

Athens City Schools Special Education Evaluation Process

Planning Meeting & Informed Consent

Following the Determination of Suspected Disability Meeting and the determination of the team that a disability requiring special education services is suspected, the team may move forward with a planning meeting to determine which areas of assessment will be included in the evaluation and who will be responsible for those areas. After the evaluation is planned, documented on the Evaluation Planning Form, and proposed to the parent the Parent Consent for Evaluation (PR-05) can be provided to the parent to allow them to grant or refuse consent for the proposed evaluation.

The ETR meeting is scheduled with the parent/guardian and team at this time.

The parent is provided a copy of the Evaluation Planning Form and Parent Consent for Evaluation, a Prior Written Notice, an invitation to the ETR meeting, and offered the parent rights document by the school psychologist.

Data Collection and Reporting

The evaluation will take place as indicated on the planning form and all areas of assessment indicated will be documented within the Evaluation Team Report by the assigned team member(s). All included team members will be notified via email of their responsibilities for the student's evaluation.

Following the evaluation planning meeting, the teacher will receive an email from the School Psychologist notifying them of their responsibilities for the ETR.

A 'teacher report' will always need to be completed. This will be on Infinite Campus within the ETR document. That document will be shared with the teacher to allow them access to the document. Under Part 1 of the ETR, an Individual Evaluator's Assessment will be created for the teacher to input information. Guides for completion of the teacher report will be provided on Infinite Campus by the school psychologist.

Rating scales may need to be completed. Rating scales and Part 1 need to be completed at least one week prior to the scheduled ETR meeting. Each person responsible for completing a rating scale will be alerted by the school psychologist to look for the digital rating scale link(s) via email from the assessment program(s).

The assigned intervention specialist will complete academic testing in related areas of concern if indicated on the evaluation plan.

ETR Meeting

Within 50 days of obtaining consent, an ETR meeting will take place to review the results of the evaluation and determine eligibility for special education services. The ETR will be scheduled within 50 days of consent to ensure meeting the 60-day compliance timeline in the event a meeting needs to be rescheduled. Each team member contributing to the ETR will review their information with the team at this meeting.

Eligible

The team determines the student does meet eligibility requirements for special education services. A copy of the ETR, a PR-01, and the parent rights are provided to the parent/guardian by the school psychologist.

IEP

The school district has 30 days to draft and propose an Individualized Education Program (IEP). In some unique situations, the district may propose an IEP at the conclusion of the ETR meeting.

The intervention specialist follows the procedures in the Intervention Specialist Handbook for the initial IEP process.

Not Eligible

The team determines the student *does* meet eligibility requirements for special education services. A copy of the ETR, a PR-01, and the parent rights are provided to the parent/guardian by the school psychologist.

Regular Education

Parent/guardian is provided the Prior Written Notice document (PR-01) by the school psychologist.

Student is referred to building team for possible support, if needed.



Athens City Schools Special Education Referral Process

Parent/Guardian Referral for Evaluation

Referral for evaluation includes both written and verbal requests.

Person receiving the referral immediately ensures the principal is notified. The principal will contact the school psychologist and director of special education.

School psychologist opens a Referral for Evaluation Form (PR-04) in Infinite Campus and then contacts the parent to collect information and schedule a Determination of Suspected Disability Meeting that must take place within 30 calendar days of the date the district receives the request.

The school psychologist provides written communication to the parent that includes the parent invitation for the meeting and the parent rights document.

Building Team Referral for Evaluation

The student's educational team will follow the district's MTSS process to determine when a student should be referred for an evaluation for special education services.

At the time of referral, the school team will provide the school psychologist a completed INTERVENTION DATA COLLECTION FORM.

The school psychologist will then open a Referral for Evaluation Form (PR-04) in Infinite Campus and share that form with the student's teacher and/or team. The teacher and/or team will be notified via email by the school psychologist that the form is available for completion. The teacher team will complete the form. The PR-04 should be completed prior to the date of the Determination of Suspected Disability Meeting.

The school psychologist contacts the parent to schedule a Determination of Suspected Disability Meeting.

Determination of Suspected Disability Meeting

This meeting will include parent(s)/guardian(s), a district representative, school psychologist, regular education teacher(s), intervention specialist, and any other relevant team members. This meeting will include a discussion of the student's strengths and weaknesses and a review of data and intervention history.

PR-04 reviewed and finalized by team if the referral was initiated by the parent/guardian. The team will determine if a disability requiring special education services is suspected or not.

Suspected Disability requiring special education services is suspected by team.

Not Suspected Disability requiring special education services is not suspected by team.



Move to Special Education Evaluation Process

The process to initiate an evaluation for special education services begins and is outlined under Special Education Evaluation Process. This process may begin directly following the Determination of Suspected Disability Meeting.

Regular Education

Parent/guardian is provided the Prior Written Notice document (PR-01) by the school psychologist.

Student is referred to building team for possible support, if needed.