

# OPERATING PROCEDURES

## INTELLECTUAL DISABILITY

Goose Creek CISD

101911

Template update May 2020

Legal Framework: INTELLECTUAL DISABILITY

[Related Resources](#)

Broad Category: EVALUATION

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### PROCEDURES:

#### INTELLECTUAL DISABILITY (ID)

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#### 34 CFR § 300.8(c) (6); 19 TAC § 89.1040(c) (5)

*Intellectual Disability* means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

#### Evaluation Procedures

The evaluation data reviewed by the ARDC must include:

1. a standardized individually administered test of cognitive ability; and
2. adaptive behavior assessment in at least two of the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, and safety.

#### Evaluation Criteria

A student with an intellectual disability is one who has been determined to meet the criteria for intellectual disability as stated in 34 CFR § 300.8(c)(6). In meeting the criteria stated in 34 CFR § 300.8(c)(6), a student with an intellectual disability is one who has been determined to have significantly sub-average intellectual functioning that:

1. is measured by a standardized, individually administered test of cognitive ability in which the overall test score is at least two standard deviations below the mean, when taking into consideration the standard error of measurement of the test; and

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2. concurrently exhibits deficits in at least two of the following areas of adaptive behavior:
  - a. communication;
  - b. self-care;
  - c. home living;
  - d. social/interpersonal skills;
  - e. use of community resources;
  - f. self-direction;
  - g. functional academic skills;
  - h. work;
  - i. leisure;
  - j. health;
  - k. safety; and
3. is manifested during the developmental period; and
4. adversely affects the child's educational performance.

#### STAFF RESPONSIBLE:

**District Level:** Coordinator for Assessment and Initial Team Evaluators

**Campus Level:** Campus Based Evaluators

#### TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Initial evaluation timelines apply
- Reevaluations – REED meeting should be held no earlier than 60-75 days prior to the three-year re-evaluation due date.

#### EVIDENCE OF PRACTICE:

- eSped Forms
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations