



Considerations and activities for Child Study Teams when determining the appropriateness of a Special Education referral:

- Has the student had the OPPORTUNITY to acquire the skills expected of him/her?
- Is instruction being provided at the student's level?
- When appropriate interventions are tried, is the student making progress?
- Could more be tried within general education?

Procedures for ELL/LEP Initial Evaluation:

1. Assign an evaluation manager.
2. **Conduct a thorough cum review and record relevant information on the referral form under the additional information comments sections.**
3. Make sure the Online Referral for Special Education is completed (<https://mis.spps.org/referrals/login.cfm>):
 - a) Current address and phone number is listed.
 - b) ELL Teacher has been consulted.
 - c) Parent has been informed – In the **infrequent** event that no in-building interpreter is available to inform parents, a low-incidence special education interpreter may be used as a first contact to inform parents of the referral. Contacts made by special education interpreters will be recorded on campus in the contact log, not on the online referral form.
 - d) In the “Additional Information” box under “Check all that apply” section of the referral, be sure to note the U.S. entry date as well as the student’s history of instruction and attendance. In this section you should also include any additional or sensitive information that you would want considered by the team or interpreter before conducting the parent interview.**
 - e) Two instructional interventions specifically addressing areas of concern.
 - f) Principal has approved and signed referral.
4. To activate the process for involving the Special Education Department’s ELL Assessment team, find the Child Study Team Action section and **check the box for “Refer to ELL Assessment Resource team to conduct parent interview, then decide on whether to conduct an assessment.”** When you **click on the SAVE button** at the bottom of the screen, the referral will automatically be sent to Carol Dady at the Special Education Resource Office. Carol Dady at St. Andrews (293-8923, fax 228-4731) will send you an email verifying that the referral was received and the SE ELL Assessment Team process was activated. The **Special Education Interpreter** will then call the parents and conduct an interview. **The completed interview will be returned to the evaluation manager with instructions for the next steps.**
5. ELL Academic Assessor (trained LD, D/HH or Assessment Resource Teacher) or Resource Speech Pathologist will then:
 - a. Conduct further screening if needed.
 - b. Attend a child study meeting and/or consult regarding a possible evaluation, and may attend the evaluation-planning meeting if needed. The Evaluation Plan statements appropriate for ELL students are on CAMPUS.
6. Evaluation manager (school-based) will then:
 - a. Contact appropriate **Special Education Interpreter** to inform parents of the Evaluation Planning Meeting. If parents do not plan to attend the meeting, the interpreter will explain proposed assessments.
 - b. Send paperwork home. Write name of special education interpreter and phone number across top of Evaluation Plan.
 - c. Follow up if not returned.
 - d. Inform all assessors as soon as permission is received and set up Evaluation Summary Report Meeting.** (Please note parent preference for meetings if stated in Parent Interview.)*
 - e. Observe the student in subject area of concern and write up observation (if needed).
 - f. Start the ESR document on Campus. Write up the Reason for Referral, (summarizing information from the referral form) in the Background Information section.
7. ELL Academic Assessor or Speech Pathologist will then:
 - a. Conduct the academic assessment and attend the Evaluation Summary Meeting.
 - b. Coordinate the writing of the Evaluation Summary Report.
8. IEP manager will develop the IEP using the appropriate **Special Education Interpreter**. ***Before any meetings are finalized, contact the Special Education Interpreter to arrange meeting date/time when parents and interpreter can both attend.**

**When looking at appropriate accommodations, be sure to consider student’s English Learning needs as part of the IEP.

Procedures for ELL/LEP Reevaluations:

1. Complete the online referral form (<http://www.specialed.spps.org>) being sure to include classroom teachers on the referral team in order to gather information regarding student's functioning and progress in general education. Be sure to **list any additional questions, comments or other sensitive information** that you would want considered by the team or interpreter before conducting the parent interview **in the comment box under the ELL tab.**

2. To activate the process for involving the Special Education Department's ELL Assessment team, fill out the information under the ELL tab (after the other parts of the online re-evaluation are complete). **Check** the appropriate **special considerations** (First reevaluation to be done since Initial ECSE Evaluation; Initial Evaluation was done out of district; A new area of eligibility is being considered; Considering exiting student from special education; OR Student is 18 & has given permission to conduct a parent interview boxes **AND** the box for "**Send referral to the SE ELL Assessment Team.**" When you **click on the SAVE button** at the bottom of the screen, the referral will automatically be sent to Carol Dady at the Special Education Resource Office. Carol Dady at St. Andrews (293-8923, fax 228-4731) will send you an email verifying that the referral was received and the SE ELL Assessment Team process was activated.

3. The **Special Education Interpreter** will interview parents and invite them to the Evaluation Planning Meeting.

** Submit the referral form at least two weeks prior to the proposed planning meeting. Provide the interpreter with any additional comments or questions you have for the parents.

*****Fax a copy of current ESR and IEP if not they are not available on CAMPUS.**

4. The **Special Education Interpreter** will make at least two documented attempts to reach the parents. This documentation **and** the 'Next Step' procedures should be received/reviewed prior to the development of the evaluation plan.

a. If the interpreter reaches the parents, they will be asked if they would like to come in for an Evaluation Planning Meeting. If the parents would like to meet to discuss the proposed evaluation, the **Special Education Interpreter** will help schedule that. If the parents do not plan to attend a planning meeting, the paperwork should be mailed home as soon as possible **after** the interpreter has made contact with them.

b. If the interpreter does not reach the parents, documentation will be sent of two attempts to reach the parents along with a form letter in English and the home language explaining the process. You should send this form home along with the Evaluation Plan.

5. Use Evaluation Plan statements for ELL students (available on CAMPUS). **Write the name of special education interpreter and phone number across top of Evaluation Plan.**

6. Give all assessors on the Evaluation Plan an Evaluation Summary date and time (general education and ELL teachers must be invited.) Evaluations will be due based on 14-day rule or 30 school days after parent has signed permission. **Two documented attempts to get written permission must be made.** If parents have indicated a meeting preference time/date, please attempt to accommodate. *

7. Most reevaluations can be conducted by building staff familiar with the student. If ELL/Special Ed. Resource participation is recommended, that will be indicated on the 'Next Step' procedures.

Suggested reevaluation procedures:

a) Students initially, or most recently assessed and determined to be eligible for services by SPPS, will be reevaluated by building staff. A variety of measures and procedures should be used, along with a student observation, to determine the present level of educational performance (PLEP).

This PLEP should be used to evaluate a continuation of special education needs.

b) Out-of-district ESRs/IEPs should be reviewed by a trained ELL assessor to determine if additional assessments are needed. Recommendations will be made on the 'Next Step' procedures. (This applies to both out-of-district and out-of-state cases.)

c) When a new area of eligibility is being considered, initial evaluation procedures should be followed and a trained ELL assessor should be included to help determine eligibility.

d) When looking to exit a student from special education services, a trained ELL assessor should be included to help determine if discontinuing services would be appropriate.

8. IEP manager will write the Evaluation Summary Report, including the Background Information, (i.e. review of previous evaluations, services, information from teachers, grades, test results, parent and health information etc.). IEP manager will contact parents to hold IEP meeting. *

*** Before any meetings are finalized, contact the Special Education Interpreter to arrange meeting date/time when parents and interpreter can both attend.**