

2019

SUMMER ASSESSMENT

HANDBOOK FOR CST

July 1, 2019-August 23, 2019

Contents:

- Summer Assessment Procedures – CST Evaluation
- Summer Assessment Procedures – CST Meetings
- Do's and Don't's of Summer Assessment
- Summer Assessment Expectations
- Summer Assessment Pay – CST
- Report Requirements
- Meeting Checklists

SUMMER ASSESSMENT PROCEDURES – CST EVALUATION


1. Open the spreadsheet “2019 Summer Assessment Request.”
2. Click on the tab for your discipline (Psychologist, Social Worker, LDTC, Speech, OT, PT)
3. Choose the student(s) that you would like to evaluate. In column K (Evaluator) choose your name from the drop-down menu. (This is in column N for Speech Therapists.)
4. Double-check in Frontline IEP that the evaluation has not already been completed.
5. **In column A, number the students sequentially in the order that you choose them. CHECK YOUR PERSONAL TAB TO ENSURE THAT YOU NUMBER YOUR NEW CHOICES FROM WHERE YOU LEFT OFF.**
6. Contact the parent of the student to set up testing.
 - Make a note in the student’s Frontline IEP contact log indicating when and where testing will occur.
 - If you would like to send a written invitation for testing, one is available in the LINKS tab of the spreadsheet. (You may also request assistance from the teachers in sending written invitations and/or making reminder phone calls.)
 - Indicate the date, time, and location of testing in columns M through O (P-R for Speech Therapists).
 - If the contact information is inaccurate, or if the student is not available for testing during the summer, make a note in the “Notes” of your discipline’s tab. Then **change the evaluator** in column K to “See Note.” Remember to delete the number in column A!
 - If you choose a student for evaluation but later change your mind, delete your name from the Evaluator column, and the number from column A so that someone else can claim him.
 - **You may claim up to 10 incomplete evaluations at one time.**
7. Click on the tab that has your name. This tab provides a flow chart of everything that needs to be completed before you can submit for payment.
8. **WRITE THE STUDENT’S NAME IN COLUMN K.** This will allow you to ensure that the information you enter is aligned with the correct student. If you do not write the student’s name or ID in column K, I will not be able to help you in the event there’s a problem.
9. Evaluate the student, write the report, and enter everything into Frontline IEP. Indicate your progress in your personal tab. Each column needs to be updated (if the column is dark grey, you can skip it.)
10. Email your teacher and Kris to alert them that testing is completed for the child. Evaluations must be completed according to the pay schedule below. Evaluations that aren’t completed at that time will be submitted on the next payroll.
11. The teachers/Kris will verify that all work has been completed, and will indicate completion in the spreadsheet. At the end of each pay period, evaluations that are marked as “Complete” for that pay period will be submitted to payroll.

SUMMER ASSESSMENT PROCEDURES – CST MEETINGS

1. Open the spreadsheet “2019 Summer Assessment Request.”
2. Click on the “Meetings” tab.
3. Decide which meetings you would like to participate in. If you want to be the case manager, choose your name from the drop-down list in column K. If you would like to be a non-case manager participant in the meeting, choose your name from the drop-down list in columns P-T.
4. If you are the case manager:
 - Coordinate with the teachers and parent to choose the date and time of the meeting. All meetings will be held at Dudley.
 - Document all communication in the student’s Contact Log in Frontline IEP.
 - Create a meeting invitation in Frontline IEP and send it to the parent.
 - Complete **ALL** necessary paperwork *before* the meeting. This includes completing a Meeting Checklist and may include creating an IEP (depending on the meeting type.)
 - Facilitate the meeting.
 - Obtain signatures from participants.
 - Upload all signature pages and documentation to the student’s document repository in Frontline IEP.
5. Click on the tab that has your name on it. **Scroll down to line 100.** Starting on line 100 you will find a flow chart of everything that needs to be completed before you can submit for payment.
6. **WRITE THE STUDENT’S NAME IN COLUMN K.** This will allow you to ensure that the information you enter is aligned with the correct student. If you do not write the student’s name or ID in column K, I will not be able to help you in the event there’s a problem.
7. Email your teacher and Kris to alert them that the meeting and paperwork is completed for the child. Meetings and paperwork must be completed according to the pay schedule below. Meetings and paperwork that aren’t completed at that time will be submitted on the next payroll.
8. The teachers/Kris will verify that all work has been completed, and will indicate completion in the spreadsheet. At the end of each pay period, meetings that are marked as “Complete” for that pay period will be submitted to payroll.

Helpful Hint! There are a lot of tabs. To find a tab quickly, click on the “stack of pancakes” to the left of all the tabs. Choose the tab you want to go to from the popup list.

Do's and DON'T's of Summer Assessment

-  **DON'T** evaluate any student if your name is not in column K of the discipline tab!
-  **DO** Remember to sequentially number the students you are planning to evaluate.
-  **DO** Write the student's name or ID # in the column K.
-  **DON'T** Wait to address spreadsheet problems! If something is wrong, tell someone right away!
-  **DO** Keep your information current and updated at all times.
-  **DON'T** Claim more than 10 incomplete evaluations at once.
-  **DO** Utilize the "Notes" column of your discipline tab so that parents don't get 100 phone calls about the same thing.
-  **DO** Communicate with the teachers. They're here to keep everything organized and running smoothly. They want to help!
-  **DON'T** Wait until the last minute to submit for payroll. Submit each evaluation as it's finished so it can be checked with ample time.
-  **DON'T** leave your name next to students who you're not planning to test after all.
-  **DON'T** Ask anyone who wasn't at your meeting to sign a participation page.
-  **DO** Communicate with the teachers and other CST to ensure participation in meetings.
-  **DON'T** wait until the last minute to complete paperwork for meetings.
-  **DO** Remember to include all checklists. They're required!
-  **DON'T** Change or alter anyone else's information.

SUMMER ASSESSMENT EXPECTATIONS – CST

1. Arrive on time for all of your scheduled evaluations/meetings.
2. If you are unable to keep an appointment, you must contact the parent and the teachers immediately.
3. Complete all work professionally and ethically at all times.
4. Keep the information in your spreadsheet current at all times.
5. Do not change or alter anyone else's information in the spreadsheet.
6. If you have ANY problems, difficulties, or questions communicate them IMMEDIATELY to the teachers, Kris, or Jill.
7. Always act in the best interest of students.

CST Name: _____

CST Signature: _____ Date: _____

SUMMER ASSESSMENT PAY– CST

Work Must be Completed By:	For Pay Date:
July 10, 2019	July 30, 2019
July 24, 2019	August 15, 2019
August 9, 2019	August 30, 2019
August 27, 2019	September 13, 2019

**Dates may be subject to change. If changes are made, you will be notified.*

EVALUATION – Includes: Administering a diagnostic evaluation; preparing a written report; uploading all required components into Frontline IEP; attending a meeting as participant or case manager.

- Psychologists: \$250 per evaluation
- SW, LDTC, SLP: \$230.25 per evaluation

CASE MANAGEMENT

Case Management WITH Initial IEP: (For all INITIAL eligibility meetings)

- Psychologists: \$300 per meeting
- SW, LDTC, SLP: \$230.25 per meeting

Case Management WITHOUT Initial IEP: (For all REEVALUATION eligibility meetings, planning meetings, and assess progress/review/revise meetings)

- Psychologists: \$150 per meeting
- SW, LDTC, SLP: \$115.12 per meeting

Case Management of INTAKE IEP:

- Psychologists: \$300.00 per meeting
- SW, LDTC, SLP: \$230.25 per meeting

Hourly Work as Needed (Assigned by Administration):

- Psychologists: \$38 per hour
- SW, LDTC, SLP: \$38.38 per hour

IMPORTANT DATES

Summer Assessment will run from July 1, 2019 – August 23, 2019.

Evaluations/Meetings cannot be started before July 1, 2019. You may *set up* evaluations/meetings any time in June.

All Meetings must be completed on or before August 16, 2019. IEPs must be finalized by August 24, 2018.

All Evaluations must be completed on or before August 23, 2018.

>> All evaluation reports must be completed before August 27, 2019 for summer payment. <<

ELIGIBILITY CRITERIA FOR DISABILITY CATEGORIES

Student Name: _____ Student ID #: _____ DOB: _____
 School: _____ Teacher(s): _____ Grade: _____

THIS FORM MUST BE ATTACHED TO EVERY INITIAL OR REEVALUATION ELIGIBILITY REPORT

<p>The requirements for each disability category are listed. In order to qualify, ALL BOXES for that category must be checked.* If a box remains unchecked, then the student does not qualify for that disability.</p> <p><i>*For Emotionally Disturbed, 4 boxes must be checked. For Preschool Child with a Disability, 3 boxes must be checked.</i></p>	<p><u>Auditorily Impaired (Deaf)</u></p> <p><input type="checkbox"/> Student is unable to hear within normal limits</p> <p><input type="checkbox"/> An audiological eval was provided by a specialist in audiology</p> <p><input type="checkbox"/> A speech/language eval was provided by an SLP</p> <p><input type="checkbox"/> The impairment is so severe that the student can't process linguistic info with or without amplification</p> <p><input type="checkbox"/> Student's educational performance is adversely affected</p>	<p><u>Auditorily Impaired (Hearing Impaired)</u></p> <p><input type="checkbox"/> Student is unable to hear within normal limits</p> <p><input type="checkbox"/> An audiological eval was provided by a specialist in audiology</p> <p><input type="checkbox"/> A speech/language eval was provided by an SLP</p> <p><input type="checkbox"/> The impairment may be permanent or temporary</p> <p><input type="checkbox"/> Student's educational performance is adversely affected</p>
<p><u>Autistic</u></p> <p><input type="checkbox"/> Verbal and nonverbal communication is significantly impacted</p> <p><input type="checkbox"/> Social interaction is significantly impacted</p> <p><input type="checkbox"/> A speech/language eval was provided by an SLP</p> <p><input type="checkbox"/> A neurodevelopmental assessment was provided by a physician</p> <p><input type="checkbox"/> Student's educational performance is adversely affected</p>	<p><u>Intellectual Disability – Mild</u></p> <p><input type="checkbox"/> Significantly below average cognitive functioning</p> <p><input type="checkbox"/> Deficits in adaptive behavior</p> <p><input type="checkbox"/> Full scale IQ is 55-70</p> <p><input type="checkbox"/> Student's educational performance is adversely affected</p>	<p><u>Intellectual Disability – Moderate</u></p> <p><input type="checkbox"/> Significantly below average cognitive functioning</p> <p><input type="checkbox"/> Deficits in adaptive behavior</p> <p><input type="checkbox"/> Full scale IQ is 54 or below</p> <p><input type="checkbox"/> Student's educational performance is adversely affected</p>
<p><u>Intellectual Disability – Severe</u></p> <p><input type="checkbox"/> Significantly below average cognitive functioning</p> <p><input type="checkbox"/> Deficits in adaptive behavior</p> <p><input type="checkbox"/> Student's educational performance is adversely affected</p> <p><input type="checkbox"/> Student is incapable of giving evidence of understanding or following simple directions</p> <p><input type="checkbox"/> Student cannot express basic wants and needs in any manner</p>	<p><u>Communication Impaired</u></p> <p><input type="checkbox"/> A speech/language eval was provided by an SLP</p> <p><input type="checkbox"/> A assessment to establish educational impact was provided</p> <p><input type="checkbox"/> Student has obtained a standard score of 77.5 below on a comprehensive language* evaluation (the <i>overall, or total test score</i>)</p> <p><input type="checkbox"/> Student has obtained a standard score of 77.5 or below on another language* evaluation (does not have to be comprehensive)</p> <p><input type="checkbox"/> Student demonstrated impaired language skills during a functional assessment in a situation other than during formal testing</p> <p><input type="checkbox"/> Student's educational performance is adversely affected</p> <p><i>*EWOPVT and RWOPVT are not language evaluations</i></p>	<p><u>Emotionally Disturbed</u> (Student demonstrates ONE OR MORE):</p> <p><input type="checkbox"/> Inability to learn that cannot be explained by intellectual, sensory, or health factors</p> <p><input type="checkbox"/> Inability to build or maintain relationships with peers and teachers</p> <p><input type="checkbox"/> Inappropriate behaviors or feelings under normal circumstances</p> <p><input type="checkbox"/> General pervasive mood of unhappiness or depression</p> <p><input type="checkbox"/> Development of physical symptoms or fears associated with school or school problems</p> <p>AND ALL THREE:</p> <p><input type="checkbox"/> Characteristics are demonstrated over a long period of time</p> <p><input type="checkbox"/> Characteristics are demonstrated to a marked degree</p> <p><input type="checkbox"/> Student's educational performance is adversely affected</p>

<p><u>Multiply Disabled</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has two or more disabling conditions <input type="checkbox"/> The combination of the conditions is so severe that the student cannot be accommodated in a program designed to address one of the impairments <input type="checkbox"/> Speech/language disability is NOT considered one of the conditions <input type="checkbox"/> Student's educational performance is adversely affected 	<p><u>Deaf/Blind</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Concomitant visual and hearing problems <input type="checkbox"/> The combination of the problems causes severe communication, developmental, or educational problems <input type="checkbox"/> Students cannot be accommodated in a program designed solely for deaf or blind students. <input type="checkbox"/> Student's educational performance is adversely affected 	<p><u>Orthopedically Impaired</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has a severe orthopedic impairment <input type="checkbox"/> A medical assessment documenting the impairment was provided <input type="checkbox"/> This impairment adversely affects student's educational performance
<p><u>Other Health Impaired</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has a chronic or acute health problem <input type="checkbox"/> A medical assessment documenting the health problem was provided <input type="checkbox"/> The health problem adversely affects the student's educational performance 	<p><u>Preschool Child with a Disability</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is between the ages of 3 and 5 <input type="checkbox"/> Student's educational performance is adversely affected, <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has a standard score of 67 or below in one of the following areas, or a standard score of 75 or below in two of the following areas: <ul style="list-style-type: none"> <input type="checkbox"/> Physical <input type="checkbox"/> Intellectual <input type="checkbox"/> Communication <input type="checkbox"/> Social <input type="checkbox"/> Adaptive <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has an identified disabling condition that adversely affects learning or development and requires special education services 	<p><u>Social Maladjustment</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student demonstrates a consistent inability to conform to the standards for behavior established by the school <input type="checkbox"/> The behavior is not due to emotional disturbance <input type="checkbox"/> The behavior is seriously disruptive to the education of the student or other students
<p><u>Specific Learning Disability</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student demonstrates a 22 point discrepancy between Full Scale IQ and: <ul style="list-style-type: none"> <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Mathematical calculation <input type="checkbox"/> Mathematical problem solving <input type="checkbox"/> Written Expression <input type="checkbox"/> Reading Fluency <input type="checkbox"/> The student's learning problem is not a result of visual, hearing, or motor difficulties, general cognitive deficits, or environmental, cultural or economic disadvantage <input type="checkbox"/> Student's educational performance is adversely affected 	<p><u>Traumatic Brain Injury</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has an acquired injury to the brain <input type="checkbox"/> Student has total or partial functional disability or psychosocial impairment, or both <input type="checkbox"/> The student has impairments in one or more of these areas: <ul style="list-style-type: none"> <input type="checkbox"/> Cognition <input type="checkbox"/> Language <input type="checkbox"/> Attention <input type="checkbox"/> Memory <input type="checkbox"/> Reasoning <input type="checkbox"/> Abstract Thinking <input type="checkbox"/> Judgement <input type="checkbox"/> Problem solving <input type="checkbox"/> Sensory, perceptual and motor abilities <input type="checkbox"/> Psychosocial Abilities <input type="checkbox"/> Physical functions <input type="checkbox"/> Information Processing <input type="checkbox"/> Speech <input type="checkbox"/> Student's educational performance is adversely affected 	<p><u>Visually Impaired</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has an impairment in vision that, even with correction, adversely affects the student's education <input type="checkbox"/> The student may have partial sight or be blind <input type="checkbox"/> An assessment by a visual specialist was provided <input type="checkbox"/> The student has been reported to the Commission for the Blind and Visually Impaired

[SUMMER] Initial Planning Meeting

Student: _____ ID: _____ Referral Date: _____

Case Manager: _____

Before the meeting:

✓	When:	Task:	Completed:
	Within 1 business day of receiving referral	Enter the student in IEP Direct.	
	Within 1 business day of receiving referral	Process track Receipt of Referral.	
	Within 1 business day of receiving referral	Upload all documentation regarding the student to the Document Repository (parent letter, referral packet, etc.)	
	Within 3 business days of receiving referral	Schedule the meeting. Schedule the Initial Planning Meeting. Before scheduling, check the spreadsheet to be sure that the summer teachers are available.	
	Within 5 business days of receiving referral	Create and mail the invitation to the parent. Check the Meeting Participants tool for required participants; if needed, ask the summer teacher to help procure all participants.	
	Within 5 business days of receiving referral	Review all information available about the student including teacher interview, student observation, medical documentation, etc.	
	Within 5 days of receiving referral	Attempt to contact the student's previous teacher via email for more information.	
	Within 5 days of receiving referral	Look at the student's current and previous report cards. Check grades and attendance patterns.	

At the meeting you should have:

✓	Item:
	Your charged laptop
	The referral letter or packet
	A copy of the student's current report card
	Notes from your observation of the student
	Hearing/vision screening

During the meeting:

If the parent does not attend, call the parent. Ask if he/she can participate by phone. Note this in Contact Log. If you cannot reach the parent, hold the meeting.

Introductions: Allow each person present to introduce him/herself.

State the purpose of the meeting.

Start by asking the parent what his/her concerns are. Ask questions about the student's functioning/behavior at home.

Review the student's functioning at school. Review all prior interventions and their results.

All participants should have the opportunity to ask questions and/or give information about the student.

Take notes on your laptop about the information shared at the meeting.

The team (CST, teacher, and parent) will come to a consensus about whether to evaluate the student.

In process tracking:

- Meeting or Agreement Result: Yes
- New Action: Initial Identification and Evaluation Planning

- Referred for: (Choose one)
- Determination: (Choose one)
- Action Date: Today's Date
- Include Prior Notice: Yes
- Click "ADD."
- In Prior Written Notice, fill in EACH SECTION using the notes you took on your laptop.
- If evaluations are warranted, in the Nature and Scope section at the bottom, click "Add." List each evaluation that will be completed.
- Click Save & Print

If parent is present, ask parent to give written consent for evaluations to begin.

In process tracking:

- Meeting or Agreement Result - > No
- Consent for Initial Evaluation Received or Refused
- Date: Today's date
- Click "ADD" then Save.

Print out all documents and give a copy of the meeting paperwork, including the **PRISE and NJ Code**, to the parent.

If the parent is not present, send a copy of all meeting paperwork, including the **PRISE and NJ Code**, to the parent. Attempt to contact the parent to discuss the meeting. Note this in Contact Log.

If evaluations are warranted, wait 10 days for a parent response. If the parent does not respond, contact the parent. If the parent still does not respond, send the "Consent Refused" letter and, after 15 days, log "Consent Refused" in process tracking.

Ask all participants to sign the Participation Page. If someone participated by phone, write in "Participated by Phone" next to their name. Do not allow anyone who did not participate to sign this page.

If the student has previously been process tracked as *Evaluations Not Warranted*, email Kris immediately.

After the Meeting:

✓	When:	Task:	Completed:
	Within 1 business day of the meeting	Upload the participation page to the student's document repository.	
	Within 1 business day of the meeting	Upload any additional documentation that you received at the meeting.	
	Within 3 business days of the meeting	Send all original documents to the file room.	
	Within 3 business days of the meeting	Follow up with the parent if he/she was not present.	
	Ongoing	If evaluations are warranted, discuss the status of the evaluation(s) at each Weekly Calibration Meeting.	

[SUMMER] Initial Eligibility Meeting

Student: _____ ID: _____ Meeting Date: _____

Case Manager: _____

Before the meeting:

✓	When:	Task:	Completed:
	14 days before meeting	Gather all completed CST evaluations.	
	14 days before meeting	Ensure that all evaluations are uploaded into the document repository and scores are entered in "Evaluations/Reports" and "Standardized Test Results".	
	12 days before meeting	Ensure that all evaluations have been mailed to parent. (Check with summer teacher, or contact parent.)	
	10 days before meeting	Review the results of the evaluations and compare the information to the Eligibility Checklist.	
	10 days before meeting	If the student is eligible, create an IEP for the student. The IEP should be completed IN FULL using the Initial IEP Checklist before the meeting. All start dates must be the first day of school in September.	
	10 days before meeting	Schedule the Initial Eligibility Meeting. Before scheduling, check the spreadsheet to be sure that the summer teachers are available.	
	10 days before meeting	Create and mail the invitation to the parent. Check the Meeting Participants tool for required participants; if needed, ask the summer teacher to help procure all participants.	
	5 days before the meeting	Check with the Senior Program Manager about possible placements for the student.	

At the meeting you should have:

✓	Item:
	Your charged laptop
	A copy of each evaluation
	The Eligibility Checklist
	A copy of the draft IEP (if eligible)

During the meeting:

- If the parent does not attend, call the parent. Ask if he/she can participate by phone. If you cannot reach the parent, hold the meeting.
- Introductions: Allow each person present to introduce him/herself.
- State the purpose of the meeting.
- Review the results of the evaluations.
- Compare the results of the evaluations to the Eligibility Checklist and state the student's eligibility.
- If the student is eligible, discuss the least restrictive placement for the child. No child should go from general education to full-day self-contained.

In process tracking:

- Meeting or Agreement Result: Yes
- New Action: Initial Eligibility Determination with IEP (eligible) OR Initial eligibility determination (not eligible)
- Referred for: (Choose one)
- Determination: (Choose one)
- Action Date: Today's Date
- Click "ADD."
- If the student is not eligible, fill in EACH SECTION in Prior Written Notice.
- Click Save & Print

Review the completed IEP with the parent and teacher. Make any necessary changes or adjustments to the IEP on your laptop. All start dates should be the first day of school, even if the parent waives the 15 day consideration period.

Finalize the IEP. If the parent is present, ask the parent to provide written consent to implement the IEP.

In Process Tracking:

- Meeting or Agreement Result - > No
- Consent for Initial IEP Implementation Received or Refused
- Date: Today's date
- Click "ADD" then Save.

Print out the full IEP and give a copy of all paperwork, including the PRISE, to the parent.

If the parent is not present, send a copy of all meeting paperwork, including the PRISE, to the parent. Attempt to contact the parent to discuss the meeting. If student is eligible, wait 10 days for a parent response. If the parent does not respond, contact the parent. If the parent still does not respond, send the "Consent Refused" letter and log "Consent Refused" in process tracking.

Ask all participants to sign the Participation Page. If someone participated by phone, write in "Participated by phone" next to their name. Do not allow anyone who did not participate to sign this page.

After the Meeting:

✓	When:	Task:	Completed:
	Within 1 business day of the meeting	Upload the participation page to the student's document repository.	
	Within 1 business day of the meeting	Upload any additional documentation that you received at the meeting.	
	Within 1 business day of the meeting	Send the original, finalized IEP and participation page to the Placement Specialist.	
	15 days after the meeting	Log either Initial IEP Implemented or Consent Refused.	

REEVALUATION PROCEDURES

Camden City School District Policy 2460 outlines Special Education considerations.

The Camden City Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. (*et seq* means “and what follows.”)

NJAC 6A:14-3.8 Reevaluation

(a) Within three years of the previous classification, a multi-disciplinary reevaluation shall be completed to determine whether the student continues to be a student with a disability. A reevaluation shall not be conducted within one year of the previous eligibility meeting, unless the parent and district both agree that a reevaluation prior to the expiration of one year as set forth above is warranted.

1. If a parent provides written consent **and the district board of education (Director of Special Services) agrees** that a reevaluation is unnecessary, the reevaluation may be waived. If a reevaluation is waived, the date of the parent’s written consent shall constitute the date upon which the next three-year period for conducting a reevaluation shall commence.

(b) As part of any reevaluation, the IEP team shall determine the nature and scope of the reevaluation according to the following:

1. The IEP team shall review existing evaluation data on the student, including:

- i. Evaluations and information provided by the parents;
- ii. Current classroom based assessments and observations; and
- iii. Observations by teachers and related services providers

2. On the basis of that review, and input from the student's parents, the IEP team shall identify what additional data, if any, are needed to determine:

- i. Whether the student continues to have a disability ***according to N.J.A.C. 6A:14-3.5(c) or 3.6(a)***; (The requirements for 3.5 are outlined in the **Eligibility Criteria Checklist**. The requirements for 3.6 are outlined in the **Speech Qualifications Checklist**.)
- ii. The Present Levels of Achievement
- iii. Whether the student needs special education services and how that can be addressed by an IEP
- iv. Whether additions or modifications to the IEP are needed

3. If the team already has enough data to determine that the child continues to be a student with a disability (see *(i)* above) the IEP team will provide notice to the student’s parent, but will be required to conduct assessments if the parent requests them.

4. If additional data is needed to determine the 4 items above (2 i-iv), tests or other assessment procedures will be administered.

(c) The team will take reasonable measures to obtain consent from the parent before beginning evaluations.

1. Each assessment will meet the requirements of an initial assessment (NJAC 6A:14-3.4(f)1-5 or 3.4(g)).

Example: IEP team feels that the entire reevaluation process is unnecessary. Case manager fills out Comprehensive Request Form to report this. If the **DISTRICT** (Director of Special Services) agrees, then the case manager can speak to the parent about waiving the entire evaluation process. If the **DISTRICT** (Director of Special Services) does not agree, then the reevaluation process must continue.

The reevaluation planning meeting is held. Based on the information gathered at that meeting, the IEP Team determines that they already have the current required information listed in the Eligibility Criteria Checklist. If this is the case, assessments are not warranted and the eligibility meeting can be held.

If the IEP Team does not have the current required information listed in the Eligibility Criteria Checklist, then the team determines which evaluations are necessary to obtain that information.

[SUMMER] Reevaluation Planning Meeting

Student: _____ ID: _____ Referral Date: _____

Case Manager: _____

Note: A reevaluation planning meeting is not used to add additional services such as speech, OT, PT to an existing IEP. To add additional services, hold an Assess/Review/Revise meeting. A reevaluation planning meeting should be held every 3 years when the student is due for a triennial review, or when a change in classification is being considered.

Before the meeting:

✓	When:	Task:	Completed:
	Within 5 days of receiving referral	Attempt to contact the student's previous teacher via email for more information regarding the student's performance in the classroom.	
	At least 1 week before the meeting	Review all information available about the student including teacher interview, student observation, medical documentation, etc.	
	At least 1 week before the meeting	Look at the student's current and previous report cards. Check grades and attendance patterns.	
	At least 1 weeks before the meeting	Schedule the meeting. Schedule the Reevaluation Planning Meeting. Before scheduling, check the spreadsheet to be sure that the summer teachers are available.	
	At least 1 weeks before the meeting	Create and mail the invitation to the parent. Check the Meeting Participants tool for required participants; if needed, ask the summer teacher to help procure all participants.	

At the meeting you should have:

✓	Item:
	Your charged laptop
	A copy of the student's current report card
	Notes from your observation of the student
	Hearing/vision screening

During the meeting:

If the parent does not attend, call the parent. Ask if he/she can participate by phone. Note this in Contact Log. If you cannot reach the parent, hold the meeting.

Introductions: Allow each person present to introduce him/herself.

State the purpose of the meeting.

Start by asking the parent what his/her concerns are. Ask questions about the student's functioning/behavior at home.

Review the student's functioning at school. Review all current interventions and their results.

All participants should have the opportunity to ask questions and/or give information about the student.

Take notes on your laptop about the information shared at the meeting.

The team (CST, teachers, and parent) will come to a consensus about whether to evaluate the student. **NOTE:** If you do not evaluate, you must still provide evidence that the student **continues** to have a disability according to N.J.A.C. 6A:14-3.5(c) or 3.6(a).

If evaluations are not warranted, the Reevaluation Eligibility Meeting must be held within 10 business days. (See Reevaluation Eligibility Meeting Guidelines.)

In process tracking:

- Meeting or Agreement Result: Yes
- New Action: Reevaluation Planning
- Determination: (Choose one)
- Action Date: Today's Date
- Include Prior Notice: Yes
- Click "ADD."
- In Prior Written Notice, fill in EACH SECTION using the notes you took on your laptop.
- If evaluations are warranted, in the Nature and Scope section at the bottom, click "Add." List each evaluation that will be completed.
- Click Save & Print

If parent is present, ask parent to give written consent for evaluations to begin.

In process tracking:

- Meeting or Agreement Result - > No
- Consent for Reevaluation Received or Refused
- Date: Today's date
- Click "ADD" then Save.

Give a copy of all paperwork, including the PRISE, to the parent.

If the parent is not present, send a copy of all meeting paperwork, including the PRISE, to the parent. Attempt to contact the parent to discuss the meeting. Note this in Contact Log.

If evaluations are warranted, wait 10 days for a parent response. If the parent does not respond, contact the parent. If the parent still does not respond, after 15 days evaluations can begin. Note that the 60-day timeline begins the day of the meeting.

Ask all participants to sign the Participation Page. If someone participated by phone, write in "Participated by Phone" next to their name. Do not allow anyone who did not participate to sign this page.

After the Meeting:

✓	When:	Task:	Completed:
	Within 1 business day of the meeting	Upload the participation page to the student's document repository.	
	Within 1 business day of the meeting	Upload any additional documentation that you received at the meeting.	
	Within 3 business days of the meeting	Send all original documents to the file room.	
	Within 3 business days of the meeting	Follow up with the parent if he/she was not present.	
	Ongoing	If evaluations are warranted, discuss the status of the evaluation(s) at each Weekly Calibration Meeting.	

[SUMMER] Reevaluation Eligibility Meeting

Student: _____ ID: _____ Meeting Date: _____

Case Manager: _____

Before the meeting:

✓	When:	Task:	Completed:
	14 days before meeting	Gather all completed CST evaluations.	
	14 days before meeting	Ensure that all evaluations are uploaded into the document repository and scores are entered in "Evaluations/Reports" and "Standardized Test Results".	
	12 days before meeting	Ensure that all evaluations have been mailed to parent. (Check with summer teacher, or contact parent.)	
	10 days before meeting	Review the results of the evaluations and compare the information to the Eligibility Checklist.	
	10 days before meeting	If the student is eligible, update the student's IEP. All start dates must be the first day of school, including transportation, related services, etc. Goals and objectives should be updated as appropriate.	
	10 days before meeting	Schedule the Reevaluation Eligibility Meeting. Before scheduling, check the spreadsheet to be sure that the summer teachers are available.	
	10 days before meeting	Create and mail the invitation to the parent. Check the Meeting Participants tool for required participants; if needed, ask the summer teacher to help procure all participants.	
	5 days before the meeting	Check with the Senior Program Manager about possible placements for the student, if a less restrictive placement is being considered.	

At the meeting you should have:

✓	Item:
	Your charged laptop
	A copy of each evaluation
	The Eligibility Checklist
	A copy of the draft IEP (if eligible)

During the meeting:

- If the parent does not attend, call the parent. Ask if he/she can participate by phone. If you cannot reach the parent, hold the meeting.
- Introductions: Allow each person present to introduce him/herself.
- State the purpose of the meeting.
- Review the results of the evaluations (If evaluations were completed.)
- Compare the results of the evaluations to the Eligibility Checklist and state the student's eligibility.
- If the student is eligible, consider a less restrictive placement for the student. Discuss the supports the student would need in a less restrictive environment.

In process tracking:

- Meeting or Agreement Result: Yes
- New Action: Reevaluation Eligibility Determination with IEP (eligible) OR Reevaluation eligibility determination (not eligible)
- Determination: (Choose one)
- Action Date: Today's Date
- Click "ADD."
- If the student is not eligible, fill in EACH SECTION in Prior Written Notice.
- Click Save & Print

Review the completed IEP with the parent and teacher. Make any necessary changes or adjustments to the IEP on your laptop. All start dates should be the first day of school, even if the parent waives the 15 day consideration period.

Finalize the IEP

Print out the full IEP and give a copy of all paperwork, including the PRISE, to the parent.

If the parent is not present, send a copy of all meeting paperwork, including the PRISE, to the parent. Attempt to contact the parent to discuss the meeting. If student is eligible, wait 10 days for a parent response, then contact the parent. If the parent still does not respond, the IEP is implemented as written after 15 days.

Ask all participants to sign the Participation Page. If someone participated by phone, write in "Participated by phone" next to their name. Do not allow anyone who did not participate to sign this page.

After the Meeting:

✓	When:	Task:	Completed:
	Within 1 business day of the meeting	Upload the participation page to the student's document repository.	
	Within 1 business day of the meeting	Upload any additional documentation that you received at the meeting.	
	Within 1 business day of the meeting	Send the original, finalized IEP and participation page to the Placement Specialist.	

[SUMMER] Assess/Review/Revise Meeting

Student: _____ ID: _____ Referral Date: _____

Case Manager: _____

Note: An assess/review/revise meeting is used to: add or change related services such as speech, OT, PT, behavior, nursing; add or change goals/objectives, modifications, or supplemental services; change placement; add or update state testing information; etc. The purpose of the meeting is to review all current information about the student, determine if additional assessments are required, and make appropriate revisions to the IEP.

Before the meeting:

✓	When:	Task:	Completed:
	Within 5 days of receiving a request for a meeting	Review the information provided with the meeting request, including the student observation, teacher interview, medical documentation, etc. If needed, attempt to contact the student's previous teacher via email for more information.	
	At least 10 days before the meeting	Schedule the Assess/Review/Revise Meeting. Before scheduling, check the spreadsheet to be sure that the summer teachers are available.	
	At least 10 days before the meeting	Create and mail the invitation to the parent. Check the Meeting Participants tool for required participants; if needed, ask the summer teacher to help procure all participants.	
	At least 1 week before the meeting	Look at the student's current and previous report cards. Check grades and attendance patterns.	

At the meeting you should have:

✓	Item:
	Your charged laptop
	A copy of the student's current report card
	Notes from your observation of the student
	Hearing/vision screening

During the meeting:

- If the parent does not attend, call the parent. Ask if he/she can participate by phone. Note this in Contact Log. If you cannot reach the parent, hold the meeting.
- Introductions: Allow each person present to introduce him/herself.
- State the purpose of the meeting.
- Start by asking the parent what his/her concerns are. Ask questions about the student's functioning/behavior at home.
- Review the student's functioning at school. Review all current interventions and their results.
- All participants should have the opportunity to ask questions and/or give information about the student.
- Take notes on your laptop about the information shared at the meeting.
- The team (CST, teachers, and parent) will come to a consensus about whether additional assessments are needed for this student. If additional assessments (such as OT, PT, Speech, etc.) are required:

In process tracking:

- Meeting or Agreement Result: No
- New Action: Consent for Additional Assessment Requested

- Action Date: Today's Date
- Click "ADD."
- In Comments, note which additional assessments are needed. Click "SAVE."
- Click "Schedule Tasks;" choose "Follow Up To Do Tasks."
- Click "ADD" and add each assessment that is needed. Click "Save & Return."

If parent is present, ask parent to give written consent for evaluations to begin.

In process tracking:

- Meeting or Agreement Result - > No
- Consent for Additional Assessments Received or Refused
- Determination: (Choose one)
- Date: Today's date
- Click "ADD"

If the parent is not present, send a copy of all meeting paperwork, including the PRISE, to the parent. Attempt to contact the parent to discuss the meeting. Note this in Contact Log.

If evaluations are warranted, wait 10 days for a parent response. If the parent does not respond, contact the parent. If the parent still does not respond, evaluations can begin after 15 days. Note that the 60-day timeline begins the day of the meeting. After evaluations are completed, hold another assess/review/revise meeting.

Whether or not evaluations are warranted, the team (CST, teacher, and parent) will come to a consensus about whether changes need to be made to the IEP. If changes are needed, they should be made during the meeting. **All** start dates should be the first day of school.

In process tracking:

- Meeting or Agreement Result - > Yes
- Assess Progress and Review or Revise IEP
- Date: Today's date
- Click "ADD"
- In the Meeting Information section, Comment area, write a brief summary of the meeting. Click "Save & Return."

Finalize the IEP

Print out the full IEP and give a copy of all paperwork, including the PRISE, to the parent.

If the parent is not present, send a copy of all meeting paperwork, including the PRISE, to the parent. Attempt to contact the parent to discuss the meeting. If student is eligible, wait 15 days for a parent response. If the parent does not respond, the IEP is implemented as written.

Ask all participants to sign the Participation Page. If someone participated by phone, write in "Participated by Phone" next to their name. Do not allow anyone who did not participate to sign this page.

[Assess/Review/Revise Continued]

After the Meeting:

✓	When:	Task:	Completed:
	Within 1 business day of the meeting	Upload the participation page to the student's document repository.	
	Within 1 business day of the meeting	Upload any additional documentation that you received at the meeting.	
	Within 3 business days of the meeting	Send all original documents to the file room.	
	Within 3 business days of the meeting	Follow up with the parent if he/she was not present.	
	Ongoing	If evaluations are warranted, discuss the status of the evaluation(s) at each Weekly Calibration Meeting.	

[SUMMER] Transfer Student: From Another NJ District

Student: _____ ID: _____ Meeting Date: _____

Case Manager: _____

For a Transfer Student from another NJ school district, the Assess/Review/Revise meeting must be held within 30 days of the student enrolling in Camden City Schools.

Before the meeting:

✓	When:	Task:	Completed:
	Upon enrolling	Review the student's current IEP. Work with the Senior Program Manager to place the student in the correct setting.	
	Upon enrolling	Gather all available records for the student.	
	Within 1 business day of enrolling	Add the student to IEP Direct as "Transfer Student Received."	
	Within 1 business day of receiving them	Upload all records to document repository.	
	10 days before meeting	Using the current IEP as a guide, create an IEP for the student. The IEP should be completed IN FULL using the Initial IEP Checklist before the meeting. All start dates must be the first day of school.	
	10 days before meeting	Schedule the Assess/Review/Revise Meeting. Before scheduling, check the spreadsheet to be sure that the summer teachers are available.	
	10 days before meeting	Create and mail the invitation to the parent. Check the Meeting Participants tool for required participants; if needed, ask the summer teacher to help procure all participants.	

At the meeting you should have:

✓	Item:
	Your charged laptop
	A copy of each evaluation
	The Eligibility Checklist
	A copy of the draft IEP (if eligible)

During the meeting:

- If the parent does not attend, call the parent. Ask if he/she can participate by phone. If you cannot reach the parent, hold the meeting.
- Introductions: Allow each person present to introduce him/herself.
- State the purpose of the meeting.
- Start by asking the parent what his/her concerns are. Ask questions about the student's functioning/behavior at his previous school and at home.
- Ask the teacher to speak about the student's functioning at school.
- All participants should have the opportunity to ask questions and/or give information about the student.
- Take notes on your laptop about the information shared at the meeting.

The team (CST, teachers, and parent) will come to a consensus about whether additional assessments are needed for this student. If additional assessments (such as OT, PT, Speech, etc.) are required:

In process tracking:

- Meeting or Agreement Result: No
- New Action: Consent for Additional Assessment Requested
- Action Date: Today's Date
- Click "ADD."
- In Comments, note which additional assessments are needed. Click "SAVE."
- Click "Schedule Tasks;" choose "Follow Up To Do Tasks."
- Click "ADD" and add each assessment that is needed. Click "Save & Return."

If parent is present, ask parent to give written consent for evaluations to begin.

In process tracking:

- Meeting or Agreement Result - > No
- Consent for Additional Assessments Received or Refused
- Determination: (Choose one)
- Date: Today's date
- Click "ADD"

If the parent is not present, send a copy of all meeting paperwork, including PRISE, to the parent. Attempt to contact the parent to discuss the meeting. Note this in Contact Log.

If evaluations are warranted, wait 10 days for a parent response. If the parent does not respond, contact the parent. If the parent still does not respond, evaluations can begin after 15 days. Note that the 60-day timeline begins the day of the meeting. After evaluations are completed, hold another assess/review/revise meeting.

Whether or not evaluations are warranted, the team (CST, teacher, and parent) will come to a consensus about whether changes need to be made to the IEP. If changes are needed, they should be made during the meeting. **All** start dates should be the first day of school.

In process tracking:

- Meeting or Agreement Result - > Yes
- Assess Progress and Review or Revise IEP
- Date: Today's date
- Click "ADD"
- In the Meeting Information section, Comment area, write a brief summary of the meeting. Click "Save & Return."

Finalize the IEP

Print out the full IEP and give a copy of all paperwork, including the PRISE, to the parent.

If the parent is not present, send a copy of all meeting paperwork, including the PRISE, to the parent. Attempt to contact the parent to discuss the meeting. If the parent does not respond, the IEP is implemented as written.

[Transfer Student: NJ Continued]

Ask all participants to sign the Participation Page. If someone participated by phone, write in "Participated by Phone" next to their name. Do not allow anyone who did not participate to sign this page.

After the Meeting:

✓	When:	Task:	Completed:
	Within 1 business day of the meeting	Upload the participation page to the student's document repository.	
	Within 1 business day of the meeting	Upload any additional documentation that you received at the meeting.	
	Within 3 business days of the meeting	Send all original documents to the file room.	
	Within 3 business days of the meeting	Follow up with the parent if he/she was not present.	
	Ongoing	If evaluations are warranted, discuss the status of the evaluation(s) at each Weekly Calibration Meeting.	

Student Name: _____

Student ID #: _____ DOB: _____

Evaluator Name: _____ Case Manager: _____

Psychological Evaluation Educational Evaluation Psycho-Educational Evaluation

Evaluation Report Requirements:

1. This evaluation was:

- Individually administered
- Conducted in a language or form most likely to yield accurate information
- Scored as a: Standard Score Norm Referenced Score
- Age equivalents are not reported

2. This evaluation includes:

- A functional assessment of academic performance
- One structured observation in a setting other than the testing session (attached and included in written report)
- A physical description of the student is **not** included, unless it is specifically relevant to the results of the assessment.
- An interview with the student's parent (attached and included in written report)
- An interview with the teacher referring the student (attached and included in written report)
- A review of the student's developmental/educational history
- A review of interventions documented by the classroom teacher(s) and others who work with the student
- One or more informal measure(s) which may include, but not be limited to, surveys and inventories; analysis of work; trial teaching; self-report; criterion referenced tests; curriculum based assessment; and informal rating scales
- Beginning at age 14, or younger if appropriate, include assessment(s) to determine appropriate postsecondary outcomes

3. This written report includes:

- Signature and date
- An appraisal of the student's current functioning and an analysis of instructional implication(s) appropriate to the professional discipline of the evaluator
- A statement regarding relevant behavior of the student, either reported or observed and the relationship of that behavior to the student's academic functioning
- If an assessment is not conducted under standard conditions, the extent to which it varied from standard conditions

4. I have ensured that:

- Someone has proofread my report to check for inconsistencies in spelling, grammar, student name, or other errors
- The signed evaluation report has been uploaded to the document repository
- All relevant information has been entered into the appropriate areas of IEP Direct
- The completed protocol is attached to the original signed copy of this report
- All boxes on this requirements page have been checked

Evaluator's Signature: _____ Date: _____

This form must be completed and attached to every evaluation report.

Student Name: _____

Student ID #: _____ DOB: _____

Evaluator Name: _____ Case Manager: _____

Social Evaluation Report Requirements:

1. This evaluation was:

- Individually administered
- Conducted in a language or form most likely to yield accurate information
- Scored as a: Standard Score Norm Referenced Score
- Age equivalents are not reported

2. This evaluation includes:

- One structured observation in a setting other than the testing session (attached and included in written report)
- A physical description of the student is not included, unless it is specifically relevant to the results of the assessment.
- An interview with the student's parent (attached and included in written report)
- An interview with the teacher referring the student (attached and included in written report)
- A review of the student's developmental/educational history
- A review of interventions documented by the classroom teacher(s) and others who work with the student
- One or more informal measure(s) which may include, but not be limited to, surveys and inventories; analysis of work; trial teaching; self-report; criterion referenced tests; curriculum based assessment; and informal rating scales
- Beginning at age 14, or younger if appropriate, include assessment(s) to determine appropriate postsecondary outcomes

3. This written report includes:

- Signature and date
- An appraisal of the student's current functioning and an analysis of instructional implication(s) appropriate to the professional discipline of the evaluator
- A statement regarding relevant behavior of the student, either reported or observed and the relationship of that behavior to the student's academic functioning
- If an assessment is not conducted under standard conditions, the extent to which it varied from standard conditions
- A detailed family history
- A detailed developmental history
- A detailed educational history
- Medical history including significant events during gestation and birth, milestones, and significant medical events
- An analysis of the student's adaptive behavior

4. I have ensured that:

- Someone has proofread my report to check for inconsistencies in spelling, grammar, student name, or other errors
- The signed evaluation report has been uploaded to the document repository
- All relevant information has been entered into the appropriate areas of IEP Direct
- The completed protocol is attached to the original signed copy of this report
- All boxes on this requirements page have been checked

Evaluator's Signature: _____ Date: _____

This form must be completed and attached to every evaluation report.

Student Name: _____

Student ID #: _____ DOB: _____

Evaluator Name: _____ Case Manager: _____

Speech/Language Evaluation Report Requirements:

1. This evaluation was:

- Individually administered
- Conducted in a language or form most likely to yield accurate information
- Scored as a: Standard Score Norm Referenced Score
- Age equivalents are not reported

2. This evaluation includes:

- One structured observation in a setting other than the testing session (attached and included in written report)
- A physical description of the student is **not** included, unless it is specifically relevant to the results of the assessment.
- An interview with the student's parent (attached and included in written report)
- An interview with the teacher referring the student (attached and included in written report)
- A review of the student's developmental/educational history
- A review of interventions documented by the classroom teacher(s) and others who work with the student
- One or more informal measure(s) which may include, but not be limited to, surveys and inventories; analysis of work; trial teaching; self-report; criterion referenced tests; curriculum based assessment; and informal rating scales

3. This written report includes:

- Signature and date
- An appraisal of the student's current functioning and an analysis of instructional implication(s) appropriate to the professional discipline of the evaluator
- A statement regarding relevant behavior of the student, either reported or observed and the relationship of that behavior to the student's academic functioning
- If an assessment is not conducted under standard conditions, the extent to which it varied from standard conditions

4. I have ensured that:

- Someone has proofread my report to check for inconsistencies in spelling, grammar, student name, or other errors
- The signed evaluation report has been uploaded to the document repository
- All relevant information has been entered into the appropriate areas of IEP Direct
- The completed protocol is attached to the original signed copy of this report
- All boxes on this requirements page have been checked

Evaluator's Signature: _____ Date: _____

This form must be completed and attached to every evaluation report.



Camden City School District

PERSONAL AIDE DETERMINATION

DEMOGRAPHIC INFO:

Student Name: _____
Student ID #: _____ DOB: _____
Home School: _____ Serving School: _____
Residing with: _____ Mother Father Guardian/Other
Address: _____
Home Phone: _____ Cell Phone: _____

Case Manager: _____ Date: _____

Please answer the following questions to determine if a student is eligible for a 1:1 aide, a 2:1 aide or an additional classroom aide. Any questions answered with "Yes" must be accompanied by documentation.

- Yes No There is documented evidence that the student poses a physical threat to themselves or other students in the classroom. **Attach documentation including the specific behavior interventions which have been implemented to address the physical violence, including a timeline and result.**
- Yes No There is a documented history of eloping. Please note that eloping behavior must take place several times per week for a duration that spans across at least one month. **Attach documentation including the specific behavior interventions which have been implemented to address the eloping, including a timeline and result.**
- Yes No There is documented evidence that a behavior plan must be implemented which is so intensive the classroom teacher is unable to implement it unaided. (Examples of this include: reinforcers are given at intervals of one minute or less, timers are used to track time on task, etc.) **Attach documentation including data that demonstrates the classroom teacher attempted to implement the behavior plan without a 1 to 1 aide.**
- Yes No The student requires an assistive technology device as per his IEP which requires constant adult assistance. **Please quote the section of the IEP which requires this device.**
- Yes No The student has significant medical needs which require constant monitoring. (Please note that wearing a diaper or pull-up does not qualify as a significant medical need and will be addressed by the classroom paraprofessional.) **If this question was answered "yes," do not recommend a 1 to 1 aide. Instead, recommend a health aide. This requires a physician's recommendation.**

Recommended for: 1:1 Aide 2:1 Aide Additional Classroom Aide Health Aide

If a 1:1 Aide, a 2:1 Aide, or an Additional Classroom Aide is recommended, the IEP **must** contain a behavior plan which describes specifically how the aide will work with the student to improve the problems listed above; how progress will be monitored; and what steps will be taken to ensure that the student works toward independence.

Documentation Attached:

- Behavior Intervention Timeline
- Behavior Plan Implementation
- IEP Documentation of Assistive Communication
- Physician's Recommendation



Camden City School District

TRANSPORTATION DETERMINATION

DEMOGRAPHIC INFO:

Student Name: _____
Student ID #: _____ DOB: _____
Home School: _____ Serving School: _____
Residing with: _____ Mother Father Guardian/Other
Address: _____
Home Phone: _____ Cell Phone: _____

Case Manager: _____ Date: _____

SAFETY AND DISABILITY FACTORS

- Yes No The student's hearing disability makes walking to school unsafe.
- Yes No The student's visual disability makes walking to school unsafe.
- Yes No The student's cognitive disability makes walking to school unsafe.
- Yes No The student's behavior and/or emotional instability prevent the student from walking to school safely. *Attach documentation.*
- Yes No The student's behavior and/or emotional instability is so severe or unpredictable that there is a concern for the safety of the student and others walking to and from school. *Attach documentation.*
- Yes No The student is eligible for the preschool special education program and requires transportation in order to participate.

MEDICAL FACTORS

- Yes No Medical report(s) document severe health condition(s) preventing the student from walking to school safely. *Attach documentation.*
- Yes No Medical report(s) document a physical disability preventing the student from walking to school safely. *Attach documentation.*
- Yes No Medical report(s) document the student is medically fragile and unable to walk to school. *Attach documentation.*

SCHOOL LOCATION FACTORS

- Yes No The student's IEP cannot be implemented in the home school and the student lives outside of the district boundary guidelines.
- Yes No The student's IEP is assigned to be implemented in a tuition placement.

ADDITIONAL INFORMATION:

