HANCOCK COUNTY SCHOOLS

PROCEDURES FOR IDENTIFYING, EVALUATING, AND PLACING STUDENTS FOR SPEECH-LANGUAGE SERVICES

SCREENING

Screening is the first procedure conducted for identification. Public notice for mass screening is provided annually on the back of the school calendar distributed to parents.

Who Needs Screened

a) All preschoolers receive a speech, language, and hearing screening
b) All kindergarteners receive a hearing screening
c) Kindergarteners who have never been screened received a speech and language screening
d) All 1st graders receive a hearing screening
e) All 2nd graders receive a speech screen for articulation, voice, and fluency
f) All students entering a WV school for the first time receive a speech, language, and hearing screening
g) Any student who is on a recheck list receives a rescreening in the area(s) in question
h) Any student who is referred by a teacher or a parent receives a screening in the area(s) in question

Screening Documentation

a) Keep paper records of all screenings and results (e.g., actual screening test forms, any screening results data forms used to compile screening results, etc.).
b) Keep good records of those who will require a "recheck" and be sure that this is followed-up in a timely manner as you determine.

EVALUATION

For those who failed screening and a formal evaluation is in order, the following steps are then taken:

1) Start a file on this student, using a manila folder, placing all documents you create or receive for this student into this file.
2) Send home three things:
    a) **Notice of Individual Evaluation/Reevaluation Request** (Highlight the components on the second page of the notice that will be involved in the evaluation)
    b) **Procedural Safeguards** (must be given to parent at least once per school year!)
    c) **Speech/Language/Hearing Case History Form**
    You may decide to include your own "parent cover letter", composed by you with a more "user-friendly wording", that briefly explains why these documents are being sent home, what they mean, and what the parent is being asked to do, to help minimize any chances of confusion or misunderstanding on the part of the parent(s).
3) Once permission is received, conduct your evaluation, administering and scoring all tests, and assessing all of the evaluation procedures that you conducted for that student.

4) Get a <mark>**Teacher Assessment & Observation of Oral Communication Skills**</mark> form completed by the child's primary teacher(s). This is an integral part of your evaluation because, by law, more than a single evaluator must be involved in a special education evaluation.

5) Write up and print out a <mark>**Speech-Language Evaluation Report**</mark>, in Microsoft Word, incorporating your test results and all relevant information reported on both the Case History Form and the Teacher Assessment Form, using a report template used by the other SLPs. (Save the Evaluation Report on your computer, for copying and pasting information from it into the "Present Levels" (PLAAFPs) section of the IEP Draft that you will work on later, and place a signed, printed copy of the report into your file for that student.)

ELIGIBILITY COMMITTEE/IEP MEETING

Scheduling the Meeting

a) Check with your building principal about a meeting time/date to set up and see if s/he will attend or if a designee will be required. An administrator may permit the SLP to serve as the Chairperson/Designee of the team if the administrator is unable to attend the meeting.

b) Send home a <mark>**Notice of Eligibility Committee and/or IEP Team Meeting**</mark> (no need to send Procedural Safeguards again as long as you sent them with the Evaluation Notice). Indicate the purpose of the meeting on the notice, checking both "Eligibility" and "IEP" when using this for newly-eligible students and for students undergoing a Reevaluation, and checking only "Eligibility" for students found to be ineligible for services. (Check only "IEP" for students who are not undergoing a reevaluation, but are due for an IEP Update.)

c) Send an email to all Eligibility/IEP Team members, including a school administrator, (or follow your school's practice) well in advance, so that everyone is given ample notice while also having a written reminder of the meeting.

d) It is always wise to call the parent at least a day or two before the meeting to remind them, so that the committee members do not attend only to find that a parent has not shown for the meeting, causing the meeting to be cancelled and rescheduled.

e) Rescheduling may be done by calling the parent, who has not shown, and arranging a new meeting date and time that is agreeable to all team members. Cross out the meeting time and date on the original notice and write in the rescheduled time and date, writing your initials beside every hand-written change on the form. You may also write a comment on the notice that the parent(s) did not show for the meeting and so the meeting was rescheduled as indicated by the changes entered on this Meeting Notice. If you have already written an IEP Draft, be sure to change the IEP Date and also the service dates, if appropriate, on the draft in the WV Online IEP program and make sure that all printed draft copies reflect the new date(s)!

Before the Meeting

a) Organize all paperwork in the student's folder in a sequential manner. This will help your meeting flow in a logical order and also help you make sure that you address all of the required forms and documents without overlooking anything!

b) Make copies of the "IEP Draft" (if an IEP is being written for this meeting) for all team members so that they can better participate in the creation of a "Finalized" IEP document.

c) You may bring a laptop that is logged into the WV Online IEP program to use during the meeting to enter corrections or changes directly into the IEP draft saved in the program.

(Check with an administrator or special education teacher at your school to see if this practice can be used at your school.)

Eligibility Meeting for INELIGIBLE Students

If a student <u>does not qualify</u> for services, as a result of your evaluation:
a) <u>Conduct only an Eligibility Committee Meeting</u> (not an IEP Meeting).
b) First <u>send out a **Notice of Eligibility Committee and/or IEP Team Meeting**</u> that you have completed either by accessing a blank form on the special education website under "Special Education Forms" or, if the student is already listed in the WV Online IEP program, by accessing it by clicking on the link located beside the student's name.
c) <u>You can call the parent and explain your test findings and recommendation</u> to not offer services because the child has not met the eligibility criteria <u>and ask them if they still desire to attend a meeting before you attempt to select a meeting date and time</u>.
d) <u>If the parent declines to attend a meeting, ask them to check the appropriate response on the notice that they will be receiving to indicate their choice to not attend</u>. You must still hold an EC meeting with the rest of the committee members.
e) At the <u>Eligibility Committee Meeting</u>, present your evaluation results and your recommendation to not provide services at this time, by explaining how the student has not fully met the criteria listed on the **Eligibility Determination Checklist**. You do not complete this checklist, but you can use it as a reference during the meeting.
f) <u>Complete the **Eligibility Committee Report** and have it signed by every committee member</u>.
g) <u>If the parent opted to not attend the meeting, you must send the Eligibility Committee Report home after the meeting for the parent to sign and return</u>. (Make a copy in case it gets lost.)
h) <u>When all signatures are acquired, make copies</u> of the Eligibility Committee Report and all other relevant paperwork for the special education department, student's school office files, your speech files, and for sending home to the parent.

Eligibility/IEP Meeting for ELIGIBLE Students

If your evaluation has determined that a student <u>does qualify</u> for services:
a) <u>Initiate a new IEP Draft for an "UNDUPLICATED" ("speech only") student</u>.
b) If the student is "DUPLICATED" (will be receiving speech-language services while qualifying for special education under a different exceptionality), then the "Teacher of Record" (TOR) will initiate the IEP Draft, and you will merely add your information to the draft as a "RELATED SERVICE" provider. The Eligibility and IEP will be case-managed by the student's TOR. <u>Every special education student must be made eligible under ONLY ONE EXCEPTIONALITY</u>! Any additional services offered to a special education student already made eligible under a different exceptionality are considered to be "related services" and are not to be used in determining eligibility!
c) If the student is brand new to special education (is not already enrolled in a WV special education program), send an email to Linda Basil (lbasil@access.k12.wv.us), asking her to **add your new student to the WV Online IEP program. Give her the student's formal and full name (no nicknames) and date of birth. Also provide her with your WVEIS User ID (your IEP login username, not your password!) under which to add the student**. Check your WV Online IEP program over the next few days until you see your student's name appear on your student list. (If it does not show up within a few

days, you might want to submit another request.) Once the student's name appears on your student list, you can begin to work on the IEP Draft.

d) Complete all appropriate sections of the IEP Draft. You may use the "<mark>Compliance Check</mark>" feature in the WV Online IEP program at any time to check your work any time prior to the upcoming meeting. (The only item that should not pass the compliance check before the meeting is the "enter attendees" step!)

During the Eligibility Part of the Meeting

a) Introduce all members present.
b) Ask the parent(s) how much time they have so you can respect their time and try to wrap up the meeting in a timely manner.
c) Ask the parent(s) if the WVEIS identifying information on the form headers is accurate (name spellings, address, phone number, etc.). If any changes need to be made, make a correction on one of the forms and, after the meeting, inform the school secretary, who is capable of entering student information changes in the WVEIS system.
d) State the purpose of the EC meeting: that you will be explaining why the student qualifies for services while also asking for the input of all present members. During the meeting, try not to speak using unfamiliar professional terms that the parent(s) may not understand, yet do not "talk down" to them as well!
e) Review the testing procedures and the Evaluation Report by summarizing and explaining all of the details. It would be beneficial if each team member had a copy of the Evaluation Report in hand as you present it! Explain the meanings of any professional or uncommon terms in your discussion so all members can better comprehend.
f) <mark>For **UNDUPLICATED students ONLY**, explain that the student is eligible by identifying and checking off the appropriate criteria in **Section N ONLY** of the three-page **Eligibility Determination Checklist**</mark> . This form does not require signatures, but it summarizes the eligibility criteria upon which you are qualifying the student for special education services. Be sure the student's name and the meeting date are written on the Checklist pages.
g) Present and complete the <mark>**Eligibility Committee Report**</mark> and obtain signatures from all committee members. <mark>**The EC Report must always be signed by the parent**, even if they did not attend the meeting in person</mark>. In this case, you must send this form home for a parent signature after the meeting. (Always make a copy of papers sent home in case they get lost.)

During the IEP Part of the Meeting

The team collaboratively discusses the IEP Draft to create and agree upon a final version of the document.

Note: Some members might tend to talk off topic excessively during a meeting, which can make for a much longer meeting. Out of respect for everyone's time, the Chairperson should try to respectfully steer everyone back on topic to keep the meeting moving more efficiently. This can be directly addressed in a polite and assertive way with a statement such as, "This is very good information being shared right now. Perhaps we can arrange a different meeting soon to discuss these other issues. But, for the sake of time, let's continue with this IEP for now."

a) Immediately, have each IEP Team member who is present sign the first page of the IEP to document their attendance. If the parent participated by an alternate means, such as

telephone or webcam, this is documented by printing the parent's name under the alternative attendance section on the first page.

b) <u>Present and discuss all of the IEP pages in their proper sequence</u>. Try to summarize some of the pages, where possible, without failing to present all of the vital information on each page! Both the "==**PLAAFPs**==" (**Present Levels of Academic Achievement and Functional Performance**) and the ==**Goals**== page(s) might be seen as the "heart" of the IEP document upon which the services being offered within it are based. Therefore, these sections should be discussed in more detail. ==Make sure that the **Prior Written Notice** page has been completed and signed by whomever is the TOR. This applies to both the parent's copy that will be taken home and the master copy that will be duplicated after the meeting==.

c) An additional page, the "==**Permission Page**==," will be generated by the WV Online IEP program only for students NEW to special education. This will be the last page of the IEP. This page will not be generated for students already in a special education service. This is the important page on which the required parental permission to initiate special education programming is documented. ==For all students who are new to special education services, always make SURE the "Permission Page" is first signed by the parent(s) or legal guardian(s) before services are initiated!== If the parent(s) did not attend meeting, you must send it home for a signature.

d) Next, <u>ask the parent if their child has a Medicaid Number</u>. If so, <u>have them sign the</u> **Consent to Release Information from Educational Records for Medicaid Billing**. ==Every Medicaid student must have a signed "Consent to Release" form on file in the Special Education Department!== If one was not signed at the meeting, send a form home for a signature, keep a copy in your file, and send the original to the Special Education Department.

> (*Note*: *Sometime around October, you will receive a WVEIS caseload list of all of your students from Karen Wojcik at RESA 6 (kwojcik@access.k12.wv.us). You will be asked to update your caseload list for her at that time. Karen will then mail you a "Physician's Referral Letter" for you to sign and return, that lists all students from your caseload who are "Medicaid Eligible." Make a copy of this letter and use it to determine which of your students will need monthly Medicaid billing from you. Email Karen the names of students who are added to your caseload at any time during the school year after you signed the first Physician's Referral Letter, so that she can determine if any of them should be added to your Medicaid billing list.* ==*ALL Medicaid students receiving speech-language services will be billed online in WVEIS by the SLPs for no more than one EVALUATION within a six-month period, if one is conducted, and for monthly therapy SERVICE times. In addition, for each of their UNDUPLICATED Medicaid students ONLY, the SLP will submit a MONTHLY "Care Coordination" billing.*== *(For DUPLICATED Medicaid students, each student's TOR-- not the SLP--will submit the monthly billing for Care Coordination.) For each SLP, online Medicaid billing may only be performed from a specific work computer that has been designated to them for that function. For security reasons, the SLP will not be able to access the WVEIS site from any other computer to submit Medicaid billing.*)

e) Finally, ==**the parent MUST leave the meeting with a copy of the final version of the IEP, even if it contains hand-entered revisions on it!**== If the master draft was revised in any way during the meeting, photocopy it for the parent to take home. Then collect and shred all copies of drafts used during the meeting that do not contain all of the updated information. Along with the parent's copy, your master copy must have all of the exact same information that was agreed on in the meeting. All information revised, added, or

deleted to the IEP draft during the meeting must then be entered into the document stored in the Online IEP program.

==**REMEMBER: All copies of all documents MUST match each other word-for-word! It is a legal issue to have mismatched versions of an IEP or other official documents floating around!!!**==

After the Meeting

a) Use the ==**IEP/EC Checklist**== (found on the website) and the ==**SUMMARY TABLE**== (found at the end of this document) to assist you in organizing all of the paperwork, being sure to include, if appropriate, the ==Speech-Language Evaluation Report==, the ==Case History Form==, the ==Teacher Assessment & Observation== form, and the ==Eligibility Determination Checklist== as well.

b) Make multiple copies of the arranged paperwork (stapled in proper order) and distribute as follows:
    i) Original paperwork is sent to the secretary of the Special Education Department
    ii) One copy is placed in the student's "speech file"
    iii) One copy is placed in the school's special education files in the main/principal's office
    iv) One copy is sent home to the parent (Even though they were given a copy of the IEP at the meeting, they still need a copy of all the other paperwork.)
    Note: Some "off-campus" sites, such as Head Start or other preschools, might have their own request for copies, so honor those requests as well.

c) "Finalize" (lock in) the IEP stored in the WV Online IEP program within 10 days after the meeting was held, but first make sure all revisions have been entered into the online IEP that mirror all hand-written changes entered on the IEP Draft during the meeting. Finalization must be carried out before an ==**IEP Amendment**== can be made, if necessary, or before a ==**Progress Report**== can be generated! Once finalized, the IEP will be "archived" in the WV Online IEP program where it can be viewed at any time.

d) If you determine, sometime after the meeting, that a relatively minor modification must be made to the IEP, such as changing minutes of service or adding or deleting a goal, then an ==**IEP Amendment**== must be created. (An amendment can only be created from a Finalized IEP. However, if a major change to an IEP is being proposed, such as adding or terminating a service, then this cannot be done through an amendment procedure; this must be done by holding another IEP Team meeting during which the IEP would be UPDATED. In such a case, while always being encouraged to attend, a parent may decide to forego attending another IEP meeting and participate via an alternate method.

REEVALUATION (Due every three years after the Initial or the most recent Evaluation Date)

The purpose of this meeting is to determine CONTINUED ELIGIBILITY for special education services.

1) Review your caseload printout received from the Special Education Department and keep track of all reevaluation dates!
2) For all reevaluations, the team completes the entire Eligibility Committee process again, from the meeting notice through the EC/IEP meeting.
3) Before sending out the meeting notice for a Reevaluation, mark that the purpose of the meeting is for both an "Eligibility Meeting" and an "IEP Meeting".

4) The **Reevaluation Determination Plan** is <u>completed by all service providers</u> before the meeting and is <u>signed by all</u> at the Eligibility/IEP Meeting. Both this form and a sample completed form (a "Cheat Sheet") are on the Special Education Website.

5) Unlike for the initial eligibility, formal testing may not be deemed necessary, depending on entries made on the Reevaluation Determination Plan.

6) <u>No initial placement signature is required</u> from the parent on the IEP updated at the Reevaluation EC/IEP Meeting.

7) **Any student whose Reevaluation Date expires during the spring of the current school year or at any time during the upcoming school year until April 15th of that year must undergo a Reevaluation at the current Spring EC/IEP Update meeting. THE REEVALUATION ELIGIBILITY (EC) MEETING MUST ALWAYS BE HELD BEFORE THE STUDENT'S REEVALUATION DATE EXPIRES**! The annual IEP Update would be conducted at that same meeting as a matter of convenience.

FINAL NOTES

1) Annual Review IEPs are ALWAYS written in the spring. Students can become initially eligible at any time throughout the school year, but the annual IEP review must always be held in the spring <u>even if that initial IEP is only a few months old.</u>

2) **All** IEPs MUST be reviewed in the spring and written for the UPCOMING school year.

3) The **Service Page** of the IEP reflects the school year during which the services will be in effect.

4) Refer to the **IEP/EC Review Checklist** form available in the Special Education Website to use as a self-check procedure!

5) For Spring IEP Updates, this checklist must be attached to the front of EVERY student's paperwork packet sent to the Special Education Department by the last day of school each school year.

6) The **Procedural Safeguards** are updated and revised periodically as federal, state, and county laws, guidelines, and policy requirements change over time. Your school office generally has copies on hand. Ask the Special Education Department for additional copies as needed.

Prepared on 03/20/2014

REFER TO THE SUMMARY TABLE ON THE FOLLOWING PAGES!

SUMMARY OF FORMS AND DOCUMENTS TO BE USED BY THE SLP

Form Name/Description	Signed?	Who	When
Screening Test Form (This will vary. Preschool and second grade screening tools are on the Special Ed. website under "Speech Forms".)	No	SLP completes	During screening
Parent Screening Information Form (used for all screenings)	Yes	SLP completes and signs	Before sending home
Screening Results (a compiled summary for your own records)	No	SLP completes and regularly updates	After all screenings
Notice of Individual Evaluation Request (for Unduplicated speech students) (Central Office will take care of Duplicated evaluations)	Yes	SLP (or other TOR) and Parent both complete and sign	SLP – before sending home (for unduplicated students **ONLY**) Parent/Guardian – before returning form
Speech-Language-Hearing Case History Form	Yes	Parent completes and signs	Before returning form
Procedural Safeguards Booklet (The law requires this to be sent every school year! Check on the meeting notice either that these are being provided or that they were already provided this school year.)	No	SLP or other TOR sends with other papers	Include with Notice and Case History sent home
Teacher Assessment & Observation of Oral Communication Skills	Yes	Classroom Teacher completes and signs	Before returning form
Speech-Language Evaluation Report (Use your template in Word.)	Yes	SLP composes and signs	Compose when testing is completed and sign when report is printed out
Notice of Eligibility Committee and/or Individualized Education Program Team Meeting	Yes	SLP and Parent both complete and sign	SLP – before sending Parent – before returning form
Procedural Safeguards Booklet (Send this home for all Annual IEP meetings as well.)	No	SLP or other TOR sends with other papers	Include with EC/IEP Meeting Notice sent home
Reevaluation Determination Plan [used at Eligibility Meeting for reevaluations due to expire any time up until April 15th of the next school year (See sample on special education website)]	Yes	Completed by all Service Providers and signed by all IEP Team Members	During the EC/IEP Meeting

Eligibility Determination Checklist [The SLP uses this only for unduplicated students (**Section N**). For duplicated students, do not complete! Instead, the TOR completes their section. Only the PRIMARY service's section is to be checked on this form!]	No	Completed by Primary Service Provider only! (SLP for Unduplicated Speech-Language Students and TOR for all Duplicated students)	Either before or during EC Meeting
Eligibility Committee Report	Yes	Completed by SLP or TOR & signed by the EC team	During EC Meeting
Individualized Education Program (IEP Document)	Yes (see next three items below)	TOR and all related service providers (if appropriate) compose or update the IEP Draft	Draft is written before meeting and copies made for team members to use during meeting
IEP Team Attendance (First Page of IEP)	Yes	All IEP Team members who are present at the meeting	During IEP Meeting
Prior Written Notice (Page within the IEP)	Yes	SLP/TOR signs	During IEP Meeting
Parent Permission (Last Page of IEP) **FOR STUDENTS NEW TO SPECIAL EDUCATION ONLY**	Yes	Parent signs	During IEP Meeting after IEP has been completed
Consent to Release Information from Educational Records for Medicaid Billing [Used only for Medicaid students. Ask the parent at the IEP meeting if their child has (or still has, if you billed in the past) a Medicaid Number and complete this form. Send home for signature if the parent does not attend. Signed original is sent to Special Ed. Department and copies are filed.]	Yes	SLP/TOR completes and Parent signs	During IEP Meeting after IEP has been completed, or send home for signature after you receive a list of Medicaid students from Karen Wojcik at RESA 6
WVEIS Exit Form (This is used for your students who are dismissed from your service, or who transfer out of your school. Original is sent to Special Education Department and copies are filed.	Yes	SLP completes and signs (Separate forms are submitted by others servicing the same student.)	After EC/IEP Meeting, if student was dismissed from your service at the meeting, submit to Special Ed Dept. Also, should be submitted at any other appropriate time during year