

# SPECIAL ED INTAKE, IEP, & RE-EVALUATION PROCESS

## NEW STUDENT

1. Registrar conducts a STARS search on new students (student display), or contacts the previous school if they were coming from out of the state to see if the student has had a history of special education.
2. If the student has a history of special education, the student is added to the special ed spreadsheet and records are requested from school/district (if outside of Voz Collegiate Preparatory Charter School). IEPs from out of district are uploaded to the shared special ed drive.
3. Registrar emails staff about the arrival of a new student and indicates they have been identified as having an IEP.
4. The Coordinator of Special Ed. notifies any additional staff (e.g., SW, SLP, etc.) about the new student
5. The Coordinator of Special Ed. then selects the case manager for the student based on balanced FTE's
6. The Coordinator of Special Ed notifies appropriate district personnel about caseload assignments.
7. Coordinator of Special Ed prints records and creates a physical special ed file.

## ACCOMMODATIONS/MODIFICATIONS:

1. The Coordinator of Special Ed. will upload the student into the Accommodations/ Modifications in the Special Ed. Google Drive. An email/link to the folder is sent out to staff as a reminder of the student's accommodations and modifications after each IEP.

## ADDENDUM

*\*Start of the year addendums will be conducted by Case Managers, if any changes are needed to address schedule changes or accept IEPs for new students*

- Addendums for new students will be completed in the first 30 days of school by the case manager and all related service providers
- Later addendums will be used to make minor changes to an IEP as appropriate

- Meetings can be held virtually or in person. If parents are unable to attend, document this in the meeting participants signature box and send a copy of all documents to parents via email.
- Coordinator of Special Ed. puts addendum into student's SPED file
- Coordinator of Special Ed. updates the Caseload Spreadsheet and STARS information on SIS to reflect any changes
- Coordinator of Special Ed. updates teachers and related services providers as needed

### PROCESS FOR COMPLETING AN IEP

1. The special ed coordinator will plan IEPs about 3-4 weeks in advance of the IEP due date. He/She will send a google calendar invite to the case manager, related services provider, general ed teacher, and any other IEP team members.
2. The case manager will contact the parent about the proposed date and time. Parents can choose either in-person or virtual meeting. After confirming the date and time, the case manager will add the parent to the calendar invite and will label the calendar invite as CONFIRMED.
3. Case Manager sends the IEP survey to all general ed teachers and begins collecting data **at least 2 weeks** prior to the IEP - this includes: present levels, teacher reports, related services reports, short-cycle testing data, recommended goals, and any other important information. Reports will be collected within that time period and no later than 2 days prior to the IEP.
4. Case Manager sends parent invite home with student, as well as via email, and provides the student with his/her own copy - **2 weeks** prior to the IEP meeting.
5. Case Manager informs all attendees of the IEP team meeting through email of date and time at least **10 Calendar days** prior to the date of the IEP.
6. Case Manager puts IEP date and time in the Caseload Spreadsheet in the Google Drive.
7. Case Manager contacts the family **2 days prior** as a reminder for the IEP.
8. Case Manager drafts the IEP prior to the meeting.
9. Case manager leads the IEP. Following the IEP meeting, the parent is emailed an unsigned copy of the IEP document with a copy of Parent Right and Procedural Safeguards. The document is sent through electronic signature software (e.g., Adobe Sign) for signatures.
10. Case Manager files the signed copy of the IEP in the special ed folder, updates the caseload spreadsheet in the Google Drive system, and updates the SIS as appropriate.

### RE-EVALUATIONS

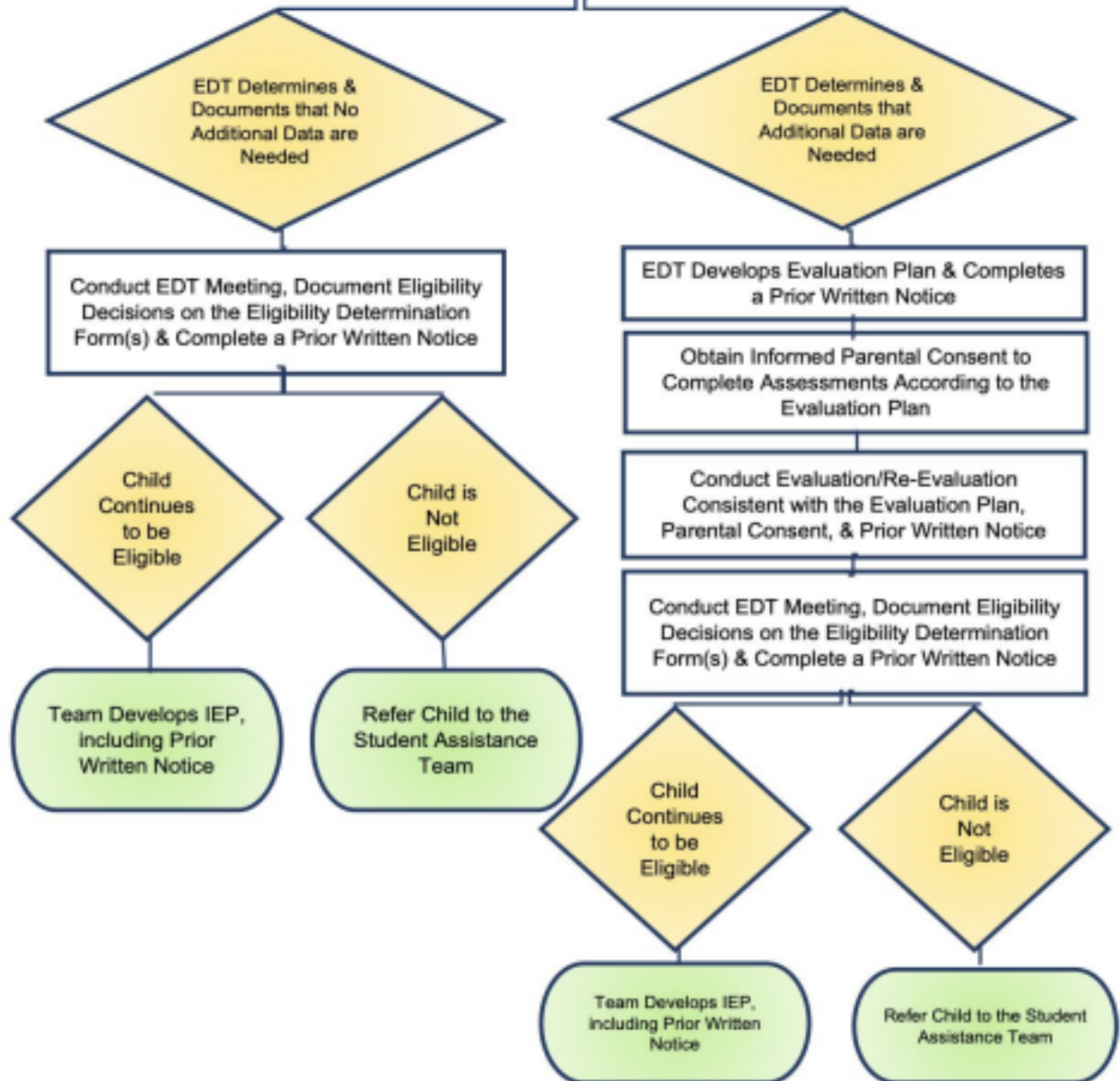
1. Coordinator of Special Ed. identifies students needing a re-eval (triennial evaluation) at the beginning of the year and highlights them accordingly in the special ed spreadsheet.
2. The Coordinator of Special Ed will schedule bi-weekly meetings with the diagnostician to review upcoming evaluations throughout the year.
3. The case manager will begin to collect additional data from parents, teachers, and the student that is needed for the REED **2 months prior** to the date of the evaluation and/or IEP date - whichever comes first.
4. The Case Manager will request a hearing and vision screening from the nurse.
5. **NOTE\*** - A formal evaluation is required every three years unless the parent and the LEA agree that there is sufficient documented data to determine that standardized, formal assessments are not necessary as part of the re-evaluation process. The REED is completed to help make this determination and add data to the EDT. Prior to all re-evaluations, the Eligibility Determination Team (EDT), must review existing evaluation data (REED).
6. Case Manager retrieves attendance, grades, STAR Math/Reading scores, NMSSA scores, parent reports, teacher reports, student reports, and any other important data and puts in the REED document. *{directions at bottom of this document}*.
7. The REED will be reviewed by the EDT team at the biweekly meeting, and will determine which additional assessments or data might be necessary, if any, to determine: (a) whether a child has a disability; (b) the educational needs of the child; (c) the present levels of academic achievement, functional performance, and related developmental needs of the child; (d) whether the child needs special education and related services; and (e) whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.
8. Based on the REED, the EDT team will decide to follow one of the two scenarios and provide parents with the appropriate notice:
  - a. \*IF it is determined that standardized, formal assessments are **NOT necessary** to determine continued eligibility and need for special education services, the EDT uses the data obtained during the REED process to document continued eligibility. This eligibility determination and continued need for special education is documented on the appropriate Eligibility Determination Re-evaluation form and the Prior Written

Notice. The date of this decision becomes the new evaluation date. The IEP will then be completed.

- b. \*IF it is determined that additional testing **IS needed** to determine if the student continues to have a need for special education services, the Case Manager will need to provide prior written notice of the testing and the Diagnostician should describe the process to the student and family.
    - i. The Special Ed Coordinator or diagnostician will then obtain informed consent to test from the parent or guardian. Once consent is received then the Diagnostician and/or related service providers may evaluate the student. The evaluation must be completed and a report provided before the scheduled IEP date. **For initial evaluations, all testing must be completed within 60 calendar days of consent.**
    - ii. Coordinator of Special Ed and the case manager sets up testing with the diagnostician, or any related services needed.
    - iii. The Diagnostician and/or any other related service conducts their testing. The Coordinator of Special Ed. then sets up another EDT meeting with the student and family to review the testing results and make a determination of services. This EDT meeting decision will become the new evaluation date.
    - iv. Following, the IEP will then be conducted and updated with the new information.
9. **NOTE\*** - For both scenarios above, the EDT must document that the child continues to be eligible for special education and related services under one or more IDEA (2004) eligibility categories. The eligibility determination and continued need for special education is documented on the appropriate Eligibility Determination Re-evaluation form (EDT Form) and the Prior Written Notice form. The new assessment data are integrated into the new IEP. If no additional data were needed, the date of the eligibility decision becomes the new evaluation date. If additional data were needed, then the date that the comprehensive evaluation was completed becomes the new evaluation date.

### REED Process is Initiated

As part of an initial evaluation (if appropriate) and prior to all re-evaluations, the Eligibility Determination Team (EDT), must review existing evaluation data (REED). On the basis of that review with input from the child's parents, the EDT documents what evaluation standardized, formal assessments are needed, if any, to determine: (a) whether a child has a disability; (b) the educational needs of the child; (c) the present levels of academic achievement, functional performance, and related developmental needs of the child; (d) whether the child needs special education and related services; and (e) whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.



## PROGRESS TOWARDS GOALS

- Case Manager, and all related service providers request feedback from Regular Education Teachers during staffing meetings in “PTG’s Google Docs” 1-2 weeks prior to the end of the quarter of each grading period.
- Case Manager, and all related service providers complete PTG in the IEP document before the end of the quarter.
- PTGs are emailed to families.

## IEP DOCUMENT

Case managers review the previous IEP, create a new IEP, and update the document:

The Case Manager enters all pertinent information within a week of the IEP:

1. Student Profile : (Hobbies/Interests/Strengths and Weaknesses)
2. Present Levels of Academic Achievement and Functional Performance: (STAR Scores, Grades, teacher survey information)
3. Measurable Postsecondary Goals (Grades 7+ only, includes an interest inventory for all 8th grade students and 6th or 7th grade students who are 13 years old)
4. Transition Planning And /Interagency Linkage (Grades 7+ only)
5. Course of Study (Grades 7+ only)
6. Graduation Options (Grades 7+ only)
7. Testing
8. Consideration of Special Factors
9. Discipline
10. Medical/Significant Health Information ( Allergies/ Medical Conditions/ Medication to Dispensed at School)
11. Extended School Year
12. Least Restrictive Environment
13. Annual Measurable Goal(s)
14. Instructional Accommodations or Modifications
15. Schedule of Services
16. Level of Service - in minutes
17. Setting (General Education/Special Education, etc.)
18. Age of Majority

19. Prior Written Notice of Proposed Actions (Level of Service, # of Minutes/ Services/Service Setting)

All related service providers enters all pertinent information within a week of the IEP:

1. Transition Planning and /Interagency Linkage in Related Services (Grades 7+ only)
2. Present Levels of Academic Achievement And Functional Performance
3. Annual Measurable Goal(s)
4. Schedule of Services Minutes are provided and recorded

### DURING IEP

The Case Manager is the facilitator and owner of the IEP Meeting (projector, room set-up, signature page/ electronic signature, confirming General Education teacher attendance, safeguards, etc.)

Diagnostician, SW, and SLP facilitate their own data.

### AFTER IEP MEETING

Day of/Day After

1. Coordinator of Special Ed updates STARS data after completing the IEP in SIS and on spreadsheet
2. Case Manager completes and uploads accommodations into Google Drive with in one week of IEP
3. Special Ed Coordinator prints and files IEP in confidential folder within one week of IEP