**Self-Assessment: Child Find/Evaluation/Reevaluation/Eligibility Determination**

***Part I -* CHILD FIND**

***Directions:***  Review your district’s written policies and procedures for Child Find. Determine if Child Find procedures are followed consistently district-wide. Determine if teachers and administrators make appropriate use of interventions and if student referrals are handled consistently district-wide (look for any obvious discrepancies between racial and ethnic groups). **Complete the following checklist pertaining to Child Find procedures and gather the evidence to support your answers**.

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| ***Child Find Procedures***  ***Arkansas Procedural and Program Standards:*** [***Section 3.00 (Child Find)***](https://arksped.k12.ar.us/rules_regs_08/1.%20SPED%20PROCEDURAL%20REQUIREMENTS%20AND%20PROGRAM%20STANDARDS/3.00%20CHILD%20FIND.pdf) | ***Rate Your Compliance:*** | |
| ***Yes*** | ***No*** |
| 1. The district has written procedures for implementation of Child Find (i.e., use of systematic processes to address learning and/or behavior of students, K-12, in a school). (3.01, 3.03.1, 3.03.3) |  |  |
| 1. The district has documentation of the child find activities. (3.03.3) |  |  |
| 1. The district publishes annual notice of any significant activity designed to identify, locate or evaluate children using some type of media to publicly notify parents. (3.01.3) |  |  |
| 1. The district provides evaluation of all children with suspected disabilities birth to age 21 under the Individuals with Disabilities Education Act. (3.01.1) |  |  |
| 1. The district has a practical method to maintain an up-to-date record of all children receiving special education and related services. (3.03.4) |  |  |

| ***Sampling of Documentation to Support Compliance Ratings:*** | ***Sampling of Evidence to Consider:*** |
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| ***Look at:***   * Documentation of district written procedures for Child Find * Documentation of annual child find activities * Documentation of published formal notices to the public concerning child find activities throughout district’s jurisdiction * Written referrals * Comprehensive Data Analysis Worksheet * Data analysis of student referrals * Success Gap Rubric | ***Look for evidence that:***   * Written procedures give direction for adherence to each component of Child Find. * Local school RTI records include reports of interventions, progress monitoring, and timelines. * Written referrals include the basis for the referral. Documentation could include universal screeners and research-based interventions that were tried or reasons why no such attempts were made. * Building administrators are involved to ensure that general education support services are considered. * General education academic and behavioral supports, services, and interventions are implemented consistently across all races and ethnicities. * The staff is knowledgeable of the different strategies available to advertise child find activities. * The staff can describe current child find activities. * The staff is knowledgeable of characteristics that might indicate the presence of a disability. |

***Part II -* EVALUATION/REEVALUATION**

***Directions:***  Review your district’s policies and procedures for Evaluation and Reevaluation. Determine if students of all racial and ethnic groups, and particularly students of the identified group, have received appropriate evaluations (look for any obvious discrepancies between racial and ethnic groups). The evaluations must include a variety of assessment tools and strategies to gather all relevant functional, developmental and academic information about the student that may assist in determining whether the student is a student with a disability. **Complete the following checklist pertaining to Evaluation and Reevaluation procedures and gather the evidence to support your answers**.

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| ***Evaluation and Reevaluation***  ***Arkansas Procedural Requirements and Program Standards:***  [***Section 6 (Evaluation)***](https://arksped.k12.ar.us/rules_regs_08/1.%20SPED%20PROCEDURAL%20REQUIREMENTS%20AND%20PROGRAM%20STANDARDS/6.00%20EVALUATION%20-%20ELIGIBILITY%20CRITERIA.pdf)***,*** [***Section 7 (Reevaluation)***](https://arksped.k12.ar.us/rules_regs_08/1.%20SPED%20PROCEDURAL%20REQUIREMENTS%20AND%20PROGRAM%20STANDARDS/7.00%20REEVALUATIONS.pdf) | ***Rate Your Compliance:*** | |
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| ***Yes*** | ***No*** |
| **The district selects assessments and other evaluation materials based on the following criteria:** |  |  |
| 1. Assessments are provided and administered in the child's native language or other mode of communication and in the form, most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer. (6.04.2.1.B) |  |  |
| 1. Assessments are used for purposes for which the assessments or measures are valid and reliable. |  |  |
| 1. Assessments are administered by trained and knowledgeable personnel. (6.04.2.4.B) |  |  |
| 1. Assessments are administered in accordance with any instructions provided by the producer of the assessments. (6.04.2.5) |  |  |
| 1. Assessments are selected and administered so as not to be discriminatory on a racial or cultural basis. (6.04.2.1.A) |  |  |
| 1. Assessments are administered in manner such that no single measure or assessment is used as the sole criterion for determining whether a student is a student with a disability or for determining an appropriate educational program for a student. (6.04.2.80) |  |  |
| 1. The district conducts a reevaluation with or without additional assessment data at least once every 3 years. (7.01.01) |  |  |
| 1. The district uses a variety of evaluation tools and strategies to gather relevant academic, functional, and developmental information about the child, including information provided by the parents that may assist in determining: (i) Whether the child is a child with a disability and (ii) The content of the child's individualized education program including information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child to participate in age-appropriate activities). (6.06.03, 7.04) |  |  |
| 1. The district assesses children in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. (6.04.2.9) |  |  |

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| ***Sampling of Documentation to Support Compliance Ratings:*** | ***Sampling of Evidence to Consider:*** |
| ***Look at:***   * Eligibility Reports/Student Records * Individualized Education Program (IEP) documentation * Policies and procedures to support this regulation * Comprehensive Data Analysis Worksheet * Data analysis of student referrals * Individual Student Records Review Form * Success Gap Rubric | ***Look for evidence that:***   * Written procedures give direction for adherence to each component of the evaluation and reevaluation regulations. * Students receive a comprehensive evaluation. * The comprehensive evaluation provides information necessary to determine the disability and need for special education and related services. * Assessments and other evaluation materials are in the student’s native language or other mode of communication. * Assessments and other evaluation materials are administered for purposes for which the assessments or measures are valid and reliable. * Multiple measures are used to determine if a student is a student with a disability. |
| ***Attach a list of the evidence and documentation you will present to the ADE to support your compliance rating:*** | |

***Part III - Eligibility Determination***

***Directions:***  Review eligibility determination policies and procedures for your district. Determine to what extent the students of the identified racial and ethnic groups have comprehensive documentation of eligibility for special education and related services (look for any obvious discrepancies between racial and ethnic groups). **Complete the following checklist pertaining to eligibility procedures and gather the evidence to support your answers**.

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| ***Eligibility Determination***  ***Arkansas Procedural Requirements and Program Standards:*** [***Section 6 (Eligibility***](https://arksped.k12.ar.us/rules_regs_08/1.%20SPED%20PROCEDURAL%20REQUIREMENTS%20AND%20PROGRAM%20STANDARDS/6.00%20EVALUATION%20-%20ELIGIBILITY%20CRITERIA.pdf)***)*** | ***Rate Your Compliance:*** | |
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| ***Yes*** | ***No*** |
| 1. The district ensures that upon completion of the administration of assessments and other measures that the Eligibility Team (a group of qualified professionals and the parents of the child) determine whether the child is a child with a disability and the educational needs of the child. (6.06.1.2) |  |  |
| 1. The district ensures appropriate consideration of the exclusionary factor for reading (a child is not to be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in ***reading***, including the essential components of reading instruction). (6.06.2.1.A.1) |  |  |
| 1. The district ensures appropriate consideration of the exclusionary factor for math (a child must not be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in ***math***). (6.06.2.1.A.2) |  |  |
| 1. The district ensures appropriate consideration of the exclusionary factor for Limited English Proficiency (LEP) (a child must not be determined to be a child with a disability if the primary factor for that determination is due to limited English proficiency). (6.06.2.1.A.3) |  |  |
| 1. The district ensures evaluation data draws upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, information about the child’s physical condition, social or cultural background, and adaptive behavior. (6.06.3.1.A) |  |  |
| 1. The district ensures that information obtained from all of the above sources is documented and carefully considered. (6.06.3.1.B) |  |  |

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| ***Sampling of Documentation to Support Compliance Ratings:*** | ***Sampling of Evidence to Consider*** |
| ***Look at:***   * Student record/Eligibility Reports * Policies and written procedures to support eligibility determination regulations * Comprehensive Data Analysis Worksheet * Data analysis of student referrals * Individual Student Records Review Form * Success Gap Rubric | ***Look for evidence that:***   * Written procedures give direction for adherence to each component of the eligibility determination regulations. * Attempts have been made to provide remedial instruction or other general education support alternatives to special education (name specific research-based activities/programs/strategies used). * Eligibility decisions are based on evaluation data demonstrating that students require special education as defined in regulation and not due to lack of appropriate general education instruction or supports. |
| ***Attach a list of the evidence and documentation you will present to the ADE to support your compliance rating:*** | |

**Self-Assessment Team Member Sheet**

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| District: | Click here to enter text. |
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| Superintendent: | Click here to enter text. |
| Special Education Director: | Click here to enter text. |
| Contact E-mail Address: | Click here to enter text. |
| Contact Phone: | Click here to enter text. |

**Team Members Who Participated in the Self-Assessment Review Process:**

*A team of stakeholders selected by the district must participate in the self-assessment process. When assembling this team, the district should consider including regular and special educators and team members representing administration, professional learning, parents, curriculum and instruction, school psychology, student support services, and school improvement.*

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**Summary of Verification of Accuracy**

*The superintendent is required to certify the information prior to submission.*

I verify that the information submitted in this report is accurate and is based upon the findings from the Self-Assessment of District Policies, Procedures, and Practices.

**Superintendent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**