

## Detroit Public Schools



### Department of Student Support Programs and Specialized Student Services

## Referral/Evaluation Review/Consent Process

The following process describes the necessary procedures that must be followed when conducting evaluations to determine a student's eligibility to receive special education programs and/or services.

In most instances, regardless of the source (parent, agency, medical specialists, other school districts, etc.), students experiencing academic and/or behavioral difficulties are referred through the Resource Coordinating Team (RCT) Intervention Assistance process. The intervention assistance process cannot be used to defer or delay the processing of a referral for a special education evaluation. The decision of the RCT may be to develop intervention strategies for general education, not to exceed sixty (60) days prior to additional modifications and/or further recommendations.

The defined procedures and personnel involved in the identification, evaluation, and placement of students with disabilities are consistent with the requirements of the federal law and the Michigan Revised Special Education Rules. The steps of the referral/evaluation review/consent must be consistently followed for every special education program and all students regardless of age.

### Referral/Evaluation Review/Consent Process - Initial Referrals

If the decision of the RCT is that the student has a suspected disability, an **Evaluation Review Meeting (ERM)** must be convened within ten (10) days following the date of the referral.

1. If the parent and all required members are present at the RCT meeting and the parent agrees, the Evaluation Review Meeting (ERM) can be convened immediately.
2. Participants in an Evaluation Review shall, at a minimum, include all of the following:
  - The parent

- A representative of the public agency, other than the student’s teacher, who is qualified to provide, or supervise the provision of special education; is knowledgeable about the availability of resources of the district; is knowledgeable about the general curriculum; and has the authority (delegated by the superintendent) to commit district resources. **For initial evaluations, this person should be an administrator or otherwise qualified designee as assigned by the administrator.**
- At least one general education teacher of the student (if the student is or may be participating in general education).
- A special education provider/teacher.
- An individual who can interpret the instructional implications of evaluation results.
- Others who may participate in the Evaluation Review:
  - The student
  - Additional teachers who provide instruction, programs and services to the student.
  - Related service providers (such as resource program teacher, teacher of the speech and language impaired, school social worker, etc.).
  - Additional diagnostic personnel.
  - At the discretion of the parent or the district, other individuals who have knowledge or special expertise regarding the student.

The parent is invited to participate in this meeting through the Parent/Guardian Notification of Evaluation Review Meeting letter (Form 1170). A copy of the signed Referral/Evaluation Review/Consent (Form 1103-Revised) is given to the parent and the original is immediately forwarded to the appropriate MET Coordinator via the school mail pick-up. A copy of the consent must remain with the student’s 80 folder.

If the parent attends, signatures may be obtained at the meeting. If the parent does not attend the ERM, the MET/IEPT member must complete the Parent/Guardian Notification of the ERM Recommendations and forward it to the parent.

The letter should include the following items:

- Parent copy of the Notification to Implement the Recommendations of Evaluation Review letter

- Parent copy of the ERM/Consent (Form 1103-Revised)
- Copy of Detroit Public Schools Special Education Referral Handbook for Parents that contains a copy of parental rights and procedural safeguards

The IEP must be held within thirty (30) school days of the receipt of the signed consent.

The suspected handicap is determined by the reason for referral. The Multidisciplinary Evaluation Team (MET) Coordinators assigned to the suspected handicaps are as follows:

Cognitive Impairment:	Supervisors, Psychological Services
Early Childhood Developmental Delay:	Supervisors, Psychological Services
Specific Learning Disability:	Supervisors, Psychological Services
Severe Multiple Impairment:	Supervisors, Psychological Services
Traumatic Brain Injury:	Supervisors, Psychological Services
Emotional Impairment:	Supervisors, School Social Work Services
Autism Spectrum Disorders:	Supervisors, School Social Work Services
Speech Impairment:	Local school speech and language teacher
Vision Impairment:	Supervisor, Otherwise Health Impaired
Physical Impairment:	Supervisor, Otherwise Health Impaired
Hearing Impairment:	Supervisor, Hearing Impaired Program

For students currently eligible for special education services who will need academic and/or social/behavioral evaluations (i.e., speech, POHI, SSW), the ERM should be treated as a three-year evaluation and be forwarded to the appropriate MET Coordinator. The evaluations of students who are currently identified as speech and language impaired *only* should be coordinated by the building speech and language teacher (TSLI).

If the parent does not attend the RCT meeting, and a referral is made for a special education evaluation, the principal/designee must convene an ERM within 10 days following the date of the referral.

Within this ten (10) day period, the principal/designee is responsible for giving the parent at least a five (5) day written notice and an invitation to attend the meeting utilizing the Parent/Guardian Notification of ERM (Form 1171). If there is no response from the parent, the ERM is held.

- When the parent does not attend the ERM, the completed ERM/Consent form and a copy of the Parent/Guardian Notification of ERM must be forwarded to the appropriate MET Coordinator within two (2) school days by the principal/designee for further disposition and documentation of the reasonable measures being taken to obtain such consent. If the parent does not respond after three documented attempts, the case will be closed.

The school will be given written notification if the MET Coordinator/Supervisor is unable to obtain parental consent. This notification should be filed in the student's 80 folder.

- Upon receipt of the signed and completed ER, the MET Coordinator will request the required evaluation reports as identified via the Multidisciplinary Evaluation Request (MER).
- If reports are not received by the designated due date, the MET representative must obtain an extension, not to exceed thirty (30) school days, from the parent.
- Upon receipt of all MET reports and the MET Summary Report, copies of the reports via U.S. mail utilizing the cover letter "Multidisciplinary Evaluation Reports" must be mailed to the parent at least five (5) days prior to convening the Individualized Educational Planning meeting. A copy of the cover letter mailed to the parent must be maintained in the student's case record (Form 5007).
- The IEP can be convened following parent written notification utilizing the IEP invitational letter (Form 1120)

### **Initial Referrals for Nonenrolled/Nonpublic School Students**

The appropriate MET Coordinator is responsible for referrals of nonenrolled students (students who are not currently enrolled in any public or nonpublic schools).

1. The suspected handicap is determined by the reason for the referral.
2. Upon receipt of the referral, the MET Coordinator will assign a MET representative to obtain consent. The MET/IEPT representative is responsible for notifying the parent and scheduling all meetings.
3. Within ten (10) days following receipt of the referral the parent must be contacted to obtain consent.

4. The special education evaluation process is the same as for students enrolled in Detroit Public Schools. An educational needs assessment must be obtained.
5. The IEP must be held within thirty (30) school days of the date of receipt of the signed consent.

### **Evaluation Review - Three-Year Reevaluations**

An Evaluation Review (ER) is required to be conducted at least every 3 years, but more often if conditions warrant, the student's parent requests, or if the teacher requests. To ensure compliance with the requirements of the Individuals with Disabilities Education Act (IDEA '04), three-year evaluation reviews must systematically review the implementation and appropriateness of the IEP and the student's progress in relationship to the goals and interventions established by the IEP.

The possible outcomes of the ERM are outlined below:

1. If the IEPT determines that sufficient data exists that the student is no longer a student with a disability and meets exit criteria, the IEP team must do the following:
  - a. Conduct a comprehensive evaluation.
  - b. Conduct a functional assessment of instructional and behavioral needs to ensure the student's success in general education, and
  - c. Conduct the MET/IEPT.
2. If the IEPT determines that there is insufficient data to answer the question, "Does the student continue to need special education?", the team must:
  - a. Determine functional assessment data needed.
  - b. Determine who will be responsible for collecting the additional data.
  - c. Reschedule the evaluation review meeting to consider the new data.
3. If the IEPT determines that no additional data are needed and the student continues to be a child with a disability, the team must:
  - a. Conduct the three-year IEP.
  - b. Develop goals and objectives for implementation with appropriate strategies and interventions.

- c. Determine who will be responsible for conducting the periodic monitoring of interventions and goals to determine their effectiveness.
- 4. If the parent or teacher requests that the student be reevaluated, the IEPT must do the following:
  - a. Conduct a comprehensive evaluation.
  - b. Conduct a functional assessment of instructional and behavioral needs to ensure the student's success in general education.
  - c. Conduct the MET/IEP.