

Special Education Psychoeducational Assessment and Case Management Guidance

Case Management

At the beginning of this school year, create a case management plan to bring all open cases to completion. On a monthly basis, a case management log must be sent to your supervisor with a CC to your school building principal.

New and Open Referrals SY 2020-2021

For all new referrals requiring a psychoeducational assessment, school psychologists will conduct a comprehensive data-driven assessment. Comprehensive data-driven assessments can be conducted remotely (e.g., teacher report, developmental history, review of existing data, web-based rating scales, student pre-assessment forms, response to intervention data, and information gleaned from consultation with teachers and parents) and through socially distanced classroom observations and clinical interviews, as needed.

- [Guidance regarding comprehensive data-driven assessment](#)

Other assessments, such as face-to-face and/or live remote (virtual) assessments, should be conducted upon completion of the comprehensive data-driven assessment, if through consultation with the supervisor of psychologists the school psychologist determines this to be necessary in the evaluation process. Clinicians should make every effort to involve and actively engage parents in the assessment planning process and to create awareness around the advantages and disadvantages of traditional models of assessment at this time. If a parent requests a face-to-face assessment, inform the Supervisor of

School Psychologists and schedule a meeting with the parent to collaboratively evaluate this option.

Note: Remote assessments will be conducted through Request for Assistance (RFA) via agencies.

- When meeting face-to-face with a student, the school psychologist should only conduct targeted assessments needed to determine eligibility or answer the referral question.
- If the school psychologist managing the referral is ***working remotely*** due to an approved medical accommodation, and further assessment beyond a comprehensive data-driven assessment is needed, the assessment will be conducted through an RFA. If the RFA (per session and contracting out) does not result in a completed assessment, the case will be redeployed to an available clinician, who will conduct a face-to-face assessment. Once per session is open, this activity will be considered for completion of the face-to-face assessment.

The DOE will continue to redeploy remote work (e.g., comprehensive data-driven assessments, IEP meetings) to clinicians eligible for redeployment without first sending it to an agency through an RFA, as will be done for face-to-face requests.

School Reopening Area of Focus: Open Cases

- For all psychoeducational assessments, complete a comprehensive data-driven assessment and corresponding comprehensive psychoeducational report. This is a remote evaluation process that should begin immediately.
- Administer targeted face-to-face assessment for all cases for which face-to-face assessment was deemed necessary.
- Clinicians should follow the [special education evaluation guidance](#)

Start of the year priorities and suggested timeline

- Within the first week, school psychologists and social workers should submit a monthly case management plan for each school in their cluster that details the completion plan for all SY 2019-2020 cases and all new open referrals for SY 2020-2021. This should be sent to your supervisor of psychologists and school principal.
- Student evaluations and IEP meetings begin.
- As an immediate priority, all open cases from SY 2019-2020, should have a comprehensive data-driven assessment and corresponding comprehensive report. If face-to-face assessments are not required, upon completion of the report, schedule the case for conferencing and the IEPs should be brought to completion and finalized. **For further support please reach out to your Supervisor.**