

## Writing an Evaluation

### 1. Obtain Consent

- a. 60 days before the evaluation is due, email team members and ask what evaluations are needed. Look at needs of student, most recent testing, response to intervention, and the criteria for each eligibility category\
- b. Contact parents and team and set-up an evaluation planning meeting
- c. If there is a team member who has not been involved with the student (speech, OT, PT) but current team members or parents have areas of concern, contact that team member and ask for a screening BEFORE the evaluation planning meeting
- d. At the EVALUATION PLANNING MEETING get consent for evaluation
  - i. Open the student in ENRICH
  - ii. Click on the PROGRAMS tab
  - iii. Click on ADD ACTION in the top right of the grey box
  - iv. Select EVALUATION, then INITIAL or REEVALUATION, then NEXT
  - v. Select the boxes of the areas to be evaluated AS DETERMINED BY THE TEAM. This is not a one man decision! Or, if the team feels like there is enough data to determine eligibility (classroom data, state testing or tests given to all students) then select “NO NEW TESTING”
  - vi. Print of the Consent and have parents sign, offer a copy of procedural safeguards at the meeting.
  - vii. If the team determines a planning meeting isn’t necessary, send the consent home and have the parents sign and return.
  - viii. Send signed consent to district secretary, keep a copy for your records

### 2. After Consent is obtained:

- a. Notify team members via email that consent is obtained
- b. In ENRICH, open the consent and select the outcome at the bottom of the consent form (Parents gave consent, parents denied consent) and the date consent received (or denied)
- c. Usually ENRICH will self-populate an Evaluation, Eligibility Meeting and an IEP in green boxes at the bottom of the PROGRAMS tab. If so, open these so people can start entering information. If not:
  - i. Under the PROGRAMS tab click “ADD ACTION” in the upper right
  - ii. Select “EVALUATION” then select Initial or Re-evaluation, and NEXT

### 3. Create the Evaluation:

- a. Open the evaluation
- b. If you entered the date on the Consent form as above this will self-populate
- c. INTRODUCTION: include why you are evaluating the student. RTI history can go in this section.
- d. VISION AND HEARING: You MUST have hearing and vision screening data in EVERY Evaluation! If you didn’t redo this testing then use the information from

the previous evaluation (On the students page in ENRICH on the PROGRAMS tab under the "VIEW HISTORY" top left)

- e. TESTING SECTIONS: YOU MAY ONLY PUT INFORMATION IN THE AREAS YOU ASKED FOR ON THE CONSENT. IF you asked for it on the consent you MUST put information!
  - f. Under Summary: You can put classroom data, RTI data, previous or outside testing data and a summary of the information from above. Do not just copy and paste the info from above into this section. Summarize. DO NOT STATE ELIGIBILITY in this section. Just the data that supports eligibility:
4. SLD Eligibility:
- a. You MUST show a gap using two different measures (DIBELS, MAP, STAR, AIMSWEB etc.) of 2 or more in EVERY area the student could qualify in. If they don't have a gap of 2 or more in writing, then they can't qualify in the area of writing. Expressly say "The student has a gap of \_\_\_\_" AND
  - b. You MUST show that you have done intervention in that area to try to close the gap. Expressly say:
    - i. What the intervention was,
    - ii. How often they did it,
    - iii. How long they did it and what the results were.
    - iv. If you didn't do intervention in an area then they can't qualify in that area!
5. ID Eligibility:
- a. You must show a significant IQ deficit (general intelligence) of less than 70
  - b. You must have a significant deficit in Adaptive Behavior (ABAS-goes under social emotional)
6. SED Eligibility:
7. AUTISM:
- a. You MUST show that they have a significant language deficit (even if higher level language such as sarcasm) and/or perseverative behavior or social behavior concerns that significantly impact their ability to learn in the general education setting alone. The data needs to support the answers to the questions on the eligibility page.
8. Other Health Impaired
- a. You need to have data that supports the answers to the questions:
    - i. Limited vitality
    - ii. Limited strength
    - iii. Limited attention
9. Multiple Disabilities
- a. All the data to support ID as well as any other category
10. Speech
11. Overall, make sure that your evaluation has enough information to support your answers to the questions on the various eligibility pages. It should be easy for anyone reading it to see what the connection between the data in the evaluation and the conclusions on the eligibility page.

12. Enter the date the evaluation is completed. Any date later than 60 days after consent will result in a red flag.