

Guide to Staffing and Evaluations for Teachers

Sample Agenda for Staffings

1. Welcome everyone and thank them for coming.
2. Introductions
3. Explain the purpose of the meeting
4. Ask parents to share information about their child and encourage their participation throughout the meeting.
5. Discuss student's current day (what is working – what might need changed)
6. Ask teachers to share comments
7. Discuss academic subjects or classes
8. Review sections of IEP to see if there are any concerns or needs
9. For any concerns; problem solve and focus on options
10. Identify goals
11. Summarize the meeting
12. Any other comments?
13. Sign appropriate paperwork
14. Thank everyone for coming

IEP Meetings

1. Attendance: Principal or someone designated who can make administrative decisions; Parent(s), General Education teacher (at least one), Special Education teacher; and others at discretion of parents or district that have knowledge of the child.
2. 10-day notice given to parents prior to IEP meeting.
3. IEPs must be completed on or before the due date.
4. Contact parents 2 times using 2 different methods to attempt to have them at the meeting. If these attempts result in failure to have parent(s) at IEP meeting, go ahead and meet, then provide information to the parent(s) and have them to sign paperwork at a later date. (Keep IEP in compliance.)
5. Parents must be given prior written notice and signed consent for any change in services or placement constituting a 25% change or greater. (When in doubt have parents sign consent.)
6. Transportation is the responsibility of the district.
7. Notice of Meeting, Prior Written Notice, Permission to Test & Parent Rights must be provided to parents in their native language.

Initial Special Education Evaluations

Initial Special Education Evaluations are completed when a student has been through a general intervention process and the student has not responded to a variety of research based strategies. A school team will then refer the student to the School Psychologist who will obtain parent permission for the evaluation. The School Psychologist will contact you when permission has been signed to complete the evaluation and discuss with you what are your specific assessment responsibilities. The School Psychologist is in charge of completing all paperwork, scheduling and facilitating the meeting, and starting the new student on the web IEP.

Your role:

- Consult with the School Psychologist about assessment tools/practices.
- Complete your assessment within a timely manner.
- Once you have completed your portion of the evaluation, type your information in WebKIDSS 7-10 days prior to anticipated date of staffing.
- If it is determined that the student qualifies for Special Education supports, draft appropriate goals and checklist/rubric for the student. The School Psychologist and or your mentor can assist you.
- Send an email to the School Psychologist when your information is completed.
- When the ETR/IEP is complete, the School Psychologist will finalize and save completed.

Re-Evaluations

Re-Evaluations are required by IDEA for all students who receive Special Education. Re-Evaluations are completed every three years and include the School Psychologist, the Teacher of Record, the Classroom Teacher, the student's parent, the Principal and other support staff as appropriate. The purpose is to review student progress and consider possible changes or dismissals. The School Psychologist will contact you when permission has been signed to complete the evaluation. The Psychologist is in charge of completing all paperwork, scheduling and facilitating the meeting, and starting the re-eval on the web IEP.

Your Role:

- Discuss with the School Psychologist and determine which assessments you are to complete and schedule time with the student. Complete your assessment within a timely manner.
- Make sure the previous IEP goal(s) are updated. Bring an updated copy of the goal(s) to provide to the parents at the staffing. Be prepared to discuss student progress on goal(s), strengths and needs.
- Once you have completed your portion of the evaluation, type your information in WebKIDSS 7-10 days prior to anticipated date of staffing. Send an email to the School Psychologist when your information is completed.
- Have your goals (and checklist/rubric) completed and ready to present at the staffing. Your mentor or the School Psychologist can help with these.
- When ETR/IEP is complete, the School Psychologist will finalize and save as completed.

Annual Staffings

Annual Staffings are held every year to review student progress and to write new IEP goals. The Teacher of Record, the Classroom Teacher, the Principal and the student's parent need to be present. All students 14 years or older should be invited to attend the staffing. Best practice is for student participation when ever possible. Other support staff may also be in attendance.

Your Role:

- Approximately one month prior to due date –
 - ◊ Begin contacting parent and other team members regarding date and time for staffing.
 - ◊ Update goals.
 - ◊ Start a new annual IEP on the WebKIDSS.
 - ◊ Complete all areas of the IEP that are needed. Can nows/next steps must be completed in each section. Write new goal(s) and checklist/rubric.
 - ◊ When you are at the staffing, you will share this “draft IEP” with the team and explain this is what you have in mind for the upcoming year.

- 10 days or 2 weeks prior to staffing –
 - ◊ Send out Notice of Meeting to **all** team members and parents.
 - ◊ On iPad, update information on Student Info page if needed. The information entered will auto fill to all forms that are needed for annual review.
- At the Staffing –
 - ◊ Give parents copy of Parent Rights
 - ◊ Facilitate the meeting, complete forms and collect signatures.
 - ◊ Add any additional information and make corrections, on the same day finalize ipad forms and send them to ipadforms@hpec611.net.
- After the Staffing –
 - ◊ Finalize the WebKIDSS IEP.
 - ◊ Make sure you click “indicate IEP is finished”.
 - ◊ Send copies of staffing paperwork, as well as IEP to parent. (Some parents may prefer to have them sent electronically.)

Transfer Staffings

Transfer Staffings are held when a student moves into your school district with a current IEP from a previous school. Our school team needs to collect the IEP from the previous school and meet to transfer the information onto our IEP, making a plan for services in the student’s new school.

Your role:

- If you become aware that a student is new to your district and has an IEP, discuss next steps with the School Psychologist.
- When a transfer IEP is received, the School Psychologist will give you a copy, schedule and facilitate the staffing, complete staffing paperwork and finalize the new IEP.
- In some situations, the receiving school may want to do a re-evaluation of the student to gather current data.
- When you receive the transfer IEP, begin serving the student immediately with comparable services until a transfer staffing is held.
- The School Psychologist will enter most of the transferring information. You may need to enter the information most pertinent to your area. You will need to create a new goal and checklist/rubric.
- Have your goals (and checklist/rubric) completed and ready to present at the staffing. Your mentor or the School Psychologist can help with these.
- When ETR/IEP is complete, the School Psychologist will finalize and save as completed.

Sending Student Paperwork to Central Office via iPad

1. After the staffing, make all corrections to the ipad form. (Spelling , punctuation, etc.)
2. Tap the folder icon in the upper Left hand corner
3. Choose PRINT from the middle of the option list
4. Choose PDF (last one)
5. Choose EMAIL (middle one) (Do NOT choose save)
6. Email the forms to YOURSELF
7. From your mail on your desktop computer, open the attachment from the ipad
8. Do a “save as” and rename the attachment in the following format
Student Last name, comma, student first name, type of document—annual, eval, CIS
(change in service). (Save it to the desktop)

9. Email the file to ipadform@hpec611.net
10. ON YOUR DESKTOP—NOT IPAD, make a folder titled 2017-18 paperwork.
11. Drag the file you just created from your desktop and put it in your folder. (By the end of the year this folder should contain all paperwork completed on the ipad.)
12. Why do I need to keep this paperwork in a file on my desktop: Just in case the file does not make it to Central Office, you can resend.
Don't forget parents also need a copy of this paperwork.

A couple of things to remember, you need to have an email account set up on your iPad using the Apple Mail App and you will need to be connected to wi-fi to send files.