists who have experience in assistive technology and serve students with motor disabilities who would benefit from technology as it relates to written communication and curriculum. This team works in consultation with building occupational therapists. Location: Child Services Center, (503) 916-5840.

3. **Assistive Technology Specialist**
   The specialist will be available to work with building based teams in the area of assistive technology. Location: Child Services Center, (503) 916-5840.

4. **Columbia Regional Orthopedic Services (CROS)**
   Provides equipment loan as well as services from occupational therapists, physical therapists, and augmentative communication specialists for students with severe orthopedic impairment. Location: BESC (503) 916-3042.

5. **Columbia Regional Program Deaf and Hard of Hearing Services**
   Audiologists who have experience with both classroom and personal FM systems and their effectiveness for students with learning disabilities. The team works in consultation with the building staff. Location: Child Service Center, (503) 916-5840.

6. **Columbia Regional Program Vision Services**
   Provides equipment loan for students who are partially sighted or legally blind. Equipment may include low vision aids, braillers, tape recorders, talking calculators and software for computer large print display and voice output. Location: Child Service Center, (503) 916-5840.

7. **Columbia Regional Program Autism Services**
   A speech-language pathologist who specializes in the augmentative communication needs of students with autism is available to consult with building speech-language pathologists. Location: Child Service Center, (503) 916-5840.

For additional information about obtaining assistive technology and services for students receiving special education services, see the District's Assistive Technology Manual, September 2002.
AUGMENTATIVE COMMUNICATION TEAM

What is the augmentative communication team and who are the students served?

Augmentative communication (AC) refers to all communication that supplements or augments speech. The more severe the speech/language impairment, the more a student will need to rely on augmentative aids and techniques to supplement oral communication.

AC team members are speech-language pathologists who have specialized training and experience in the area of augmentative communication. They work in partnership with building based speech-language pathologists and other team members to serve students who are non-speaking or have severe communication disorders and who would benefit from augmentative communication.

What services are provided?

The following services are provided by the augmentative communication team through a collaborative model: assessing augmentative communication needs, developing augmentative communication systems, training staff, developing communication goals and objectives, adapting the environment to maximize communication, loaning equipment for trial use, and assisting with locating funding sources for augmentative communication devices.

How are referrals made?

A referral form is completed by the building speech-language pathologist and sent to the augmentative communication team.
AUGMENTATIVE COMMUNICATION TEAM
REQUEST FOR CONSULTATION

Date of Request: ___________________________  Birthdate: ___________________________

Student: _______________________________  Eligibilities: ___________________________

School: _______________________________  Annual IEP Date: ___________________________

Grade/Placement: _______________________  Student ID #: ___________________________

Referring SLP: _______________________  SLP Phone: ___________________________

Describe student's current communication:
________________________________________________________________________
________________________________________________________________________

What are your major concerns?
________________________________________________________________________
________________________________________________________________________

What type of assistance are you requesting?
________________________________________________________________________
________________________________________________________________________

Is student currently receiving other support services?
Please circle  Current Service Provider
Yes  No  OT ___________________________
Yes  No  PT ___________________________
Yes  No  APE ___________________________
Yes  No  Regional Program ___________________________
(specify program)

Comments or other pertinent information:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

For AC Team Use:
Date received _______________  AC Specialist ____________
Date of initial contact with building SLP ____________  TPMR:  Y  N
OCCUPATIONAL THERAPY, PHYSICAL THERAPY AND ADAPTED PHYSICAL EDUCATION SERVICES

Students in Portland Public Schools who have a need for occupational therapy (OT), physical therapy (PT), and/or adapted physical education (APE) may receive these services from the following programs:

(1) Columbia Regional Orthopedic Services (CROS). Students who are severely orthopedically impaired (as determined by a statewide screening test) may receive OT and/or PT services.

(2) Portland Public Schools Motor Development Team. Students who have fine and gross motor deficits which significantly affect educational performance, may receive OT, PT and/or APE services.

(3) Multnomah Educational Service District (MESD). Students enrolled in MESD classrooms and have fine and gross motor deficits which significantly affect educational performance may receive OT, PT, and/or APE services through the MESD motor team.
What is the motor development team?

Members of the Motor Development Team (MDT) include: Adapted Physical Education (APE) Teachers, Occupational Therapists (OTs), Physical Therapists (PTs), Certified Occupational Therapist Assistants (COTAs), Licensed Physical Therapist Assistants (LPTAs), and Educational Assistants (EAs). The MDT staff is highly itinerant with each professional responsible for serving students at five to twenty schools. APE teachers, OTs and PTs function as members of school evaluation teams and IEP teams to determine special education and related service needs. Motor Development Team offices are located at the Child Services Center.

Who are the students served?

Students served are those with fine and gross motor deficits, which significantly affect educational performance. These students require APE, OT and/or PT services in order to benefit from their education.

What services are provided?

APE teachers provide specially designed instruction in the area of physical education. A student’s motor skills are evaluated and a determination is made if APE is required. Service may include: consultation to the physical education and classroom teacher, consultation to other educational staff, and direct instruction to the student.

OTs and PTs provide related services, which are defined by the IDEA as services required to assist a student with a disability to benefit from special education. OT and PT services must support the specially designed instruction on the IEP. Motor delay confirmed by evaluation results does not automatically indicate a need for school therapy. There must also be an impact on the student’s educational performance or access. School therapy deals primarily with the impact the disability has on student function in the educational process. Service may include: consultation to the teacher, consultation to other educational staff, and direct instruction to the student.
PROCEDURES FOR MOTOR ASSESSMENT

GENERAL PROCEDURES

- The Motor Team will designate one person as the motor liaison for each school.
- Each BSC/EPT will designate one person to contact the Motor Team liaison.

(BSC = Building Screening Committee / EPT = Evaluation Planning Team)

Initial Referral for Consideration of Evaluation for Special Education
(When There Are Motor Concerns)

1. Invite the Motor Team liaison to BSC or EPT meeting when discussion about a student may include motor concerns which require Evaluation Planning form (C-3a) and signed Parent Consent form (C-3).

2. If it is determined that a Motor Team assessment is needed as a part of the initial referral to Special Education, the Motor Development Concerns form should be filled out after the Evaluation Planning form (C-3a) and Parent Consent form (C-3) have been completed.

3. If the Motor Team liaison has been unable to attend the BSC/EPT meeting, the BSC/EPT contact calls the Motor Team liaison on voice mail to notify him/her that a C-3a/C-3 and Motor Development Concerns form have been completed and are in a designated place at that school (e.g. Motor Team box, psychologist box) or at Child Services Center.

4. The Motor Team liaison contacts the appropriate motor staff (OT, PT, APE teacher) to address the motor concerns described by the BSC/EPT.

5. The appropriate motor staff will perform the assessment and call the BSC/EPT contact to communicate information.

Consideration of Referral to Motor Team for Assessment
When Student is in Special Education

1. Discuss concerns with Motor Team liaison or with OT, PT or APE teacher prior to holding an evaluation planning meeting and obtaining signed consent.

2. Following this discussion, if a motor assessment is needed, invite the Motor Team liaison or specific motor staff to the evaluation planning meeting.
MOTOR DEVELOPMENT CONCERNS

Occupational Therapy, Physical Therapy and/or Adapted Physical Education services are provided to students whose motoric delays significantly impact their educational performance. Evaluation Plan (C-3a) and Prior Notice for Evaluation (C-3) must be completed prior to completing this form; attach copies of C-3a/C3. This is a two-sided form: Part One to be completed by the classroom teacher and Part Two to be completed by the physical education teacher.

Date of Request: ____________________________

Student: ____________________________ School: ____________________________

Birthdate: ____________________________ Grade: ____ Person Making Request: ____________________________

Classroom Teacher: ____________________________ P.E. Teacher: ____________________________

Case Manager: ____________________________ Phone: ____________________________

Physical Education Class Time and Days: ____________________________

Medical Diagnosis if available (attach medical data, formal test results): ____________________________

What is your primary reason for making this request? ____________________________

__________________________

PART ONE (completed by classroom teacher)

FINE MOTOR/VISUAL MOTOR

_____ Abnormal pencil grip
_____ Unable to keep up with written work
_____ Assignments are messy/unreadable
_____ Difficulty cutting
_____ Inconsistent hand dominance

VISUAL PERCEPTION

_____ Poor understanding of directional concepts (e.g., up, down, right, left)
_____ Difficulty copying from: _____ Blackboard _____ Book _____ Worksheet
_____ Reverses letters, numbers, words, phrases
_____ Does not visually attend to hand work
_____ Poor sequencing of: _____ Patterns _____ Tasks _____ Art Projects
_____ Poor eye tracking while: _____ Reading _____ Copying
_____ Poor organization of work on the page

SENSORY

_____ Avoids using one side of the body
_____ Avoids messy tasks (e.g., glue, clay, finger paint)
_____ Excessive touching or _____ Does’t like to be touched
_____ Fearful of movement: _____ Stairs _____ Slides _____ Swings
_____ Appears clumsy (e.g., falls from chair, trips, bumps into things)
SELF HELP (problems with)

- Toileting
- Eating
- Dressing
- Other

BEHAVIOR

- Excessive restlessness/frequently out of seat
- Disruptive
- Aggressive
- Isolative
- Unable to follow verbal directions
- Poor attention span

GROSS MOTOR

A. Does the student require one or more of the following to move around the school?
   - 1. An assistive device (e.g., walker, brace, wheelchair)? If so, what
   - 2. Assistance from another person? Adult or student? Identify person ____________________.

B. How does he or she move?
   - 1. Between classrooms
   - 2. Within classroom
   - 3. In bathroom
   - 4. On/off bus
   - 5. To/from bus
   - 6. Playground

PART TWO (completed by P.E. teacher)

1. Describe motor function during PE Class: (Check Poor, Average, or Above Average)
   - POOR  AVERAGE  ABOVE AVERAGE
   - A. Fundamental motor skills:
      - 1. Ball handling
      - 2. Locomotor
   - B. Physical Fitness
   - C. Balance
   - D. Eye-hand coordination
   - E. Understanding rules

Check the problem areas:

- Unusual standing, walking, running posture
- Balance problems (falls frequently, clumsy)
- Decreased physical fitness
- Problems with motor coordination
- Complains of pain during physical activity
- Difficulty accessing playground equipment

2. Describe how this student compares with peers during physical education: ____________________
3. Describe behavior during PE class: (Circle)

    _____ Compliant   _____ Disruptive   _____ Aggressive   _____ Isolative

   Comments: ____________________________________________________________

4. What modifications to rules or equipment have been implemented or attempted to help this student in PE activities?

   Comments: ____________________________________________________________
ADAPTIVE PHYSICAL EDUCATION SERVICES FOR
SPECIAL EDUCATION STUDENTS

1) Under the IDEA, physical education is a form of special education services. Therefore, a student with a
disability may be eligible under the IDEA if the student needs only adapted physical education (A.P.E.)
services. 34 CFR § 300.26.

2) In addition, the District is required to take steps to provide nonacademic and extracurricular services and
activities in the manner necessary to afford children with disabilities an equal opportunity for participation in
those services and activities. 34 CFR § 300.306.

3) District staff must ensure that a student with disabilities is receiving adaptive P.E. services and is allowed to
participate in extracurricular activities.
COLUMBIA REGIONAL PROGRAM

The following is a brief description of the Columbia Regional Program. Portland Public Schools is the fiscal agent for the program.

Columbia Regional Program is funded through legislative action by the State of Oregon. Portland Public Schools is one of eight administrative units across the state of Oregon providing and managing regional programs. Columbia Regional Program serves students within a four-county area who are deaf/hard of hearing, vision impaired, deaf/blind, severely orthopedically impaired, and/or have an autism spectrum disorder. Multnomah, Clackamas, Hood River, and Wasco counties are the four counties in the Region. The program is funded by a combination of State General Fund, Federal IDEA, 89-313, Deaf/Blind Federal funds, and, in some instances, a local contribution. The following is a brief description of the service components.

Regional Intake

School districts may request a specialist from Columbia Regional Program to assist with the assessment and eligibility process for students suspected of having a low incidence disability. Regional specialist can provide “Technical Assistance” in the following areas:

- (1) Autism – behavioral observations, developmental profile, autism checklist. (503) 916-5570 ext. 8303.
- (2) Hearing – classroom observation, audiological evaluation. (503) 916-5570 ext. 8300.
- (3) Orthopedic – Oregon Regional Eligibility Screening Tool to identify severe orthopedic impairment. (503) 916-5570 ext. 8304.

A specialist may participate on the local eligibility team when determining eligibility in these areas. Technical assistance and specialist’s participation on the team can be requested by completing and sending in a “Request for Regional Services” form. Questions regarding the intake process may be directed to the Columbia Regional Program at the telephone numbers listed above.

Request for Services

For a move-in student who is already eligible for services or a student that has been made eligible by a District team, regional services may be accessed by submitting an eligibility statement along with a “Request for Regional Services” form.

Services for Deaf/ Hard of Hearing

Deaf/Hard of Hearing Services offers a continuum of services, including itinerant teachers, resource centers, and self-contained programs for deaf or hard of hearing students. The program provides support to local districts and EI/ECSE contractors in the Region. The program serves about 363 students with 85 of these in classroom programs and the remaining served within their local districts on an itinerant basis. The self-contained classrooms are located throughout the metropolitan area. Classes are offered in both oral and sign language methodologies. Of the 363 students, 39 children are birth to 5 years of age and 324 are 5 to 21 years of age.

Support personnel include a school psychologist, speech and language pathologists, a vocational transition specialist, a School Age Coordinator, interpreters, and audiologists.

The program has special equipment available for loan and placement, including personal and classroom FM systems, hearing aids, conventional and digital closed caption decoders for television, and telephone devices for the deaf.
Eligibility for services is determined through hearing assessment by a licensed audiologist. The hearing loss must be educationally significant and there must be a documented need for specially designed instruction.

There is no fee for students receiving itinerant services in their home districts. There is a tuition charge for students in self-contained classrooms. There is a partial interpreter cost for students in Regional classrooms who are mainstreamed two or more periods per day. For students fully included in the regular classroom, interpreter costs are the district’s responsibility.

**Services for Visually Impaired**

Vision Services assists local school districts and Early Intervention/Early Childhood Special Education providers identify the education and support services required to meet the unique needs of each student with a severe vision impairment. Services to the student are provided on an itinerant basis by teachers of the visually impaired and by orientation and mobility instructors. Younger students are served in the home, and then, when they begin school, services are provided in the school setting.

The program not only provides instruction in Braille, orientation and mobility, and compensatory and developmental skills, it also provides Braille and large print textbooks, special equipment, and materials. In addition, teachers make recommendations regarding adaptations needed within the school and classroom, consult to school and classroom staff, present inservices to school staff regarding vision impairments and coordinate vocational transition with the Commission for the Blind.

Eligibility is based upon an eye report completed by an ophthalmologist or optometrist and a functional vision assessment or school observation completed by a teacher of the visually impaired.

**Services for Students with Autism**

Autism Services is charged with providing support to school districts and Early Intervention/Early Childhood Special Education (EI/ECSE) providers serving students with an autism spectrum disorder. The staff includes autism specialists and a speech/language pathologist.

Autism Services offers assistance to school districts and EI/ECSE providers with a focus on providing staff training. Some of the trainings offered include: basic autism, learning styles, communication, behavior management, teaching strategies, social skills, and relaxation/self management. Parent inservices and trainings are also provided throughout the year. In addition to trainings, autism specialists may provide the following assistance:

- Participation in the assessment process including the eligibility determination meeting;
- Participation in the IEP/IFSP process which may include consultation with the teacher prior to the meeting or participation in the IEP/IFSP meeting;
- Consultation regarding the implementation of IEP/IFSP goals and objectives; or
- Technical assistance for staff.

Eligibility is based on students meeting the minimum criteria in all four defining areas. Three observations of the students are conducted at different times and in different settings, and a functional communication assessment is completed by a speech/language pathologist.
Columbia Regional Orthopedic Services (CROS)

CROS provides service to students with severe orthopedic impairment. Services include direct and consultative occupational and physical therapy, consultative speech-language services for augmentative communication, and equipment loan for short-term trial or long-term use within the educational setting.
COLUMBIA REGIONAL PROGRAM
REQUESTING SERVICES

When an IEP Team suspects that a student might be eligible for regional services and would like to access Columbia Regional Program, a “Request for Regional Services” form should be completed.

Once the Columbia Regional Program receives the request, the appropriate regional program will be contacted and a specialist will be assigned to work with the IEP Team. The telephone numbers for Columbia Regional Programs are as follows:

- Autism: (503) 916-5570 ext. 8303
- Hearing: (503) 916-5570 ext. 8300
- Orthopedic: (503) 916-5570 ext. 8304
- Vision: (503) 916-5570 ext. 8302
APPLICATION FOR REGIONAL ORTHOPEDIC IMPAIRMENT EQUIPMENT FUNDS

Student Name ____________________________ Date of Application ____________________________

Birthdate ____________________________ Applicant Name ____________________________

School District ____________________________ Discipline ____________________________

Placement ____________________________ Work Address ____________________________

Diagnosis ____________________________ City/Zip ____________________________

Phone Number ____________________________ Fax Number ____________________________

Related Services/Regional Programs Involved ____________________________

Equipment must be ordered by primary discipline in which it will be utilized.

Is there an IFSP/IEP team consensus? (Circle One)  Yes     No ____________________________

Educational Relevance: I have read this proposal and agree that this equipment is necessary for the student's performance in the classroom.

________________________________________ (signature of teacher)

Grade Level: (circle one)       EI       ECSE       Elementary School       Middle School       High School

Placement: (circle one) Regular Ed       Self  Contained       Resource Room       Home       Other

Equipment Requested ____________________________

Total Price: ____________________________

Please justify EVERY piece of equipment on each question below. Equipment that is unrelated must be justified on a separate page. Duplicate forms if necessary. Specifically state your rationale documented with data for your choice of equipment. All equipment must have a trial period. If the item(s) are under $150 each or if requesting identical item in larger size, fill out questions #1 & #2 only.

CROS does not purchase duplicated items, PE or recreational equipment.

Received at CROS: ____________________________ Reviewed: ____________________________

8.82 Revised: September 2003
1. **LIMITATIONS/NEEDS:** Specifically describe student's present level of performance (PLOT) and limiting factors in the area to benefited by the equipment.

2. **BENEFIT:** Describe how the desired equipment will enhance the student's educational performance and relate to IFSP/IEP goals. Attach a copy of these goals and related data. Identify person responsible for development, coordination, training, maintenance and on-going assessment of equipment.

3. **PAST HISTORY/ALTERNATIVES:**
   a. What has the student tried/used previously to address this area of need and why is a changed needed?
   b. What alternatives have been considered within your school/district and outside of the district and why were they rejected? Include adaptations, other equipment (models, manufacturers) and environmental modifications (behavioral, etc.).

4. **TRIAL:** Document effectiveness of equipment. Provide evidence of allowances for growth and performance data.
EQUIPMENT ORDER FORM FOR
COLUMBIA REGIONAL ORTHOPEDIC SERVICES

Columbia Regional Program
Orthopedic Services
833 NE 74th St. Portland OR 97213
(503) 916-5570 Fax: (503) 916-5576

Catalog and prices must be current
Complete one form per vendor

| COMPANY/VENDOR: |   |
| ADDRESS: |   |
| TELEPHONE: |   |

<table>
<thead>
<tr>
<th>Item</th>
<th>Catalog #</th>
<th>Price</th>
<th>Quantity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subtotal: 
Shipping/Handling: 
TOTAL: 

8.84 Revised: September 2003
MEMORANDUM

COLUMBIA REGIONAL PROGRAM

Deaf and Hard of Hearing
833 NE 74th St. Portland OR 97213
(503) 916-5570 ext. 8300

June 28, 2001

To: Connie Bull, Legal Counsel,
Special Education, Portland Public Schools

From: Larry Whitson, Supervisor,
Deaf and Hard of Hearing Services, Columbia Regional Program

RE: Procedures for Accessing Services from Deaf and Hard of Hearing Services

The following is the procedure for accessing school age services from the Deaf and Hard of Hearing Services, Columbia Regional Program.

1. The school IEP team initiates the process for Deaf and Hard of Hearing services when it has reason to believe that a hearing loss exists. This is usually due to the fact that the student has failed two hearing screenings. It is sometimes due to audiological information received from an outside agency, medical professional, or other school district.

2. If, after reviewing existing information, the team determines that it needs additional information, the team completes the Special Education Evaluation Plan for Initial or Re-Evaluation form (C-3a) and Prior Notice for (Re) Evaluation and Parent Consent form (C-3). The Columbia Regional Program may conduct two forms of assessment: (a) a hearing evaluation (audiological examination) and (b) a classroom observation by a teacher of the deaf and hard of hearing.

   a. For eligibility purposes, an audiological assessment report signed by a licensed audiologist within the previous three (3) years is needed. If a hearing evaluation is needed, the team must check “hearing assessment” on the C-3a form under item C and check the “hearing test” box on the C-3 form.
b. A classroom observation will be needed if there is insufficient information regarding the impact of the hearing loss on the student’s educational performance. To obtain a classroom observation by a teacher of the deaf and hard of hearing, the team must check the “other” box on the C-3a form and write in “classroom functioning” next to the “observations” box. On the C-3 form, the team must check the “other” box and write in “classroom observation by teacher of the deaf.”

c. If the IEP team determines that both forms of assessment are necessary, it must indicate that both assessments will be done when completing the C-3a and C-3 forms. Doing so will enable the Columbia Regional Program to proceed in evaluating the student without unnecessary delay. Parents should be encouraged to bring their copy of the Consent form to audiological appointments. If they do not bring one for their initial appointment, the Audiology staff will have parents sign a form consenting to the hearing assessment(s).

3. The team must submit a Request for Regional Services form to the Columbia Regional Program. The Deaf/Hard of Hearing intake specialist reviews the information, and contacts the person listed on the form as the school contact to determine what is needed. The Columbia Regional Program assigns a teacher to work with the school team through the eligibility process. This includes doing the classroom observation and assisting the parent/guardian/surrogate to make an appointment with Columbia Regional Audiology, if needed.

While student-related services from the Columbia Regional Program cannot start until the IEP process has been completed, it is possible for school teams to request technical assistance from the Deaf and Hard of Hearing Services at any time during the process. School teams may request that one of our staff members participate in the eligibility process at any point. This can be accomplished by calling our offices and speaking to the Intake Coordinator or one of the Supervisors.
FEEDING TEAM

Description of Services

The PPS Feeding Team is comprised of the following professionals: registered nurse, speech-language pathologist, occupational therapist and physical therapist. Responsibilities of the team include assessing students who are potentially at risk when eating, developing procedures and written protocols for safe feeding, training school staff in safe feeding, providing regular follow-up to school staff, and referring to community medical agencies as necessary.

Referral Indicators

Students who exhibit the following characteristics are candidates for referral:

- Cannot use tongue to move food bolus between molars.
- Poor weight gain and notably thin/frail in spite of food intake.
- Frequent coughing, choking and/or gagging during and after feeding.
- Spits up during and after feeding.
- Wet, gurgly voice quality during feeding.
- Takes a long time to eat.
- Frequent re-swallowing behavior especially after eating.
- Difficulty drinking thin liquids.
- Transitioning from gastrostomy tube feeding to oral feeding.
- Frequent upper respiratory illness (colds, asthma, pneumonia).
- Required the Heimlich maneuver.

Referral Process

1. Feeding concerns are reviewed by the IEP team.
2. If the IEP team determines that assistance is needed, a referral form is completed and sent to the region supervisor at Child Services Center for signature. It is then forwarded to the feeding team supervisor.
# FEEDING TEAM

## Request for Assistance

<table>
<thead>
<tr>
<th>Student</th>
<th>Birthdate</th>
<th>Date of Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred by</td>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>School/Room Number</td>
<td>Area</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Program/Grade</td>
<td></td>
</tr>
</tbody>
</table>

### Handicapping Condition

<table>
<thead>
<tr>
<th>Self Feeder</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fed orally by an adult</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>G-Tube Feeding</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

What time does student eat lunch? ________________

### What are your major concerns?

______________________________

If available, attach feeding protocol, IEP feeding goals, feeding assessment information.

### Current IEP Team Members:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Manager</td>
<td></td>
</tr>
<tr>
<td>Special Ed. Teacher</td>
<td></td>
</tr>
<tr>
<td>Speech/Language Pathologist</td>
<td>General Ed. Teacher</td>
</tr>
<tr>
<td>OT</td>
<td>Psychologist</td>
</tr>
<tr>
<td>PT</td>
<td>Other/Title</td>
</tr>
<tr>
<td>APE Teacher</td>
<td>Other/Title</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Other/Title</td>
</tr>
</tbody>
</table>

**SEND COMPLETED REQUEST WITH COPY OF SPECIAL EDUCATION EVALUATION PLAN FORM, AND PRIOR NOTICE FOR EVALUATION AND PARENT CONSENT FORM, and PPS REGISTRATION FORM TO YOUR SPECIAL EDUCATION CLUSTER AT BESE**

Approved by Special Education Administrator: ________________________________

Date: ____________________

**For Team Use:**

Date Received: ____________________

TPMR: _____ Yes _____ No _____

Feeding Team Case Manager: ____________________________________________

8.88 Revised: September 2003
ELIGIBILITY CLARIFICATIONS FOR SPEECH/LANGUAGE - COGNITIVE CONSIDERATIONS

I. Description of Issue

Many students with Communication Disorders who have been placed into restrictive educational environments often do not continue to be eligible when they receive their first three-year reevaluation. Frequently, these students have borderline intellectual ability with commensurate academic skills. When reevaluated, placement in a restrictive educational setting may not have changed these students' functioning in relationship to their ability. Furthermore, it has been observed that these students may have difficulty demonstrating the social and adaptive skills needed to adequately function in general education. See the Speech-Language Pathology Manual, September 2002, for detailed information.

II. Eligibility

If the only disability is Communication Disordered (not voice, articulation or fluency only) and the student will be turning 9 years old, the IEP team will do the following:

1. Convene an evaluation planning meeting.
2. Review the student's speech and language progress (administer additional assessment tools if necessary).
3. Review the student's academic functioning (administer further standard assessment tools if needed).
4. Review the cognitive assessment results.

If a student is identified as Communication Disordered when he or she is under age five, a cognitive evaluation needs to be given at the time of the three-year reevaluation. Parents of young children should be advised that when a student turns 9 years old, a comparison will be made between cognition and language. A discrepancy of at least one standard deviation (15 points) will be required at that time for the student to continue to be eligible for special education services as Communication Disordered.

When the reevaluation occurs after age 5, the next reevaluation due date on the eligibility statement (C-5) will be prior to the student's ninth birthday or triennial evaluation.

In case of a student who moves into the District from another school district in the state, if the student is under age 9, the reevaluation, including a cognitive, will occur at age 9.

A student from another state moves into the District and the student is over age 8, the reevaluation, including a cognitive, will occur within a sixty day period during which time the IEP team completes their multidisciplinary assessment to determine if the student meets PPS eligibility requirements.

Students aged 5 through 9 who have a Communication Disorder will receive all appropriate special education services, including communication, academic and behavioral services. After age 9, if the student requires academic or behavioral services in addition to communication services, the category of Communication Disorder may no longer accurately reflect all of the student's disabilities. Therefore, the evaluation team may reevaluate the student to determine an appropriate disability category other than or in addition to Communication Disorder. This reevaluation should consider all tools that will assist in determining placement. For example, in addition to standardized tests, curriculum-based tests and/or functional behavioral
assessments may need to be completed to determine the most appropriate eligibility and/or placement.

For additional information relating to speech and language evaluations, written reports, eligibility and services, see the District's Speech and Language Pathology Manual, September 2002.
Communication Disorder Severity Scale Summary

Student Name ___________________________ BD _______ Student ID # ____________
Attending School ___________________ Home School ___________________ Age _______ Grade _____

Date of Assessment _______________ Speech-Language Pathologist ___________________

Check One: □ Initial □ Annual Review □ 3-Year Re-evaluation □ Other

Date of Hearing Screening _______________ Results: □ pass □ fail □ explain failures:

1. Complete the following information for the areas which were assessed and/or observed.
   Place a ✓ in the box if formally assessed, place a * in the box if informally assessed/observed.

<table>
<thead>
<tr>
<th>Parameters Assessed</th>
<th>Accepted Variation</th>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
<th>Profound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language-Semantics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language-Syntax/Morphology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language-Pragmatics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation/Phonology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligibility/Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ENT Findings: (voice, other) ___________________________________________________________

2. Are there related factors which should be considered in addition to the information in #1 above.
   □ Yes  □ No  (If yes, explain) ______________________________________________________

3. What is the educational impact, if any, of the communication variation or difficulty described in #1-2 above?

__________________________________________________________________________________

4. What, if any, is the student’s disability under IDEA?  Prima ___________________________ Secondary: ___________________________

5. If the student has a disability under IDEA, do related factors affect the level of service? □ Yes  □ No  (If yes, explain)

__________________________________________________________________________________

Recommended Services: □ Level I  □ Level II  □ Level III  □ Level IV  □ No Service

Recommended Criteria:
   Not Eligible:  □-Accepted variation and/or only one mild area of deficit
   Eligible:    □-2 or more mild areas and negative educational impact
                    □-1 or more moderate and/or severe areas and negative educational impact
   Note:        □-1 mild, moderate, or severe in the area of voice (WIENT referral)
                    □-1 Eligibility can not be established solely on the basis of pragmatics

Comm Dis. Sev. Scale Summ. (Rev 6/00) Distribution: (1) White: Special Education File (2) Yellow: Parent or Adult Student

__________________________________________________________________________________

8.91  Revised: September 2003
CONSIDERATIONS WHEN ASSIGNING EDUCATION ASSISTANTS FOR PHYSICAL MANAGEMENT SUPPORT

DATE _____________________

STUDENT ____________________________ SCHOOL ____________________________

BIRTHDATE ___________________________ TEACHER ____________________________ GRADE ____________________________

ELIGIBILITY ___________________________ MEDICAL DIAGNOSIS ____________________________

Areas in which EA support is needed with approximate amounts of time:

MOBILITY AND TRANSFERS Time _______________ Therapist ____________________________

student weights _______________ pounds   _______________one person lift               _______________ two person lift

ADAPTED PHYSICAL EDUCATION Time _______________ Teacher ____________________________
(school based APE, swimming at Easter Seal)

EXPRESSIVE COMMUNICATION Time _______________ Therapist ____________________________
(verbal, written, computer)

ACTIVITIES OF DAILY LIVING Time _______________ Therapist ____________________________
(toileting, feeding, managing clothing)
EVALUATION AND ELIGIBILITY
Section 8

Portland Public Schools
Special Education
RESOURCES
IDEA-PART B FINAL REGULATIONS*
CHILDREN WITH "ADD/ADHD"

By the Federal Office of Special Education Programs (OSEP)
(March 1999)

Adding "ADD/ADHD" to the list of eligible conditions under "OHI."
The definition of "child with a disability" in the Part B regulations has been amended to add "attention deficit disorder" ("ADD") and "attention deficit hyperactivity disorder" ("ADHD") to the list of conditions that could render a child eligible for Part B services under the "other health impairment" ("OHI") category.

Many children with ADD/ADHD have been eligible under Part B – consistent with the Department's long-standing policy related to serving these children.

In 1991, the Department issued a memorandum entitled "Clarification of Policy to Address the Needs of Children with [ADD] within General and/or Special Education," which was jointly signed by the Assistant Secretaries of OCR, OESE, and OSERS.

The substance of the 1991 policy clarification was included in the NPRM, and, specifically in Note 5 following §300.7 (definition of "child with a disability") -- to ensure that school administrators, teachers, parents, and other members of the general public would be fully aware that some children with ADD/ADHD are eligible under Part B. (Adding that interpretation to the NPRM was consistent with the Department's plan to include all major long-term policy interpretations related to Part B in a single regulatory document, along with the new provisions added by the IDEA Amendments of 1997.)

The 1991 policy interpretation clarified that --

- ALL CHILDREN WITH ADD/ADHD CLEARLY ARE NOT ELIGIBLE under Part B to receive special education and related services -- just as all children who have one or more of the other conditions listed under the "other health impairment" category are not necessarily eligible (e.g., children with a heart condition, asthma, diabetes, and rheumatic fever)."

- TO BE ELIGIBLE UNDER PART B, A CHILD WITH ADD/ADHD (as with all other children covered under this part) must meet a two-pronged test of eligibility (i.e.,
  1. have a condition that meets one of the disability categories listed under §300.7, and
  2. need special education and related services because of that disability).

- CHILDREN WITH ADD/ADHD ARE A DIVERSE GROUP. Some children with ADD/ADHD may be eligible under other disability categories if they meet the criteria for those disabilities, while other children may not be eligible under Part B, but might qualify under section 504 of the Rehabilitation Act.

Department's 1991 policy memorandum not fully implemented.
From the public comments received on the NPRM related to ADD/ADHD (and the Department's experience in administering Part B), it is clear that the 1991 policy is not being fully and effectively implemented.
Ensuring that eligible children with ADD/ADHD receive Part B services.
To ensure that each child with ADD/ADHD who meets the eligibility criteria under Part B receives special education and related services in the same timely manner as other children with disabilities, it is important to

1. add "ADD/ADHD" to the list of conditions that could render a child eligible under this part, and
2. appropriately address (in Attachment 1 to the final regulations) the large number of comments received on this topic.

Clarifying "limited strength, vitality, or alertness" under "OHI."
The final regulations also clarify that the term "limited strength, vitality, or alertness" in the definition of "OHI" (when applied to children with ADD/ADHD) includes "a child's heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment." (This clarification was included in note 5 following §300.7 of the NPRM, based on the Department's previous interpretation of the term as it applies to children with ADD/ADHD).

Including "ADD/ADHD" not a new requirement.
Including "ADD" and "ADHD" as potentially eligible conditions under the Part B regulations does not add a new requirement. It simply codifies the Department's long-standing policy related to serving these children.

* On October 22, 1997, a Notice of Proposed Rulemaking (NPRM) was published in the Federal Register to amend the regulations under Part B of the Individuals with Disabilities Education Act (IDEA). The purposes of the NPRM were to implement changes made by the IDEA Amendments of 1997, and make other changes that facilitate the implementation of Part B. The changes made since the NPRM are based mainly on public comments received.