

Imagine Columbus Primary Academy Initial Evaluation Procedure

In accordance with Ohio Administrative Code 3301-51-03, Child Find is the process of identifying, locating, and evaluating children suspected of having a disability and who may need special education and related services.

Imagine Columbus Primary Academy provides special education services to any child who qualifies as having a disability according to the Individuals with Disabilities Education Act (IDEA) and the Operating Standards for Ohio's Schools Serving Children with Disabilities.

Parents, relatives, public and private agency employees, childcare providers, physicians, and concerned citizens are encouraged to help Imagine Columbus Primary Academy find any child from birth through 21 years of age who may have a disability and is in need of special education and related services.

In order to meet its Child Find obligation, Imagine Columbus Primary Academy (ICPA) will utilize the following procedure:

Request for Evaluation

- Once notified from parents/guardians, relatives, public and private agency employees, childcare providers, physicians, and concerned citizens that a student is suspected of having a disability that may be impacting his ability to access or make progress in the general education curriculum, ICPA will schedule a meeting with stakeholders to consider the Referral and determine whether a disability is suspected and an initial evaluation is appropriate. Stakeholders may include the referent, parents/guardian, general education teacher, special education team members, district representatives, and other qualified individuals.
- Requests may be made in writing (written request sent with student or email) or orally to district representative, Elizabeth Fry, elizabeth.fry@imgcpa.com, or

614.433.7510. Requests made to other ICPA representatives, e.g., teacher, office manager, will be immediately forwarded to Elizabeth Fry for action.

- The district will provide a prior written notice to the parents/guardians indicating whether it suspects a disability and will proceed with an evaluation or does not suspect a disability and will not be conducting an evaluation.
- Should the district suspect a disability, within thirty calendar days from receipt of the Request for Evaluation, the district will obtain written parental Consent for Evaluation, as well as parent consent to the Evaluation Planning Form detailing the areas to be assessed and team members to be completing the various assessments.

Evaluation

- Evaluations will be conducted in accordance with Rule 3301-51-06 of the Administrative Code.
- The district will meet no more than sixty days from the date of obtaining written parent consent to review the results of the assessment areas indicated on the Evaluation Planning Form and determine eligibility as a child with a disability.
 - The sixty calendar day timeframe from obtaining parent consent for evaluation will not apply if one of the two *exceptions* occur:
 - The parent of the child repeatedly fails or refuses to produce the child for the evaluation. The districts communication with the parent will be documented on the Attempts to Engage Parents document, as well as the evaluation's prior written notice. The parent will be provided timely notice that failure to produce the child for evaluation will adversely impact the district's ability to meet its Child Find obligation.

- The child enrolls in a new school district of residence after the sixty days has begun and prior to ICPA's determination as to whether the student is a child with a disability.
 - This exception will align with Rule 3301-51-06(B)(6) of the Administrative Code.
- The team reviewing assessment data will consist of the parent of the student and the student if transition is one of the areas assessed and a group of qualified professionals, i.e., district representative, school psychologist, intervention specialist, general education teacher. Additional individuals may attend as well to provide explanations of unique areas assessed, e.g., occupational therapists, physical therapists, speech-language pathologists.
- The district will provide a prior written notice to the parents/guardians indicating whether the team determined the student met eligibility requirements as a child with a disability, specifying the disability area and any related services the student is eligible for as well. The district will provide parents/guardians with a prior written notice as well if the team determined the student did not meet eligibility requirements as a child with a disability.

Individualized Education Program

- Should the student be determined to be a child with a disability, the district will convene no more than thirty days from the date of eligibility to review and implement an initial Individualized Education Program to support the needs identified in the initial Evaluation Team Report.

Parent Engagement

- Documents requiring consent, e.g., Consent for Evaluation, Evaluation Planning Form, initial Evaluation Team Report/Individualized Education Program, should the parent be participating other than in-person, will be shared electronically with the

parent via the district's special education electronic platform for signature.

Alternative methods for gathering written consent include email, text message, or class dojo.

- The following options will be provided to all meeting participants for participating in all meetings held as part of the referral/evaluation/IEP process:
 - In-person, virtual, or by phone
 - A virtual meeting link will be provided in every meeting invitation sent to participants. They can then participate in the meeting in the manner that best meets their needs at the specific time it is held.
- All special education documents, e.g., Parent Invitation, Prior Written Notice, Evaluation Team Report, Parent Questionnaire, Parent Rights', will be provided to parents/guardians translated in their home language. An interpreter will also be utilized through the district's contracted interpretation service.

Timeline Summary

Initial evaluations will be tracked on the district's evaluation tracking spreadsheet, including date of special education event, e.g., referral for evaluation, date action must be taken to remain compliant, e.g., date meeting must be held, date meeting was held, and event outcome.

Referral for Evaluation – District has 30 days to consider and respond to request from date received.

Initial Evaluation – District has 60 days to determine student eligibility as a child with a disability from date of parental consent to conduct initial evaluation.

Initial Individualized Education Program – District has 30 days from determining student is a child with a disability to initiate an IEP that addresses and supports the needs identified in the initial evaluation.

Board Approved 08/19/2025

- Timelines are calendar days, not school or business days and do not exclude weekends or holidays.