![West Central Education District logo]

WEST CENTRAL EDUCATION DISTRICT
Serving Albany~Melrose~Paynesville~Sauk Centre

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ER Quick Tips *2019

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BACKGROUND:

WCED is committed to member districts providing well developed Evaluation Reports that are respectful, clear, concise, compliant with Federal and State law, and

GENERAL TIPS re: Formatting:

● Use the Disability Specific templates found in SpEd Forms, they are formatted with the Summary at the beginning. If you are considering more than one disability, you can add additional criteria on the eligibility determination page.

● When starting a Re-evaluation, make sure the previous eval has been finalized. Best practice is to start with a new ER template.

● Accurate names: when cutting and pasting from a template/another ER, use the binoculars to find and replace the name, parent name, school info, etc.

● Refer to the student using a consistent name throughout the report, i.e. given name vs a nickname. Either can be used and you could use the Background information section to explain. The student's gender for the purpose of the report should be based on the gender of the enrollment record.

● Each evaluator should write in third person. Ex. Joseph was observed to . . . vs. I observed that Joseph was . . .

● If you are using a test template, each evaluator should review the test description and ensure the description is short and concise. As a special education professional, what would you need in that section if the student moved into one of your districts? As a parent, what would you want to see in that section?

● Each evaluator should use spell check before finishing their section - found on the top left of each page that you are working on.

● The person who oversees the evaluation is responsible for the final copy to be free of spelling, grammar, and formatting inconsistencies.

GENERAL TIPS re: Content:

- Report any norm-referenced assessments using standard scores with the exception of EL evaluations. (ex. Woodcock-Johnson, BASC)

- Observations - a summary noting significant information relevant to the referral is sufficient. See Observations on the Information Network for more information.

- Basic Psych Processes (BPP) - summarize your findings in a brief paragraph, do not insert the full BPP chart that you may have used to collect information. See the Basic Psych Processes (BPP) link on the Information Network for examples.

GENERAL TIPS re: Due Process:

- Parent permission - for an initial evaluation, permission must be given in writing before starting the evaluation. In a co-parenting situation, you do not need permission from both parents to begin. However, if one parent disagrees with conducting an assessment, you may not proceed. Contact your Administrator or WCED Coordinator.

- ER date is the date of the ER/IEP meeting with one exception - if, despite your best efforts, you go beyond the Evaluation Due Date timeline in order to have a parent meeting, then you should use the 30th day as the date of the ER and mail the finished ER home to the parent. See ER Meeting Guidelines in the Information Network for more info.

- LD Evaluation is the only evaluation report that <u>requires</u> signatures to indicate agreement with conclusions. You must have signatures even if the student doesn't qualify LD. If someone indicates disagreement with the conclusion, that team member is asked to write a statement to explain and you should include that with the ER placed in the student's cum file. It does not prevent the team from making an eligibility determination.

- In situations when the team discussed eligibility for numerous areas such as OHD, EBD and ASD, our typical practice would be to only include the full criteria in the area the student qualified, add a few sentences at the beginning of the criteria section regarding the rationale for choosing the final eligibility area vs other areas considered. In some instances or if the student does not qualify, the team may decide it would be best to include all criteria checklists for all areas considered.

- Dismissals and DNQ (Does not qualify) procedures - please consult with your School Psych or SpEd Coordinator as best practices for writing the PWN are currently under consideration by an MDE work group.

- Initial vs. Re-evaluation decisions:

- ○ Categorical Evaluations by age 7: The process is a re-evaluation so check the re-evaluation box and if the evaluation plan is not returned after 14 days, the plan goes into effect ; if addressing a new criteria area, student must meet initial criteria. See Categorical Evaluations on the Information Network for more information.
- ○ If a student is currently being served in Special Education under Part B (Age 3 to 21) then any evaluation is a re-evaluation. Ex. Student currently receives SpEd for Speech Artic and you want to do an Academic Referral, the evaluation would be a re-evaluation for process but initial for any new criteria area. Same 14-day timeline as indicated above.
- ○ If a student is dismissed, and you are beyond the follow up year, and the student is referred again, the evaluation is considered an initial for both process and criteria.