

HARRISBURG SCHOOL DISTRICT

SCHOOL PSYCHOLOGIST

POLICIES & PROCEDURES



INTRODUCTION

By adopting these Model Policies and Procedures, the school psychologists of the Harrisburg School District are adopting written policies and procedures regarding the manner in which the District fulfills its obligations under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the *Pennsylvania Chapter 14& 16 [Gifted] regulations*.

PARENTAL CONSENT

Consent means that the parents:

- (a) Have been fully informed, in the parents' native language or other mode of communication, of all information relevant to the activity for which consent is sought;
- (b) Understand and agree in writing to the carrying out of the activity for which the consent was asked. The consent describes that activity and lists the records (if any) that will be released and to whom they will be released; and
- (c) Understand that the granting of consent is voluntary and may be revoked at any time.

The District uses the PDE required Consent for Evaluation form to obtain written parental consent for evaluation and reevaluation

The District does not obtain written parental consent when reviewing existing data as part of an evaluation or reevaluation or when administering a test or evaluation that is given to all children, unless consent is required of all parents.

PARENTS' FAILURE TO RESPOND OR REFUSAL TO PROVIDE CONSENT

The District makes "reasonable efforts" to contact parents and obtain written parental consent that may include:

- (a) Written correspondence;
- (b) Phone calls;
- (c) Electronic mail communications, to include but not limited to e-mail and password protected parent pages; and/or
- (d) Visits to the home or parents' places of employment.

The District documents its attempts. If the parents fail to respond or refuse to provide consent, the District proceeds as follows:

INITIAL EVALUATION

If the parents fail to respond to the District's efforts to obtain consent or refuse consent for the initial evaluation, the District may:

- (a) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
- (b) Decide not to pursue the initial evaluation and provide the parents with prior written notice. If the child is being home schooled or has been placed in a private school at the parents' expense, the District cannot file a due process complaint or request the parents to participate in a resolution meeting and/or mediation.

REEVALUATION

If the parents fail to respond to the District's efforts to obtain consent for a reevaluation when assessments are needed, the District proceeds with the reevaluation.

If the parents expressly refuse consent for a reevaluation when assessments are needed, the District may:

- (a) Agree with the parents that a reevaluation is unnecessary;
- (b) Conduct a reevaluation by utilizing data and/or documentation that the District already possesses;
- (c) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
- (d) Decide not to pursue having the child reevaluated.

The District continues to provide FAPE to the child if the District agrees with the parents that a reevaluation is unnecessary.

Parent Requests

The following procedures are to be followed when in receipt of a **written** parental request for an evaluation.

- 1) Principal reviews the letter and contacts the parent by phone to discuss the advantages of the Pre-Referral process, further clarifies the parents' wishes, and provides an explanation of the psychological testing process.
- 2) If the parent agrees to have his/her child proceed through the Pre-Referral process, this is noted on the written request (e.g. "Spoke with parent on 9/25/07 and she agreed to allow the Pre-Referral team to meet and develop intervention strategies for student. Parent agrees to rescind her request for a formal psychological evaluation".) At this point notify the parent that the Pre-Referral process will begin and a meeting will be scheduled.
- 3) If after discussion with principal, parent continues to express a desire for psychological testing, then the written request is forwarded to the school psychologist in your building. A letter will be sent to the parent, inviting them to attend a meeting to review their concerns, with the teachers, building administration, and any other outside agencies. Once the meeting is held, and if the parent continues to wish to pursue an evaluation, the school psychologist will issue the Permission to Evaluate form within 10 days of the request. At the same time, the Pre-Referral process should begin in order to gather data and develop strategies that will offer suggestions to the Multidisciplinary Evaluation Team. This data will be required before the psychological assessment can be completed. (Please see copy of the letter sent to the parent on Appendix C)

*If an **oral** request is made for an evaluation, the same procedures as above should apply, with Appendix D [PERMISSION TO EVALUATE (PTE) – EVALUATION REQUEST FOR School Age] being sent home, and followed up with the listed numerical procedures above.

-Independent Evaluations

- Independent Evaluation Psychologists, requesting copies of protocols – The school psychologist will meet with parent to review protocols or other certified school psychologist with parent permission to review protocols, if requested.

REVOCAION OF CONSENT

The parents may revoke consent for and remove the child from special education and related services. Once the District receives written revocation of consent, it provides the parents with prior written notice and continues to provide the child with appropriate interventions through the regular education environment.

The District is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent. If a parent has provided written revocation of consent, the District does not file a due process complaint or engage in conflict resolution to attempt to obtain agreement or a ruling that special education and related services may be provided to the child.

CONDUCT OF EVALUATION

In conducting the evaluation, the District:

- (a) Uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the parent, which may assist in determining:
 - (i) Whether the child is a child with a disability; and
 - (ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities);
- (b) Does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
- (c) Uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

EVALUATION

The District ensures that:

- (a) Assessments and other evaluation materials used to assess a child:
 - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer;
 - (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (iv) Are administered by trained and knowledgeable personnel; and

- (v) Are administered in accordance with any instructions provided by the producer of the assessments.
- (b) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (c) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure);
- (d) A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;

Identification of a Specific Learning Disability (SLD)

- Discrepancy Model School District
- Initial evaluations: Severe discrepancy predicted model in ability/achievement
 - In addition, in rare cases, consideration of documented research-based interventions with lack of demonstrated progress, significantly below grade-level (at least 2 years or below) performance, local and state assessment data.
 - Must consider rule-outs for SLD eligibility (refer to Pennsylvania state form)
 - Attendance or lack of instruction
 - Use of state-form disability categories (i.e. basic reading, mathematics calculation)

The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skill.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving

Rule-Out Criteria:

- (i) A visual, hearing, or motor disability;
 - (ii) Mental retardation;
 - (iii) Emotional disturbance;
 - (iv) Cultural factors;
 - (v) Environmental or economic disadvantage; or
 - (vi) Limited English proficiency.
- (b) To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math,

- **Re-Evaluations:** Identification can be based on severe discrepancy of standard scores and/or grade equivalents and based on student need and classroom performance

Other Health Impairment (OHI)

- Any medical diagnosis (w/ medical documentation) that is impacting educational performance should be considered for Other Health Impaired (i.e. spina bifida, ADHD)

Emotional Disturbance (ED)

- Behaviors deemed clinically significant or at-risk should be considered when determining if a student meets criteria of an emotional disturbance:
 - Externalizing Behaviors
 - Internalizing Behaviors (Anxiety, and Depression- Clinically Significant, or At-Risk)
 - Adaptability
 - Behavioral Symptoms (Atypicality and Withdrawal)
 - Interpersonal Relationships
- Tools for Assessment (but not limited to):
 - Standardized Behavioral Questionnaires (i.e. BASC-2, SAED, CBCL)
 - Unstructured Interviews with parents, teachers (See attached form with sample questions)
 - Self-Report (Ages 12 and up)
 - Functional Behavioral Assessment
 - Observation
- Considerations:
 - *Interventions should be attempted, documented (Antecedents, Behaviors, Consequences). The pre-referral team should develop a behavior plan prior to an evaluation. Consultation with the school psychologist can be considered. Behavior plan should be as part of documented interventions. Data should be gathered and monitored.
 - *Are the behaviors purposeful or can the student control it?
 - Consideration of ED vs. Social Maladjustment
 - *Do the behaviors affect the child or the students and staff around the child?
 - * If deemed inappropriate for an emotional disturbance diagnosis, the IEP team may consider a 504 plan, or an alternative behavioral placement.
 - *Re-evaluations should be evaluative of growth and progress of social skill development and behavior management and determine level of intervention (i.e. itinerant/part-time/ full-time).

Intellectual Disability (MR)

- IQ of 70 or below
- Significant deficits in adaptive behavior
- Onset before age 18
- Significantly sub-average achievement

Autism

- Autism is defined as a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.
- Tools for Assessment (but not limited to):
 - Autism Diagnostic Observation Schedule (ADOS)
 - Developmental History
 - Behavior Scales
 - Social Perception Assessments
 - Observations
 - Social Communication Assessment
 - Speech Screening of Pragmatics
 - Language Assessment
- Considerations:
 - Pre-Referral team needs to be explicit with parent and building psychologist regarding possible autism screeners. All referrals need to follow this procedure before it is presented to autism psychologist.
 - Students with medical diagnosis of PDD, NOS can be referred for an autism assessment; however, need to go through a pre-referral process.
 - In order to qualify for an educational diagnosis of Autism, behaviors must be affecting academic performance.
 - Please see Appendix C for flow chart of how to complete an autism referral.

Gifted Identification

- The Harrisburg School has adopted a Gifted Matrix for identification, which works in conjunction with evidence from screener tools, teacher input, parent input, and the guidelines outlines in *Chapter 16 Gifted Regulations*. Please see Appendix E for a copy of the Gifted Matrix.

Definition of Mentally Gifted (Chapter 16):

Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.

Criteria: (to qualify must meet guideline A or B)

A. Intellectual/Achievement Criteria

- An IQ/ability standard score equal to 2 standard deviations above the mean. This is usually a score of 130 or higher (i.e., FSIQ, Composite Score, etc...)
Note: School Psychologist and Gifted MDE Team should consider the standard error of measurement or SEM for the instrument/test battery used

OR

B. Multiple criteria rule - A person with an IQ score lower than 130 may be identified as mentally gifted if they meet the criteria outlined on the gifted matrix.

C. Special Education and Mentally Gifted (Subsection 16.7)

- Nothing in this chapter is intended to reduce the protections afforded to students who are eligible for special education as provided for under Chapters 14 and 342 (relating to special education services and programming).
- If a student is determined to be both gifted and eligible for special education, the procedures in Chapter 14 and 342 shall take precedence.
- For these students identified with dual exceptionalities, it is not necessary for school districts to conduct separate screening and evaluations, develop separate IEP's, or use separate procedural safeguards processes to provide for a student's needs as both a gifted and a special education student.

Traumatic Brain Injury (TBI)

- Consultation with School Neuropsychologist on possible brain injury, seizure activity, scatter among scores, possible shaken baby syndrome
 - Determination will be made regarding need for specific assessments based on scatter of scores and student profile through consultation with building school psychologist and district school neuropsychologist.
- Areas of Assessment (but not limited to)
 - Attentional Functioning
 - Memory and Learning
 - Sensorimotor Functioning
 - Social Functioning
 - Executive Functioning
 - Language Functioning
 - Intellectual Ability
 - Academic Functioning

School Neuropsychological Referrals

- School neuropsychological referrals should be reserved for students with traumatic brain injuries, significant seizures, and significant neurological disorders.
- School neuropsychological referrals should be a consultation through the building psychologist and the school neuropsychologist regarding specific assessments and exact areas of assessment.
- School neuropsychologist will issue permission and complete assessment. In turn, the school neuropsychologist will communicate with building psychologist when assessment is complete as well as results.

English Language Learner (ELL) referrals

- Initials: Screen language (i.e. speaks Spanish), consult with ELL psychologist to see if Spanish is needed. Psychologists should check in with ELL teacher (home language survey, CALP levels). Level of need can be determined by ELL psychologist.
- Re-Evals or Move-ins: Nonverbal, achievement in English, reg. psychologist completes case from start to finish: ELL psych will give present levels in Spanish.

RE-EVALUATIONS

The District conducts reevaluations of a child with a disability:

- (a) If the District determines that the child's educational or related services needs, including improved academic achievement and functional performance, warrant a reevaluation; or
- (b) If the child's parent or teacher requests a reevaluation; or
- (c) When a child transitions from pre-school to school-aged services; or
- (d) In order to make a change in disability category.

A reevaluation may not occur more than once a year, unless the parent and the District agree otherwise.

A reevaluation must occur at least once every three years, unless the parent and the District agree that a reevaluation is unnecessary.

The District evaluates a child with a disability before determining that child is no longer a child with a disability, although this evaluation is not required if the child's eligibility terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under state law. If a child's eligibility terminates for one of these reasons, the District provides the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

Re-evaluation Procedures

School Psychologists need to complete re-evaluations in accordance with mandated timelines. (MR=every two years, SLD and ED=every three years) In an attempt to ensure that this always occurs, the learning support teachers, emotional support teachers, related service teachers, and school psychologists must work together to create a process in which a valid, comprehensive, and timely re-evaluation report is completed.

All school psychologists within the district will need the following information, **three months prior to the due date of the re-evaluation:**

1. The special education teacher will need to deliver/send the completed WJ-III/Brigance/WRAT4/Ecological Protocols (test booklets) to the school psychologist. Please be sure to use alternating WJ-III forms each year, as the same form of this test cannot be given within a year. (School psychologists need the protocols to ensure accuracy of scoring.)
2. The special education teacher will deliver/send a copy of the student's most current RR/ER, which can be located in your student file. (If the latest RR/ER is in IEP Plus, a hard copy is **not** necessary.)
3. If the WJ-III is used, the special education teacher will need to deliver/send the WJ-III 'Teacher Score Sheet'. A copy of this sheet is attached for your reference. This is the sheet that teachers typically include with the protocols. The sheet provides space for teachers to enter the test date, student D.O.B, grade, version of the test administered, # correct, age equivalents, and grade equivalents for the students. (It is very important for you to write the correct date that the WJ-III test was administered.)

4. If the students have a related service (ESI, PT, OT, ST, etc), the special education teacher will be responsible for contacting the related service teacher to let them know that their information will need to be added to the RR in IEP Plus. If the student currently has a related service, that teacher will need to enter the appropriate data specific to their service (behavioral data from the ESI teacher, speech recommendations and disability verification from the speech clinician, etc.) into IEP Plus.
5. The special education teacher will need to complete the sections of the reevaluation report that are indicated (sample report available upon request).

****Lastly, after this information has been entered, the special education teacher will need to email the school psychologist to indicate that everything has been entered into IEP Plus.** Again, this email should be sent three months prior to the RR due date. There is no need to email the psychologist to indicate that the process has been 'started'. It is imperative, however, that the email be sent after all of the above requirements have been completed.

Waivers

***Re-evaluation Procedures for non-MR Students in 11th and 12th Grade (Possible WAIVER)*

School Psychologists have the option of 'waiving re-evaluations', and we will utilize this option for students in the 11th and 12th grades, when appropriate (with the exception of students diagnosed with MR). We cannot automatically waive re-evaluations, and will follow the procedures below to determine if it is an appropriate option.

6. The special education teacher will need to deliver/send the following to the school psychologist **three months prior** to the date he/she would like the psychologist input completed so that teacher can begin writing IEP and scheduling meeting:

LD Diagnosis:

*Completed WJ-III and/or Brigance Protocols (test booklets)

*WJ3 and/or Brigance 'Teacher Score Sheet'

*Copy of the last RR/ER (unless it is in IEP PLUS)

*Teacher will write 'POSSIBLE WAIVER' on the front of the documents submitted

ED Diagnosis:

Summary of presenting emotional/behavioral needs and current interventions/services

7. The psychologist will review current data to determine if it would be appropriate to waive the re-evaluation.
8. If the psychologist determines that the re-evaluation can be waived, the psychologist will generate the "Agreement to Waive the Re-evaluation" form and can be accessed by the special education teacher.
9. The teacher will then get the waiver signed by the parent. If the teacher is unable to get the waiver signed, for any reason, a typical reevaluation will need to be completed.

10. If the parent does sign the waiver form, the signed waiver will be given to the facilitator and to the psychologist. A new IEP will need to be written and the RR is officially 'waived'.

Additional Policies and Procedures:

-Trainings

- Local, state, and national conferences and/or trainings registration fees should be compensated by the district, based upon special education budget.

-ACCESS Billing

- ACCESS forms are submitted monthly by the school psychologist to the ACCESS billing coordinator.

-Intern & Practicum students

- Practicum and Intern students are provided with a copy of the Harrisburg School District Internship Handbook, which highlights the roles and responsibilities of the student and supervisor, as well as general Harrisburg School District policies.
- An internship curriculum has been developed and will be utilized by internship and/or practicum supervisors.

-Crisis Teams

- School Psychologists may participate in crisis events and district and building-level teams.

-Annual Performance Reviews

- Non-tenured employees are evaluated twice a year by the special education director.
- Tenured employees are evaluated once a year by the special education director.

-Private School Evaluations

- One school psychologist is assigned to all private school evaluations, depending on the organizational structure of the school district.

-Post-Secondary Evaluations

- School Psychologists are not required to complete evaluations based upon requests for post-secondary programming.

-Move-In Students with Special Educational services

- Out-Of-State: Initial ER with Permission (May use review of records based on clinical judgment)
- In-State: Re-Evaluation, unless new assessments are recommended.

-Observations

- Prior to an evaluation; observations cannot be conducted without parent permission. Classroom-wide observations are permitted
- For initials and RR's, observations are to be attempted and documented in the report.

-Specific Parent Requests for Specific Psychologists

- An evaluation will be handled by the assigned building psychologist, unless there is an extenuating circumstance (i.e. ELL, Autism, School Neuropsychological). Requests for evaluations by school psychologists outside of the assigned building will not be honored.
- Medical prescriptions for "testing" and evaluations to be completed by "licensed psychologists" will not be honored. Parent contact will be necessary to determine if they are interested in an evaluation, and will follow oral or written parent request procedures.

HARRISBURG SCHOOL DISTRICT
Referral Criteria Guidelines: Self-Contained Classes
Autism, Life Skills, Full Time Learning Support, Multiple Disabilities

The following serve as referral guidelines for the self-contained special education classes in the Harrisburg School District. Programs are designed to accommodate our students, and so there will be exceptions to the following guidelines. Referrals are made to Special Education administrators and facilitators. Within each program, opportunities are created for inclusion with regular education peers.

AUTISM SUPPORT:

- Diagnosis of Autism or other disorder in the PDD spectrum.
- Disability must be so pervasive, that the student cannot be accommodated in regular or other appropriate special education setting.
- Cognitive ability varies among PDD students. Generally, cognitive ability is below the norm.
- Frequently, there is a significant ability/achievement gap.
- Need for “sensory diet,” consistent routine, visual cues and strategies.
- As they become able, Autism Support students are included in the appropriate regular education, life skills, and learning support classrooms. They sometimes remain on the autism support roster if they have sensory or social skills needs that cannot be met in other settings.
- Alternative curriculum for most Autism Support students.
- One teacher and two aides serve up to 6 children; 2 classrooms.

MULTIPLE DISABILITIES SUPPORT:

- Cognitive ability is significantly deficient. Some exceptions may be made when a student demonstrates other significant multiple disabilities that cannot be accommodated in less restrictive settings.
- The MDS student typically demonstrates concomitant physical disabilities that also cannot be accommodated in other settings.
- The MDS program can support children with significant hearing and vision impairments. Typically, however, deaf/blind students would attend classes in another setting.
- Alternative curriculum.
- Most MDS students require a wide range of related services.
- Most MDS students require assistance to perform daily living and IEP activities.
- One teacher and 2 aides serve up to 6 students; 2 classrooms.

ELEMENTARY LIFE SKILLS SUPPORT:

- IQ generally under 55.
- Three of four adaptive scores are in the “Low” range.
- Alternative curriculum.
- LSS students will, in general, are likely require supportive living and working environments as adults.
- Grades Kindergarten-2:
 - Preschool level readiness and social skills levels.
 - May not be “potty-trained.”
 - Generally requires speech/language, OT/PT.
 - One teacher and two aides serve up to 12 children.
- Grades 3-8:
 - Math and Reading levels below solid second grade level.
 - Social and daily living skills remain as goals, and are generally not demonstrated consistently or independently.
 - Students require specific training in pre-vocational activities.
 - Many students continue to need related services.
 - One teacher and one aide serve classrooms of up to 12 students; 3 classrooms.

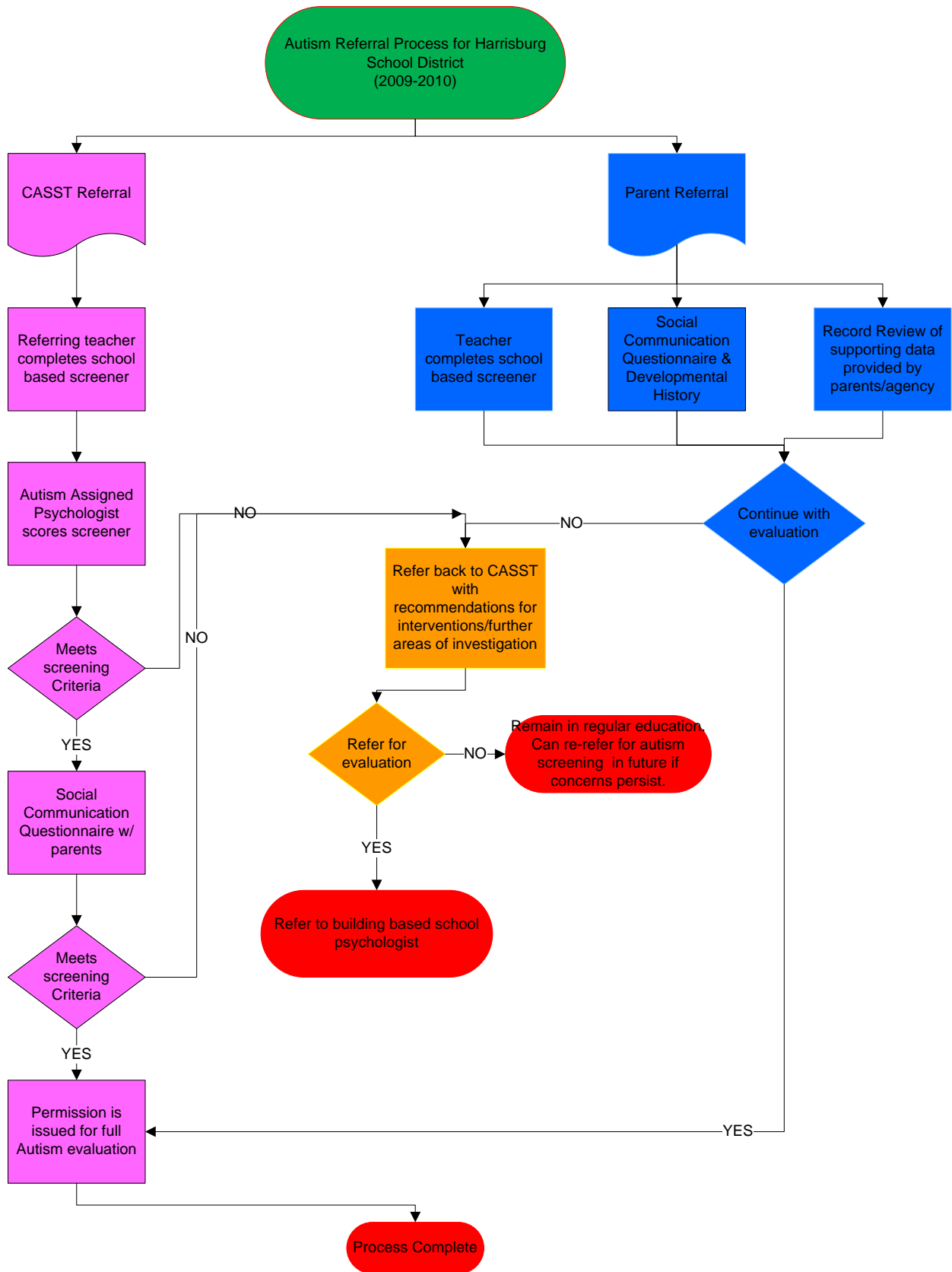
HIGH SCHOOL LIFE SKILLS SUPPORT

- Grades 9-12
- Generally, an IQ under 55
- Some students may have slightly higher cognitive ability, but would be unable to progress on their IEP goals with accommodations in less restrictive classes.
- An occasional student may be functionally at a LSS level, although the actual diagnosed disability may be TBI, Autism, severe learning disability, or neurological impairment.
- Three of four adaptive scores in the “low” range.
- Students will require some support for living and working.
- Math and Reading levels below solid second grade level. About a third of high school life skills support students achieve academic levels in at least one subject at a higher level. In this case, they are included in a learning support class.
- Students need regular community based instruction (CBI).
- Students need regular training in social skills.
- Main emphasis shifts from academic to vocational needs.
- Social and independent living skills are needed.
- Students need supervised transition to the world of assisted living and working.
- Students whose behavioral issues go beyond academic frustrations and whose behavioral needs cannot be met in the LSS setting are referred to other programs.

- Some students continue to require related services.
- One teacher and two aides teach up to 15 students. Full-time vocational coordinator. Three classrooms.

FULL TIME LEARNING SUPPORT

- Grades Kindergarten-8
- IQ 55-65
- Some FTLS students may have slightly higher cognitive ability, but function academically below the second grade level due to (for example) autism, TBI, severe learning disability, or neurological impairment.
- Primary grade FTLS students demonstrate PreK-1 grade academic levels.
- Intermediate grade FTLS students demonstrate reading and math levels below solid second grade.
- FTLS students could not progress academically in regular education or part-time learning support classes with accommodations.
- Some students whose specific learning difficulties cannot be accommodated in the regular education classroom or who need more intense instruction than is accommodated in the part-time LS setting may be instructed in the FTLS room for math, reading, writing, or spelling.
- Alternative curriculum and regular curriculum with accommodations.
- Some FTLS students require related services.
- One teacher and one aide teach up to 12 students. Five classrooms.



Appendix C



HARRISBURG SCHOOL DISTRICT

Special Education Department
2101 North Front Street, Harrisburg, PA 17110-0108
(717) 703-4010 - FAX (717) 703-4028

Response to Parent Request for Evaluation

Student: _____

Date: _____

Dear _____

We are in receipt of your request for a Special Education Evaluation.

As the first step in our response to your request we will need to gather important information from you, anyone who you have had evaluate your child, and from school professional staff concerning your child's school performance. Once we have had a chance to assemble this information we will look forward to meeting with you to review and discuss it and make final recommendations with regards to your request for evaluation. **We will not begin an evaluation until we have your informed and signed permission to do so.**

Enclosed with this letter is the Parent Input Form. Please complete this form at your earliest convenience and return it to the school psychologist indicated below. The school psychologist will notify you of the date, time, and location of the Screening/Referral Multi-Disciplinary Team Meeting.

_____, Certified School Psychologist Date: _____

Enclosures: Parent Input Form
Procedural Safeguard



HARRISBURG SCHOOL DISTRICT

2101 North Front Street, Harrisburg, PA 17110-0108
(717) 703-4010 - FAX (717) 703-4028

PERMISSION TO EVALUATE (PTE) - EVALUATION REQUEST FOR School Age

If a parent has asked any professional school employee or administrator for the school district or charter school (Local Education Agency - LEA) to evaluate his or her child for special education eligibility, the parent must be given this *PTE-Evaluation Request Form* within 10 calendar days of the date of the oral request.

Child's Name: _____

Date Sent

(mm/dd/yy): _____

Name and Address of Parent/Guardian/Surrogate:

<i>For LEA Use Only:</i> Date of Receipt of Request Form

I am requesting an evaluation of my child for special education services. I have these concerns about my child's educational performance and progress:

Please send me the *PTE-Consent Form* as soon as possible so that I can provide my written consent for the proposed evaluation to begin. I understand that the 60 calendar day (excluding summers) timeline will not begin until the LEA receives the *PTE-Consent Form* with my signature.

Parent/Guardian/Surrogate Signature

Date (mm/dd/yy)

Please return this form to the person listed below or to your child's teacher.

Name: _____

Address: _____

Once the school receives this *PTE-Evaluation Request Form*, the school will either:

1. Send you within a reasonable amount of time the *PTE-Consent Form* that will describe the process and timeline that will be used for the evaluation, and ask for your consent for the evaluation to begin, OR
2. Send you a written notice, called a *Notice of Recommended Educational Placement/Prior Written Notice* that explains why the LEA is refusing to evaluate your child and a *Procedural Safeguards Notice* that explains how you can challenge the LEA's refusal to evaluate your child.

Keep a copy of this form for your records.

If you have any questions, if you need the services of an interpreter, or if you believe you have not received a prompt response to this request, please contact me.

Name: _____ Position: _____
Phone: _____ Email: _____

Please read the enclosed *Procedural Safeguards Notice* that explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated *Permission to Evaluate - Evaluation Request Form* is available on the PaTTAN website at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

Harrisburg School District Gifted Identification Matrix

Student				School Year	
Gifted Screening (12 points)					
	6	3	1.5		
KBIT2	130 or higher	125-129	120-124		
Woodcock Johnson III	2	1	.5		
Overall Standard Score Brief Achievement	130 or higher	125-129	120-124		
Subtest 9 Passage Comprehension	130 or higher	125-129	120-124		
Subtest 10 Applied Problems	130 or higher	125-129	120-124		
Information from Parents (1 point)					
	1	.5	.25		
Exceptional abilities, academic strengths or remarkable milestones	4 or more	3	2		
Gifted Referral - Information from Teacher (4 points)					
	1	.5	.25		
Specialized Skills, Interests or Aptitudes Higher level thinking skills, Academic creativity, Leadership skills, Intense academic interest, Communication skills, Foreign language aptitude, Technology expertise, Excellence of products, portfolio or research	4 or more	3	2		
Academic	4 or more	3	2		
Acquisition of New Information	1-3 presentations				
Retention Rate	100%, 95%	90%			
Total					

Gifted Referral -Test Scores (4 points)			
K, 1, 2		2	
	DIEBLS	Above Benchmark	
	DRA	Advanced	
3		2	
	Terra Nova	Above Average	
		1	
	DRA	Advanced	
4-9	HSD Writing Sample	Advanced	
		1	
	PSSA Reading	Advanced	
	PSSA Mathematics	Advanced	
	DRA	Advanced	
10-12	HSD Writing Sample	Advanced	
		4	
	WIAT III Written Expression	Advanced	
Total			

Psychologist's Testing (72 Points)				
	60	50	40	
Cognitive Battery	130+	125-129	120-124	
Achievement Battery (WIAT III)		4	3	
	Reading Comprehension	125+	120-124	
	Math Reasoning	125+	120-124	
	Written Expression	125+	120-124	
Intervening Factors Documented, observed, validated or assessed				
Two points				
English as a second language				
One point				
Disabilities				
Gender or race bias				
Socio/cultural deprivation				
Total				

Total from page 1	
Total from page 2	
Total from page 3	
TOTAL SCORE	

For students to be eligible for services as mentally gifted, the student should score a minimum of 60 points out of 93 available points.

If students are found eligible, the multidisciplinary team must also determine if the student is in need of service beyond the scope of the regular education program. If so, the team should further base enrichment and acceleration decisions upon the collective points outlined above.

