



Innovate Collaborate Inspire

Preschool Initial Evaluation Procedures

A. Prior to a Parent Meeting or Initial Evaluation Planning Meeting

1. Referral through the MTSS process will be given to the school psychologist for a possible initial evaluation for students currently enrolled in preschool as a peer model. Students should have a Tier 3 intervention plan (receiving the most intense intervention, as defined by the district's MTSS procedures, with the exception of low incidence disabilities or an override from the Director of Student Services) and 6-8 progress monitoring data points. For students not currently enrolled in preschool, the student would go through the preschool screening process.

****Note:** Referrals from parents/guardians must be given to the School Psychologist upon receipt and the school psychologist must respond within 30-days.

Community referrals will be scheduled through the Preschool Administrative Assistant who logs the request and schedules an appointment with the school psychologist to attend a preschool screening.

2. School psychologists will schedule a stakeholder meeting with the school team, including members such as teacher(s), intervention specialists, district representative, and the parent.
3. In instances of low incidence, or upon recommendation from the Director of Student Services proceed to Section C.

B. Child find Process

1. The team (see Section A, Part 2 above) in partnership with the child's parents will review intervention and curriculum data, if available. This will include:

- i. The student's rate of improvement in comparison to what is considered appropriate for that child's grade level and/or age level on the district selected curriculum-based measure(s). The team will determine whether the student's growth is below what is expected, meets what is expected, or exceeds what is expected for that measure pursuant to aforementioned language in this clause.

- ii. AND the student's performance on the selected curriculum-based measure is compared to the expectation for the current benchmark assessment period.

- iii. AND the student is not likely to make continued progress, as determined by rate of improvement, if intervention supports are removed.

2. For students not currently enrolled, a child find process will be completed. This will include:

- i. Parent/guardian completion of relevant background information.

- ii. A developmental assessment, such as the Brigance, will be completed by the intervention specialist.

- iii. Fine and gross motor skills will be reviewed using a motor checklist.

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- iv. Communication skills, including both receptive and expressive communication, will be examined by the Speech Language Pathologist.
 - v. Observation of the student
3. Based upon a review of the aforementioned intervention and curriculum data and/or data obtained during the screening process, the team elects to either propose to complete an initial evaluation for special education services or refuse to complete an initial evaluation for special education services, a PR-01 will be completed and provided to parent(s). If the team suspects the student may be a student with a disability, then the team will proceed to Section C below.

C. Evaluation Planning Meeting

1. The school psychologist will facilitate the evaluation planning meeting in all instances. This will occur after completion of the referral form. Once the referral form is complete, the school psychologist signs as the individual receiving the referral, parent will sign if request originated from parent, and the teacher will sign if the request originated from the school
2. During the evaluation planning meeting, the school psychologist will:
 - i. Complete a PR-01 indicating that the school proposes to complete an initial evaluation for special education service eligibility, along with including a copy of the IDEA handbook and then review with parents.
 - ii. Complete planning form with the team, team members sign.
 - iii. Provide and complete a medical release of information, if the child has a remarkable medical history.
 - iv. Complete consent form with the parent. The parent will sign to either grant or refuse consent and the school psychologist will sign as the school district representative.
 - v. In alignment with best practices, school psychologists will use selections from the following:

Elements to be Included	Available Measures (Do Not Use All Assessments)
History: Developmental Medical Academic Family History	Child History Form Developmental History Teacher Report/Interview, if applicable Checklists
Cognition (Pre-Academics)	DAYC-2 Differential Abilities Scale - 2nd Ed. (DAS-II) Developmental Profile - 4th edition (DP-4)
Developmental Assessment:	Brigance
Executive Functioning:	BRIEF-2: Behavior Rating Inventory of Executive Function Conners early childhood
Adaptive Behavior:	Vineland-3 Developmental Profile - 4th edition (DP-4)

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Communication:	CELF P-5: Clinical Evaluation of Language Fundamentals, 5th ed. PLS-5 GFTA-5 REEL-4 Functional Communication Profile Developmental Profile - 4th edition (DP-4)
Social-Emotional Functioning:	Developmental Profile - 4th edition (DP-4)
Behavioral Functioning:	Behavior Assessment System for Children - 3rd Edition (BASC-3)
Fine and Gross Motor:	Developmental Profile - 4th edition (DP-4) Peabody Developmental Motor Scales - Second Edition
Classroom Observation/s (Must At Least Do Momentary Time Sampling)	Momentary Time Sampling (minimum of 15 minutes) Anecdotal (Supplemental)

F. Evaluation Meeting

1. Required team members for initial evaluations: Parent(s), General Education Teacher, Intervention Specialist, School Psychologist, District Representative and copies or a projection of the evaluation report to team members and/or parents. When applicable, related service providers will also be in attendance (e.g., Speech Language Pathologist, Occupational Therapist, Physical Therapist).
2. Complete eligibility page.
3. Each team member must sign before leaving the meeting.
4. Schedule IEP meeting with required team members - multiple attempts should be made to meet at the convenience of the family
5. School psychologist should note that the IEP meeting is held within timelines - ie. 30 days or on or prior to child's 3rd birthday if transitioning from Early Intervention

G. Post Evaluation Meeting

1. School Psychologists follow [ETR checklist](#) to finalize the document.
2. School Psychologists send a copy of the finalized ETR to the parent(s)/guardian within 2 weeks of the ETR meeting date.

H. Non Compliant Findings/Timelines

1. If the family is unable to meet within the necessary timeframe the school psychologist will work with the family.
 - i. Option 1: Offer Unique meeting options such as virtual and phone meetings.
 - ii. Option 2: Offer times before during and after school hours (within contracted time frames)
 - iii. Option 3: If no other options are viable. Collect written documentation (email, letter, etc.) from the family and provide written explanation (PR-01) as to how that affects the special education process and timelines. Meet as soon as the family is able.

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