Procedures for Requesting Psychological Evaluations

(Revised December 2018)

1. **Initial Referrals for Special education in which a psychological is being requested.**

Assessment staff and Behavior Intervention specialists will play an integral part of the RtI process as it pertains to behavioral concerns.

At the initiation of Tier III, if the RtI team suspects a disability of AU or ED, the RTI team coordinator will contact the LSSP to be part of the RtI team/Staffing to recommend appropriate strategies and interventions. The referral packet will be provided to the campus Administrator, so the special education referral process can be initiated.

The **Initial Referral Packet** will be reviewed by the assessment staff to make sure that all required forms for evaluation are included and complete. If the packet is incomplete (missing forms), the referral packet will be returned to the campus administrator who completed the packet with the checklist indicating the missing data.

If the **Initial Referral Packet** is found to be complete (includes all forms), the special education clerk or diagnostician will contact the LSSP to pick up and make copies, or scan the referral packet.

The LSSP will attain consent for all psychological evaluations and enters the student and the referral record into IEPPLUS once the consent is received.

All assessment staff will enter into the referral log located on office 365.

**The LSSP will coordinate with the campus diagnostician to address formal assessment.**

**If the LSSP determines that an Autism evaluation is needed, the LSSP will coordinate with the SLP and the Educational Diagnostician to complete the ADOS as a team (if appropriate).**

For initial Autism evaluations, the LSSP will complete the psychological assessment and complete the social and emotional sections of the FIE to IEPplus. The Diagnostician will determine language dominance and will complete the language, IQ and Achievement assessments and will complete all other sections of the FIE. The SLP will complete a Speech assessment and enter the results. Either the Diagnostician or the LSSP (as agreed) will open the FIE, so all assessment personnel can enter their information.

All assessment team members must place the data in the correct area of the FIE (i.e., **Reason for assessment** goes in the first section of the FIE; **health issues** goes in the physical/health sections of the FIE, etc.)

For initial ED evaluations, the LSSP will conduct and complete all sections of the FIE (including IQ and achievement). If additional disabilities are suspected, they will collaborate with the appropriate assessment staff.

The LSSP will coordinate with the Special Education clerk and Diagnostician to schedule the ARD within (30 calendar days from FIE) timeline.

**Presentation of the Psychological Evaluations**

1. Best practice is parents should be informed of eligibility results prior to the ARD meeting by the LSSP.
2. The LSSP will attend all ARDs where psychological evaluations are being presented.
3. **When a parent provides an outside evaluation indicating that the student is AU/PDD/ED, and the student has never been identified as a student needing special services**

**Within five days of receipt of the report** from the parent, the campus diagnostician will contact the LSSP advising him/her that the parent has an outside evaluation. The campus clerk or diagnostician will contact the assigned LSSP to review the outside evaluation.

The LSSP will review the outside evaluation **within five school days of receipt of report** and will contact the diagnostician advising her/him that the report has been reviewed. The LSSP will meet with the RtI team, including the diagnostician, to consider the evaluation and all other pertinent data. The RtI team will make the determination of one of the following:

1. Provide the parent with a PWN explaining why there is no educational need to test.
2. Start the referral process. (The campus administrator will complete the BISD referral packet with the parent.)

The Assessment team (LSSP, Ed. Diagnostician, SLP), will meet to complete a REED. The REED must address ALL areas of the FIE. If the REED determines that all areas of the FIE are covered, then the REED becomes the FIE. The assessment team is ready to go to ARD. If the REED determines that further assessment is necessary to complete the FIE, then the assessment team completes the NOPE (Notice of Proposal to Evaluate). The Diagnostician will meet with the parent to explain the NOPE and obtain consent for testing.

The LSSP will consult with other assessment personnel to determine if additional data is needed. Either the Diagnostician or the LSSP (as agreed) will open an FIE/REED, so all assessment personnel can upload information to IEPplus.

The outside evaluation may also be scanned and attached to the FIE/REED in IEPplus. (Steps located on webpage.) In addition, all information from the outside evaluation should be included on the BISD FIE document.

The FIE must be completed within the 45 school days timeline.

The LSSP and Diagnostician must work collaboratively to make sure the ARD is held within (30 calendar days from the FIE) timelines.

**Presentation of the Psychological Evaluation**

1. Best practice is parents should be informed of eligibility results prior to the ARD meeting by the LSSP.
2. The LSSP will attend all ARDs where initial psychological evaluations are being presented.
3. **3 year Re-evaluations for ED and AU students**

Within the first two weeks of the contractual year, assessment personnel will create a report of students who are due a 3-year FIE this school year. This report will also identify the due date for those FIE’s. (LSSP’s will identify due date for psychological.)

The LSSP will meet with the folder teacher to discuss progress of each student who is due a 3-year evaluation this school year. The LSSP will provide the folder teacher with a REED packet. The LSSP will coordinate with the folder teacher to secure the completed packet with a time-line set by the LSSP.

90 days before the FIE due date, the LSSP, the Diagnostician, and the SLP (when appropriate) will review data. Assessment personnel will determine if current evaluation data is sufficient and further testing is not needed **or** that additional assessment is needed.

Assessment teams must work collaboratively to combine all testing into one Full Individual Evaluation. All areas of disability should be addressed in the 3 year FIE. The SLP will complete the speech and language section of the FIE, the LSSP will complete the sociological/emotional sections of the FIE, and the diagnostician will complete the rest of the FIE document.

The FIE report and ARD must be completed within timelines.

**If the assessment team (which must include an LSSP) determines that current data is sufficient to continue the ED/AU eligibility**, and no further testing is needed, the REED document becomes the current FIE.

**Or**

**If the assessment team (which must include an LSSP) determines that further assessment is needed**, the area of concern will determine who obtains consent. Each assessment personnel will upload information to their specific area. (The LSSP will complete the sociological/emotional sections of the FIE. The Diagnostician will complete the remaining sections of the FIE. If appropriate, the SLP will upload language section.)The Diagnostician, the LSSP, the SLP (if appropriate), and the folder teacher will coordinate to schedule the ARD.

All assessment team members must place the data in the correct area of the FIE (i.e., **Reason for assessment** goes in the first section of the FIE; **health issues** goes in the physical/health sections of the FIE, etc.)

All members of the assessment team must use the Referral Log in Office 365 and the Referral Calendar to track timelines.

All Initial Referrals must completed within timelines.