



Hudson City School District Evaluation Procedures

Initiating the Evaluation

The School Psychologist is responsible for the following process:

- Completing Referral/PR-04 (Initials Only)
- Completing a PR-01 proposing the evaluation
- Conducting a Planning Meeting with Parent/Guardian and All Relevant Team Members
 - Determining the category/categories of disability the team suspects:
 - Specific Learning Disability
 - Speech or Language Impairment
 - Other Health Impairment
 - Autism
 - Intellectual Disability
 - Emotional Disturbance
 - Developmental Delay
 - Multiple Disabilities
 - Hearing Impairment
 - Orthopedic Impairment
 - Visual Impairment
 - Traumatic Brain Injury
 - Deaf/Blind
 - Ensuring that parents understand the definition of each category discussed and the evaluation process, using parent-friendly language and communication in their native language
 - Consider using Cross Thread Solutions, a translation and interpretation service, to ensure that parents receive real-time communication in their native language about the evaluation process.
 - All ETR documents can be translated into the family's native language in SameGoal.
 - Considering which team members are appropriate based on the area of suspected disability:
 - General Education Teacher
 - Intervention Specialist



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- Speech Language Pathologist
 - Occupational Therapist
 - Physical Therapist
 - School Nurse
 - Teacher of the Visually Impaired
 - Orientation and Mobility Specialist
 - BCBA
 - School Counselor
 - Clinical Counselor
 - Educational audiologist
 - Teacher of the Deaf
 - Other Agency Input (e.g. CTE program instructors, transition consultant)
- Ensuring that the team has taken into consideration limited English proficiency to plan for the assessment, and considering possible sources of racial or cultural bias in planning the assessment
 - Materials and procedures used to assess students with limited English Proficiency should evaluate the extent to which the student has a disability rather than evaluate the student's English language skills
 - Obtaining all required signatures on the Planning Form:
 - Initial = District Rep, Gen Ed, Parent/Guardian (or student if 18)
 - Reeval=District Rep, Gen Ed, Parent/Guardian (or student if 18), Intervention Specialist
 - Obtaining a signature from the Parent/Guardian (or student if 18) on the Consent Form before initiating any assessments
 - If parent does not consent, Prior Written Notice should be provided outlining the implications of their decision
 - Informing the team of relevant timelines:
 - [Evaluation Roadmap / Relevant Timelines for Evaluation](#)
 - Providing the parent/guardian with Procedural Safeguards
 - [A Guide to Parent Rights](#)
 - Specifying who to contact (The Director of Pupil Services) if they have questions or concerns about their student's experience in the evaluation process



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***If an evaluation needs to be completed during summer months, the Pupil Services Office will make arrangements to contract for needed staff within the required timelines.

Expectations for Assessment / Report Writing

The School Psychologist is responsible for ensuring all components of the ETR are completed as proposed on the Planning Form; unless the evaluation is considering a Speech and Language Impairment **only**. In this case, the Speech Pathologist is responsible for all components of the ETR.

- Each area listed on the Planning Form should be clearly addressed in Part 1
 - If the team determined that additional data is needed that was not initially proposed on the Planning Form, the School Psych (or SLP) should contact the parents to amend the Planning Form, obtaining updated signatures.
- Collect all required signatures
 - Each Part 1 is signed by the appropriate evaluator(s) identified on the Planning Form
 - Make sure all evaluators sign if more than one evaluator is listed.
- Ensure an observation is completed by a team member in the student's regular classroom setting and area(s) of difficulty
 - The observation cannot be the teacher providing instruction during the observation.

Determining Eligibility

The team should review the Evaluation Team Report (share and interpret results, etc) to ensure all members of the team understand the data, educational needs, and implications for instruction and progress monitoring, as identified.

The team will need to determine if the student meets the state criteria for having a disability requiring Specially Designed Instruction and/or Related Services, using the prompts outlined in Part 4 of the Evaluation Team Report.

- Eligibility determination statements should be individualized to include how the disability impacts the child's progress in the general education curriculum.



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- If the team suspected a disability under the category of Specific Learning Disability as part of the planning form, the team will need to review Part 3 of the ETR, including:
 - Required Notifications
 - Identified Areas
 - Response to Intervention or Patterns of Strengths/Weaknesses
 - Exclusionary Factors
 - Documentation -Underachievement not due to a lack of appropriate instruction
 - Observation
 - Medical Findings
- If the team suspected a disability under the category of Multiple Disabilities as part of the planning form, the team should consider the following:
 - “Multiple disabilities” means concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
 - A group of qualified professionals and the parents of the child may determine the child has multiple disabilities if the child exhibits:
 - (1) A combination of two or more areas of disability as defined in rule 3301-51-01 of the Administrative Code, except for a combination that includes a specific learning disability; and
 - (2) A severe or profound deficit in communication or adaptive behavior documented through the use of individually administered standardized instruments which have been validated for the specific purpose of measuring communication or adaptive behavior.
- No single measure should be used as the sole criterion for determining if a student is a student with a disability or for determining an appropriate educational program for a student
- The team should ensure that the disability is not due to lack of instruction, particularly in cases where the student is chronically absent or homeschooled (review attendance data and school history).



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The school psychologist (or SLP) is responsible for:

- Checking signatures on the signature page (Section 5.)
 - Required for Initials = District Rep, Parent/Guardian, Gen Ed, School Psych. (Speech ETRs need SLP instead of the School Psych.)
 - Required for Reevaluations = District Rep, Parent/Guardian, Gen Ed, Intervention Specialist, School Psych. (Speech ETRs need SLP instead of Intervention Specialist and School Psych.)
- Providing the parent/guardian with [Procedural Safeguards](#) and Prior Written Notice, specifying who to contact (The Director of Pupil Services) if they have questions or concerns about their student's experience in the evaluation process
- Ensuring parents understand the evaluation process, results, and relevant documents
 - Consider using Cross Thread Solutions, a translation and interpretation service, to ensure that parents receive real-time communication in their native language about the evaluation process.
 - All ETR documents can be translated into the family's native language in SameGoal.

Questions regarding the outlined practices and procedures can be directed to the Pupil Services Office:

- Kelly Kempf (x1426)
- Emily Hertz (x1306)
- Jamie Tischer (x1288)