

School District Policies, Practices, and Procedures: Initial Evaluations for Special Education Services

I. Policy Statement

The Clyde-Green Springs School District is committed to ensuring compliance with the Individuals with Disabilities Education Act (IDEA) and Ohio's Operating Standards for the Education of Children with Disabilities. In accordance with Indicator 11 of the Special Education Profile, the district will complete all initial evaluations for special education eligibility within 60 calendar days of receiving parental consent.

II. Responsibilities and Oversight

- The Director of Special Education (or designee) is responsible for ensuring all initial evaluations meet the 60-day timeline.
- Each School Psychologist will track and monitor evaluations to ensure compliance.
- Building Principals will support staff in implementing timely evaluations and ensure appropriate resources are available.

III. Procedures for Compliance

A. Obtaining Parental Consent

1. When a disability is suspected, the Intervention Assistance Team (IAT) will document concerns and review existing data.
2. If an evaluation is warranted, the district will provide the Prior Written Notice (PWN) and Request for Consent for Evaluation form to the parent/guardian within 10 days of the decision.
3. The 60-day evaluation timeline begins on the date the district receives signed parental consent. This is time-stamped by the receiving school psychologist.

B. Tracking and Monitoring Evaluations

1. Logging Receipt of Consent:

- The Special Education Administrative Assistant will log the date parental consent is received in the district's data system.
- A case manager will be assigned to oversee the evaluation process.

2. Scheduling Assessments:

- School psychologists, related service providers, and intervention specialists will coordinate evaluations within 30 days of receiving consent.
- Parent communication regarding scheduling assessments will be documented.

3. Evaluation Team Report (ETR) Meeting:

- An ETR meeting will be held no later than **day 60** to review findings and determine eligibility.
- Parents will receive a copy of the evaluation report prior to the meeting, per Ohio guidelines.

IV. Data Reporting Practices and Error Mitigation

To ensure accurate data collection and reporting within the district, the following practices will be implemented:

A. Data Entry and Verification Procedures

1. All data related to special education evaluations, including parental consent dates, assessment timelines, and evaluation outcomes, will be recorded in the district's data system.
2. The Special Education Administrative Assistant will review data entries for completeness and accuracy before submission.
3. Monthly audits will be conducted by the Director of Special Education (or designee) to identify any inconsistencies in reported data.

B. Error Identification and Correction

1. If a reporting error is detected, the responsible staff member will notify the Director of Special Education immediately.
2. A root cause analysis will be conducted to determine how the error occurred and identify areas for procedural improvements.
3. The incorrect data entry will be corrected in the system, and any affected reports will be revised and resubmitted as necessary.

C. Ongoing Monitoring and Training

1. As part of the district's monitoring process, an annual review of data reporting practices will be conducted.
2. Staff responsible for data entry and reporting will receive periodic training to reinforce best practices and minimize reporting errors.
3. Any procedural updates resulting from data reporting errors will be documented and shared with relevant personnel to prevent future occurrences.

These measures ensure the integrity of reported data, allow for timely corrections, and enhance the district's ability to comply with state and federal reporting requirements.