

## **Independent Educational Evaluation Procedures Mount Union Area School District**

According to Part 300 of the Federal Regulations § 300.502 parents may obtain an independent educational evaluation at the school district's expense if they disagree with the evaluation completed by the school district. An Independent Educational Evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of the Mount Union Area School District. A request for an IEE must be made in writing to the Director of Special Education/Pupil Services within one year of the date on the District's evaluation report.

In the context of an IEE, evaluation means the procedures to determine whether a child is a child with a disability and in need of Special Education or specially designed instruction and related services.

The Mount Union Area School District will grant requests for IEEs at District expense only in extraordinary circumstances. The District will notify the parents, in writing, of its approval or disapproval of the request. Failure to comply with the criteria listed in this procedure will result in a denial of the parent's request for an IEE at District expense.

According to Part 300 of the Federal Regulations § 300.502(c)(1) Parent initiated evaluations:

If the parent obtains an IEE at private expense, the results of the evaluation must be considered [34 C.F.R. § 300.502(c)(1)] by the District if it meets the District criteria, in any decision made with respect to the provision of a Free Appropriate Public Education (FAPE).

The school district's only obligation is to "consider" the results of an IEE. There is no requirement about how much weight a school district must give the IEE or that the school district must incorporate any of the IEE recommendations into the child's educational program. This is true even if the IEE was at public expense.

### **General Provisions**

The parents of a child with a disability have the right to obtain an independent educational evaluation of their child. An IEE is an evaluation conducted by a qualified examiner who is not an employee of a student's school district.

Upon approval of a parent's written request for an independent educational evaluation, the District will provide the parents information about where an independent educational evaluation may be obtained and the District's criteria applicable to independent educational evaluations.

Additionally, If the district or intermediate unit (for early intervention only) **approves the request**, the following guidelines are recommended to be followed:

- **Completion of “Release of Information” form(s): Parent must sign for the release of information to share current evaluation report and IEP, if available, with the Independent Evaluator. The release should also require the evaluator to release all information to the school district or intermediate unit.**
- **Requirements of IEE:**
  - **The District or intermediate unit will require as part of the evaluation an observation of the student in the student’s current educational setting, unless the student is not then in such a setting. The evaluator shall obtain information concerning the performance of the student directly from at least one current teacher of the student, unless the student does not have a current teacher.**

The criteria under which the independent evaluation is obtained must be the same as the criteria the District uses in conducting an evaluation.

The following criteria are required:

1. A clear explanation of the testing and assessment results;
2. A complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and subtest scores reported in standard, scaled, or T-score format;
3. A complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator;
4. Specific recommendations for educational programming;
5. The evaluator must sign the report;
6. The complete report must be submitted to District concurrently with submission to the parent.
7. Administration of all testing and all assessment procedures should rule in or rule out the existence of disabilities defined in IDEA and Chapter 14. These disabilities include Traumatic Brain Injury, Hearing Impairment, Specific Learning Disability, Gifted without Disability, Intellectual Disability, Orthopedic Impairment, Emotional Disturbance, Speech or Language Impairment, Visual Impairment, Multiple Disabilities, Autism, and Developmentally Delayed (early intervention only). Administration of assessments needs to be based on the reasonable suspicion of above-stated disability(ies) expressed by staff, parents, and/or evaluator.
8. If the independent evaluation is at public expense, it must be conducted within the state of Pennsylvania.
9. An evaluation of a child for autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury must be done by a school psychologist certified in the State of Pennsylvania. An evaluation for other disabilities (i.e. speech and language) must be done by a person licensed or certified to conduct and interpret

assessments of the area(s) of concern. The credentials and/or licenses of the evaluator must be submitted to the District with the IEE.

10. The IEE, at public expense, cannot exceed \$800 without approval by the Mount Union Area School District.
11. The evaluator and the Mount Union Area School District must have written permission to communicate and share information.
12. The evaluator must release the results of the evaluation directly to the District in the form of an original, signed, typewritten report.
13. The report shall include a statement of all standard and scaled scores obtained, a description of the student's behavior during the evaluation, a description of the student's behavior observed in the school, an analysis of the results, and specific educational recommendations.
14. Tests and similar evaluation materials shall be:
  1. Selected and administered in a manner free from racial or cultural bias.
  2. Administered in the native language or mode of communication of the child, unless it is clearly not feasible to do so.
  3. Selected and administered so the test results accurately reflect the student's aptitude, achievement level or whatever other factors the test purports to measure, rather than the student's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure.
  4. Validated for the specific purpose for which they are used in a manner generally accepted within the profession.
  5. Administered in accordance with the instructions or testing protocols provided by the publisher of the test or materials and in accordance with sound professional practice.
  6. Selected and administered to assess the specific areas of educational need or ability and not merely single standard scores or quotients.