

# Special Education Tips & Reminders

## Initial Evaluations

Follow appropriate Initial Referral Checklist

- *Referral for Evaluation* – (**\*Not** used for OOS Transfers - Instead, complete Demographic Information for Reevaluations and Transfers form)
- On the *Referral for Evaluation*, under **Other Relevant Information** (p.2), **at minimum** include:  
1) Teacher and Parent Input, 2) Rtl/Prong 2 Data, 3) Grades, etc.
- *Notice and Consent for Initial Evaluation* - **60-day timeline begins when signed consent RECEIVED at school** **\*\*Consent form MUST be completed in entirety and CLOSED in SETS**
- Give packet to Psychometrist **within 2 weeks of receiving signed Consent.**

## REMINDERS

- ⇒ **When entering a second Referral Process** (student being referred again or Out-of-State Transfer who is returning), **\*\*clear out old data in Student Folder in SETS** before opening new forms.  
Call Alana (972-8566) or Rachel (972-8536) at COS.
- ⇒ **Out-of-State Transfers with IEP's** are entered in the **Referral Process** and marked **ACTIVE** in Student Folder.

## Formal Reevaluation/Additional Data is Needed

Follow Checklist for Formal Reevaluation (Discuss with Psychometrist/RC prior to meeting)

- **Initiate ALL Reevals at least 3 months in advance.** Give complete packet to Psychometrist **within 2 weeks of receiving signed Consent.**
- *Notice of IEP Team's Decision Regarding Reevaluation* - Gain Consent for testing AFTER the need for additional data has been discussed.
- **If parent does not attend reeval meeting, the Notice of IEP Team's Decision Regarding Reevaluation DOES NOT go home for parent signature.**
- *Notice and Consent for Reevaluation* (Signed by parent or 2 Documented WRITTEN Attempts)

## REMINDERS

- ⇒ **Obtain WRITTEN consent**, if the parent gives consent verbally (i.e. by phone).
- ⇒ MUST include completed Demographic Information for Reevaluations and Transfers form in packet.
- ⇒ Use **CURRENT** forms --- **Revised Sept 2017/2018**
- ⇒ Use *Compliance Verification Form (CVF)* for student's current area of disability to obtain minimum required components.
- ⇒ **\*\*IMPORTANT – Review eligibility packet once it comes back to the school, prior to the eligibility meeting.** Look for notes from Psychometrist and highlighted items. Be sure everything is added/corrected before the eligibility meeting.

## Informal Reevaluation/No Additional Data Needed

Follow Checklist for Informal Reevaluation (Discuss with psychometrist/RC prior to meeting)

- **Initiate ALL Reevals AT LEAST 3 months in advance.**
- **COPY FORWARD** all necessary evaluation data from previous Eligibility Report. **ADD/UPDATE** existing components to the new Eligibility Report. ***Updated information should support the decision to continue Special Education services.***
- Use CVF to ensure all required components for area of disability are documented on Eligibility Report.
- Complete *Notice of IEP Team's Decision Regarding Reevaluation* **\*\*(Do NOT obtain Consent)**
- **\*\*PSYCHOMETRIST MUST REVIEW DRAFT ELIGIBILITY REPORT and DRAFT NOTICE OF IEP TEAM'S DECISION REGARDING REEVALUATION PRIOR TO MEETING.**
- **\*\*Contact Psychometrist 3-4 days before the meeting.**

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## Eligibility Report Reminders

- **\*\*IMPORTANT – DO NOT** change Final Completion Date of All Evaluations...unless approved by Psychometrist.
- **\*\*IMPORTANT** – On the Eligibility Decision page (signature page), the first question (Was a lack of Appropriate instruction...) **MUST be checked NO**, and the next three questions **MUST ALL be checked YES** in order for a student to be determined eligible.
- **MUST** include statement on Data-Based Documentation (Prong 2): Results have been **provided** to parents.
- Consider and document all information provided by parent (i.e., private psych, outside evaluations, medical, etc.)
- Do not select area of disability on signature page of Eligibility Report before the IEP Team makes a decision. **You cannot predetermine eligibility.**
- You must complete the appropriate *Compliance Verification Form (CVF)*, specific to the area of disability, at EVERY Eligibility and include all required components on *Eligibility Report*.
- **Click OK in the Student Folder in SETS after EVERY Eligibility meeting.**

Send to Betsy Dunn at COS: **Copy of signature page of Eligibility Report and Compliance Verification Form (CVF).**  
Discard CVF's for other disability areas considered.

## General Reminders

- "Follow up as needed" is NOT an assessment. **DO NOT** add it to *Initial Consent or Consent for Reeval*. Team carefully considers at meeting what assessments are needed. (Contact Psychometrist if you have questions.)
- *Annotate Process* is the first choice under each process. **USE** this to document attempts to have parent attend meetings (i.e., numerous phone numbers called, numbers not in service, messages left with whom, etc.).
- *Rating Scales* - **Date and give rating scales to teacher(s) (and/or parent) at Referral or Reeval meeting. Check rating scales for completeness.**
- Work Samples – Should be DATED and GRADED. Include writing samples, if area of concern.
- *Notice and Invitation to a Meeting* - (Obtain parent Signature **or** 2 Documented WRITTEN Attempts) Use *Annotate Process*, if needed. *Note: Best practice is to mail WRITTEN Notice twice, unless parent returns the signed Notice.*
- **\*\*Documenting Adaptive Scales on Eligibility Report** – If unable to get Parent Vineland-3, a second Teacher Vineland-3 **MUST** be obtained. **\*\*Two attempts to obtain the Parent scale MUST BE DOCUMENTED ON THE ELIGIBILITY REPORT** under Adaptive Area.
- **Make sure paper copies of forms and forms in SETS match.**

## Observations

- Observations **MUST BE A MINIMUM of 20 MINUTES** in length and completed by a certified teacher.
- **Insert the Observation form into the Referral or Reevaluation Process in SETS.** Do not upload it as a document.
- Observations **MUST** include the date and the activity/class being observed.
- Observe only one student at a time and do not include names of other students.
- **Do not observe a student in the class that you are teaching.**
- **Observer must be present in eligibility meeting - if considering SLD.**

## IEP Chairs

- **Referrals from Rtl/PST must come with cleared Vision & Hearing.**
- **REMINDER:** Rtl Intervention Data should be sufficient enough to determine whether the referral requires a special education evaluation.
  - ⇒ IF at Referral meeting, the student is not referred for an evaluation, then the *Notice of Proposal or Refusal to Take Action (NOPORTTA)* must be completed and student returned to Rtl and/or consider possible 504 referral.
- Interventions should match referral concerns (math, behavior, attention, etc.) and Rtl documentation should exist.
- **Documentation of Accommodations Provided in the General Education Curriculum & Deemed Unsuccessful form, MUST** be completed for students suspected of having attention and/or hyperactivity/impulsivity difficulties.