

# OPERATING PROCEDURES

## INDEPENDENT EDUCATIONAL EVALUATION

Boerne ISD

130901

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Legal Framework: INDEPENDENT EDUCATIONAL EVALUATION

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Broad Category: EVALUATION

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### PROCEDURES:

A request for an IEE can be made through the IEP committee meeting. Upon IEE request, evaluation staff (LSSP/Educational Diagnostician) will contact the Director of Special Education and parents will be notified on approval of an IEE.

### Evaluator Criteria and IEE Criteria:

The outside evaluator conducting an IEE of a child with a disability at public expense may be located in Kendall County or surrounding counties, pending they meet established evaluator criteria. The outside evaluator will need to schedule with the campus LSSP/Educational Diagnostician if (s)he so chooses to do an observation or review records. Evaluators must possess and produce a copy of a current licensure/certification to conduct evaluations of individuals with disabilities. Evaluators must meet appropriate professional requirements in the State and be trained to administer the specific tests and other evaluation materials used in conformance with the instructions provided by the producer. The district's criteria for professionals conducting intellectual, adaptive, achievement, psychological, or autism evaluations are licensures as a Psychologist and a Licensed Specialist in School Psychology (L.S.S.P.) issued by the Texas State Board of Examiners of Psychologists. If a speech and language evaluation is requested, the district's criteria for professionals are licensures as a Speech Pathologist with a certificate of clinical competence (CCC). The evaluator is requested to furnish a copy of the report in advance of an IEP meeting where the Committee will consider the report. Reports must be signed and include titles of all evaluation personnel involved in the evaluation. The report must comply with all requirements of the state and federal law (CFR 300.304, 300.8, and TAC 89.1040). Therefore, the report must include the results of informal and formal assessments administered to the student, the parent, and school staff, in all areas of suspected disabilities.

The report shall contain the following:

- a. Date(s) when evaluation activities were conducted
- b. A list of all information/data reviewed
- c. A complete summary of all test scores along with subtest scores, of the tests administered
- d. A complete summary of all information obtained or reviewed from observations, interviews, and other non-standardized assessment instruments

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- e. A discussion and interpretation of test results
- f. Full and complete information that addresses the presence or absence of those characteristics or conditions included in the specific eligibility criteria according to federal and state regulations.

The report shall include the type and severity of the impairment and the functional implications for the educational process. The report must provide the IEP team with sufficient information to determine whether or not the student meets the federal and state eligibility criteria, whether the student has a disability that requires the provision of special education services to the student, and if so, information that is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the student's disability category.

Upon receipt of the IEE, the IEP committee will conduct a meeting to discuss evaluation results and considerations.