

MEMORANDUM

June 20, 1997

To: All Superintendents
Principals of All Day Schools
Supervisors of Speech Improvement
Teachers of Speech Improvement

From: Judith A. Rizzo, Ed. D. *JAR*
Deputy Chancellor for Instruction

Re: Speech and Language Progress Reports During the Review or
Triennial Process

OVERVIEW

Historically, speech and language progress reports have been an integral component of the reevaluation and triennial process for students receiving speech and language therapy as a related service. As a result of New York State legislation regulating changes in the triennial evaluation process, a memorandum dated November 10, 1995 addressed the process for conducting triennial evaluations within the New York City public schools.

As a result of 1995 New York State Legislation, the requirement that every triennial examination include a reevaluation by a school psychologist and a physician has been deleted. Consistent with federal regulations, districts must assure the triennial evaluation be conducted by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the suspected disability. The triennial evaluation must be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in regular education and the student's continuing eligibility for special education.

The triennial evaluation shall be multidisciplinary, with the student's teachers, parents and evaluating team each playing an active part. The multidisciplinary team should include all professionals necessary to thoroughly assess the needs and abilities of the student, as well as the appropriateness of the special education program and/or services which have been provided to the student. The team should include at least one teacher or other specialist with knowledge in the area of the student's disability. The multidisciplinary team may involve as few as two professionals if, for that child, they are able to make the determinations cited above, i.e., assess educational progress and achievement, determine individual needs and, consequently, determine what, if any, special education services are appropriate for that child, always considering the concept of Least Restrictive Environment. However, care should be taken to ensure that the evaluation team assesses all needs

and abilities of the student, with at least one member of the multidisciplinary team being sufficiently familiar with the student and the continuum of educational programming and the training to interpret the information gathered for Committee/Subcommittee on Special Education members.

IMPACT UPON TEACHERS OF SPEECH IMPROVEMENT

This memorandum is intended to clarify the role and responsibilities of the Teacher of Speech Improvement serving in the Community School Districts in the requested review and triennial process, and for students that are aging out of special programs. It will also provide guidance for the development of speech/language progress reports. Now, formal responsibilities of Teachers of Speech Improvements will include writing progress reports on youngsters in their caseload, supporting on-going evaluations as part of the therapy process, and recommending termination/decertification when appropriate. Teachers of Speech Improvement should also work with both general education and special education teachers to recommend strategies that can be used in the classroom to assist youngsters in the development of language and communication skills.

Teachers of Speech Improvement, in their capacity as related service providers, will communicate with the School Based Support Team (SBST) regarding the speech and language status of those students in their caseload who are in the process of requested or triennial reviews. Teachers of Speech Improvement in the high schools and in District 75 have already been providing progress reports for reevaluations and triennial evaluations of students on their caseloads. This process will not change; however, Teachers of Speech Improvement in high schools and District 75 may wish to incorporate speech progress report forms included in Attachment A.


In advance of the conference, the School Based Support Team will consult with all those who work with the student and determine what evaluations and assessments are necessary to ascertain that student's abilities. If a progress report for speech and language therapy is required, the Teacher of Speech Improvement will decide which measures will best determine the progress of a particular student. In order to determine individual needs and abilities, the Teacher of Speech Improvement may use informal and/or formal assessment methods. The type and number of tests, procedures and/or protocols administered will be based upon the clinical judgment of the speech and language provider. The speech provider should have both informal and formal assessment materials available as well as exit criteria documentation to determine if termination/decertification is appropriate. A language sample analysis, for example, may be used on its own or in conjunction with a norm referenced testing instrument such as the Clinical Evaluation of Language Fundamentals.

In addition to an interpretation of test results, the speech-language provider must consider exit criteria. These criteria, described in the New York City Board of Education publication, Educational Services for Students with Handicapping Conditions are:

- The ability to participate successfully in the primary educational program without Speech/Language Therapy,

and/or

- Speech and language ability that has reached a level commensurate with the overall cognitive functioning;

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- Speech/language goals that can be met in the primary educational setting, (e.g., language stimulation in the classroom, English as a second language services, speech therapy for non-handicapped students).

Staff development will be developed by the Board of Education to support speech providers who may not be familiar with the latest assessment tools and strategies. The staff development will address items such as formal assessment tools, informal assessment methods, analyzing student progress, making appropriate recommendations for changes in service and/or termination/decertification from speech and language therapy.

In cases where students in the review or triennial process are being assessed by specialized units—Hearing Handicapped/Visually Impaired Units (HHVIs)—consideration must be given to the progress report and feedback provided by the Teacher of Speech Improvement who provides related services to that student.

If the Teacher of Speech Improvement is unable to complete an assessment for a given student or determines the need for additional, more in-depth assessment measures, he/she may contact the SBST to arrange for an assessment by the CSE Speech and Language Evaluator. The Teacher of Speech Improvement must also alert the Speech Supervisor. Additionally, the CSE Speech and Language Evaluator may be called upon if an excess amount of reevaluations and triennials occur within a given month.

PROCEDURES FOR CSE/SBST

In an effort to include the speech provider in a student's review or triennial process, the SBST should take the following steps to ensure ongoing communication:

- The School Based Support Team (SBST) must provide a list of students slated for triennial evaluations (i.e., CAP 214 Report) to the speech provider in September of each school year and as such updates are available throughout the year.
- For students that are not on the September listing of triennials (i.e., updates throughout the year), SBSTs will give written notice of the need for a progress report at least 10 working days in advance of an upcoming review or triennial conference. This request must allow for sufficient response time by the speech provider. A sample of this request is included as Attachment B.
- SBST members must provide written notification of the scheduled Educational Planning Conference (EPC) to the Teacher of Speech Improvement, in order to enable the speech provider the opportunity to attend the conference. This may be accomplished by having the SBSTs forward a copy of the parent conference notification letter to the related service provider. Teachers of Speech Improvement will inform SBSTs of their schedules in the school. SBSTs will consider this information when scheduling conferences.

PROCEDURES FOR TEACHERS OF SPEECH IMPROVEMENT

Given advance notification, the Teacher of Speech Improvement will provide a progress report to the SBST prior to the EPC. This report will be written using the standard form included as Attachment A.

Pertinent information should include formal and/or informal assessment results, biographical data and a statement of progress. Current IEP goals and objectives may be attached and new IEP goals and objectives may be written on the new IEP form. Recommendations may include: no change in service, termination/decertification, continuation of service, or increase/decrease of frequency, duration or group size.

PROCEDURES FOR PREPARING PROGRESS REPORTS WHEN PROVIDING INTERIM MONOLINGUAL SERVICE FOR LIMITED ENGLISH PROFICIENT STUDENTS

A two tier process will occur during the reevaluation and triennial processes for students who have bilingual mandates for speech and language therapy, and are presently receiving monolingual English speech therapy as an Interim Service. The monolingual Speech Provider will prepare a progress report that addresses the student's progress in monolingual English skills, and will consult with appropriate bilingual professionals (e.g., classroom teacher, ESL teacher, etc.) working with the student to ascertain concurrent progress in the student's home language. Descriptive information that demonstrates the student's progress in English should be included in the report, as well as information obtained from consultation with the bilingual professional.

In addition, a referral to the CSE for a bilingual speech evaluation by a certified bilingual speech evaluator should be made in order to ascertain the student's concomitant linguistic development in the home language. The monolingual Speech Provider must not conduct any assessments with the student or make any recommendations for change in service on the progress report. All assessments must be conducted by a certified bilingual speech evaluator who will integrate and consider the evaluation findings with the descriptive information in the monolingual English speech progress report when generating recommendations. For additional information, please refer to the Delivery of Interim Speech/Language Therapy to Limited English Proficient Students (April 1997) guidelines.

TIME ALLOWANCE FOR PREPARING PROGRESS REPORTS IN CSDS

Speech providers will provide meaningful input into the review or triennial process through the use of progress reports. With specific regard to those students on their caseload who are in the review or triennial process, time must be allotted for the assessment and preparation of progress reports, including consultation between the interim monolingual speech provider and the bilingual professional. Therefore, Teachers of Speech Improvement in the Community School Districts will be allotted time to provide progress reports.

Teachers of Speech Improvement in elementary schools where teachers receive a professional period per week as indicated in Special Circular 6, 1996-97, dated April 3, 1997 are encouraged to select this activity in lieu of any other menu item. The speech providers professional period will be of the same duration as any other teacher in the school. Speech providers who do not avail themselves of this option are still required to provide progress reports for students on their caseload.

Teachers of Speech Improvement in elementary schools where no professional periods are scheduled as indicated in Special Circular 6, 1996-97, dated April 3, 1997 will receive one period per week for progress report writing.

Teachers of Speech Improvement in junior high/intermediate schools may select this activity in lieu of any other professional period assignment or may select another professional period activity from the school menu provided a minimum of one period per week is designated for progress report writing.

MONITORING

The Office of Monitoring and School Improvement (OMSI), as part of the monitoring process for CSEs, will conduct monitoring activities to ensure that lists of students slated for triennial evaluations are provided by the SBST to speech providers, and that written notifications of scheduled Educational Planning Conferences are provided by the SBST to Teachers of Speech Improvement.

TECHNICAL ASSISTANCE

For questions regarding the triennial/review process and the provision of progress reports, please contact the Supervisor of Speech Improvement in the respective responsibility area. Additionally, the following personnel are available for technical assistance.

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| Edward Rich, Clinical Administrator, Manhattan Regional Office | 212-233-6900 |
| Lois Kessler, Clinical Administrator, Bronx Regional Office | 718-892-5527 |
| Sheldon Salinsky, Clinical Administrator, Brooklyn West Regional Office | 718-487-6062 |
| Thomas Dugan, Clinical Administrator, Brooklyn East Regional Office | 718-272-4843 |
| Ilene Brandon, Clinical Administrator, Queens Regional Office | 718-472-7810 |
| Thomas Dugan, Clinical Administrator, Staten Island Regional Office | 718-727-9355 |
| Carole Gambello, Deputy Director of High School Clinical Services | 718-935-3470 |

JAR:rbn

Attachments

- c Lewis H. Spence
- William Casey
- Margaret R. Harrington
- Beverly Donohue
- Francine B. Goldstein
- Dov Rokeach
- Marjorie Blum
- Burt Sacks
- Nilda Soto-Ruiz
- Stephen Mittman
- Helen Kaufman
- Clinical Administrators
- CSE Chairpersons
- School Based Support Teams

SBST Notification to Teachers of Speech Improvement

Date of Request: _____

The following student on your caseload is scheduled for a:

requested / triennial review.

Name of Student: _____

DOB: _____

Program: _____

Class / Grade: _____

Date of Projected Educational Planning Conference (EPC): _____

If you are unable to complete this evaluation, please immediately consult with the School Based Support Team to discuss alternatives.

SBST Member: _____

Position: _____

c: Principal

Speech Teacher's Notification to SBST

Date Received: _____

- I will be able to complete the requested assessment by: _____
- I will NOT be able to complete the requested assessment. Please refer to the CSE Speech and Language Evaluator.
- I will attend the EPC.
- I will not attend the EPC.

Signature: Teacher of Speech Improvement

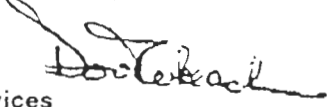
c: Principal
Speech Supervisor

The Teacher of Speech Improvement should retain a copy and forward the original to the SBST.

OFFICE OF SPECIAL EDUCATION CLINICAL SERVICES MEMORANDUM # 5, 1997-98

September __, 1997

TO: CSE Chairpersons
CSE / SBST Psychologists, Education Evaluators, and Social Workers
Regional Assessment Teams

FROM: Dov Rokeach, Assistant Superintendent 
Office of Special Education Clinical Services

RE: Attached Memorandum from Dr. Rizzo Regarding Speech Progress
Reports for Students During the Review or Triennial Process

Please be sure to read and adhere to the procedures set forth in the attached memorandum from Dr. Judith Rizzo. This memo describes a process whereby Community School District Teachers of Speech Improvement will be provided with time to prepare progress reports for students on their caseload who are in the review or triennial process. Speech Providers in District 75 and High Schools are already in the practice of providing speech reports for children that they serve and this procedure will not change.

In this regard, the School Based Support Teams must:

1. provide triennial lists in September (and updated lists as they are available) to the Speech Providers;
2. use the required form and provide written notices to alert Speech Teachers at least 10 working days in advance of an upcoming review or conference so that sufficient time is provided for the Speech Provider to prepare the progress report;
3. provide timely written notice of the scheduled Educational Planning Conference (EPC) to the Speech Provider, to enable them the opportunity to attend the conference, by forwarding a copy of the parent conference notification. It is incumbent upon the SBST to immediately alert the Speech Provider when a reevaluation of a student is requested and a speech progress report is required.

Wherever possible, it is important to share evaluation results of educational/psychological assessments with Speech Providers to provide additional information in the formulation of the progress report and recommendation for continuation, increase, decrease or termination of service.

Speech Providers will be provided with training and assessment materials to prepare progress reports. There will be on-going focus groups and evaluation of this new procedure by the Division of Assessment and Accountability to assess implementation of the Speech Progress Reports Initiative (e.g., numbers of students requiring speech progress reports, SBSTs providing advanced written notification to Speech Providers for the preparation of speech progress reports, providing written notification so that Speech Providers may attend the IEP meeting, etc.).

I am requesting that all School Based Support Teams become familiar with the procedures and adhere to them. Questions may be directed to the respective Clinical Administrator.

DR:rbn

c: Francine B. Goldstein
Stephen Mittman
Ava Mopper
Rosanne B. Namm
Clinical Administrators

Speech / Language Progress Report

Teacher of Speech Improvement: _____ Date of Report: _____

Name of Student: _____ DOB: _____ OSIS: _____
Address: _____ School: _____
Program: _____ Class / Grade: _____
Language of Instruction: _____

Current IEP Recommendation: Frequency: _____ Duration: _____ Group Size: _____ Interim Monolingual Service

Bilingual Professional Consulted: _____

Attendance: Attends Regularly Excessively Absent Non-Attending

Areas of Deficit (Briefly describe):

- Language _____
- Articulation _____
- Fluency _____
- Voice _____
- Pragmatics _____

Progress (Attach Additional Pages if Required):

Goals (Attach Page 4 & 5 of IEP with New Goals):

Recommendations:

- No Change in Service, Continue S/L Therapy at Freq.: _____ Dur.: _____ Gr. Size: _____
- Terminate Decertify from Speech / Language Therapy
- Change from Freq.: _____ Dur.: _____ Gr. Size: _____
to Freq.: _____ Dur.: _____ Gr. Size: _____

Signature: Teacher of Speech Improvement

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