



Innovate Collaborate Inspire

K-12 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. 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.

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

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

B. Parent Meeting

1. The team (see Section A, Part 2 above) in partnership with the child's parents. The team will review intervention and curriculum data. This will include:
 - i. The student's rate of improvement in comparison to what is considered appropriate for that child's grade 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 (Fall = August to November, Winter = December to February, Spring = March to May). The team will determine if more than 6 of 8 data points fall well below expectations for the current benchmark period (below the 10th percentile).
 - iii. AND the student has attended at least 80% of available intervention sessions.
 - iv. AND the student is not likely to make continued progress, as determined by rate of improvement, if intervention supports are removed.
 - v. AND the student is failing to meet grade level curriculum expectations as evaluated by standard's mastery data, statewide achievement assessments (if available for the current grade level), attendance, discipline records, and other classroom and district assessments (if available).
2. Based upon a review of the aforementioned intervention and curriculum data, 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.
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. Complete the referral form, 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.

**** Note: The evaluation must be completed within 60 days of consent to evaluate**

D. Specific Learning Disability Evaluation Procedures

1. The following processes may be utilized to determine SLD eligibility:
 - i. Multi-tiered Systems of Support Data as outlined in the aforementioned (Section B1)
 - ii. A pattern of strengths and weaknesses and/or discrepancy models are also acceptable approaches for eligibility under the Specific Learning Disability criteria outlined by the Ohio Department of Education.
2. In alignment with best practices in reading assessment, school psychologists will use selections from the following recommended reading assessment rubric:

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 Checklists
General Intellectual Functioning (Choose One)	Wechsler Intelligence Scale for Children – 5th Ed. (WISC-V) Differential Abilities Scale - 2nd Ed. (DAS-II) Woodcock-Johnson Tests of Cognitive Abilities (WJ-IV)
Cognitive Processing: (Choose One)	WISC-V: Core Battery DAS-II: Core Battery, Working Memory and Processing Speed Clusters XBA: Cross-battery Assessment (Flanagan, et al)

<p>Executive Functioning: (Choose One)</p>	<p>BRIEF: Behavior Rating Inventory of Executive Function D-KEFS: Delis-Kaplan Executive Function System WMS: Wechsler Memory Scale, Fourth Edition CMS: Children's Memory Scale Brown EF/A: Brown Executive Function/Attention Scales CVLT3: California Verbal Learning Test, Third Edition</p>
<p>Specific Oral Language Skills Related to Reading/Writing Success (Choose One)</p>	<p>Tests of higher level language skills related to language comprehension (semantics, syntax, morphology, and pragmatics): Comprehensive measures of higher-level language skills: CELF-5: Clinical Evaluation of Language Fundamentals, 5th ed. CASL: Comprehensive Assessment of Spoken Language TLD: Test of Language Development: Primary or Intermediate</p>
<p>Listening Comprehension: (Choose One)</p>	<p>KTEA-III: Listening Comprehension WIAT-4: Listening Comprehension CELF-V: Understanding Spoken Paragraphs OWLS: Listening Comprehension</p>
<p>Tests of Auditory Processing/Phonological Awareness: (Choose One)</p>	<p>CTOPP-2: Comprehensive Test of Phonological Processing, 2nd Ed., Core Battery WIAT-4: Phonemic Proficiency KTEA-III: Phonological Processing</p>
<p>Educational Testing: Word Reading, Decoding, and Orthographic Mapping (Choose One)</p>	<p>WIAT-4: Word Reading, Pseudoword Decoding, Orthographic Choice KTEA-III: Letter & Word Recognition, Nonsense Word Decoding</p>
<p>Reading & Word Fluency (Choose One)</p>	<p>Acadience/AIMSweb: Progress Monitoring GORT-5: Core Battery</p>
<p>Reading Comprehension (Choose One)</p>	<p>WIAT-4: Oral Reading Fluency, Decoding Fluency, Orthographic Fluency KTEA-III: Word Recognition Fluency, Decoding Fluency WIAT-4: Reading Comprehension KTEA-III: Reading Comprehension</p>
<p>Spelling (Choose One)</p>	<p>WIAT-4: Spelling KTEA-III: Spelling</p>
<p>Written Expression (Choose One)</p>	<p>Test of Written Language, 3rd ed. (TOWL-III): Sentence and Passage Writing WIAT-4: Written Expression Subtests (Sentence Composition, Alphabet Writing Fluency, Essay Composition), Sentence Writing Fluency (Recommended, but Optional) KTEA-III: Writing Fluency (Recommended, but Optional), Written Expression</p>

Classroom Observation
(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, copies or a projection of the evaluation report to team members and/or parents.
2. Complete eligibility page.
3. Each team member must sign before leaving the meeting.

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.
3. ***If an IEP is warranted, the team will have 30 days to develop the IEP.***

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.

****The Director of Student Services has the authority to provide final eligibility determinations as the district representative.****