

USD 261  
SCHOOL PSYCHOLOGIST  
HANDBOOK



2010/2011

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**School Psychologist Assignments 2009/2010**

|                    |  |
|--------------------|--|
| Jesse Tyson        | Campus High School/Alternative High School/ Chisholm |
| Crystal Winters    | Freeman Elementary/Early Childhood                   |
| Brad Johnson       | Haysville Middle School                              |
| Jessica Quinn      | Haysville West Middle School                         |
| Linda Sullivan     | Rex Elementary                                       |
| Cassandra Hulseley | Nelson Elementary                                    |
| Judith Picard      | Prairie Elementary/Oatville Elementary               |
| Marie Patterson    | Ruth Clark Elementary                                |

**Psychologist Paraprofessionals:**

|                |  |
|----------------|--|
| Sandy Harper   | Brad Johnson/Jessica Quinn/Judy Picard |
| Terry Nicklaus | Crystal Winters/Jesse Tyson            |

## **I. SCHOOL PSYCHOLOGIST**

School Psychologist tailor their services to the particular needs of each child and each situation. School psychologists use many different approaches, but most provide these core services:

### **A. Consultation**

- give healthy and effective alternatives to teachers, parents, and administrators about problems in learning and behavior
- help others understand child development and how it affects learning and behavior
- strengthen working relationships between educators, parents and community services

### **B. Assessment** - use a wide variety of techniques at an individual, group, and systems level to evaluate:

- academic skills
- learning aptitudes
- personality and emotional development
- behavior
- social skills
- learning environments and school climate
- eligibility for special education

### **C. Intervention**

- work face-to-face with children and families
- help solve conflicts and problems in learning and adjustment
- provide psychological counseling for children and families
- provide social skills training, behavior management, and other strategies
- monitor treatment integrity of interventions as appropriate
- data documentation and progress monitoring of interventions for students in special education
- help families and schools deal with crises, such as separation and loss

### **D. Prevention**

- identify potential learning difficulties
- design programs for children at risk of failure
- provide parents and teachers with the skills to cope with disruptive behavior
- help foster tolerance, understanding, and appreciation of diversity in the school community
- develop school-wide initiatives to make school safer and more effective

**E. Education** - develop programs on topics such as:

- teaching and learning strategies
- classroom management techniques
- working with students who have disabilities or unusual talents
- substance abuse
- crisis management

**F. Research and Planning**

- evaluate the effectiveness of academic programs, behavior management systems, and other services
- generate new knowledge about learning and behavior
- contribute to planning and evaluating school-wide reform and restructuring
- interpret school-wide assessment data

**G. Health Care Provision**

- collaborate with school and community-based personnel to provide a comprehensive model of school-linked health services
- work with children and families to provide integrated community services focusing on psychosocial wellness and health-related issues
- developing partnerships with parents and teachers to create healthy school environments

**II. BUILDING PROGRAMS AND WORKING WITH TEACHERS AND ADMINISTRATORS**

- A. Each school psychologist is responsible for case management of all exceptional children and services in their buildings. The school psychologist shall provide effective consultation with special education staff, general education staff, administration and paraprofessionals regarding a variety of special education issues. Additionally, the school psychologist shall ensure that procedural requirements are followed including obtaining parental consent for changes in placement, services, and eligibility when necessary.
- B. The school psychologist shall work with special education teachers, general education teachers, and administrators to improve program effectiveness, including classroom visitations, consultations, participation on building teams, presentations at building inservices, etc.
- C. The services of the school psychologist shall be available to all special programs including self-contained special education classrooms. The school psychologist may be listed as a related service on any student's IEP if it is

appropriate and necessary to enable a student to benefit from their educational program, and if the student is seen on a regular schedule.

### **III. WORKING WITH PARENTS**

- A. The school psychologist should schedule feedback, eligibility, placement, move-in and other conferences with parents according to reasonable and established timelines. The school psychologist should ensure the parents are fully informed of ongoing intervention strategies and should encourage parents to participate in staffing conferences in an active and meaningful manner.
- B. The school psychologist is expected to appropriately address parent complaints and concerns within their assigned buildings and to effectively participate in resolution of these situations. School psychologists are encouraged to discuss difficult cases with special education coordinators and administrators.

### **IV. CASE MANAGEMENT**

- A. The school psychologist is responsible for the coordination and completion of all comprehensive evaluations and reevaluations in their assigned buildings. As “Case Managers”, the school psychologist will provide follow through from referral to closure including the completion of all appropriate procedural paperwork and follow-up support. The school psychologist shall gather intake information, conduct their part of the evaluation and provide feedback to the parents and staff with regard to the child’s performance. The school psychologist must ensure that the evaluation is appropriate as specified by the Kansas Regulations for Special Education and Kansas Special Education Law. Additionally, the school psychologist is expected to act in the “Case Manager” role to provide support on a variety of issues regarding special education students and the provision of appropriate services within their assigned buildings.
- B. Each evaluation/reevaluation shall begin with a review of existing information and data on the student (evaluations from outside agencies, information from parents, results of previous evaluations conducted by the district). From this review, the team must determine what additional information is needed to determine whether the student is eligible as a student with an exceptionality, the student’s present levels of performance, whether the student needs special education and related services, and (in the case of reevaluations) whether additions/modifications to special education/related services are needed to enable the students to meet the IEP annual goals or to participate, as appropriate, in the general curriculum.

Once the determination regarding additional data has been made, the special education office will send the **PRIOR WRITTEN NOTICE FOR**

**EVALUATION OR REEVALUATION AND REQUEST FOR CONSENT and PARENTAL RIGHTS IN SPECIAL EDUCATION** to the parents for their written consent. The written notice must fully inform the parents regarding the scope of the evaluation or reevaluation procedures being proposed and parental consent must be obtained prior to conducting the action. If the team determines that no additional information is necessary, the parents must be provided with notification of this decision with the **PRIOR WRITTEN NOTICE FOR EVALUATION OR REEVALUATION AND REQUEST FOR CONSENT** as well as the rationale and notification of their right to request an evaluation. The **PRIOR WRITTEN NOTICE FOR EVALUATION OR REEVALUATION AND REQUEST FOR CONSENT** must be signed and returned by the parent to proceed with the proposed action even if the team determines that no additional data is needed.

**The school psychologist's first priority is to complete evaluations and reevaluations on time.**

C. Complete Initial Evaluations within 60 school days (excluding holidays and when school is not in session) of receiving parental consent.

- Complete the evaluation. The evaluation is complete when the multi-disciplinary team, including parents, determines the eligibility status and anticipated special education needs.
- Conduct a meeting to determine whether the student is a child with exceptionality.
- Develop and implement the student's IEP, if the child is a student with an exceptionality.

\*The evaluation and implementation of the IEP must be completed within 60 school days.

- Collect and organize appropriate evaluation documentation and ensure that it arrives in the Special Education Office no more than 10 working days following the staffing. All appropriate reevaluation documentation should be submitted to the Special Education Office within 10 working days of the triennial reevaluation due date. If the reevaluation is completed substantially earlier than the triennial reevaluation due date, submit all appropriate documentation to the Special Education Office within 10 working days of the actual staffing date.

\*The Days of the Year Calendar can be used to assist in the calculation of the due dates.

If extenuating circumstances occur which are expected to result in an evaluation or reevaluation exceeding the established guidelines, the school psychologist shall: notify the building administrator and the Director of Special Education and contact parent to obtain their written permission for reasonable extension of the evaluation timelines. Include documentation of

parent's permission in the student's evaluation/reevaluation records as well as a memo from the school psychologist indicating the reasons why the established timelines were exceeded and the results of any parent contacts.

## V. GENERAL EDUCATION INTERVENTIONS

An initial special education comprehensive evaluation can occur only after all general education possibilities have been exhausted. The building level general education intervention team must document at least two meetings before an initial evaluation can take place.

### A. SCHOOL INITIATED REFERRALS

1. The **GENERAL EDUCATION INTERVENTION FORM** will be used to document the general education intervention process.
2. The referring teacher completes all relevant sections of the form, including interventions that have been implemented along with data corresponding to the duration and outcomes of those interventions.
3. First Meeting: Review the referral information, generate hypotheses regarding probable causes, and develop an intervention plan using research based interventions with evaluation procedures.

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| <p><b>Interventions must be implemented for at least 15 school days.<br/>Many research based interventions may need to be implemented for a longer period of time.</b></p> |
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4. Second Meeting: Evaluate the success of the interventions. The general education intervention team determines that either:
  - The student should remain in general education with or without continued interventions, or
  - The student should remain in general education with different interventions implemented and documented for at least 15 school days.
  - The student should be referred for a special education evaluation.
5. A referral for an evaluation may be made by the team even when the interventions are successful, if the team determines that the nature of the interventions require continued and substantial support greater than the general education resources can provide.
6. For a formal referral to take place, the **GENERAL EDUCATION INTERVENTION** form must be completed and be signed by all team members signatures.



## **B. PARENT INITIATED REFERRALS**

1. In cases where a request has been made by the parent for an initial evaluation, the general education intervention team should contact the parents to explain the general education process and to encourage parents to allow this process to proceed prior to conducting an evaluation.
  - If parents will allow the general education intervention team to implement strategies to address the concern, this may result in the team's determination that the child's needs can be met through the general education curriculum, or a comprehensive evaluation may be recommended.
  - If parents want immediate testing, the comprehensive evaluation can begin while the general education team simultaneously implements and documents intervention effectiveness. This data will be needed when the evaluation team meets to determine special education eligibility.

## **VI. PHYSICAL AND OCCUPATIONAL THERAPY REFERRAL PROCESS**

- A. Physical and Occupational Therapy services are available only to those students who qualify for placement in special education programs. If a student has an identifiable physical or occupational therapy need that does not affect the student's ability to learn and profit from special educational experiences, therapy is not the responsibility of the local education agency.
- B. Referral Process for Initial Evaluations
  1. To obtain a physical or occupational therapy evaluation on a student who is not currently identified as needing special education services, the student must first go through the referral process for General Education Interventions.
  2. For occupational therapy concerns, the classroom teacher should complete the **OCCUPATIONAL THERAPY CHECKLIST** as part of the referral process. The **CLASSROOM ACCOMMODATIONS CHECKLIST** should also be completed during the referral process, keeping in mind that each appropriate adaptation should be given ample time to determine if it is successful.
    - a. This checklist will also give the teacher(s) and the intervention team a guideline regarding what needs are educationally relevant to physical or occupational therapy.
  3. Upon determining that the adaptations are unsuccessful, the child can then

be referred for a physical and/or occupational therapy evaluation as a component of the initial comprehensive evaluation.

- a. The case managing school psychologist should notify the physical and/or occupational therapist of the comprehensive evaluation and should send the completed Checklists to the therapist along with a copy of the signed consent to evaluate form. The therapist will review the Checklists, informally screen the child through observation and will determine whether a formal evaluation is necessary.
4. Once the comprehensive initial evaluation is complete, the therapist will report the evaluation findings to the team, including the parents. A written report will be provided by the therapist of any formal or informal assessments. If the child is found to qualify for and need these related services, then therapy services will be indicated on the IEP as well as goal and benchmarks developed to meet the child's needs. All paperwork will be copied to the special education office with the appropriate checklist within 10 days after the staffing conference.

### C. Referral Process for Students Already Receiving Services

1. If a student is already receiving special education services and a physical and/or occupational therapy concern arises, the appropriate IEP team member should complete the **OCCUPATIONAL THERAPY CHECKLIST** and the **CLASSROOM ACCOMMODATIONS CHECKLIST**. The appropriate adaptations should be given ample time to determine if they are successful or not.
2. If adaptations are unsuccessful, and the team determines that physical and/or occupational therapy services may be needed, the psychologist should meet with the IEP team as well as the physical and/or occupational therapist to consider initiating a comprehensive reevaluation.
  - a. If a reevaluation is deemed necessary, parent permission must be obtained prior to the reevaluation. Once consent is received, the therapist may perform an informal observation or complete a formal evaluation.
  - b. When the reevaluation is completed, the results will be reported to the team and parents and a written report of any assessments and observations will be provided. Therapy services will be added to the IEP with appropriate goals and benchmarks if services are determined to be necessary.
3. Role of the Occupational Therapist and Physical Therapist
  - a. The therapist is considered to be part of the IEP team on students who are currently receiving these related services and should be provided with a timely notification of reevaluations and IEP meetings. Their input must be obtained so that present levels of educational performance, annual goals, benchmarks, and service times may be update and modified as necessary.

- b. For students currently receiving physical and/or occupational therapy services, the school psychologist is responsible for providing adequate notification to the therapist of any upcoming reevaluations or special education meetings.
- c. The primary service provider is responsible for providing adequate notification to the therapist of all other typical IEP review meetings.

## **VII. INITIAL EVALUATIONS**

- A. At the time the General Education Intervention team makes a formal referral, the school psychologist must submit **GENERAL EDUCATION INTERVENTION Form** to the Special Education Office for review to ensure completeness of information. If extenuating circumstances exist resulting in the school psychologist pursuing consent individually, the school psychologist shall provide all of the referral information to the Special Education Office.
- B. The Special Education Office will complete **PRIOR WRITTEN NOTICE FOR EVALUATION OR REEVALUATION AND REQUEST FOR CONSENT FORM**.

**Parents may request an evaluation either verbally or in writing; however, informed written consent from the parents, guardians, or students of legal age is required to begin an evaluation.**

- 1. If parents do not return the consent form within 10 working days, a second consent form will be mailed by the Special Education Office.
- 2. If parents do not respond within a reasonable time following the second mailing, the case will be returned to the school psychologist.
  - a. The school psychologist is expected to make a personal contact with the parents concerning the proposed evaluation.
  - b. Following that contact the school psychologist shall notify the Special Education Office regarding the status of the proposed evaluation utilizing the **INITIAL EVALUATION STATUS REPORT FORM** or other effective means.
  - c. Copies of all phone and other parent contacts should be summarized on the **PARENT CONTACT LOG FORM** and be available in the central office files or school psychologist's file, on students not placed, for use as documentation.
  - d. If a parent denies or otherwise does not consent for an initial evaluation:

- The school psychologist shall maintain the documentation of the referral in their own files.
  - In a case where the parent denies consent, the school psychologist may contact the director of Special Education concerning the initiation of mediation procedures or a due process hearing.
- C. Obtaining all the relevant information is imperative in an initial evaluation, and as case manager, the school psychologist is expected to ensure that appropriate measures are utilized to obtain information.
1. Information required for an initial evaluation includes, but is not limited to:
- Health Report which can be obtained from the school health aide.
  - Teacher Report from the general education teacher.
  - Teacher Report form the special education teacher if they completed any of the assessment or observed the student.
  - Psychologist's Report
    - Obtaining information from the parent is an integral component of the assessment, and as case manager, the school psychologist is responsible for obtaining and reporting this information.
    - Classroom observations should be summarized in the report as well as included separately in the student's file.
    - Summary of the general education intervention strategies and data regarding the effectiveness of these strategies
    - Reporting assessment data is an integral component of the assessment. The school psychologist may utilize, as appropriate, standardized instruments including cognitive, achievement, behavior rating scales, adaptive behavior scales and informal measures.
    - Assessment Observations
    - Recommendations
  - Speech/Language, Occupational Therapy, and Physical Therapy reports when applicable.
  - Team Reports are reviewed at the time of the meeting with the parents. This report enables the team to compile all assessment information to determine if the student is eligible and demonstrates a need for special education.
- D. After the evaluation is completed by the team, the staffing conference is scheduled with the parents/legal guardians.
1. The school psychologist contacts the parent's or legal guardians to establish a time when they will meet with the team to review evaluation results.
2. The school psychologist sends the parents a 10-day reminder notice. The parents are to sign and return a copy of the 10-day notice acknowledging that

they are aware of the date and time of the meeting.

- a. In the event that the parents or legal guardians do not establish a meeting time or miss appointments, it is the responsibility of the school psychologist to continue contacting the parent and to try alternate means of contacting such as certified mail. In the event that the parent's or legal guardians do not establish a meeting time or continue to miss appointments, the team may meet without the parents but parents must be given a 10 day written notice of the meeting and a parental signature still must be obtained on required documents.
- b. A staffing summary which summarizes the information that was shared by the school team members, the parents, and the recommendations is completed at the time of the meeting.
- c. If it is determined that the student does qualify and demonstrates a need for special education services, the team will develop an IEP with the parents. The school psychologist is responsible for preparing the placement consent Pages and explaining these forms to the parents or legal guardians and requesting their consent.

#### E. Initial Evaluation Timeline

1. If the initial evaluation consent form has not been returned to the Special Education Office within **10 working days**, a second consent form will be mailed from the Special Education Office.
2. Initial evaluations must be completed **within 60 school days** (excluding holidays and when school is not in session) of an agency receiving parental consent. Within this 60 school day timeline, the team must complete the following:
  - a. Complete an evaluation of the student.
  - b. Conduct a meeting to determine whether the student is a child with an exceptionality.
  - c. Develop and implement the student's IEP.
3. If eligibility for special education services has been determined, an IEP must be developed and implemented **within the 60 day evaluation period**.
4. All initial evaluation documentation must be sent to the Special Education Office **no more than 10 school days** following the staffing.
5. If it appears likely that the evaluation team may recommend a child for special education services, the evaluation results should be made available to the appropriate staff for use in developing the IEP **at least 5 working days** prior

to the proposed staffing date with the parents.

### **VIII. INITIAL EVALUATION STAFFINGS**

The school psychologist is expected to clearly explain their testing and shall chair routine team, evaluation, re-evaluation and placement staffings. It is expected that the school psychologist will include in the staffing all persons involved in the evaluation, placement and provision of services for a student. This is to include sending and receiving teachers, building principals and other persons as appropriate. If a team member is unable to attend, a decision as to whether or not to continue with the formal staffing should be made.

#### **A. After completion of assessments by all team members:**

##### **1. Informal evaluation team meeting (optional)**

- Discuss the results
- Determine if additional data is needed to determine eligibility (exceptionality plus need)
- Begin development of a draft IEP.

##### **2. Formal Staffing (Required)**

- Review evaluation results
- Seek parent input. Designate a person to express parent opinions if parent is not available
- Determine eligibility and need with parent present
- Develop IEP if appropriate.

##### **3. Forms to be completed at the team staffing:**

###### **a. SPECIAL EDUCATION STAFFING SUMMARY**

- Serves a written record of the information discussed and team recommendations.
- The team shall certify with their signatures whether the summarized information reflects their conclusions. If there is disagreement, a separate statement shall be provided by that person to be attached to the summary; parents are allowed to progress with mediation, conflict resolution or due process.

###### **b. EVALUATION & ELIGIBILITY TEAM REPORT, PRIOR WRITTEN NOTICE FOR IDENTIFICATION, SPECIAL EDUCATION AND RELATED SERVICES, EDUCATIONAL PLACEMENT, CHANGE IN SERVICES, CHANGE IN PLACEMENT AND REQUEST FOR CONSENT**

###### **d. EMOTIONAL DISTURBANCE ELIGIBILITY CHECKLIST (available for determination of ED services)**

- e. Copies of all forms should be provided to parents and service providers as appropriate.

## **IX. INITIAL EVALUATION TEAM REPORTS**

- A. The initial evaluation team report will be completed for all students considered for initial special education identification and services.
- B. All areas of LD should be considered.
  - 1. If an achievement assessment instrument was utilized that does not include the areas of oral expression or listening comprehension, the expressive language and receptive language scores obtained by the SLP may be substituted.
  - 2. The written evaluation for L/D must contain: documentation that the child does not achieve adequately for the child's age or to meet grade-level standards, the child does not make sufficient progress to meet age or state-approved standards or exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, state-approved grade level standards or intellectual development, and determination that the team considered and ruled out the effect of the following factors on the child's achievement: visual, hearing, motor skills disability, mental retardation, emotional disturbance, cultural factors, environmental factors, economic disadvantaged and/or limited English proficiency.

## **X. REEVALUATIONS**

- A. Reevaluations are required to be conducted for all students receiving special education and related services when conditions warrant a reevaluation or upon parent/IEP team member request, but not less than once every three years. Additionally, a student must be reevaluated before they are determined to no longer be eligible for special education OR related services and when a child is currently identified under an area of exceptionality and are being considered to determine their need for related services. When a reevaluation is required or requested:
  - 1. The necessary school staff shall meet to determine the scope of the reevaluation.
  - 2. Review existing information, including information from the parents.
  - 3. Determine if additional information is required.

4. **REEVALUATION: MULTIDISCIPLINARY TEAM PLANNING REPORT** should be utilized to document decision-making process and determination regarding need for additional data.

5. If the team determines that no reevaluation is needed, the school psychologist will conference with the student's parents/guardians. The **NO REEVALUATION NEEDED** form will be sent by the school psychologist to the parents for their signature.

B. The school psychologist is responsible for completing the **PRIOR WRITTEN NOTICE FOR EVALUATION OR REEVALUATION AND REQUEST FOR CONSENT** form and pursuing parental consent on all comprehensive reevaluations in their assigned buildings. Consent forms for reevaluations should be sent to parents early enough, prior to the triennial reevaluation due date, to allow sufficient time to obtain parental consent and complete all reevaluation activities.

1. Obtaining consent for initial evaluations or reevaluations:

a. A minimum of three attempts shall be made utilizing two methods (phone call, mail, personal contact, etc) to obtain parental consent.

b. If parents fail to respond after third attempt, the reevaluation shall be conducted and documentation of the attempts (notice forms, contact logs, consent forms, etc) shall be submitted, with the reevaluation information to the Special Education office.

2. If Parent Denies Consent:

a. The school psychologist should first contact the parent in an attempt to understand the rationale of the parent for refusing to consent to the re/evaluation.

b. Provide necessary clarification.

c. Resolve any conflicts that appear to be hindering the process.

d. If parent continues to refuse, the school psychologist should discuss the education administration in order to pursue possible mediation procedures, conflict resolution, or a due process hearing.

C. Reevaluation Timeline

1. Reevaluations are required to be conducted with all students receiving special education and related services **not less than once every three years**.

2. All reevaluation documentation should be submitted to the Special



Education Office **within 10 working days of the triennial reevaluation due date or 10 working days of the actual staffing date if the reevaluation is completed substantially sooner than the reevaluation due date.**

**XI. REEVALUATION STAFFINGS**

- A. At the completion of the reevaluation, the team, including the parents, meet to determine:
1. Continued eligibility (exceptionality plus need) for special education.
  2. Present levels of performance.
  3. Whether additions and modifications are necessary to enable the student to meet the measurable annual goals and participate in general education.
    - a. **SPECIAL EDUCATION STAFFING SUMMARY** is completed to serve as a written record of the information discussed as well as the recommendations of the team and should be completed by the psychologist or designated member of the team.
    - b. **REEVALUATION TEAM REPORT** should be completed and serves as a written statement describing the team's decision regarding the student's identification, the basis for that decision, as well as any changes to the existing special education services. This shall be signed by all team members and a copy given to the parents
  4. The school psychologist is responsible for compiling all of the documentation concerning the completed reevaluation and submitting that information to the Special Education Office within 10 days of the staffing conference.
  5. Reasonable attempts should be made to align the triennial reevaluation date with the annual IEP date to avoid the need for parents to attend multiple meetings.
  6. The school psychologist will coordinate with the IEP team to ensure that the annual IEPs has the most recent reevaluation information included in them.

**B. CHANGE IN PLACEMENT**

1. The school psychologist will assist the IEP team to determine when parental consent for a change in placement or special education and related services is necessary. Although technically, parental consent is not required in some situations where changes are not being made in the IEP, notification to the parents of these changes is required. Since this

notification requires the completion of **PRIOR WRITTEN NOTICE**, parent signatures to obtain consent are being required at all IEPs, even when changes are not being made. The only current exception to this requirement involves students receiving only speech services.

2. However, **PRIOR WRITTEN NOTICE** consent is legally required when changes are made to the IEP including
  - a. Adding/Removing/Changing Services or Exceptionalities.
  - b. Increasing or Decreasing Special Education Time by 25% or more or more of the school day.
  - c. Making other substantial or material changes in the IEP.

## **XII. ECD/DD REEVALUATIONS**

Students who receive Early Childhood/DD Part C services must be reevaluated to determine eligibility for categorical placement and services sometime during the school year that they turn six. Students must be dismissed from ECD services the school year they reach age six and placed in appropriate categorical services or dismissed from special education.

Students eligible for services under Developmentally Delayed (DD) are only eligible for services between the ages of 6 and 9 (until the 10<sup>th</sup> birthday). Sometime prior to reaching age 10, DD students must be reevaluated to determine eligibility for categorical services. Students must be dismissed from DD services prior to reaching age 10 and placed in appropriate categorical services or dismissed from special education.

- A. Those school psychologists who are assigned to elementary buildings or the Early Childhood Center, are responsible for the completion of comprehensive reevaluations on students identified as Early Childhood Disability (ECD).

1. Early Childhood Disability Reevaluations
  - a. Students are only eligible to receive ECD services through the school year they reach the age six.
  - b. The reevaluation may be conducted anytime during the school year the student turns six. The school psychologist shall coordinate with the IEP team to ensure that the IEP does not expire during or prior to the completion of the reevaluation.
  - c. ECD students must be reevaluated to determine their eligibility for categorical placement and services. (Refer to Reevaluation section of handbook for procedure on reevaluations.)

- d. Existing evaluation data should be considered and reviewed, but current evaluations should be conducted with these students in the areas necessary to determine their eligibility.
- e. Children **must be dismissed** from ECD services the school year they reach age six and placed in appropriate categorical services or dismissed from special education.

B. Developmentally Delayed Reevaluations

- 1. Students are only eligible to receive DD services until their 10<sup>th</sup> birthday.
- 2. The reevaluation must be conducted prior to the student reaching age 10. The school psychologist shall coordinate with the IEP team to ensure that the IEP does not expire during or prior to the completion of the reevaluation.
- 3. DD students must be reevaluated to determine their eligibility for categorical placement and services. (Refer to Reevaluation section of handbook for procedure on reevaluations.)
- 4. Existing evaluation data should be considered and reviewed, but current evaluations should be conducted with these students in the areas necessary to determine their eligibility.
- 5. Children **must be dismissed** from DD services prior to their 10<sup>th</sup> birthday and placed in appropriate categorical services or dismissed from special education. **You may not continue DD services through the end of the school year in which the student reaches 10 years of age.**

**XIII. INDIVIDUAL EDUCATION PROGRAM**

The IEP is the responsibility of the special education staff who are anticipated to be the service providers. The school psychologist as case manager plays an important part in ensuring the completeness and accuracy of dates, evaluation information, and other essential components of initial IEPs and IEPs that involve reevaluations or move-in students. At the staffing involving the initiation of services and placement, the school psychologist is expected to complete and obtained parental signatures on the **PRIOR WRITTEN NOTICE FOR IDENTIFICATION, SPECIAL EDUCATION AND RELATED SERVICES, EDUCATIONAL PLACEMENT, CHANGE IN SERVICES, CHANGE IN PLACEMENT AND REQUEST FOR CONSENT** form and to provide the parents with a copy as well as an explanation of their **PARENTAL RIGHTS IN SPECIAL EDUCATION**. Additionally, the school psychologist is responsible for collecting all relevant documentation concerning an eligibility staffing, organizing it according to the appropriate checklist, and

transmitting the information to the Special Education Office within 10 working days of the staffing.

The school psychologist's attendance at all initial IEP meetings is required. Additionally, the school psychologist shall attend all IEP meetings that involve the review of reevaluation information or other special circumstances. Proper written notification to parents and staff of IEP meetings following an initial evaluation or a reevaluation is the responsibility of the school psychologist. The **NOTICE OF MEETING TO REVIEW EVALUATION RESULTS & DEVELOP AN IEP** form is sufficient to document reasonable notification to the parents when the parents attend and participate in the IEP meeting. However, when parents do not attend the IEP meeting, additional documentation should be recorded on the **PARENT CONTACT LOG** regarding attempts to involve the parents, including phone calls, letters, and similar documentation. Similar to obtaining parental consent for reevaluations, these attempts must include at least three attempts through two methods.

#### **XIV. PARENTAL RIGHTS IN SPECIAL EDUCATION**

Parents of special education students and of students being considered for special education eligibility are entitled to a copy and clear explanation of their rights in special education. **PARENTAL RIGHTS IN SPECIAL EDUCATION** must be provided to parents in the following situations:

- Notification and Request for Consent for Initial Evaluation
- Notification and Request for Consent for Reevaluations
- Notification of Identification, Special Education & Related Services, Educational Placement, Changes in Services, Changes in Placement and Request for Consent
- Formal Complaint / Request for a Due Process Hearing
- Parent Request for a copy of the Parental Rights

#### **XV. MOVE-IN STUDENTS FROM KANSAS**

- A. The school psychologist is responsible for obtaining all educationally relevant information on students who move into the district who have been previously placed in special education. Additionally, parental consent must be obtained to the level of services proposed through an IEP in our district.
- B. At enrollment, the school psychologist shall:
  1. Check the current address of the student to determine if they reside within our district boundaries.
  2. Complete a move-in report and **immediately submit it to the special Education office.**

3. Call back to the student's previous school to obtain evaluation and educational information that may be used to write an IEP. This information should be documented on the move-in report.
  4. Submit move-in paperwork to Special Education Office as soon as possible
- C. It is illegal to withhold records from a district where the student is currently enrolled for any reason. If records cannot be obtained from the previous district, the school psychologist may contact an administrator in the Special education Office for assistance with this matter. However, special education services may not be provided to students without the appropriate documentation. This documentation should include evaluation records (Psych. Reports, SLP reports, etc.), IEPs, and other relevant information necessary to make educational decisions regarding the student. If these records cannot be obtained, an evaluation must be conducted to generate the necessary information prior to providing special education services.
- D. An IEP meeting must be held on all move-in special education students. An IEP from another district in Kansas may be utilized for the interim provision of services. However, a staffing to develop a new IEP and obtain consent for the provision of services in our district should be held within 30 days of the student's enrollment. Following the staffing, the school psychologist shall submit the move-in checklist to the Special Education Office with all of the documentation obtained from the previous district and the appropriate documentation from the staffing. The staffing should be held to address the following:
1. Determine if special education placement is appropriate.
  2. Transmit necessary information to all staff involved.
  3. Develop and IEP for implementation in our district.
  4. Obtain informed parental consent for the placement and provision of services in our district utilizing the **PRIOR WRITTEN NOTICE FOR IDENTIFICATION, SPECIAL EDUCATION AND RELATED SERVICES, EDUCATIONAL PLACEMENT, CHANGE IN SERVICES, CHANGE IN PLACEMENT, AND REQUEST FOR CONSENT.**
  5. Provide the parents with a copy of their **PARENTAL RIGHTS IN SPECIAL EDUCATION.**

#### **XVI. MOVE-IN STUDENTS FROM OUT OF STATE**

- A. For a move-in student who had been receiving services in another state, a

staffing should be held as soon as possible. The staffing shall be held to address the following:

1. Obtain consent for a re-evaluation (see #3 page 24).
2. Determine if the special education identification and placement is appropriate.
3. Consider if sufficient evaluation information is available to determine the student's eligibility for special education services under Kansas guidelines.
  - a. If adequate information is available, document eligibility and, if appropriate, develop a new IEP for implementation in our district.
  - b. If adequate information is not available, a reevaluation shall be conducted to determine eligibility under Kansas guidelines.
  - c. Students should receive special education services while this reevaluation is conducted.

3. Obtain consent for a re-evaluation. The school psychologist is responsible for the completion of any necessary paperwork and obtaining proper consent associated with the reevaluation. The reevaluation shall begin with a review of existing information and a determination of what additional data are needed to determine eligibility, need, present levels of educational performance, and additions/changes to the special education and related services. The **REEVALUATION TEAM REPORT** must be completed.

B. When a new IEP is written, it shall be developed with the participation of the parents and a new **PRIOR WRITTEN NOTICE FOR IDENTIFICATION, SPECIAL EDUCATION AND RELATED SERVICES, EDUCATIONAL PLACEMENT, CHANGE IN SERVICES, CHANGE IN PLACEMENT AND REQUEST FOR CONSENT** form shall be completed and signed by parents. The school psychologist is responsible for the completion of this form and for obtaining the parental signatures as well as for ensuring that the parents receive a copy and clear explanation of their **PARENTAL RIGHTS IN SPECIAL EDUCATION**.

C. Some students may enter the district with the Special Education (SE) non-categorical. When conducting the move-in staffing, these students should be identified utilizing the appropriate categorical identification whenever possible. If it is not possible to identify the appropriate categorical identification, a student may be continued under the SE identification until a reevaluation can be completed. The following is a listing of the categorical identifications available for use with students in Kansas:

- Autism
- Deafness
- Deaf-Blindness
- Developmentally Delayed
- Early Childhood Disability
- Emotional Disturbance
- Giftedness
- Hearing Impairment
- Specific Learning Disability
- Mental Retardation
- Other Health Impairment
- Orthopedic Impairment
- Speech/Language Impairments
- Multiple Disabilities
- Traumatic Brain Injury
- Visual Impairment

## **XVII. SCREENING**

Local education agencies are responsible for providing systematic and ongoing screening procedures for students. The school psychologist may be requested to consult with or assist directly in the screening process. Screening is the first step in the identification of exceptional children but is not a special education action and does not require consent. Preschool screening of children is also required. School psychologists assigned to the Early Childhood Center may be requested to assist directly or indirectly with preschool screening clinics.

## **XVIII. EXTENDED SCHOOL YEAR**

In order to qualify for extended school year services, a significant loss of previously acquired skills or behaviors **must be documented** which cannot be recouped within the first 45 school days of the next school year. Particular consideration should be given to students needing self-help skills or continued structure to develop behavior control. Students who are removed from general education for more than 60 percent of the school day are more likely to qualify for extended school year services. The IEP team must meet and determine if the special education student requires extended school year services. The district is not required to provide extended school year services merely because the student might benefit from such a program. Instead, the IEP team must determine if the regression anticipated will significantly affect the maintenance of skills or behavior or the provision of an appropriate education.

## **XIX. STATE/LOCAL ASSESSMENTS**

It is the responsibility of the IEP team to determine the manner in which each student with a disability will participate in State and Local Assessments. The following is an outline of the options for the participation of students with disabilities in State and Local Assessments along with the eligibility criteria for each:

### General Assessment:

The student participates without accommodations or modifications in the General Assessment for:

Reading  
Mathematics  
Writing  
Science  
Social Studies

### Assessment with Accommodations:

- The student has an active IEP or 504 Plan
- All of the accommodations the IEP team has determined this student requires to take the General Assessment with Accommodations are indicated in the IEP
- These accommodations are used for classroom instruction and classroom testing
- These accommodations provide equity rather than advantage and do not make the student appear as if they possess a skill or ability they do not actually possess

### Assessment with Modifications:

- The student has an active IEP or 504 Plan
- The IEP team determines that the student is unable to take the General Assessment
- The student does not meet the eligibility criteria for the Alternate Assessment
- There is a preponderance of data indicating the student performs at or below the 2.5 percentile rank as measured by a nationally/locally normed grade level measure of achievement in the academic area under consideration

### KAMM Eligibility Criteria

#### **Required components:**

1. The student has a current IEP.
2. Student is not eligible for the alternate assessment in the content area being considered. (Eligibility must be determined for each content area separately.)



3. The decision to determine a student’s eligibility to participate in the KAMM may NOT RESULT PRIMARILY from: excessive or extended absence, any specific categorical label nor social, cultural, or economic differences.

| <b>Criteria</b>  | <b>Examples</b>   |
|--|---|
| <b>All</b> criteria must be met to identify a student as eligible for participation in the KAMM.   | <i>Supporting evidence for meeting these criteria (Data)</i>  |
| <b>Intensive Individualized Instruction</b><br>Does the student need <b>significant</b> changes in the complexity and scope of the general standards to show progress in the curriculum? |   |
| Requires intensive specially designed instruction<br>AND   | <i>Planning/implementing of differentiated instruction to meet the individual needs of the student. For example: modifications, materials used, visual supports</i> |
| Requires intensive individualized supports<br>AND  | <i>Learning supported by adult assistance, providing frequent and structured prompting and cueing, or may use assistive technology</i>                              |
| Requires extensive instruction<br>AND  | <i>Extended learning time including increased frequency and duration of instruction and practice</i>  |

| <b>Classroom Assessment</b>   |   |
|---|---|
| Does the student need supports to significantly reduce the complexity or breadth of assessment items?                             |   |
| Requires differentiated content for classroom assessment<br>AND   | <i>Student receives modified classroom assessments on a routine basis</i>   |
| Needs to show what they know differently<br>AND   | <i>Assistive technology, oral presentation instead of a written response, performance assessment</i>  |
| Accommodations alone do not allow the student to fully demonstrate knowledge<br>AND   | <i>Documented accommodations have been insufficient</i>   |
| <b>Student Performance</b>  |   |
| Is the student <b>multiple</b> years behind grade level expectations?   |   |
| Consistently requires instruction in pre-requisite skills to the grade level indicators being assessed<br>AND                     | <i>Evidence shows the student’s instructional level in the scope and sequence of the content standards is at a pre-requisite level</i>  |
| Despite the provision of research based interventions, the student is not progressing at the rate expected for grade level<br>AND | <i>Evidence shows the use of research based interventions and data for monitoring progress</i>  |
| Student classroom achievement and performance is significantly below grade level peers  | <i>The preponderance of the above evidence and data indicates that the student is performing significantly below their peer group. (It was discussed that this could be approx. 2 standards deviations below the mean).</i> |

Alternate Assessment:

- The student has an active IEP
- The student demonstrates cognitive abilities and adaptive behaviors that require substantial adjustment to the general curriculum
- The student's learning objectives and expected outcomes focus on functional applications as indicated in the benchmarks, indicators, and examples in the extended standards
- The student primarily requires direct and extensive instruction to acquire, maintain, generalize, and transfer the skills performed in the naturally occurring setting of the student's life

**Eligibility Criteria for  
Students with Significant Cognitive Disabilities  
To participate in the  
Kansas Alternate Assessment**

- The student has an active Individual Education Plan and the present levels of educational performance data indicates that with regard to progress in the general curriculum area under consideration, the student is significantly delayed.

**AND**

- The student's learning objectives and expected outcomes in the academic area under consideration requires substantial adjustment to the general curriculum of that area. The student's learning objectives and expected outcomes in the area focus on application, as illustrated in the benchmarks, indicators, and clarifying examples within the Extended Standards.

**AND**

- The student primarily requires direct and extensive instruction in the academic area under consideration to acquire, maintain, generalize, and transfer the skills done in the naturally occurring settings of the student's life (such as school, vocational/career, community, recreation/leisure and home).

**AND**

- The student is presented with unique and significant challenges in demonstrating his or her knowledge and skills on any assessment available in the academic area under consideration.

The decision to determine a student's eligibility to participate in the alternate assessment may NOT RESULT PRIMARILY from:

- Excessive or extended absence
- Any specific categorical label
- Social, cultural, or economic difference
- Amount of time he/she receives special education services
- Achievement significantly lower than his or her same age peers

**Refer to flow chart attached to the end of the handbook regarding Statewide Assessments**

**XX. HOMEBOUND SERVICES**

If the need arises for homebound services for a special education child, the general procedures are as follows:

1. The school psychologist shall contact the Special Education Office as soon as possible.
2. A letter and release form should be sent for the parent to sign and return so that information may be obtained from the child's physician.
3. The school psychologists shall contact the home school principal and inform him/her that a child is in need of homebound services so that a teacher may be located to provide the homebound services. (If possible, the teacher should be a special education teacher certified at the same grade level as the child needing the homebound services).
4. The school psychologist shall set up a staffing so that the amount of time for homebound services can be determined, and an IEP and **PRIOR WRITTEN NOTICE FOR IDENTIFICATION, SPECIAL EDUCATION AND RELATED SERVICES, EDUCATIONAL PLACEMENT, CHANGE IN SERVICES, CHANGE IN PLACEMENT AND REQUEST FOR CONSENT** can be completed and signed by the parents.
5. When the child is no longer in need of homebound services, the school psychologist shall set up a staffing so that the IEP can be revised and a signed **PRIOR WRITTEN NOTICE FOR IDENTIFICATION, SPECIAL EDUCATION AND RELATED SERVICES, EDUCATIONAL PLACEMENT, CHANGE IN SERVICES, CHANGE IN PLACEMENT AND REQUEST FOR CONSENT** can be obtained.

**XXI. DISCIPLINE OF SPECIAL EDUCATION STUDENTS**

Identified students with disabilities (not gifted) have additional rights concerning suspension and expulsion procedures. Students with disabilities may be subject to short-term suspensions which do not exceed 10 consecutive school days, or for an extended-term suspension not exceeding 90 school days. Multiple short-term suspensions may be imposed within a given school year. Additionally, under certain circumstances, an expulsion may be imposed for a term not exceeding 186 days. However, a series of short-term suspensions must not constitute a pattern because of factors such as the length of each suspension, the duration of each suspension, or the proximity of the suspensions to one another. Such a series of short-term suspensions, constituting a pattern, would be

considered an extended-term suspension and require the appropriate procedures to be followed.

Additionally, if a disciplinary action is proposed, which leads to the student being suspended for more than 10 cumulative days in a school year, the IEP team must meet to conduct a functional behavioral analysis and develop a behavior intervention plan to address the problem behaviors. If a behavior intervention plan has already been developed, the plan shall be reviewed by the IEP team and modified as necessary to address the behavior. The IEP team must meet within 10 business days of the child first being removed for more than 10 cumulative school days to conduct this analysis and develop the behavior intervention plan.

The school personnel must determine what special education services are necessary, when a short term suspension exceeds 10 cumulative days, to enable the student to appropriately progress in the general curriculum areas specified in the IEP and appropriately advance toward achieving the annual goals in the IEP. The school personnel in this case refers to the regular education administrator, the director of special education (or designee), and the special education teacher of the student. IEP meetings relating to disciplinary actions shall be convened as expeditiously as possible. Although attempts should be made to meet with the parent(s) at a mutually convenient time, only 24-hour notification is required. Additionally, the notification does not have to be provided in written form.

All students have a right to a formal discipline hearing when an extended-term suspension or expulsion is proposed. If a suspension is greater than 10 consecutive school days or a series of short-term suspensions that constitute a pattern is proposed, the IEP team must conduct the functional behavioral analysis and develop a behavioral intervention plan as stated above. If a behavior intervention plan has already been developed, the IEP team must meet to review and revise this plan as necessary to address the behavior. This meeting must be held within 10 business days of the child first being removed. Additionally, the IEP team must make a manifestation determination to determine if the specific behavior is related to the student's disability. Extended-term suspensions and expulsions may not be imposed if the behavior subject to disciplinary action is a manifestation of the student's disability. If an IEP team determines that the behavior was not a manifestation, that information is submitted to the district's discipline hearing officer for the student's formal hearing. If the suspension is imposed, the IEP team must determine what special education services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in their IEP. The IEP team must address the following in making a manifestation determination:

1. In relationship to the behavior subject to disciplinary action, was the student's IEP and placement appropriate and were appropriate special education services, supplementary aids and services, and behavior

intervention strategies provided consistent with the student's IEP and placement?

2. Did the student's disability impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action?
3. Did the student's disability impair the ability of the student to control the behavior subject to disciplinary action?

A student with a disability (not gifted) may be placed in an interim alternative education setting as a result of the student's possession of a weapon or illegal drug for up to 45 school days. Additionally a due process hearing officer may place a student with a disability who is likely to cause injury to themselves or others in an alternative educational setting (which is proposed by school personnel) for up to 45 school days without parental consent. The alternative educational setting proposed to a hearing officer must be appropriate, including the special education and related services to be provided to the student as well as services/modifications to address the behavior and prevent its reoccurrence.

Students found to be eligible under 504 are entitled to the same rights concerning disciplinary actions as identified special education students. Additionally, some regular education students may invoke the same protections regarding disciplinary actions as special education students. The school psychologist shall consult with building administration and district special education administration, when necessary, on disciplinary issues to ensure proper procedures are followed in their assigned buildings.

## **XXII. GRADUATION OF SPECIAL EDUCATION STUDENTS**

Students receiving special education services will receive a regular high school diploma at the completion of their secondary program if they meet Haysville graduation requirements. IEP teams can alter or modify graduation requirements when the high school principal, Director of Special Services and Assistant Superintendent are involved.

If the student has completed the required courses for graduation, but the IEP team determines the student still needs additional special education and related services, graduation may be delayed and the student can continue to receive the needed special education services on the IEP through the school year in which the student turns 21. Some students may require services until age 21 to meet IEP goals. The district's obligation to provide special education services ends (a) when the student meets graduation requirements and receives a regular high school diploma, (b) at the end of the school year in which the child reaches age 21, or (c) an evaluation shows that the child is no longer eligible for special education services.

No reevaluation is required prior to exiting a student due to graduation. Before the student completes the last semester of high school in which she/he is expected to graduate, the district will provide the student (if over age 18) and the parents with Prior Written Notice of the discontinuation of services at the end of the school year. The Prior Written Notice will clearly state that the student will no longer be entitled to receive

special education services from the district after graduation. Parental consent is not required when a child graduates with a regular diploma.

Graduation is considered a change in placement; therefore, a **PRIOR WRITTEN NOTICE FOR IDENTIFICATION, SPECIAL EDUCATION AND RELATED \ SERVICES, EDUCATIONAL PLACEMENT, CHANGE IN SERVICES, CHANGE IN PLACEMENT AND REQUEST FOR CONSENT** form that terminates special education services at the completion of the final semester, shall be completed by the school psychologist and sent to the parents, or student if legal age. This form must be sent prior to the beginning of the student's last semester of classes. A copy of this form shall be filed in the student's special education records and replaced with the signed copy when it is returned by the parents.

### **XXIII. RECORD MAINTENANCE**

#### 1. Active Files

Psychologist's file's on each student should be maintained in a neat and organized manner. **Do not leave used protocols in the file.** Protocols should be maintained in the same manner as all other student records in an individual folder with a record of access form.

Maintain the protocol files until a reevaluation has been completed. If the reevaluation included comparable standardized assessments, the previous protocols can be shredded and the new protocols should be maintained. If the reevaluation was a file review only, it will be necessary to maintain the previous protocols for the student. If parental consent to destroy protocols is obtained, the consent should be copied to all appropriate related service personnel who are maintaining protocol files.

#### 2. Transferring files to Another Psych Office

In preparing files to be transferred to the next psych office, work with your Secretaries to have your files cleaned and organized. Remove all duplicate reports, scraps of unnecessary paper, etc. Files for inactive non-placed students, students who have moved within the last two years, and protocol files for these students should also be included in the files transferred to the next appropriate school psychology office. If a student moves to another district, the file is to be maintained by the school psychologist for two academic years. After two years the file should be sent to the special education office for long term storage.

#### 3. Transferring files to the District Office

Files to be transferred to the district office include seniors who have graduated who received services until graduation, seniors who were inactive at the time of their graduation and students, regardless of their grade and status, who have moved from your school two years ago.

Collect files from teachers and related service providers.  
Send all paperwork to the district office from the psych file, teacher file and related service files. These files should be divided into one of the following categories:

Graduated (active at the time of graduation)  
Graduated (inactive at the time of graduation)  
Moved Away (has been gone for two school years)

Type a list of files to accompany the records to the district office. Keep one copy for your records and send one copy with the records to the district office.

#### 4. Inactive Teacher/Related Service Files

Teacher and related service files of students who have been staffed out of programs or moved are to be given to the school psychologist. The school psychologist and school psychologist para are to delete duplicates and keep pertinent information from these files in their own inactive files.

## **XXIV.**

### **SCHOOL PSYCHOLOGIST REPORT**

The school psychologist's report is part of the written results of the student's evaluation/reevaluation. A child who is assessed deserves to have an unbiased report that clearly and concisely expresses the school psychologist's findings. The report may include information gained through norm-referenced tests, interviews, observation, informal assessments, or other methods. The way a report is organized depends on personal preference, which may be governed partly by the anticipated audience of the report. The report requires the school psychologist to convey, to his/her readers, a body of information or content that will contribute to the decision making process. This information should be comprehensible to its intended audience. The school psychologist's report should be submitted to the special education teacher and other anticipated service providers, as appropriate, at least five days prior to the staffing date. The following is offered as basic areas to be considered in all reports:

The report should identify the evaluation as being conducted by Haysville, USD 261 and contain basic information as:

- ◆ Name of Student
- ◆ School
- ◆ Student's Present Grade
- ◆ Who Referred the Student
- ◆ Reason for Referral
- ◆ The Student's Date of Birth
- ◆ Examiner's Name
- ◆ Date of Evaluation(s)
- ◆ Date of the Report

- ◆ Summary of GEI strategies and the Effectiveness of these Strategies
- ◆ Testing Observations
- ◆ Interpretation of Evaluation Results
- ◆ The Impact of Behavioral Factors
- ◆ Recommendations

The report is to contain information from all assessments conducted by the school psychologist including formal testing, questionnaires, rating scales, interviews, and teacher reports. Test results from achievement testing conducted by the special education teacher should be included in the report unless the teacher prefers to write a report independently. Previous testing and test information from other sources should be included when available, particularly for reevaluations on which new formal testing was not conducted by the school psychologist. For reevaluations, the school psychologist report should summarize assessment data from previous evaluations and integrate new data from formal testing and informal assessments such as questionnaires, interviews, observations, and teacher reports. Additionally, the report should include any team or individual recommendations regarding the student's eligibility status, need for special education services, and additions or modifications to special education services necessary to enable the student to meet the measurable annual goals in the IEP and participate appropriately in general education. However, recommendations should not be included which preclude multidisciplinary team decisions.

The setting in which the evaluation took place, as well as the behaviors observed, are to be described in the report and a determination should be made regarding the validity of the test scores obtained. Additionally, if the assessments were not conducted under standard conditions, any modification to conditions, which were deemed necessary, must be summarized in the report. The assessment findings may include the following:

- ◆ IQ scores and classifications
- ◆ Percentile ranks of test scores
- ◆ Description of the child's strengths and weaknesses as reflected by the scores and significant differences between the subtest scores and total test score
- ◆ Comparison of verbal and nonverbal skills
- ◆ Academic skill levels
- ◆ Social and emotional interpretations
- ◆ Signs suggestive of exceptionality
- ◆ Interrelationships among test findings
- ◆ Implications of assessment findings
- ◆ Validity of test results
- ◆ Recommendations