

<p>TOPEKA PUBLIC SCHOOLS</p> <p>SUBJECT:</p> <p>COMPREHENSIVE EVALUATION</p>	<p>REGULATION NUMBER: 6200-3</p> <p>DATE OF ISSUE: 02/10/83</p> <hr/> <p>REVISIONS: 08/10/99; 07/20/00; 7/19/02</p> <hr/> <p>PREPARING OFFICE: SPECIAL SERVICES</p>
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I. PURPOSE:

To establish procedures and guidelines for securing a comprehensive evaluation for student(s).

II. REFERRAL FOR COMPREHENSIVE EVALUATION:

Should it appear to the student resource team that special education might be necessary, the following procedures shall be required in addition to those in Regulation No. 6200-2:

- A. A completed Request for Special Services Intervention form and General Education Intervention(s) Summary form shall be forwarded to the appropriate school psychologist.
- B. No student, kindergarten through 12, shall be referred for a comprehensive evaluation until school personnel, including the child's regular education teacher and special education teacher and related services staff, make one of the following recommendations:
 - 1. General education interventions and strategies to address the areas of concern, including instructional and environmental modifications, are inadequate to address the areas of concern for the child, and
 - 2. General education interventions and strategies to address the areas of concern, including instructional and environmental modifications, have been implemented but have been inadequate to address the areas of concern for the child.
- C. General education interventions and strategies to address areas of concern for a student shall be implemented before referring the student for an evaluation unless one of the following conditions is met:
 - 1. School personnel can demonstrate by clear and convincing documentation, that those interventions are inadequate to address the areas of concern for the student, or

2. The parents of the student requests, and gives written consent for, an evaluation of the student, and the student resource team, including the building principal, agrees that the evaluation of the student is appropriate.
- D. If a parent(s) requests an evaluation, the request will be considered for its appropriateness by the student resource team, including the building principal. The decision of the team will be documented on the completed Request for Special Services Intervention form indicating the decision of the team. If the decision is made that the evaluation would be inappropriate, the parent(s) should be provided with written notice of that decision, including the reason for the refusal, on the appropriate district form and be provided a copy of and advised of their procedural due process rights, including the right for a hearing. Requests considered appropriate should be forwarded to the appropriate school psychologist.
 - E. After processing by the Special Education department, the appropriate referral forms will be forwarded to the principal or designee. The principal or designee shall obtain parental informed consent for the recommended comprehensive evaluation, advise the parent(s) or guardian of their procedural due process rights, and provide a copy of the procedural safeguards available to the parents of a student with a disability.

III. COMPREHENSIVE EVALUATION:

- A. The comprehensive evaluation of a student in USD 501 shall be multidisciplinary and multisourced in order to provide a comprehensive view of the student from the perspective of the school, home, and community. All evaluation procedures shall be nondiscriminatory in compliance with state and federal laws and be conducted in accordance with the procedures described in K.A.R. 91-40-9. The intent of the evaluation shall be to determine whether a student is an exceptional child and the educational needs of such child.
- B. The school will forward the appropriately completed Special Services Intervention form (8627-00), the GEIS (General Education Intervention Summary) form (8627-10), and the signed Notice and Consent for Proposed Special Education Evaluation form (8626-00) to the consulting teacher for school psychology services or the appropriate school psychologist. The comprehensive evaluation will be considered finished upon completion of the eligibility staffing. On approved parent-initiated referrals, the principal will ensure that general education interventions and strategies are implemented and evaluated for their effectiveness in addressing the educational concerns of the student concurrently with conducting the comprehensive evaluation and are considered a part of the evaluation.
- C. It shall be the responsibility of the school psychologist to certify that each

student approved for special education placement has an appropriate and complete evaluation as described in this plan and in the applicable federal and state statutes and regulations. The school psychologist shall also be responsible for coordinating the evaluation activities. The exception to this requirement is on those evaluations of children who have a speech impairment as their only apparent exceptionality. In this case a qualified speech/language clinician shall be responsible for certifying and coordinating the evaluation on children with speech impairments.

- D. If a learning disability is suspected, then both an approved learning disabilities teacher and the student's teacher or a regular teacher qualified to teach a student of that age shall be included on the evaluation team.
- E. The school psychologist shall also ensure that someone who is trained to use observation as a diagnostic procedure observe the student in the regular classroom setting or an age-appropriate environment. This should be someone other than the student's regular teacher. In cases other than a suspected learning disability or emotional disturbance, this observation may be waived at the middle and high school level.
- F. Unless staff can justify the need for a longer period of time or has obtained written parental consent to an extension of time, the following activities will be completed within sixty (60) school days of the date the Department of Special Services receives written parental consent for the evaluation of the student:
 - 1. Conduct and evaluation of the student;
 - 2. Conduct an eligibility determination meeting and, if eligible and in need of services, develop an IEP; and
 - 3. Implement the student's IEP.
- G. It is generally expected that the period of time between receiving written parental consent for an evaluation and the meeting to determine eligibility and need will not exceed forty (40) school days.

IV. ELIGIBILITY STAFFING:

- A. The eligibility staffing has as its purpose to determine:
 - 1. If a student has a particular exceptionality;
 - 2. If a student is in need of special education and related services;
 - 3. The present levels of performance and educational needs of the student.
- B. Staffings will be held after the evaluation process has been completed.

and

- C. Staffings will be chaired by a school psychologist.**
- D. The minimum personnel that make up an eligibility staffing shall be: the child's parent(s)/educational decision maker; the child's teacher(s); the building principal or designee; the school psychologist; and a special education categorical program representative.**
- E. All professional personnel involved in the comprehensive evaluation are encouraged to attend the eligibility staffing.**
- F. The final decision as to whether the child qualifies for special education services lies with the team that makes up the eligibility staffing and is a group decision.**
- G. If a student is determined to be eligible and in need of special education, then the building principal or principal's designee should contact the placement officer in order that an IEP/Placement (Individual Education Program) meeting may be scheduled. Contact should be made, using the appropriate district form, with the administrator or the designee who has the responsibility for the program for which the student was determined eligible. In addition, the school psychologist should ensure that the evaluation results are made available for use in developing the IEP.**

V. COMPREHENSIVE EVALUATION REPORT:

- A. The results of the eligibility staffing will be documented on the Department of Special Services Evaluation/Eligibility Team Report form. This form will highlight the information and recommendations presented at the staffing and will constitute the evaluation report and documentation of determination of eligibility. Parents will be given a copy of the Team Report.**
- B. Each team member must certify in writing whether the report reflects his or her conclusions on the evaluation report. If a member signs as dissenting, the team member may submit a separate statement attached indicating that individual's conclusions regarding the eligibility staffing. This material will be attached to the Evaluation/Eligibility Team Report.**

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Topeka Public Schools