

Downey Unified School District

INSTRUCTION (Special Education)

ASSESSMENT AND PLANNING PROCEDURES

AR 3170.3

Within 50 days after receiving written consent from the parent/guardian for assessment, the following steps shall be taken:

1. Implementation of the Assessment Plan by the required personnel. The assessment procedures and all testing materials shall be selected so as not to be culturally or racially discriminatory. The Assessment may include any of the following areas as determined by suspected areas of disability:
 - a. Intellectual function
 - b. Academic achievement
 - c. Social/adaptive behavior
 - d. Psycho-motor development/perception
 - e. Communication, speech/language development
 - f. Audiological assessment
 - g. Other areas as appropriate
2. Preparation of the pscho-educational report and recommendations
3. Scheduling of the Individualized Education Program (IEP) Team meeting.
4. Determination of legal eligibility by the IEP Team.
5. Development of the Individualized Education Program (IEP) by the IEP Team. Written approval from the parent for (a) placement of the student to special education programs/services or the regular program and (b) development of the IEP shall be obtained before the student is placed in the special education program. The IEP shall include the following:
 - a. A statement of present levels of performance.
 - b. A statement of annual goals.
 - c. Statements of short-term instructional objectives.

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- d. A listing of the specific educational services to be provided.
 - e. Explanation of the extent to which the student will participate in the regular program.
 - f. Projected dates for initiation of services and expected duration.
 - g. Objective criteria and evaluation procedures.
 - h. A schedule for evaluating success.
 - i. Graduation requirements (when appropriate).
 - j. Transition Plan, when appropriate.
 - k. A Behavior Management Plan, if appropriate.
6. There shall be a review of the IEP annually and a complete student reevaluation every three years.
 7. The District recognizes the responsibility for providing special education and related services according to the provisions of the IEP, but the District, the teacher, or other persons in the District cannot be held accountable for a student's failure to meet the projected growth which is indicated by the goals and objectives. Many other factors contribute to meeting goals and objectives or failure to do so.

Approved: 7/17/80, 8/4/92