



When Special Education Student needs to be referred for speech eval. (This student does not currently have speech services.)

1. Case manager sends invitation A-0. Check “Plan and/or conduct a reevaluation.”
2. Hold a Reevaluation Planning Meeting with teacher, parent, case manager, and SLP. Teacher/parent explain why student needs speech eval. SLP determines whether speech eval is warranted.
 - A. If speech eval is warranted: use notice B-6. Have parent sign permission to evaluate. Teacher, parent, case manager and SLP all sign the document. Give parent a copy of the PRISE. Now SLP can test the child.
 1. If parent does not attend: Have teacher, case manager, SLP sign B-6. Send a copy home with the PRISE. In 15 days, SLP can test.
 - B. If speech eval is not warranted: use notice B-7. In the box, describe why student will not be evaluated for speech therapy (SLP can do this.) Everyone signs, give parent the PRISE.
 1. If parent does not attend: Everyone signs B-7. Send a copy home with the PRISE. Done.
3. If child is going to be evaluated, then SLP evaluates within 50 days. Blah blah blah.
4. Case manager sends invitation A-0. Check “Interpret Assessments and/or data” and check “review/revise the IEP.”
5. If student qualifies for speech, SLP adds speech services/goals to IEP and adds info to PLAFFP. If the student does NOT qualify for speech, SLP adds this info to the PLAFFP, but does not add speech services/goals.
6. Hold an IEP meeting with teacher, parent, case manager, SLP. Go over the results. Go over the new IEP. Everybody signs. Done!
 - If the parent does not attend: teacher, case manager, and SLP sign. Send a copy of new document home with the PRISE and you’re done.

Notes:

*You do not need to make a new eligibility document to add speech services, and adding the services does not affect the student’s eligibility date.

***ONLY AN SLP** can determine if a speech evaluation is needed. If an SLP is not at the meeting, another Child Study Team member CANNOT recommend a speech evaluation: *6A:14-3.3(e)4 For students ages five to 21, when the suspected disability includes a language disorder, the child study team, the parent, a speech-language specialist and the general education teacher of the student who has knowledge of the student's educational performance or if there is no teacher of the student, a teacher who is knowledgeable about the district's programs shall participate in the meeting to decide whether to evaluate and the nature and scope of the evaluation.*