

<p><b>TOPEKA PUBLIC SCHOOLS</b></p> <p><b>SUBJECT:</b></p> <p><b>COMPREHENSIVE EVALUATION</b></p>	<p><b>REGULATION NUMBER: 6200-03</b></p> <p><b>DATE OF ISSUE: 02/10/83</b></p> <hr/> <p><b>REVISIONS: 08/10/99; 07/20/00; 7/19/02; 09/07/23</b></p> <hr/> <p><b>PREPARING OFFICE:</b> <b>SPECIAL SERVICES</b></p>
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**I. PURPOSE:**

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

**II. REFERRAL FOR COMPREHENSIVE EVALUATION:**

Should it appear to the general education intervention (GEI) team that special education might be necessary, the following procedures shall be required in addition to those in Regulation No. 6200-2:

- A. A completed referral form shall be forwarded to the Coordinator of School Psychology.
- B. General education interventions and strategies to address the areas of concern, including instructional and environmental modifications, have been implemented but have been inadequate to address the areas of concern for the child.
- C. The GEI team shall ensure strategies to address areas of concern including instructional and environmental modifications, have been addressed before referring the student for an evaluation, unless one of the following has been met:
  - 1. School personnel can demonstrate by clear and convincing documentation, that those interventions are inadequate to address the areas of concern for the student, or
  - 2. The parents of the student requests, and gives written consent for, an evaluation of the student, and the GEI team, including the building principal, agrees that the evaluation of the student is appropriate.
- D. If a parent(s) requests an evaluation, the request will be considered by the GEI team, including the building principal. The team's comprehensive evaluation decision will be documented. If the decision is made that the evaluation is not needed, the parent(s) should be provided with written notice, including the reason for the refusal, and be provided a copy of and advised of their procedural due process rights, including the right for a hearing. Requests considered necessary shall be forwarded to the appropriate school psychologist.

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- E. The referral forms will be forwarded to the school psychologist. The school psychologist shall obtain parental informed consent for the recommended comprehensive evaluation, advise the parent(s) or guardian of their procedural due process rights, and provide a copy of the procedural safeguards available to the parents.

**III. COMPREHENSIVE EVALUATION:**

- A. The comprehensive evaluation of a student shall be multidisciplinary and multisourced to provide a comprehensive view of the student from the perspective of the school, home, and community. The evaluation procedures shall be nondiscriminatory and in compliance with state and federal laws and regulations. The evaluation shall be to determine whether a student is an exceptional child and the educational needs of such child.
- B. The school will forward completed referral forms to the Coordinator of School Psychology Services. On approved parent-initiated referrals, the principal will ensure that general education interventions and strategies are implemented and evaluated for their effectiveness in addressing the student's educational concerns while conducting the comprehensive evaluation and are considered a part of the evaluation.
- C. The school psychologist is responsible for coordinating the evaluation and certifying that each student who qualifies for special education services has an appropriate and complete evaluation in compliance with applicable federal and state statutes and regulations. A qualified speech/language clinician shall be responsible for coordinating and certifying the evaluation on children with speech impairments.
- D. Unless an exception applies or staff has obtained written parental consent to an extension of time, the following activities will be completed within sixty (60) school days of the date the Department of Special Services receives written parental consent for the evaluation:
  - 1. Conduct and evaluate the student;
  - 2. Conduct an eligibility determination meeting and, if eligible and in need of services, develop an IEP; and
  - 3. Begin implementation of the student's IEP.
- E. The period of time between receiving written parental consent for an evaluation and the meeting to determine eligibility and need will not exceed forty (40) school days unless an exception applies.

**IV. ELIGIBILITY STAFFING:**

- A. The eligibility staff will determine:
  - 1. If a student has a particular exceptionality;
  - 2. If a student is in need of special education and related services; and
  - 3. The present levels of performance and educational needs of the student.

- C. Staffings will be chaired by a school psychologist.
- D. The eligibility staffing will include: the student's parent(s)/educational decision maker; the student's teacher(s); the building principal or designee; the school psychologist; a special education teacher, professional personnel involved in the evaluation, and others as needed.
- E. The final decision as to whether the student's eligibility is a team decision made by those who attend the eligibility staffing. If the team is unable to reach a consensus on eligibility, the LEA representative will make the final decision.
- F. If a student is determined to be eligible and in need of special education, the special education teacher will schedule an Individual Education Program (IEP) meeting. The school psychologist will provide the evaluation results to the IEP team.

V. **COMPREHENSIVE EVALUATION REPORT:**

- A. The results of the eligibility staffing including the reason for referral, review of existing data, new data and observations, eligibility determination and recommendations will be documented in the Evaluation Report. Parents will be given a copy of the Team Report.
- B. Each team member must certify in writing whether the report reflects their opinion. If a member signs as dissenting, they may submit a separate statement indicating their opinion regarding eligibility and it will be attached to the Evaluation.