

RICHMOND COMMUNITY SCHOOLS
Special Education Department
EDUCATIONAL EVALUATION PROCESS

**What to do when PARENT makes a verbal or written request
for an INITIAL educational evaluation to school personnel.**

1. The Principal will meet with the parent to review the reason for the request and to explain the RTI process and determine if parent is willing to begin RTI rather than request evaluation. A copy of the *Procedural Safeguards* must be provided to the parent at this time.
 - a. If the parent decides to have the student participate in RTI, principal indicates that decision on the *Notification of Request for Educational Evaluation (Form 10)* and fax Form 10 to Special Services. No educational evaluation is done at this time.
 - b. If the parent does not want to have the child take part in RTI and continues to request evaluation, principal faxes the completed *Notification of Request for Educational Evaluation (Form 10)* immediately to Special Services. Continue with instructions below.
2. Principal gives the child's general education teacher the *Teacher Report of Educational History* to complete. The teacher should bring the completed form to the meeting which will be held within 10 school days to consider the parent's request for testing.
3. Upon receipt of *Notification of Request for Educational Evaluation (Form 10)* from principal, the school psychologist/educational diagnostician schedules a meeting with principal to consider the parent's request for evaluation. The meeting must be held within 10 school days from the time the request was received by certified school personnel, or in the case of nonpublic schools, 10 school days from the time of the receipt of *Notification of Request for Educational Evaluation (Form 10)* at Special Services. The meeting should include the principal, general education teacher, school psychologist/educational diagnostician, special education teacher, and any other school staff considered appropriate (i.e. speech/language pathologist if there are speech/language concerns, and/or school based therapist if there are behavioral/mental health concerns, etc.) The parent should be invited and encouraged to attend, however, the parent's attendance is not required.
4. The meeting is held within 10 school days and is documented in the electronic IEP system. At the meeting, it will be decided whether the evaluation is felt to be appropriate.
5. ***If it is decided that evaluation is not appropriate***, the *Notice of Evaluation Refusal* is completed in the electronic IEP system and a copy is provided to the parent by the principal within the 10 day timeline. The school psychologist/educational diagnostician will bring back to Special Services a copy of the *Notice of Evaluation Refusal* and the *Teacher Report of Educational History*.
6. ***If the evaluation is determined to be appropriate***, the *Notice of Initial Evaluation* is completed in the electronic IEP system. The school psychologist/educational diagnostician will bring back to Special Services a copy of the *Notice of Initial Evaluation* along with the *Teacher Report of Educational History*. (The school should keep a copy of the *Teacher Report of Educational History* in the child's C-1).
7. School staff interview parent to complete the *Parental Report of Social and Developmental History* and obtain the parent's signature on the *Written Notice of Initial Educational Evaluation*. Permission to evaluate is not obtained until the *Parental Report of Social and Developmental History* is completed. The

principal then immediately forwards the completed *Parental Report of Social and Developmental History* and the signed *Notice of Initial Evaluation* to Special Services.

- a. The 50 school day timeline begins the day that the *Notice of Initial Evaluation* is received by certified school personnel (with the exception of non-public school referrals where the timeline begins the date when the referral is received at Special Services). The date of receipt should be documented on the *Notice of Initial Evaluation* before sending to Special Services.
8. Upon receipt at Special Services of the signed *Notice of Evaluation* and *Parental Report of Social and Developmental History*, the school psychologist/educational diagnostician will complete the *Multidisciplinary Team Assignment and Case Conference Scheduling* form which will be sent to the principal and to all other evaluation team members. The principal or the principal's designee will immediately arrange the conference as indicated on the scheduling form and will complete the *Record of Attempts to Arrange for Parent Participation in Case Conference/Case Review Meeting* form. This form will then be faxed to the school psychologist.
9. Evaluation will be completed.
10. The school psychologist/educational diagnostician will send the *Notice of Case Conference, the Written Notice of Initial Findings and Proposed Action* (generated by the electronic IEP system) and a copy of the *Multidisciplinary Team Report* to the parent. The parent must receive these at least 5 school days prior to the initial case conference meeting. The parent may request to meet with the school psychologist/educational diagnostician to review the findings/recommendations.
11. The case conference committee will meet, discuss the findings and determine if the student meets eligibility for special education and related services.

**What to do when SCHOOL PERSONNEL makes a request
For an Educational Evaluation of a Student who HAS NOT
Completed the RTI Process**

1. Principal notifies school psychologist/educational diagnostician that the school is requesting a meeting to consider evaluation. A time is arranged for the meeting. The meeting should include the principal, general education teacher, special education teacher, school psychologist/educational diagnostician, and any other staff considered appropriate (i.e. speech/language pathologist if the student is in speech or if there are speech/language concerns, and/or school based therapist if there are behavioral/mental health concerns, etc.). The parent can also be invited but attendance is not required.
2. Principal gives the general education teacher the *Teacher Report of Educational History* to complete. The teacher completes and brings to the meeting when testing will be discussed.
3. The meeting is held to consider evaluation and the meeting is recorded in the electronic IEP system.
4. ***If it is decided that the student will not be evaluated***, the school psychologist/educational diagnostician will bring back to Special Services any notes that were taken during the meeting along with the *Teacher Report of Educational History*. These will be filed at Special Services for future reference if needed.
5. ***If it is decided that the student will be evaluated***, a *Notice of Initial Evaluation* will be generated in the electronic IEP system. School staff will arrange to interview the parent to complete the *Parental Report of Social and Developmental History* and obtain the parent's signature on the *Written Notice of Initial Educational Evaluation*. Permission to evaluate is not obtained until the Parental Report of Social and Developmental History is completed. The principal then immediately forwards the completed *Parental Report of Social and Developmental History* and the signed *Notice of Initial Evaluation* to Special Services.
 - a. The 50 school day timeline begins the day that the *Notice of Initial Evaluation* is received by certified school personnel (with the exception of non-public school referrals where the timeline begins the date when the referral is received at Special Services). The date of receipt should be documented on the *Notice of Initial Evaluation* before sending to Special Services.
6. Upon receipt at Special Services of the signed *Notice of Evaluation* and *Parental Report of Social and Developmental History*, the school psychologist/educational diagnostician will complete the *Multidisciplinary Team Assignment and Case Conference Scheduling* form which will be sent to the principal and to all other evaluation team members. The principal or the principal's designee will immediately arrange the conference as indicated on the scheduling form and will complete the *Record of Attempts to Arrange for Parent Participation in Case Conference/Case Review Meeting* form. This form will then be faxed to the school psychologist.
7. Evaluation will be completed.
8. The school psychologist/educational diagnostician will send the *Notice of Case Conference*, the *Written Notice of Initial Findings and Proposed Action* (generated by the electronic IEP system) and a copy of the *Multidisciplinary Team Report* to the parent. The parent must receive these at least 5 school days prior to the initial case conference meeting. The parent may request to meet with the school psychologist/educational diagnostician to review the findings/recommendations.
9. The case conference committee will meet, discuss the findings and determine if the student meets eligibility for special education and related services.

**What to do when SCHOOL PERSONNEL makes a request
for an educational evaluation of a student who has completed the RTI process.**

1. Principal notifies school psychologist/educational diagnostician that a child has completed the RTI process and that school staff feel evaluation should be considered to determine whether or not the child is eligible for special education services. A meeting time is arranged to consider the school's request for evaluation. The meeting should include the principal, school psychologist/educational diagnostician, general education teacher, special education teacher, and any other school staff who are felt to be appropriate (i.e. speech/language pathologist if the child is in speech or if there are speech/language concerns, school based therapist if there are behavioral/mental health concerns, etc.). The parent can be invited to the meeting to consider evaluation, however, attendance is not required
2. The general education teacher should bring to the meeting the *Teacher Report of Educational History* along with the *Parental Report of Social and Developmental History* which should already have been completed during the RTI process. Also, all fully completed RTI paperwork should be brought to the meeting. The meeting should not be scheduled unless **all** paperwork is complete.
3. The RTI paperwork which must be brought to the meeting includes all three Tier pages of paperwork as well as the graph indicating progress, assessments, etc. The paperwork must be completed in a way that the special education teacher, who will be asked to complete the summary of RTI if the student is evaluated, can look at the paperwork and have the information he/she needs to write his or her summary. Interventions must be explained, assessments must be complete, etc. All blanks must be filled in.
4. The meeting is held to consider evaluation. If it is determined that the student will be evaluated, the meeting will be documented in the electronic IEP system and the *Notice of Initial Evaluation* will be generated. The school psychologist/educational diagnostician will bring back to Special Services a copy of the *Teacher Report of Educational History* and *Parental Report of Social and Developmental History*. The principal will provide the *Notice of Initial Evaluation* to the parent and will obtain parent permission to evaluate. The *Notice of Initial Evaluation* must be faxed to Special Services immediately once the parent signs. The 20 day school day timeline begins the day the *Notice of Initial Evaluation* is received by certified school personnel (unless it is a non-public school where the timeline would begin 20 school days from the time the *Notice of Initial Evaluation* is received at Special Services). The date of receipt of should be documented on the *Notice of Initial Evaluation* before sending to Special Services.
5. Upon receipt at Special Services of the signed *Notice of Evaluation* and *Parental Report of Social and Developmental History*, the school psychologist/educational diagnostician will complete the *Multidisciplinary Team Assignment and Case Conference Scheduling* form which will be sent to the principal and to all other evaluation team members. The principal or the principal's designee will immediately arrange the conference as indicated on the scheduling form and will complete the *Record of Attempts to Arrange for Parent Participation in Case Conference/Case Review Meeting* form. This form will then be faxed to the school psychologist.
6. Evaluation will be completed.
7. The school psychologist/educational diagnostician will send the *Notice of Case Conference, the Written Notice of Initial Findings and Proposed Action* (generated by the electronic IEP system) and a copy of the *Multidisciplinary Team Report* to the parent. The parent must receive these at least **5** school days prior to the initial case conference meeting. The parent may request to meet with the school psychologist/educational diagnostician to review the findings/recommendations.
8. The case conference committee will meet, discuss the findings and determine if the student meets eligibility for special education and related services.