Special Education IEP/Eval Procedures

School District of Beloit

Table of Contents

ANNUAL IEP

IEPs must be reviewed at least annually, and offer of placement/service must be given to the parent with sufficient time for a reasonable opportunity to review and consider before the implementation date.

The student's case manager is responsible for the following:

- ❑ Create new event in SEEDS; *Annual IEP*

- ❑ Set up IEP meeting with parents and staff (include student if appropriate).

- ❑ Complete the I-1 Invitation and I-1 s if student is age 14 or older.

- ❑ Contact the special education secretary to send out the I-1 Invitation and I-1s (if applicable) to parent/guardian. (A placement option must always be indicated as one of the purposes, in addition to annual IEP, and, if appropriate, transition services.)

    - All staff providing services to the student must be listed on the I-1 Invitation and I-1s as team participants. Mandatory participants (LEA rep, special education teacher, regular education teacher, and any related service provider that is or could be providing direct service to the student) are listed on the Must Attend section.
    - If any required member cannot be present at the meeting, parent must be contacted and the I-1 Subform/I-1 AS Subform Agreement That IEP Team Participant Not Required to Attend IEP Meeting must be completed and sent to parent. Parent must sign I-1 Subform/I-1 AS Subform and <u>return it to the district contact person before participant can be excused.</u> If parents don't agree to excuse a member, a new meeting date must be established or team participant attendance secured.

- ❑ At the meeting, discuss/determine the implementation date, ensuring the document can be reviewed and sent to the parents prior to the implementation date.
  Example:
  Date of meeting: 10/14/13
  Beginning/Implementation Date: 10/28/13 End Date of IEP: 10/13/2014

- ❑ Complete the I-2 Cover, the I-3 IEP (and related documents). If parents request a copy of the IEP at the meeting, provide them with a copy of your "sloppy copy" developed at the meeting. IEP cannot be implemented until parent receives the final reviewed copy.

    *If parent doesn't attend the meeting, the IEP cannot begin/be implemented until the parents receive the final copy of the IEP.

- ❑ Complete the Data Collection form

- ❑ Complete the checklist

- ❑ Within 5 days of meeting, the following completed documents must be completed in SEEDS: Data Collection form, I-1, I-1s (if applicable) I-1 Subform (if applicable), I-2, I-3 and an IEP checklist. An email to the program manager is then necessary to indicate a review may take place.

*A final copy of the I-2, I-3 and related documents will be sent to the parents by the special education secretary. Be sure the address is correct in SEEDS.

- ❏ Case Manager distributes IEP accordingly.

Interim IEP (Review/Revise)

The student's case manager is responsible for the following:

- ❏ Create new event in SEEDS; *Interim IEP* (stating reason).
  *The most recent IEP will automatically copy into this new event.

- ❏ Set up meeting with parents and staff (include student if appropriate). Record a date and give a reason for the meeting. Indicate the purposes of the meeting (determine continuing placement, review/revise IEP including a reason, discuss transition services if applicable). Contact the special education secretary to send out the I-1 Invitation and I-1s (if applicable) to parents and staff.
  - _ All staff providing services to the student must be listed on the I-1 Invitation and I-1s (if applicable) as team participants. Mandatory participants (LEA rep, special education teacher, and regular education teacher [if applicable]) are listed on the Must Attend section.
  - _ If any team participant cannot be present at the meeting, parent must be contacted and the I-1 Subform/I-1 AS Subform Agreement That IEP Team Participant Not Required to Attend IEP Meeting must be completed and sent to parent. Parent must sign I-1 Subform/I-1 AS Subform and return it to the district contact person ***before participant can be excused***. If parents don't agree to excuse a participant, a new meeting date must be established or team participant attendance secured.

When you are holding an IEP to discuss ***change of placement***, including but not limited to, a new entity, change to homebound placement, etc.

- You MUST include Emily Pelz as a non-required member of the team - she should be included on the invitation and sent a calendar invite just like other members of the team.
- Be sure to include any related services personnel, the principal of the building, the teacher for any self-contained program, and the program manager for the building
- Please communicate who the student is and why you are looking at a placement change - what the programming needs are

The Program Managers are:
Elementary: Laurie Mills
Westside Intermediate: Melissa Beavers
Eastside Intermediate: Ashley McKillips
High School: Lara Janisch-Garcia
BLA: Theresa Whitney

- ❑ Complete a new I-2 Cover
  - _ The beginning date on the I-2 Cover will be new, reflecting the date any changes to the IEP will go into effect. This is the same date as the implementation date on the IEP.
  - _ The new I-2 Cover will reflect the same ending date as the annual IEP.
  - _ On page 2 of the I-2 Cover, record the new meeting date.
  - _ If any team member did not attend the meeting, their name must be deleted from the I-2 Cover.

- ❑ Make necessary changes to current IEP in the updated event, dating any additions. Update the present level; what necessitated the need for an interim IEP meeting? You will also enter the new meeting date on top of each page of the IEP.
  - ❑ Review the **entire** IEP – some fields purposely do **not** fill when it is copied over.

- ❑ If parents request a copy of the IEP at the meeting, provide them with a copy of your "sloppy copy" developed at the meeting. The IEP cannot be implemented until the parent has received a final copy.

- ❑ Within 2 days of the meeting, the following documents must be completed in SEEDS: Data Collection form, I-1, I-1s (if applicable) I-1 Subform/I-1 AS Subform (if applicable), I-2, I-3 (and related documents), and an IEP chacklist. An email to the program manager is necessary to indicate review may take place.

- ❑ A final copy of the I-2, I-3 and related documents will be sent to the parents by the special education secretary. Please be sure the address in SEEDS is correct.

- ❑ Case manager distributes to staff accordingly.

<u>CHANGES TO AN IEP WITHOUT AN IEP TEAM MEETING</u>

If any team participant providing services to a student wishes to make a change to an IEP without holding an IEP meeting, the following steps must be completed.

- ❑ The team participant wishing to make a change must contact the primary special education teacher to discuss the proposed change.

The student's case manager is responsible for the following:

- ❑ Create new event in SEEDS; *Interim IEP* (stating reason). *The most recent IEP will automatically copy into this new event.

- ❑ Contact all team participants, including parents, to discuss the proposed change.

- ❑ Create the I-3 Subform, <u>Notice of Changes to IEP Without an IEP Team Meeting</u>.
  - The date the parent was contacted must be documented as well as the names of all IEP team participants.
  - The change(s) made and reasons for making the change(s) must be documented.
  - The beginning/implementation date will be completed (the date will be one week after parent contact), and the end date will remain the same as the annual IEP ending date.

- ❑ Make necessary changes to current IEP in the update event, dating any additions.

NOTE:

- The IEP meeting date will not change on the IEP document since a meeting was not held; Enter the original date of the meeting.
- Review the **<u>entire</u>** IEP – some fields purposely do **<u>not</u>** fill when it is copied over.

- ❑ Complete a Data Collection Form.

- ❑ No changes can be implemented without parents receiving a final copy; therefore, all completed documents (I-3 Subform, updated I-3, and Data Collection form) MUST be completed in SEEDS, for review within 5 days of contacting the parent. A copy of the I-3 Subform and updated I-3 will be sent to the parent.

- ❑ Case manager distributes to staff accordingly.

INITIAL EVALUATIONS

- EC only evaluations – conducted by EC teacher.
- S/L only evaluations – conducted by S/L pathologist.
- All other initial evaluations conducted by school psychologist.

The evaluation case manager is responsible for the following:

❏ Create new event in SEEDS; *Initial Evaluation*

❏ A-1 Referral is completed and dated by the case manager (beginning the 15 day timeline).

❏ Create an A-2 Notice of Receipt of Referral/Re-Evaluation notifying parents that an evaluation is being initiated. It also notifies them of the IEP team participants that will meet to review existing data/records and determine if additional assessments are needed.

❏ Forward both forms to the Program Manager for review. A copy of the A-1, A-2 and parent rights brochure is sent to the parents by the special education secretary.

PARENTS MUST RECEIVE THE (A-2) PRIOR TO PROCEEDING WITH THE A-3 OR A-4 (Allow 3-4 days after sending the A-2 before proceeding/communicating with any team members regarding testing.)

If testing is needed:

❏ **WITHIN 15 BUSINESS DAYS FROM THE DATED REFERRAL (A-1),** the A-3 Notice and Consent Regarding Need to Conduct Additional Assessments must be sent to parent. Once consent is received, an evaluation determination must be completed within 60 calendar days of **RECEIVING** parent consent for assessment.

  - ❏ The A-3 must be completed for all SLD evaluations for the minimal purpose of a classroom observation.
  - ❏ The case manager will notify all team members when consent has been received and testing can begin.

OR

If testing is NOT needed:

❏ **WITHIN 15 BUSINESS DAYS FROM THE DATED REFERRAL (A-1),** the A-4 Notice that Review of Existing Information and Additional Assessments Not Needed must be sent to parent.

  - ❏ An eligibility determination meeting must be completed within 60 calendar days of the date of the A-4.
  - ❏ If no assessment is needed the evaluation process is to proceed.

❏ Contact parents and team members to set up the IEP meeting. The special education secretary will send the I-1 Invitation and the I-1s Student Invitation (if applicable). Mandatory participants (LEA rep, special education teacher, and regular education teacher [if applicable] are listed in the Must Attend section. All other participants are listed in the May Attend section.

  - ❏ If related service personnel (OT, PT, SLP, VI, DHH, student services, nurse) are providing service or may potentially provide a service they are required to attend the meeting.

❑ If a required participant is unable to attend all or a portion of the meeting, create the I-1 Subform/I-1 AS Subform Agreement that IEP Team Participant Not Required to Attend IEP Meeting. Parent must sign I-1 Subform/I-1 AS Subform and return it to the district contact person before participant can be excused. If parents don't agree to excuse a participant, a new meeting date must be established or team participant attendance secured.

❑ All individuals that completed an assessment must enter assessment data on the draft A-6 in the appropriate section(s) prior to the eligibility determination meeting. The A-6 document guides the eligibility determination discussion.

❑ Use the criteria checklist of each suspected impairment to review eligibility criteria before proceeding with completion of A-6.

❑ Eligibility determination meeting is held and A-6 IEP Team Evaluation Report Including Eligibility Determination is completed. If evaluation is to determine if the child is SLD, documenting consensus is required (signatures). Information collected from regular educators must be included on A-6.
  - All team members that have information through formal or informal assessments must include information in the A-6. Specialists' reports are not a substitute.

❑ Within 30 calendar days of completion of the eligibility determination meeting, an IEP team meeting must be held at which time an IEP is developed and placement is determined **OR** an IEP meeting may be held immediately following determination if time permits.

❑ I-2 Cover indicates who attended the meeting and the purpose(s) of the meeting. If more than one meeting is held to complete this process, an I-2 Cover must be completed for each meeting. If any team member did not attend the meeting, their name must be deleted from the I-2 Cover. If the Team cannot complete a task, and needs an additional meeting for IEP development and/or placement determination, the I-2 Cover will reflect ONLY the purpose of that particular meeting.

❑ The Case Manager completes the Data Collection form.

❑ Within 5 days of the meeting, the following are completed in SEEDS: A-1, A-2, A-3 or A-4, A-5(s) (if applicable), A-6, I-1/I-1s (if applicable) I-1 Subform/I-1 AS Subform (if applicable), I-2 Cover, I-3 and related documents and Data Collection form. An email to the program manager is necessary to indicate review may take place.

The I-4 Parent Consent for Placement should be completed and signed at the initial IEP meeting once placement is determined.

❑ NOTES FOR *INTIAL* EVALUATION CASE MANAGERS

1. The student's parents are contacted and afforded an opportunity to participate in the review of existing evaluation data.

   After a parent is notified in writing of the start of an initial evaluation, IEP team members must review existing data to determine what additional data are needed, if any. The student's parents, as members of the IEP team, must have the opportunity to participate in this review. After the review is complete the district must either notify the parent no additional assessments are needed or request parental consent for additional assessment.

   The three essential components are:
   - The review of existing data must occur after the parent is notified in writing of the start of an evaluation. (A-1 Referral/A-2 Notice of Re-evaluation)
   - The date and method of the parent's input must be documented.
   - The review of the existing data must occur **on or befor**e the date on the form requesting parental consent for additional assessments or the notice no additional assessments are needed.

   The review of existing data may occur on the same day the parent is notified of the start of an evaluation only if the parent is provided with a copy of the notice of the start of the evaluation in person prior to the review. If the notice of the start of an evaluation is mailed to the parent, consider the amount of time mail takes to go through the processing and mailing system before beginning to review existing data.

   Although an IEP meeting may be held to review existing data, an IEP team meeting is not required for this purpose. If a meeting is held to review existing evaluation data, complete an I-2 cover page.

   The review may be conducted without a parent's participation. If the parent did not participate, the LEA must document at least three reasonable attempts to convince the parent to participate.

   Examples of documentation include:
   - Detailed records of telephone calls and the results of those calls;
   - Copies of correspondence sent to parent and any response received.

2. *EVERY MEMBER of the team (LEA rep, regular education teacher, all special education staff---ALL names listed on the A-2 as being team members) must be contacted and the date of this contact and their input regarding what testing needs to be done gets recorded on the A-3 or A-4. This contact with team members must be AFTER the parent would have received the A-2 Notice of Receipt of Referral or Notice of Re-Evaluation. Indicate what each individual team member said regarding whether additional testing was needed or not.

3. As Case Manager, **please make sure that everyone is clear on whether or not testing is going to be done and who is going to be doing testing.** All those listed on the A-3 must have clearly documented their testing input on the A-6 prior to the evaluation team meeting. If testing is done when an A-4 has been sent to the parent, it should be done as part of the IEP

portion of the meeting only and the results indicated in the PLAAFP of the IEP, NOT on the eligibility report.

4. On the A-6, remember to do the following:
Section I
    - *Question A. ("Summary of previous evaluations") Summarize all previous evaluations, not just the most recent one.
    - *Question B. (Summary of evaluations and information provided by parent(s)"). This refers only to information provided by the parents such as concerns they have or information they've obtained through outside evaluations
    - *Question C. ("Previous interventions and their effects") Make sure to include the **EFFECTS** of the previous interventions. For most evaluations, it is typically not appropriate to say the student has not received interventions.
    - *Question E. This is <u>not</u> where to write the required systematic observation; instead what do others observe about this student?

Section II
    - *Question C. ("Summary of current evaluation data") if this is not a Specific Learning Disability, this is the place to summarize the information that you used to make the "met/did not meet criteria" decision. You should include a summary of information used to meet all specific areas of eligibility being considered. If no testing was done, you have determined that you had adequate data without additional testing to determine whether or not criteria was met. You need to summarize the information from the data that you used. It is not appropriate to say, that no testing was done and leave it at that. This is an evaluation of the whole child, so even if the evaluation was initiated to look at a second impairment area, you still need to document information regarding criteria for the child's current impairment.
    - *Question D. ("This is a Specific Learning Disabilities Evaluation") if this question is answered "Yes", then further questions appear related to a Specific Learning Disability under Section III. If "No" is chosen, then Section III just fills in N/A.

Section IV
    - *Question A.2. ("Documentation of eligibility criteria for each impairment…") You can indicate "See criteria checklist(s)" and "See question II.C if it is not an SLD evaluation and Section III if it is an SLD evaluation" to document where you obtained the data to answer the questions on the checklists. Complete an eligibility criteria checklist for all situations.
    - *Question A.3 ("Were other impairments considered and rejected") The answer is "Yes" if any impairment areas were looked at or if the student didn't qualify for the impairment area (i.e., S/L and SLD were evaluated and the student met the criteria for SLD but not S/L; this would have a "Yes" answer). Related services such as OT and PT are not considered here, because this area is looking only at impairment areas.

RE-EVALUATIONS

All re-evals will be conducted by the student's primary impairment case manager unless otherwise specified by the Program Manager.

The student's case manager is responsible for the following:

- ❑ Create new event in SEEDS; *Re-Evaluation*

- ❑ Create the A-2 Notice of Receipt of Referral/Re-Evaluation notifying parents that an evaluation is being initiated and notifying them of IEP team participants that will meet to review existing data/records and determine if additional assessment is needed. After being reviewed by the Program Manager, the special education secretary sends a copy to parents. **PARENT MUST RECEIVE THIS NOTICE (A-2) PRIOR to PROCEEDING WITH THE A-3 OR A-4. (Allow 3-4 days after sending the A-2 before proceeding/communicating with team members regarding testing.)** **The date of the A-2 begins the re-eval process. Anything that occurred prior to this date is moot.*

If testing is needed:

- ❑ **WITHIN 15 BUSINESS DAYS FROM THE DATED Receipt of REFERRAL (A-2),** the A-3 Notice and Consent Regarding Need to Conduct Additional Assessments must be sent to parent. Once consent is received, an evaluation determination must be completed within 60 calendar days of **RECEIVING** parent consent for assessment.
  - ❑ The A-3 must be completed for all SLD evaluations for the minimal purpose of a classroom observation.
  - ❑ The case manager will notify all team members when consent has been received.

OR

If testing is NOT needed:

- ❑ **WITHIN 15 BUSINESS DAYS FROM THE DATED Receipt of REFERRAL (A-2),** the A-4 Notice that Review of Existing Information and Additional Assessments Not Needed must be sent to parent.
  - ❑ An eligibility determination meeting must be completed within 60 calendar days of the date of the A-4.
  - ❑ If no assessment is needed the evaluation process is to proceed.
- ❑ Contact parents and team members to set up the IEP meeting. The special education secretary will send the I-1 Invitation and the I-1s Student Invitation (if applicable). Mandatory participants (LEA rep, special education teacher, and regular education teacher [if applicable] are listed in the Must Attend section. All other participants are listed in the May Attend section.
  - ❑ If related service personnel are providing service or may potentially provide a service they are required to attend the meeting.

- ❑ If a required participant is unable to attend all or a portion of the meeting, create the I-1 Subform/I-1 AS Subform Agreement that IEP Team Participant Not Required to Attend IEP Meeting. Parent must sign I-1 Subform/I-1 AS Subform and return it to the district contact person before participant can be excused. If parents don't agree to excuse a participant, a new meeting date must be established or team participant attendance secured.

- ❑ All individuals that completed an assessment must enter assessment data on the draft A-6 in the appropriate section(s) prior to the eligibility determination meeting. The A-6 document guides the eligibility determination discussion.

- ❑ Use the criteria checklist of each suspected impairment to review eligibility criteria before proceeding with completion of A-6.

- ❑ Eligibility determination meeting is held and A-6 IEP Team Evaluation Report Including Eligibility Determination is completed. If evaluation is to determine if the child is SLD, documenting consensus is required (signatures). Information collected from regular educators must be included on A-6.
    - All team members that have information through formal or informal assessments must include information in the A-6. Specialists' reports are not a substitute.

- ❑ Within 30 calendar days of completion of the eligibility determination meeting, an IEP team meeting must be held at which time an IEP is developed and placement is determined **OR** an IEP meeting may be held immediately following determination.

- ❑ I-2 Cover indicates who attended the meeting and the purpose(s) of the meeting. If more than one meeting is held to complete this process, an I-2 Cover must be completed for each meeting. If any team member did not attend the meeting, their name must be deleted from the I-2 Cover. If the Team cannot complete a task, and needs an additional meeting for IEP development and/or placement determination, the I-2 Cover will reflect ONLY the purpose of that particular meeting.

- ❑ The Case Manager completes the Data Collection form.

- ❑ Within 5 days of the meeting, the following are completed in SEEDS: A-1, A-2, A-3 or A-4, A-5(s) (if applicable), A-6, I-1/I-1s (if applicable) I-1 Subform/I-1 AS Subform (if applicable), I-2 Cover, I-3 and related documents and Data Collection form. An email to the program manager is necessary to indicate review may take place.

Student CONTINUES to need Special Education:

- ❑ I-2 Cover indicates who attended the meeting and the purpose(s) of that meeting. If more than one meeting is held to complete this process, an I-2 Cover must be completed for each meeting. If any team member did not attend the meeting, their name must be deleted from the I-2 Cover.

- ❑ If the team cannot complete a task, and needs an additional meeting for IEP development and/or placement determination, the I-2 Cover will reflect ONLY the purpose of that meeting.

- ❑ A copy of the A-6, I-2, and I-3 and related documents are given or, if parent agrees, sent to parent. IEP cannot be implemented until parent receives the final copy.

❑ The Case Manager completes the Data Collection form.

❑ Within 5 school days of the meeting, the following documents are completed:

____ A-2
____ A-3 or A-4
____ A-5 (if applicable)
____ A-6
____ I-1
____ I-2
____ I-3 (if applicable)
____ Data Collection form

____ Checklist

Student DISMISSED from All Special Education:

❑ A-7 is completed.

❑ I-2 Cover indicates who attended the meeting. If any team member did not attend the meeting, their name must be deleted from the I-2 Cover.

❑ There will be no beginning or ending dates entered on the I-2 since the IEP is not developed.

❑ The Case Manager completes the Data Collection form.

❑ Within 5 school days of the meeting, the following documents are completed:

____ A-2
____ A-3 or A-4
____ A-5 (if applicable)
____ A-6
____ A-7
____ I-1
____ I-2
____ Data Collection form

____ Checklist

NOTES FOR *RE- EVALUATION* CASE MANAGERS

1. The student's parents are contacted and afforded an opportunity to participate in the review of existing evaluation data.

   After a parent is notified in writing of the start of a re-evaluation, IEP team members must review existing data to determine what additional data are needed, if any. The student's parents, as members of the IEP team, must have the opportunity to participate in this review. After the review is complete the district must either notify the parent no additional assessments are needed or request parental consent for additional assessment.

   The three essential components are:
   - The review of existing data must occur after the parent is notified in writing of the start of an evaluation. (A-2 Notice of Re-evaluation)
   - The date and method of the parent's input must be documented.
   - The review of the existing data must occur **on or before** the date on the form requesting parental consent for additional assessments or the notice no additional assessments are needed.

   The review of existing data may occur on the same day the parent is notified of the start of an evaluation only if the parent is provided with a copy of the notice of the start of the evaluation in person prior to the review. If the notice of the start of an evaluation is mailed to the parent, consider the amount of time mail takes to go through the processing and mailing system before beginning to review existing data.

   Although an IEP meeting may be held to review existing data, an IEP team meeting is not required for this purpose. If a meeting is held to review existing evaluation data, complete an I-2 cover page.

   The review may be conducted without a parent's participation. If the parent did not participate, the LEA must document at least three reasonable attempts to convince the parent to participate.

   Examples of documentation include:
   - Detailed records of telephone calls and the results of those calls;
   - Copies of correspondence sent to parent and any response received.

2. *EVERY MEMBER of the team (LEA rep, regular education teacher, all special ed staff---ALL names listed on the A-2 as being team members) must be contacted and the date of this contact and their input regarding what testing needs to be done gets recorded on the A-3 or A-4. This contact with team members must be AFTER the parent would have received the A-2 Notice of Receipt of Referral or Notice of Re-Evaluation. Indicate what each individual team member said regarding whether additional testing was needed or not.

3. As Case Manager, **please make sure that everyone is clear on whether or not testing is going to be done and who is going to be doing testing.** All those listed on the A-3 must have clearly documented their testing input on the A-6 prior to the evaluation team meeting. If testing is done when an A-4 has been sent to the parent, it should be done as part of the IEP

portion of the meeting only and the results indicated in the PLAAFP of the IEP, NOT on the eligibility report.

4. For re-evaluations, if parents fail to provide consent for testing on the A-3, three thoroughly documented attempts must be made before the team can proceed with testing.

5. On the A-6, remember to do the following:

Section I

- *Question A. ("Summary of previous evaluations") Summarize all previous evaluations, not just the most recent one.
- *Question B. (Summary of evaluations and information provided by parent(s)"). This refers only to information provided by the parents such as concerns they have or information they've obtained through outside evaluations
- *Question C. ("Previous interventions and their effects") Make sure to include the **EFFECTS** of the previous interventions.
- *Question E. This is not where to write the required systematic observation; instead what do others observe about this student?

Section II

- *Question C. ("Summary of current evaluation data") if this is not a Specific Learning Disability, this is the place to summarize the information that you used to make the "met/did not meet criteria" decision. You should include a summary of information used to meet all specific areas of eligibility being considered. If no testing was done, you have determined that you had adequate data without additional testing to determine whether or not criteria was met. You need to summarize the information from the data that you used. It is not appropriate to say, that no testing was done and leave it at that. This is an evaluation of the whole child, so even if the evaluation was initiated to look at a second impairment area, you still need to document information regarding criteria for the child's current impairment.
- *Question D. ("This is a Specific Learning Disabilities Evaluation") if this question is answered "Yes", then further questions appear related to a Specific Learning Disability under Section III. If "No" is chosen, then Section III just fills in N/A.

Section IV

- *Question A.2. ("Documentation of eligibility criteria for each impairment…") You can indicate "See criteria checklist(s)" and "See question II.C if it is not an SLD evaluation and Section III if it is an SLD evaluation" to document where you obtained the data to answer the questions on the checklists. Complete an eligibility criteria checklist for all situations.
- *Question A.3 ("Were other impairments considered and rejected") The answer is "Yes" if any impairment areas were looked at or if the student didn't qualify for the impairment area (i.e., S/L and SLD were evaluated and the student met the criteria for SLD but not S/L; this would have a "Yes" answer). Related services such as OT and PT are not considered here, because this area is looking only at impairment areas.

THREE-YEAR RE-EVALUATION NOT NEEDED:

The student's case manager is responsible for the following:

- ❑ Create new event in SEEDS; *Re-Evaluation*
- ❑ Create the A-2 Notice of Receipt of Referral/Re-Evaluation notifying parents that an evaluation is being initiated and notifying them of IEP team participants that will meet to review existing data/records and determine if a re-evaluation is needed. Parents are participants on this team. The program manager reviews and the special education secretary sends a copy to parents.

  PARENTS MUST RECEIVE THIS NOTICE (A-2) PRIOR TO PROCEEDING WITH THE A-2 Subform. (Allow 3-4 days after sending the A-2 before proceeding/communicating with the team members regarding the need for an evaluation.)

- ❑ Team members listed on the A-2 review existing data, and discuss if a re-evaluation is needed.

The decision not to conduct a three-year reevaluation must be given careful consideration. The parent and the designated school staff should discuss the advantages and disadvantages of conducting a reevaluation, as well as what effect a reevaluation might have on the child's educational program. A reevaluation may be necessary to obtain current data to determine the educational needs of the child; the present levels of academic achievement and functional performance; 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; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the IEP annual goals.

- ❑ If, at any point, the team decides a three-year re-evaluation is not needed, the case manager will discuss this decision with the Program Manager.

- ❑ After parent agreement, the case manager completes the A-2 Subform. (If parents have disagreed with the decision that a re-evaluation is not needed, then the A-2 Subform is not sent and the re-evaluation process is continued.)

- ❑ Within 5 days of the decision, the following completed documents must be completed in SEEDS: the A-2 Subform and the Data Collection form. An email to the program manager is necessary to indicate review may take place. That ends the re-evaluation process.
- ❑ If the annual IEP is due at this time, the IEP case manger follows the annual IEP process.

If the LEA does not conduct a three-year reevaluation as a result of an agreement between the LEA and the parent, the next evaluation is due in three years. For example, if a child was reevaluated on October 1, 2012, and continued to be a child with a disability, the child's next three-year reevaluation must be completed no later than October 1, 2015. However, if the parent and LEA agree not to conduct the three-year reevaluation due October 1, 2012, the next full evaluation must be completed on or before October 1, 2015.

TRANSFER IEPs

Event: Transfer Student

Upon enrollment, if parent or guardian indicates the student has or has been a student with a disability, a request for records is sent.

The new school district shall provide such child with FAPE including services comparable to those described in the previously held IEP.

- ❏ Notify the special education office immediately of a special education transfer student if you have not already been notified. Services will be confirmed by phone if an IEP is not readily available.
- ❏ Child's records are requested by Central Enrollment/Student Records.
- ❏ When the file is received, it is submitted to the Program Manager for review.
- ❏ The PM will provide feedback and further direction in an email to the special education teacher along with the student records.
- ❏ Case manager will determine if a meeting is needed and complete the necessary forms.
- ❏ With every transfer meeting the case manager must obtain a signed S-20 (MA Billing) and if we have not received one, a signed I-4 (cnsent for services). The should be sent to the special education secretary at KEC.
- ❏ You must also complete the S-8 form; it's very important to ensure your information on this form is correct because SEEDS pulls and populates the information included on this form. Be sure to fill in the dates and names of all services providers. Indicate where the child came from; district and state if not Wisconsin. **You may ignore the records request section.** Be sure to fill in the dates of the last evaluation, IEO, date of parental consent to evaluate and parent consent to place. Again, if there is not a consent to place in the students file then please obtain a new signed form. If there is not a consent to test that is ok, as long as there is a current evaluation.

WITHIN 5 DAYS OF AN IEP MEETING, COMPLETE ALL NECESSARY DOCUMENTS AND SEND AN EMAIL TO THE PROGRAM MANAGER ACKNOWLEDGING IT IS READY FOR REVIEW.

(See DPI Bulletin 13.01 for more information.)

<u>Special Education Transfer Student Memo</u>

To: ______________________________

From:____________________________
Date: __________________

Attached-Special Education records for:

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- I-4 Parent Consent for Placement must be signed prior to services
- S-6 Out of State Transfer Accepted sent by case manager
- Eval needed; case manager should initiate evaluation
- Evaluation okay; proceed with IEP meeting
- IEP has/will soon expire; write new IEP under a new Annual Event
- You may accept the current IEP or you may write a new IEP

IEP meeting must be held by ___________.

All documents must be completed within 5 days following the IEP meeting.

Eval date ___________IEP mtg date__________

Begin date __________end date ____________

Primary Impairment______________________

Secondary Impairment____________________

Related services __________________________

Placement consent date ___________________

_____Case Manger has received a copy of the IEP on ___________________

_____Parents Rights sent with Welcome Letter on ___________________

_____Entered into SEEDS _________Skyward on _________