

ERP

Policy on Psychoeducational Evaluations

What is a Psychoeducational Evaluation?

A psychoeducational evaluation is a comprehensive assessment conducted by a licensed psychologist or qualified professional to understand a student's cognitive, academic, and psychological functioning. It typically includes standardized testing to assess intellectual abilities, academic achievement, memory, processing speed, executive functioning, and emotional or behavioral functioning. Common assessments may include the Wechsler Intelligence Scale for Children (WISC), the Wechsler Individual Achievement Test (WIAT), and the Behavior Assessment System for Children (BASC). This evaluation identifies learning strengths and challenges, including specific learning disorders (SLD), ADHD, and other neurodevelopmental conditions.

Difference Between a Psychoeducational Evaluation and Medical Diagnoses:

- **Psychoeducational Evaluation:** Focuses on how a student learns and functions academically and cognitively within an educational setting. It informs instructional strategies, academic supports, and accommodations in school.
- **Medical or Psychological Diagnoses (Carolina attention?):** Provided by medical doctors or clinical psychologists, these diagnoses focus on clinical treatment and medical management, such as guiding medication use. However, they do not provide the comprehensive cognitive and academic data necessary for designing effective, research-based educational interventions and legally appropriate accommodations. A full psychoeducational evaluation is essential for understanding how a student learns and for developing tailored instructional strategies and supports.

Policy on Evaluation Validity:

- **Lower School (Grades K-5): Valid for 3 Years**
 - Young students experience rapid cognitive, emotional, and academic development. Frequent reassessment ensures that interventions and accommodations evolve alongside the child's growth and changing needs.
 - Early identification and adjustment of support strategies are crucial to building foundational skills and preventing academic gaps.
 - Testing may be initiated by families or recommended by the school based on observed needs. Initial testing typically follows a structured problem-solving

process where classroom strategies have been tried, and additional support is needed.

- As a student's evaluation nears expiration, the division director will do their best to notify families; however, it is the family's responsibility to ensure evaluations are updated in a timely manner. Without updated testing, students will no longer be eligible for accommodations.

- Students who have a Speech and Language Evaluation, Occupational Therapy Evaluation, or Auditory Processing Evaluation may receive school approved accommodations for one year.

- **Middle and Upper School (Grades 6-12): Valid for 4 Years**

- Cognitive and academic growth is more gradual in adolescence, making a 4-year interval appropriate.
- As students mature, they develop more stable learning profiles, and interventions tend to focus on refining executive functioning, self-advocacy, and subject-specific strategies.
- A 4-year window accommodates transitions between school divisions (e.g., middle to upper school) and prepares students for post-secondary planning with updated documentation.
- All testing must be submitted to the school at least 7 business days prior to reading day to be eligible to use the accommodations on exams.

Rationale for Retesting:

- **Academic and Skills-Based Insight:** Updated evaluations provide critical data on a student's current cognitive and academic functioning, allowing for tailored instructional support.
- **Informed Accommodations:** Retesting ensures accommodations remain relevant and effective, supporting the student's evolving learning profile.
- **Progress Monitoring:** Evaluations highlight growth areas and persistent challenges, guiding targeted interventions.

Roles and Responsibilities

Teachers and Learning Support

- Expected to review and understand each student's psychoeducational profile and recommended accommodations.
- Responsible for implementing appropriate accommodation
- Teachers and Learning Support team members have access to each student's Confidential Academic Plan (CAP) through the secure faculty portal. The full psychoeducational evaluation report is available for review in the Director's office for any faculty member working with the student.

Parents:

- Parents have access to their child's Confidential Academic Plan (CAP) through the parent portal for ongoing review of accommodations and support strategies (in US)
- Division directors notify families as evaluation expiration approaches to prompt scheduling of updated testing.
- Families are responsible for the cost of psychoeducational evaluations. The school offers a range of provider options, some accepting insurance and available at varying price points, and financial aid options are available for qualifying families.
- By enrolling at CCDS, families acknowledge their responsibility to maintain current psychoeducational evaluations to ensure the continuation of accommodations.

Students:

- As they progress through divisions, students will be encouraged and supported in understanding their learning profiles.
- Emphasis on developing self-advocacy skills to independently manage accommodations and learning strategies, preparing them for lifelong learning and post-secondary success.
- Students must have a current psychoeducational evaluation and an active Confidential Academic Plan (CAP) in place to be eligible for standardized testing accommodations (e.g., SAT, ACT) as a student at CCDS.

Temporary Accommodations:

- In Middle and Upper School, students with a documented mental health diagnosis may receive temporary accommodations through collaboration with the school counselor while awaiting a full psychoeducational evaluation. Families should work directly with the school counselor to initiate this process.

