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## **Example Procedures for Review of Parent-Initiated Evaluations by Private Practitioners at Parent Expense**

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### **A. Initiation of Review Process:**

The school psychologist assigned to the student's school will initially review the private evaluation to determine the credentials of the examiner, appropriateness of the evaluations and accuracy of the report. The following should be considered:

#### **1. Irregularity(ies):**

Upon review of test data and the associated psycho-educational report, it should be determined if: the private practitioner is credentialed as a licensed psychologist or school psychologist under Chapter 490, the evaluator is the person who wrote the report, the correct chronological age and correct scoring were used. It would be considered irregular for the same intellectual test to be administered in close relation to a previous evaluation. Individual test manuals and best practice references may provide guidance in this regard. If substantial irregularities are noted, a review by the district review committee would be conducted.

#### **2. Test Score Discrepancy:**

If the difference between the private practitioner's cognitive score(s) and other cognitive score(s) is/are 15 points or more, this will be considered a significant discrepancy, requiring a review of the testing by the district review committee.

#### **3. Inconsistency with Related Data:**

Examples of inconsistencies may include, but are not limited to: parent and teacher reports, anecdotal records, academic history and standardized test scores. Again, if substantial irregularities are noted, a review by the district review committee would be conducted.

After completing the review form, the school psychologist initially reviewing the case should notify the lead school psychologist in the event that a district review is considered necessary. The student's parents and the private practitioner should be notified of any concern and be provided a copy of the district's review procedures. The relevant test protocols should be requested from the private practitioner and a review should take place on the next scheduled review date.

## **B. Review Committee:**

The review committee should consist of at least three school psychologists: the designated lead of the school district's Psychological Services Department and the school psychologist who completed the initial review, with the remaining member being an available school psychologist on staff.

### **1. Responsibilities of the Committee:**

The review committee's task is to review the latest testing to determine validity and/or explain the discrepancy in scores.

### **2. Recommendations:**

The review committee should determine if the latest results are acceptable, or if additional testing must be completed. Documentation of the district's review committee's conclusion should be completed to report the committee's recommendation(s):

- Accept current testing without modification
- Accept current testing with additional data required
- Request additional test data appropriate to the individual student

### **3. Follow-up review (if needed):**

When additional test data are requested from a private practitioner, the review committee will reconvene to determine if the updated data are acceptable.

## **C. Summary**

A letter will be sent to the parent(s) and a copy will be forwarded to the child's school reporting the review committee's recommendation(s). One member of the review committee (preferably the school psychologist who initiated the review) should attend the staffing conference to discuss recommendations.