

K-12 Initial Evaluation Procedures

1. MTSS Process (Prior to Evaluation Request or Initial ETR Meeting)

1.1 Universal Screening

All students are screened up to three times per year to identify potential academic or behavioral concerns.

1.2 MTSS Team Meetings

School-based MTSS teams meet at least three times annually to analyze screening data and identify students who may need additional support.

1.3 Tiered Interventions

Students receive evidence-based interventions aligned to their level of need, with increasing intensity (Tier I → Tier III).

1.4 Progress Monitoring

Student progress is monitored regularly and systematically to evaluate the effectiveness of interventions.

1.5 Stakeholder Collaboration

If interventions do not result in appropriate or expected student progress, MTSS teams schedule meetings with relevant stakeholders (e.g., teachers, specialists, families) to discuss concerns and collaboratively plan appropriate next steps.

1.6 Data-Driven Decisions

Referrals for special education evaluations typically stem from the MTSS process when data shows that a student is not making adequate progress despite targeted, high-quality interventions.

1.7 Documentation

All intervention efforts, progress data, and team decisions are documented to support informed decision-making and next steps, including possible evaluation.

1.8 Evaluation Determination

After reviewing all relevant intervention data, the team will decide whether to:

- Recommend conducting an initial evaluation to determine eligibility for special education services, **or**

- Review and adjust the MTSS Intervention Plan to continue interventions if needed.

1.9 A formal notice (PR-01) outlining this decision will be provided to the parent(s).

If the team believes the student may have a disability, proceed to **Section 2**.

*In instances of low incidence, proceed to #2.

2. Evaluation Planning Meeting

2.1 The school psychologist serves as the facilitator for all evaluation planning meetings.

2.2 During the meeting, the school psychologist will:

- a. Complete a PR-01 form to propose an initial evaluation for special education eligibility.
- b. Provide and review a copy of the IDEA handbook with the parents.
- c. Fill out the planning form with the team; all team members sign.
- d. Provide and complete a medical release of information form if the child has significant medical history.
- e. Obtain parent consent via the consent form (parent grants or refuses permission; psychologist signs as district rep).
- f. Complete the referral form:
 - Psychologist signs as referral receiver.
 - Parent signs if they initiated the request.
 - Teacher signs if the request was initiated by the school.

Note: The evaluation must be completed within **60 days** of receiving parental consent.

3. Options of Assessments Used (List is Not Exhaustive)

Our district is committed to ensuring that all students are evaluated using high-quality, reliable tools. We only use assessments that have been thoroughly vetted and approved by educational experts to meet state and federal standards. These tools are selected to ensure fairness, accuracy, and relevance for all students, and they support our goal of making informed decisions that best meet each learner's needs.

If you have questions about the assessments used in our district, please contact your school's psychologist or therapist.

BRIEF: Behavior Rating Inventory of Executive Function
CELF-5: Clinical Evaluation of Language Fundamentals, 5th ed.
CASL: Comprehensive Assessment of Spoken Language
TLD: Test of Language Development: Primary or Intermediate
KTEA-III: Listening Comprehension
WIAT-4: Listening Comprehension
ADOS - Autism Diagnostic Observation Schedule
CELF-V: Understanding Spoken Paragraphs
CTOPP-2: Comprehensive Test of Phonological Processing, 2nd Ed., Core Battery
WIAT-4: Phonemic Proficiency
KTEA-III: Phonological Processing
Test of Written Language, 3rd ed. (TOWL-III): Sentence and Passage Writing
Bruininks-Oseretsky Test of Motor Proficiency, 2nd Edition (BOT-2)
Sensory Profile (Infant/Toddler/Child versions)
Peabody Developmental Motor Scales, 2nd Edition (PDMS-2)

4. Specific Learning Disability (SLD) Evaluation Procedures

4.1 The following processes may be used to determine SLD eligibility:

- a. Multi-tiered Systems of Support (MTSS) data as outlined in Section 1.
- b. A pattern of strengths and weaknesses and/or discrepancy models, in accordance with criteria from the Ohio Department of Education.

5. Multiple Disabilities Evaluation Procedures

5.1 A group of qualified professionals and the child's parents may determine the child has multiple disabilities if the child demonstrates:

- a. A combination of two or more areas of disability (as defined in rule 3301-51-01 of the Administrative Code), **excluding combinations involving a Specific Learning Disability**.
- b. A severe or profound deficit in communication or adaptive behavior, documented through standardized, validated instruments.

6. Evaluation Meeting

6.1 **Required team members** include:

- Parent(s)/Guardian(s)
- School Psychologist
- General Education Teacher
- Intervention Specialist
- Other relevant professionals

6.2 **Meeting Activities:**

- a. Share copies or display a projection of the evaluation report.
- b. Complete the eligibility determination page.
- c. Each team member signs before leaving the meeting.

7. Post-Evaluation Procedures

7.1 School Psychologists finalize the document.

7.2 A copy of the finalized Evaluation Team Report (ETR) is sent to the parent(s)/guardian(s) **within 2 weeks** of the ETR meeting.

7.3 If the child is found eligible, the team has **30 days** to develop an Individualized Education Program (IEP).

K-12 Re-Evaluation Procedures

For students receiving special education services, a reevaluation must be conducted at least once every three years, unless both you and the school district agree that it is not necessary.

A reevaluation may also be requested by you or the school at any time before the three-year mark if there is a need for updated or additional information about your child.

Each reevaluation helps determine whether your child continues to qualify as a student with a disability. It also provides updated insight into your child's current levels of performance and educational needs.

If both you and the school agree, a reevaluation can be waived. In some cases, the team may choose to complete a review of existing data rather than conducting new assessments.

The "reevaluation team" includes the IEP team members and other qualified professionals as appropriate.

The reevaluation process follows the same procedures as the Initial Evaluation, beginning at Step 2.