**DOMAIN MEETINGS**

“Domain meeting” refers to a meeting in which the IEP team members review the existing data available for a student and determine what, additional information is needed if an evaluation is deemed necessary.

***Format of Meeting***

The IEP team shall designate a person to facilitate the meeting. This person should understand the special education referral process and be able to handle any conflicts which may arise. (See Facilitator’s Section.)

Conferences should begin with a statement indicating that the purpose of the meeting is to review the existing data available for the student, to determine if additional data is needed, and to determine if an initial case study evaluation or re-evaluation is needed. It should be made clear that the purpose of the case study evaluation is to determine the existence of a disability, to determine the disability’s effect on the child’s educational performance, and to determine whether the child will be eligible for special education services under one or more handicapping conditions. The parent shall be made aware of the disabilities the team suspects.

Following the review of the purpose, then the facilitator will guide the team through the process of reviewing each domain. Each domain area should be described prior to determining its relevancy to the suspected disability. Although all domains must be considered, the order in which they are discussed can be determined by the facilitator of the meeting.

The facilitator then proceeds through the completion of Identification of Needed Assessments (page 2 of the Parent/Guardian Consent for an Initial Evaluation). See below for instructions.

***Forms to Be Completed***

*Parent/Guardian Notification of Conference*

Prior to holding a domain meeting, the Notification of Conference Form must be completed and sent to parents and participating staff members. Directions for completing the Notification of Conference form are located in the Parent Notifications section.

Please ensure that all team members are invited and are provided the opportunity to provide input as to whether additional data is needed. Team members must be listed by name and by title. It is recommended that “or designee” be added when unsure if the person listed will be replaced by someone else at the meeting.

*Conference Summary Report*

The purpose of the meeting on this form shall be marked “Domain Meeting.”

All participants should sign in to indicate attendance. No box needs to be checked next to the participant’s name. For additional information on form completion, see Parent Notifications section.

*Parent/Guardian Notification of Decision Regarding a Request for an Evaluation*

The Notification of Decision Regarding a Request for an Evaluation form must state:

1. name and title of the person making the request,

2. the reason(s) why the individual has made the request:

3. the reasons for the decision of whether the evaluation is deemed necessary or not.

The reasons for the evaluation request should be as specific as possible, including the type of disability suspected, the areas of concern, the type of services believed to be needed, etc.

The date on the Notice would be the date the form was either mailed or handed to the parent.

*Parent/Guardian Consent for an Evaluation – Page 2 (Domain page)*

Page two is the “Identification of Needed Assessments,” also known as the domain page. Members of the IEP team can complete the following two columns of page two prior to the domain meeting: Relevant and Existing Information about the Child.

a) Relevant

Mark “Yes” if the domain area is “relevant” to the suspected disability. If the domain area is not “relevant” to the suspected disability, mark “No.” Relevancy is based on whether information contained in that domain area must be considered when identifying the existence of a disability or its effect on educational performance.

b) Existing Data

The team shall summarize the existing data for each relevant domain area. The team may include existing data in the non-relevant areas too. Data may be obtained from a review of records, standardized test results, teacher input, parental input, etc.

If a parent provides a report from an outside source, that report must be taken into consideration during the review of the existing data. A copy of the report should be attached to the consent forms. *(The team is only required to take the report into consideration and is not required to adhere to any recommendations contained within the report.)* The outside evaluation should NOT replace any evaluation to be conducted by school personnel. It may supplement but not supplant data needed for the evaluation.

The team shall list the results of most recent vision and hearing screening on all domain pages.

Team members who typically complete assessments for the various domain areas are responsible to complete their respective sections PRIOR to the domain meeting (e.g., school social workers complete Social and Emotional Status, school psychologist complete Cognitive Functioning, etc.) For sections not completed prior to the meeting, the facilitator may assign someone to complete the information during the meeting.

If there is not enough room on the form, then mark “See Additional Notes” and type information on another sheet to be attached.

c)Additional Data Needed

The team shall determine if additional evaluation data is needed and list the type of data to be collected in the box for that domain area.

Exact test names need not be entered, but enough description of the information requested or mode of data collection shall be listed (e.g., academic achievement testing in reading, math, and written language; non-verbal intelligence test; functional behavioral analysis; behavior rating scales completed by parent, teachers, and student; curriculum-based assessment in reading; parent interview for social and health history; classroom observation; direct assessment of fine and gross motor skills; etc.).

The team shall keep in mind that eligibility decisions cannot be made on one source of data and evaluations must be multi-disciplinary. If these criteria cannot be met, then additional data shall be collected.

*Keep in mind that any evaluation recommended by the district and documented on the form becomes the financial responsibility of the district.*

Please do not commit others to complete components of the evaluation without their input whenever possible.

d) Sources From Which Data will be Obtained

The team shall determine the sources from which the data will be obtained. Typically this can simply include the title of the person (e.g., school psychologist, occupational therapist, speech therapist, etc.).

*Waiver of 10-Day Notice Before Evaluation Begins*

Evaluations cannot begin before 10 calendar days unless the parent waives the 10 days in writing. The waiver form must be signed by parent. The waiver form is found on Filemaker under Supplemental Forms.

*Parent/Guardian Consent for an Initial Evaluation – Page 1 or Parent/Guardian Consent for a Re-evaluation – Page 1*

After the team has completed page 2, Parent/Guardian consent shall be obtained after the parents have received a thorough review of the Explanation of Procedural Safeguards. DO NOT SIMPLY HAND PARENTS A COPY.

For Re-evaluations, the box “Re-evaluation” should be checked. Ignore the box “No Re-Evaluation Needed.”

If the team determined that additional data is needed, then the corresponding box should be checked by the parent and signed. If the team determines that no additional data is needed, then the corresponding box should be checked by the parent and signed.

If a parent refuses to give consent for an initial evaluation, the district may pursue due process. If the district does not choose to pursue due process, then they are not in violation of providing a free and appropriate public education.

If reasonable attempts to obtain consent for a reevaluation are unsuccessful, then the district may pursue the re-evaluation without consent. There must be clear documentation of at least three attempts (in three different modes of communication – letter, phone call, home visit) to obtain consent.

If a parent refuses consent for a re-evaluation, then the district is not in violation of providing a free and appropriate public education.

For re-evaluations in which the team decides that additional information is not needed, the parent may disagree with the team decision and request an evaluation. The team would then be required to complete those components of the evaluation relevant to the disability for which the student has been entitled to services.

The date the parent signs the consent form becomes the date of referral. The evaluation must be completed within **60 school days** of the date of referral.

**Copies of Forms**

Copies of all special education forms should be given to the parent and placed in the student’s temporary folder in the district. Copies should be provided as soon as they are completed, but no later than 2 weeks following the meeting. **Original forms should be sent to VASE.** Team members present at the meeting may also request copies of the forms.

**Referral Tracking Menu**

Upon receipt of the original forms, the VASE Technical Assistant for Records will review the referral packet to verify accurate completion. The Technical Assistant will then input the referral information into the Referral Tracking Menu. The Referral Tracking Menu is located on the Filemaker Main Menu page for that student. The Technical Assistant will email those responsible for completing a component of the evaluation.

After each evaluation component is completed, the person responsible for that component must submit the completion date on the Referral Tracking Menu.