

Initial Referrals for Evaluation for Special Education

1. The Tier III chairperson will forward a copy of the student's Tier III folder to the school exceptional education teacher (academic or behavior concerns) or speech/language pathologist (for speech/language concerns) after the student has passed a current hearing and vision screening. If the student has academic/behavior AND speech/language concerns, the folder will be forwarded to the exceptional education teacher or department chair (middle/high schools).
2. The exceptional education teacher/department chair or SLP will enter the student into the exceptional education data system.
3. The exceptional education teacher or the speech/language pathologist will ascertain that all documents and data listed on the *Initial Referral Checklist* (in forms section of website) are complete and in the student's folder.
Go to the forms section of the TCSS Ex Ed website for details on how to complete the *Referral Checklist*.

When the exceptional education teacher or speech/language pathologist gets the signed consent form back from the parent, he/she will stamp the consent form with the date received to initiate the 60 day time line.

**Do not get permission to evaluate until hearing and vision have been cleared.

4. If the student has a medically documented hearing loss/deafness or vision impairment/blindness, the coordinator for special programs should be notified by the exceptional education teacher or SLP who is forwarding the folder to EEC. Once notified, the coordinator of special programs will alert members of the vision impaired team and/or hearing impaired team that they will be part of the evaluation team for this student.
5. The exceptional education teacher or the speech/language pathologist will send the student folder to the appropriate exceptional education support staff (elementary or secondary) within 7 school days of receipt of the *Consent to Evaluate* form.

**If the student is being evaluated for speech production concerns ONLY, then the SLP will keep the folder and begin the evaluation, completing all activities necessary for a comprehensive evaluation.

**However, if the student has language, social/emotional, behavioral, learning, or cognitive processing concerns, the folder will be sent to EEC as described above.

6. The exceptional education support staff will verify that all necessary information is in the folder, will set up the folder and will document the referral on Ex Ed Initial Referral Log. They will then send an email to the student's school speech pathologist, the school psychologist, the exceptional education teacher, the exceptional education coordinator, the exceptional education director and school principal indicating that the assessment process can begin. The exceptional education support staff will give the folder to the psychologist assigned to the student's school.
7. The school psychologist will review the folder and begin the assessment process.

- a. If the primary purpose of the evaluation is speech production (articulation, fluency or voice), the team should consider whether or not a formal cognitive battery should be administered. Additional areas to be considered should include academic achievement and social/emotional/behavioral functioning.
 - b. If the above areas were assessed at Tier III and the data is current (within one year), this information may be used for the eligibility evaluation.
8. The psychologist will enter information in areas assessed on the eligibility report and then give the student's folder back to the appropriate exceptional education staff member.
9. The comprehensive eligibility evaluation will be documented on the Eligibility Determination form in the exceptional education student data system. Each member of the evaluation team will be responsible for completing his/her respective sections of that form.

Please see the forms section of the TCSS Ex Ed website for guidelines on completing the eligibility form.

10. After the evaluation folder is documented and necessary copies are made, the exceptional education support staff will send the evaluation folder to the school SLP or the exceptional education teacher.
11. The Eligibility meeting will be conducted. Participants should include the parent, the school psychologist, the school Tier III chair, student's teacher and other members of the eligibility evaluation team, (including titles only, not specific names). The parent should be provided a 7 day notice according to Troup County procedures. Procedures for notice should be consistent with procedures followed for IEP meetings.

At this eligibility meeting the results of the assessments will be discussed by each respective member of the team and the *Eligibility Determination Report* is presented and completed. In order to expedite the eligibility determination process, **sections 1 - 6** should be completed **prior to** the eligibility meeting. **Sections 7 - 10** should be completed **during** the eligibility meeting.

If the student is found eligible and will receive special education services, a *Consent to Place* is obtained via parent signature. This consent form can be found on the exceptional education student data system.

12. After the eligibility meeting is conducted and the Eligibility Determination Report is completed, the folder is sent back to the exceptional education support staff and they will give to the appropriate coordinator for Due Process/Peer Review.
13. After Due Process/Peer Review, the folder will be sent back to the exceptional education teacher or SLP.
14. The exceptional education teacher/SLP is responsible for changing the student's status from "referral" to "active" or from "referral" to "not eligible" in the exceptional education student data system.

15. The student's IEP meeting must be held within 30 calendar days from the eligibility date. It is acceptable to hold the eligibility determination meeting and the IEP meeting on the same day when the student is eligible for special education and the parent agrees and signs the consent for placement.