

POLICIES, PRACTICES AND PROCEDURES

Initial Evaluations

Rootstown Local Schools

Process for Referral

Students can be referred for special education services by any district employee if they suspect a disability. They are notified yearly of their obligation to contact the Director of Special Services and the district school psychologist of their concern. Additionally, each building in the district utilizes an MTSS process to ensure students are found using classroom and school-based data. Lastly, parents can reach out to any staff member in the district to indicate concerns and a suspicion of their child having a disability under IDEA. Staff are notified yearly of their obligation to let both the Director of Special Services, and the district school psychologist know of their concern.

The referral process is documented through SameGoal using the referral for evaluation form. All teachers in the district have access to the SameGoal Program to fill out this form, and they receive yearly training to ensure they understand how to complete it. Once the referral form is filled out, teachers email the school psychologist to ensure notification. The school psychologist confirms receipt of the paperwork and documents on their spreadsheet of students after calculating necessary timelines. The school psychologist notifies the Director of Special Services and the building principal as well.

[The evaluation timeline followed is that of the Evaluation Roadmap as provided by the Ohio Department of Education and Workforce, and is linked.](#)

At the district level, the Director of Special Services is responsible for tracking referrals for evaluation and completion within the 60-day timeline. Due to the size of the district, the school psychologist and the administrative assistant to the director assist in tracking referrals. At the building level, building principals track referrals through their own personal data tracking systems.

Procedures for conducting initial evaluations

The process for planning initial evaluations and receiving consent involves both families and school-based personnel. The school-based team meets with the school psychologist to determine school concerns and discuss the referral paperwork mentioned above. The school psychologist then calls the family to request input on the planning of the evaluation and to discuss concerns they may have. During that time, the school psychologist requests consent for the evaluation and fully reviews the planning form of the ETR with the family. A Prior Written Notice is written and sent to families, indicating signed consent and the resulting intent to test. The school psychologist represents the district with the planning page of the ETR, and the remaining team members sign off on their participation in the planning form. The timelines are

monitored through spreadsheets created by the school psychologist and supported by the administrative assistant to the Director.

For out-of-district students, the Director of Special Services for those districts is notified of the students, and requested to contact the Rootstown Director of Special Services should a student be referred for an evaluation in a district that is not the DOR.

Procedures for Data Reporting

Rootstown Schools maintains an education management information system through the Progress Book Information System.

Upon completion of an EMIS reportable event, such as IETR, IIEP, AIEP, RETR, etc, the resultant EMIS form and all paperwork are submitted to the Administrative Assistant to the Director of Special Services. The EMIS form is reviewed against the submitted paperwork for errors. Questions regarding the form are brought to the Director for clarification. If errors are found, the director and staff involved correct the mistake. A corrected EMIS form is provided to the Administrative Assistant to the Director of Special Services again. Once the EMIS form is verified, the Administrative Assistant to the Director of Special Services enters the information into SIS, ensuring the correct items are submitted.

The EMIS Coordinator generates quarterly reports from the Data Collector for the Administrative Assistant to the Director of Special Services, who then checks for EMIS code errors to ensure no errors are submitted. The EMIS Coordinator communicates with the Administrative Assistant to the Director of Special Services regarding any errors that need to be corrected, as well as from running the Crosscheck reports. The Special Service Secretary runs Analytics reports in the SIS quarterly.

Additional information is shared by the administrative assistant to the EMIS coordinator through daily phone calls and emails to ensure no student data is missed.

The data is collected from Progressbook Student Information and sent to the State Department almost every week. If any errors show, they are communicated to the Administrative Assistant to the Director of Special Services for correction. Additionally, the EMIS coordinator regularly communicates with outside districts that are instructing our students to ensure no out-of-district students are missed.

Process for Error Checking and Correction

The EMIS Coordinator generates quarterly reports from the Data Collector for the Administrative Assistant to the Director of Special Services, who then checks for EMIS code errors to ensure no errors are submitted. The EMIS Coordinator communicates

with the Administrative Assistant to the Director of Special Services regarding any errors that need to be corrected, as well as from running the Crosscheck reports. The Special Service Secretary runs Analytics reports in the SIS quarterly.

In the event an error is discovered, the original paperwork is pulled from the student's file to cross-reference and ensure accurate reporting, and the error is fixed. If the error is on the paperwork itself and not a data entry error and was not discovered by the Administrative Assistant and given to the Director of Special Services, then the original paperwork is corrected by the staff member who completed the original. Then, the corrected paperwork is reprinted by the Administrative Assistant, given to the Director of Special Services, and the incorrect documents are destroyed.

Staff Training

Staff are trained through regular professional development offerings through the district ITC, SPARCC. Additional training is completed through ODEW and the General and Focused EMIS training. Both the EMIS coordinator and Administrative Assistant to the Director of Special Services attend the training or review the recordings. Additionally, the EMIS Coordinator and Administrative Assistant to the Director of Special Services regularly meet and communicate to ensure understanding and sharing of new information.

Implementation is monitored through the Superintendent for the EMIS Coordinator, and through the Director of Special Services for the Administrative Assistant to the Director of Special Services. It is monitored through the quarterly review of the General Issues report.