

Initial Evaluation Procedures Development Template

Procedure Area or Title: Evaluation and Reevaluation

District Level			
Performance Targets	Tasks to be Completed	Professional Learning Required	Method to Monitor for Compliance
100% of initial evaluations are completed within the 60-day timeline.	Parent Consent for Evaluation is date stamped when received in Special Ed Office. 60-day timeline is established.	Review of state law related to initial evaluation timelines and allowable extensions for holidays, summer	Special Ed Director and Lead Psychologist monitor evaluation calendar for timely completion of initial evaluations

Local School Administrative Level			
Performance Targets	Tasks to be Completed	Professional Learning Required	Method to Monitor for Compliance
A full and individual initial evaluation must be conducted before provision of Special Ed and Related Services to a SWD	SST chairperson provides psychologist with a completed packet of information required for initial evaluation, including hearing and vision screening. Packet is date stamped and 60 day timeline is initiated.	SST chair, psychologists, local administrators	SST Chair keeps checklist log for each student in SST/RTI process. Local administration reviews timesheet monthly. Psychologist keeps intake log of all students referred and keeps track of process dates. Intake log is reviewed monthly by Director
	Psychologist reviews student information including RTI data, observations, work samples, parent input.	Psychologists	Psychologist keeps intake log of all students referred and keeps track of process dates. Intake log is reviewed monthly by Director
	Psychologist provides parent(s) with Parent Consent for Evaluation and Due Process Rights, and provides an overview of the evaluations that he/she will likely administer.	Psychologists	Psychologist keeps intake log of all students referred and keeps track of process dates. Intake log is reviewed monthly by Director

Template for Procedure Development: Initial Evaluations and Reevaluations

	<p>Psychologist, related support (SLP, OT, PT, etc.) and multidisciplinary staff administer evaluations in all suspected areas of disability.</p> <p>Psychologist, related support (SLP, OT, PT, etc.) and multidisciplinary staff administer evaluations in all suspected areas of disability.</p>	Psychologists	Psychologist keeps intake log of all students referred and keeps track of process dates. Intake log is reviewed monthly by Director
	<p>Psychologist writes results of psychoeducational evaluation and works with Lead Teacher to write draft eligibility report – all but final eligibility determination. This information is given to the Special education coordinator or Spec. Education case manager.</p>	Psychologists	Psychologist keeps intake log of all students referred and keeps track of process dates. Intake log is reviewed monthly by Director
	<p>SST Chairperson and Special Education case manager schedule Eligibility/IEP Meeting to review existing evaluation data on the child, and to determine if he/she meets eligibility criteria for special education and related services.</p>	SST Chair & Special Ed Teachers	SST Chair keeps checklist log for each student in SST/RTI process. Local administration reviews timesheet monthly.

Template for Procedure Development: Initial Evaluations and Reevaluations

Classroom/Teacher Level			
Performance Targets	Tasks to be Completed	Professional Learning Required	Method to Monitor for Compliance
Prior to referral for consideration for eligibility for Special Education and related services, students must have received scientific, research, or evidence based interventions.	General Ed Teacher provides research-based targeted intervention strategies to address suspected area(s) of disability – academic, social, or behavioral	General education teachers: Specific training on intervention and data collection strategies	Psychologist and/or Academic Interventionist periodically observe teacher implementing designated intervention as a check for fidelity of implementation – this is recorded on intake log or SST checklist log.
	General Education Teacher monitors the student/s response to intervention (s) by collecting data twice/week and providing work samples and/or data sheets to SST	General education teachers: Specific training on determining the effectiveness of interventions and the trajectory of the data slope that represents the likelihood that the student will be able to catch up with typical peers	Teacher and SST Team will review intervention data weekly to determine effectiveness, or if another strategy should be implemented – this is recorded on intake log or SST checklist log.
	Gen Ed Teacher participates in IEP/Eligibility meeting by sharing present levels of academic and related developmental needs of the student.	General education teachers: training on reporting data and present levels	Special Education teacher completes required documents, invites IEP participants, and leads IEP meeting: IEP document is reviewed by Special Education lead or coordinator.