

# SPECIAL EDUCATION PROCEDURES

## FOR

# INDEPENDENT EDUCATIONAL EVALUATION



## **LINCOLN COUNTY SCHOOL DISTRICT**

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## ACKNOWLEDGMENTS

Lincoln County School District Student Learning & Supported Education Department would like to thank Greater Albany Public Schools Special Programs Department for permission to use their Independent Evaluation Procedures handbook to establish one for Lincoln County School District.

## POLICY REGARDING INDEPENDENT EDUCATIONAL EVALUATIONS

A parent has the right to initiate an Independent Educational Evaluation at public expense:

- (a) Only **after** a district has conducted an evaluation and the **parent disagrees** with the results of that evaluation and within **20 working days** after the parent has received the results of the district's evaluation.
- (b) While the parent is not required to provide an explanation, the district will ask for an explanation of the area(s) of disagreement in order to work with the family in a proactive manner.
- (c) The district will provide to the parent the district's established criteria for the:
  - 1) minimum qualifications of examiners;
  - 2) cost limitations for evaluators;
  - 3) approved assessment instruments for use in independent educational evaluations; and
  - 4) define its geographic area limitations for evaluators.
- (d) If requested, the district will supply the parent with a list of qualified public and private evaluators.
- (e) The district may refuse to pay unreasonable excessive fees. However, the parent is allowed to exceed the maximum allowed if the unique needs of the child justify costs that exceed the district's maximum costs after a clear explanation of the rationale and an agreement with the district regarding the justification of the excessive cost.
- (f) If the district believes that their evaluation is appropriate and refuses to reimburse the parent, the district must request a due process hearing. The hearing officer will determine the adequacy of the evaluation. If the hearing officer orders an evaluation it will be at public expense.

Resource:

(Suzy Harris, Education Program Specialist, Oregon State Office of Special Education, Appendix G "Independent Educational Evaluations; A Synopsis of the Requirements", July 1997)

**LINCOLN COUNTY SCHOOL DISTRICT  
INDEPENDENT EDUCATIONAL EVALUATION CRITERIA**

**MINIMUM QUALIFICATIONS FOR EVALUATORS**

Under the Individuals with Disabilities Education Act (IDEA), parents are entitled to an independent educational evaluation (IEE) if the parents disagree with the results of an evaluation conducted by the Lincoln County School District. To ensure that the District will pay for a parents' IEE, parents should contact the special education staff in the school their student attends and request an evaluation planning meeting for an IEE.

**I. Location Limitations for Evaluators**

Evaluators will be located within the Lincoln County area, the Portland/Albany/Salem/Corvallis/Eugene area, including Western Oregon University, University of Oregon, Willamette Regional Programs, CDRC and OHSU in Portland, Oregon; and the Oregon Schools for the Deaf and the Blind in Salem, Oregon. Evaluators outside of this area will be approved only on a case-by-case exception basis, providing the parents can demonstrate the necessity of using personnel outside the specified area. Any arrangements beyond the evaluation (i.e., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

**II. Minimum Qualifications for Evaluators**

Evaluators with credentials other than those listed below will not be approved unless the parents can demonstrate the appropriateness of using an evaluator meeting other qualifications.

<b><u>Type of Assessment</u></b>	<b><u>Qualifications</u></b>
Academic Achievement	Certified Handicapped Learner Teacher (Standard, or Master's Degree) trained in this level of assessment; School Psychological Examiner; Licensed Clinical Psychologist; or School Psychologist
Adaptive Behavior	Licensed Clinical Psychologist; or School Psychologist

**Type of Assessment**

**Qualifications**

Assistive Technology	Licensed Physical Therapist; Certified or Licensed Speech/Language Pathologist trained in Assistive Technology; or Certified Special Education Teacher trained in Assistive Technology (Master's Degree)
Auditory Acuity (CAP)	Licensed or Certified Audiologist
Cognitive	Licensed Clinical Psychologist; or School Psychologist
Health (including Neurological)	Licensed Physician; or Licensed Nurse Practitioner
Motor	Licensed Physical Therapist; Registered Occupational Therapist; Certified Teacher of the Physically Impaired (Master's Degree); or Adaptive Physical Education Specialist (Master's Degree)
Speech and Language	Certified or Licensed Speech/Language Pathologist
Social/Emotional/Behavioral	School Psychologist; Social Worker (MSW, LCSW, LPC); Licensed Psychiatrist; or Licensed Clinical Psychologist
Vision	Licensed Ophthalmologist or Optometrist
Functional Vision	Certified Teacher of the Visually Impaired (Master's Degree)
Transition	Certified Special Education Teacher (Master's Degree); or Vocational Education Specialist

## **COST LIMITATIONS FOR EVALUATIONS**

An independent multi-disciplinary educational evaluation will be limited to a total cost of \$1,000.00. The specified cost for each discipline includes consultation with the parent, the administration and scoring of the assessment tool(s), the completion of a written report and explanation of the results to the parents. Single disciplinary evaluations will be limited to the following schedule of cost:

Academic Achievement	\$150 - \$300
Adaptive Behavior	\$100 - \$200
Assistive Technology	\$200 - \$400
Auditory Acuity	\$60 - \$150
Auditory Perception (CAP)	\$100 - \$150
Cognitive	\$300 - \$400
Health	\$50 - \$100
Neurological	\$500 - \$700
Motor	\$150 - \$250
Sensory-Motor Integration	\$200 - \$300
Speech Language	\$200 - \$400
Social / Emotional / Behavioral	\$200 - \$400
Vision	\$60 - \$100
Functional Vision	\$60 - \$150
Transition	\$150 - \$300

When insurance will cover all or partial costs of the independent evaluation, the school district will request that the parents voluntarily have their insurance pay the independent evaluation costs covered by their insurance. However, parents will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parents including, but not limited to the following:

- 1.) A decrease in available lifetime coverage or any other benefit under an insurance policy;
- 2.) An increase in premiums or the discontinuance of the policy; or
- 3.) An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

## APPROVED ASSESSMENT INSTRUMENTS FOR USE IN INDEPENDENT EDUCATIONAL EVALUATIONS

The following listed test instruments are used to assess student skills in the areas identified. This list is not intended to be exhaustive but more as representative. Other test instruments as identified through the evaluation plan can be used. All listed instruments must be administered by a qualified examiner, be age appropriate to the student, and administered and scored in conformance with the publisher's instructions. **Tests geared only to a specific educational methodology are not covered.**

<u>Assessment Area</u>	<u>Approved Instruments</u>
Academic Achievement	Diagnostic Achievement Battery Diagnostic Reading Scales (Spache) Diagnostic Test of Arithmetic Strategies Kaufman Test of Educational Achievement Key Math Diagnostic Arithmetic Test Kindergarten Readiness Test Peabody Individual Achievement Test – Revised Sivaroli – Classroom Reading Inventory Tests of Early Math Ability – Second Edition Test of Early Reading Ability – Second Edition Test of Early Written Language Test of Mathematical Abilities Test of Reading Comprehension Test of Written English Test of Written Language Test of Written Spelling Wechsler Individual Achievement Test Woodcock-Johnson Psychoeducational Battery Woodcock-Johnson-R Test of Achievement Woodcock-Johnson Reading Mastery Tests Woodcock-Munoz for Hispanic Students
Adaptive Behavior	AAMD Adaptive Behavior Scale Adaptive Behavior Evaluation Scale Vineland Adaptive Behavior Scales Normative Adaptive Behavior Checklist
Cognitive	Bayley Scales of Infant Development Cattell Infant Intelligence Scale Kaufman Assessment Battery for Children Kaufman Brief Intelligence Test (KBIT) Stanford Binet Intelligence Scale – Fourth Edition Test of Nonverbal Intelligence – Second Edition Wechsler Intelligence Scales (WPPSI-R, WISC-III, WAIS-III) Universal Nonverbal Intelligence Test

**Assessment Area**

Motor

**Approved Instruments**Peabody Developmental Motor Scales  
Test of Visual-Motor Integration

Perceptual

Bender Visual Motor Gestalt Design  
Developmental Test of Visual Motor Integration  
(Beery)  
Motor Free Visual Perception Test  
Test of Auditory Perceptual Skills  
Test of Visual Perceptual Skills  
Visual Aural Digit Span  
Wepman Auditory Discrimination

Speech and Language

ACLC (Assessment of Children's Language  
Comprehension)  
ASSET (Assessing Semantic Skills Through Everyday  
Themes)  
Boehm Test of Basic Concepts Revised  
Bracken Basic Concepts Scale  
CASL  
Central Institute for the Deaf Phonetic Inventory  
Clinical Evaluation of Language Functioning  
(Preschool and Revised)  
Craig Lip-Reading Inventory  
CREVT (Comprehensive Receptive and Expressive  
Vocabulary Test)  
DASL II (Developmental Approach to Successful  
Listening Inventory)  
Early Speech Perception Test  
Expressive One Word Picture Vocabulary Test  
50 Sentence Transcription of a Language Sample  
FSST (Fundamental Speech Skills Test)  
Goldman Fristoe Test of Articulation  
Grammatical Analysis of Elicited Language  
Hearing Screen  
HELP  
Identifying Early Phonological Needs in Children  
with Hearing Impairments  
Kindall Communication Proficiency Scale  
PAT – 3 (Photo Articulation Test)  
Peabody Picture Vocabulary Test – Revised  
Preschool Language Scale (Zimmerman) III  
Receptive One Word Picture Vocabulary Test  
Receptive-Expressive Emergent Language Scale II  
SKI-HI Language Development Scale



**Assessment Area**

Speech and Language  
(Continued)

**Approved Instruments**

SPICE (Speech Perception Instructional Curriculum  
Evaluation)  
Structured Inventory of Communication Development  
Structured Photographic Expressive Language  
Tests II  
Test of Adolescent Language  
Test of Auditory Comprehension of Language –  
Revised  
Test of Early Language Development  
Test of Language Competence – Expanded  
Test of Language Development (TOLD-2,  
TOLD-2 Primary and TOLD-3)  
Test of Word Knowledge  
Weiss Speech Intelligibility  
Word Test Revised

Social/Emotional/  
Behavioral

Achenbach Child Behavior Checklist  
Acters – ADD-H Comprehensive Teacher’s  
Rating Scale  
Attention Deficit Disorder Evaluation Scale  
Behavior Evaluation Scale  
Behavioral Assessment Scale for Children  
Burks’ Behavior Rating Scale  
Children’s Depression Rating Scale  
Connors Rating Scale  
Emotional and Behavioral Problem Scale  
Millon Adolescent Personality Inventory  
MMPI  
Reynolds Adolescent Depression Scale  
Reynolds Children’s Depression Scale

Others

Autism Screen Instrument for Educational  
Planning  
Childhood Autism Rating Scale  
Detroit Tests of Learning Aptitude  
(Primary & Third Edition)  
Draw A Person  
Goodenough-Harris Drawing Test  
Kaufmann Brief Intelligence Test

**PARENT RIGHTS**  
**REGARDING INDEPENDENT EDUCATIONAL EVALUATIONS**  
**Oregon Department of Education Office of Special Education**

You have the right to an independent educational evaluation at public expense if you **disagree** with the evaluation that the district has provided for your child. An independent educational evaluation is an evaluation by a **qualified examiner** who is not an employee of the school district responsible for your child. Public expense means that the school district must arrange for the evaluation to be provided at no cost to you.

If you request an independent evaluation, it is important to **clearly inform the district** about your request. The school district may ask why you disagree with the evaluation they have provided for your child. You may, but are not required to, provide an explanation. The **school district must inform you about where an independent evaluation may be obtained (see attached list)**. And **advise you of the school district's criteria** that apply to independent educational evaluations. You are not required to use an evaluator from the school district's list.

If you request an independent evaluation, or reimbursement for an independent evaluation, the school district must respond to your request without delay. The school district must either request a due process hearing to show that its evaluation is appropriate for your child or assure that the independent evaluation is appropriate for your child, or ensure access to an independent evaluation is provided at no cost to you. If the school district initiates a due process hearing and the final decision is that the school district's evaluation is appropriate, you may obtain an independent evaluation at your own expense.

If you obtain an independent educational evaluation, the results of the evaluation must be considered by the school district in any decision related to your child's free appropriate public education. The results of the evaluation may be presented as evidence at a due process hearing.

If a due process hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense.

## **OREGON ADMINISTRATIVE RULES REGARDING INDEPENDENT EDUCATIONAL EVALUATION (OAR 581-015-0072, OAR-581-015-0094)**

For Lincoln County School District, the criteria for an Independent Educational Evaluation remains the same as that required by the District under Educational Evaluation OAR 581-015-0072. (See Below)

### **(1) Tests and other evaluation materials used to assess a child:**

- (a) Are selected and administered so as not to be racially or culturally discriminatory;
- (b) 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
- (c) 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:**

- (a) Information provided by the parent; and
- (b) 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:**

- (a) Whether the child is a child with a disability under OAR 581-015-0051; and
- (b) The content of the child's IEP.

### **(4) Any standardized tests that are given to a child:**

- (a) Have been validated for the specific purpose for which they are used;
- (b) Are **administered by trained and knowledgeable personnel** in accordance with any instructions provided by the producer of the tests. **For Lincoln County School District, this means someone trained and knowledgeable in assessment in their area of expertise AND who has TSPC licensure in the area of School Psychology or Handicapped Learner or licensure through the State of Oregon in their area of expertise (Speech/language Pathology, Hearing, Vision, Clinical Psychologist, OT/PT, etc.) depending on the suspected disability and the requirements of the test manufacturer;** and

- (c) If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g. the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report.
- (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.**
- (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.**
- (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.**
- (8) The educational agency shall designate trained and knowledgeable personnel to conduct the evaluation.**
- (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.**
- (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.**
- (11) The Independent Evaluator uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.**
- (12) The Independent Evaluator uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.**

**RESOURCE LIST OF INDEPENDENT EVALUATION PROVIDERS  
BY AREA OF ASSESSMENT**

Independent evaluators must agree to release their assessment information and results to the school district prior to receipt of payment for services. The results of the independent evaluation will be considered in the diagnosis, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973.

<b>Areas of Assessment</b>	<b>Agencies, Organizations &amp; Private Evaluators</b>	<b>Phone</b>
Academic Achievement, Adaptive Behavior and Cognitive	Western Oregon University 345 North Monmouth Ave. Monmouth, Oregon 97361 Education Evaluation Center	<b>503-838-8751 or 1-800-541-4711</b>
	Oregon Health Sciences University, Child Development And Rehabilitation Center (CDRC) 707 SW Gaines Rd. Portland, Oregon 97239	<b>1-800-452-3563 503-494-2737 503-494-2764</b>
	Developmental Center for Children 3510 N 122 <sup>nd</sup> and Fremont Suite 101 Park Rose, Or.	<b>503-215-2233</b>
	Willamette Educational Service District 2611 Pringle Rd SE Salem, OR 97302-1533	<b>503-588-5330</b>
	Dr. Johannsen, Psychologist Dr. Jerome Gordon PhD, Psychologist (IQ only) Dr. David Sweet, Psychologist (IQ only) 635 Church NE Salem, Or. 97301	<b>503-399-9691</b>
Assistive Technology  Augmentative Communication	Willamette Educational Service District, Peggie Grosh, Paul Casalegno 2611 Pringle Rd SE Salem, OR 97302-1533	<b>503-588-5330</b>
	Oregon Health Sciences University, Child Development And Rehabilitation Center (CDRC) 707 SW Gaines Rd. Portland, Oregon 97239	<b>1-800-452-3563 503-494-2737 503-494-2764</b>
Auditory Acuity	Mid-Valley Speech & Hearing Center 950 29 <sup>th</sup> Ave SW Albany, Or. 97321	<b>541-926-8092</b>
	Hearing and Speech Institute – Audiology Division 3515 SW US Veterans Hospital Rd, Portland, OR 97204	<b>877-702-2828 503-228-6479</b>
	Legacy Good Samaritan Hospital Vestibular Lab – Speech & Hearing 1040 NW 22 <sup>nd</sup> Ave #460 Portland, Or 97210	<b>503-413-8154</b>
	Oregon Health Sciences University, Child Development And Rehabilitation Center (CDRC) 707 SW Gaines Rd. Portland, Oregon 97239	<b>1-800-452-3563 503-494-2737 503-494-2764</b>
	Western Oregon University 345 North Monmouth Ave. Monmouth, Oregon 97361 Education Evaluation Center	<b>503-838-8751 or 1-800-541-4711</b>
	Willamette Educational Service District, Denise Kossover 2611 Pringle Rd SE Salem, OR 97302-1533	<b>503-588-5330</b>
Health including Neurological	Oregon Health Sciences University, Child Development And Rehabilitation Center (CDRC) 707 SW Gaines Rd. Portland, Oregon 97239	<b>1-800-452-3563 503-494-2737 503-494-2764</b>
	Dr. George Miller 2395 Center St. NE, Salem, Or 97301	<b>503-364-2181</b>

<b>Areas of Assessment</b>	<b>Agencies, Organizations &amp; Private Evaluators</b>	<b>Phone</b>
Motor	Oregon Health Sciences University, Child Development And Rehabilitation Center (CDRC) 707 SW Gaines Rd. Portland, Oregon 97239	<b>1-800-452-3563</b> <b>503-494-2737</b> <b>503-494-2764</b>
	Willamette Educational Service District, Denise Kossover 2611 Pringle Rd SE Salem, OR 97302-1533	<b>503-588-5330</b>
	The Children's Guild (Dr. referral required) 290 Moyer Ln. NW, Salem, OR 97304	<b>503-370-8990</b>
Speech and Language	Willamette Educational Service District, 2611 Pringle Rd SE Salem, OR 97302-1533	<b>503-588-5330</b>
	Oregon Health Sciences University, Child Development And Rehabilitation Center (CDRC) 707 SW Gaines Rd. Portland, Oregon 97239	<b>1-800-452-3563</b> <b>503-494-2737</b> <b>503-494-2764</b>
	Western Oregon University 345 North Monmouth Ave. Monmouth, Oregon 97361 Education Evaluation Center	<b>503-838-8751 or</b> <b>1-800-541-4711</b>
	Salem Speech and Hearing 750 Jackson St. SE, Salem, Or 97306	<b>503-371-6486</b>
	Mid-Valley Speech & Hearing Center 950 29 <sup>th</sup> Ave SW Albany, Or. 97321	<b>541-926-8092</b>
	The Children's Guild (Dr. Referral Required) 290 Moyer Lane NW, Salem, OR 97304	<b>503-370-8990</b>
	Hearing and Speech Institute – Audiology 3515 SW US Veterans Hospital Rd, Portland, OR 97204	<b>877-702-2828</b> <b>503-228-6479</b>
Social/Emotional/ Behavioral	Dr. Jerome Gordon PhD, Psychologist Dr. David Sweet, Psychologist 635 Church NE Salem, Or. 97301	<b>503-399-9691</b>
	Oregon Health Sciences University, Child Development And Rehabilitation Center (CDRC) 707 SW Gaines Rd. Portland, Oregon 97239	<b>1-800-452-3563</b> <b>503-494-2737</b> <b>503-494-2764</b>
	Dr. Ross Quackenbush PhD, Psychologist 2493 State St. Salem, Or. 97301	<b>503-588-1010</b>
	Western Oregon University 345 North Monmouth Ave. Monmouth, Oregon 97361 Education Evaluation Center	<b>503-838-8751 or</b> <b>1-800-541-4711</b>
Social/Emotional/ Behavioral	Gary Nielsen, Ph.D. 2290 State St. Salem, OR 97301	<b>503-399-1123</b>
Social/Emotional/ Behavioral	Emil Slatick, Ph.D. 255 SW Coast Hwy., Ste. 202 Newport, OR 97365 eslatickphd@msn.com	<b>541-574-9801</b>
Social/Emotional/ Behavioral	Rory Richardson, Ph.D. 4422 Devils Lake Blvd., Ste. 3 Lincoln City, OR 97367	<b>541-994-4462</b>
Transition	Willamette Educational Service District, Brian Hilsabeck 2611 Pringle Rd SE Salem, OR 97302-1533	<b>503-588-5330</b>
	Vocational Rehabilitation of Oregon 1400 Queen Ave. SE Suite 107, Albany, Or 97321	<b>541-967-2022</b>
	Oregon Commission for the Blind 535 SE 12 <sup>th</sup> Ave, Portland, Or 97214	<b>888-202-5463</b>

Vision, Vision Perception, functional Vision	Oregon Health Sciences University, Child Development And Rehabilitation Center (CDRC) 707 SW Gaines Rd. Portland, Oregon 97239	<b>1-800-452-3563</b> <b>503-494-2737</b> <b>503-494-2764</b>
	Casey Eye Institute 3375 SW Terwilliger Blvd, Portland, Or. 97239-4197	<b>888-222-6478</b> <b>503-494-3000</b>

**Tests not Covered Tests geared only to a specific educational methodology**