

Tulsa Public Schools  
Division of Teaching and Learning  
Department of Special Education and Student Services

Procedures for Accessing  
Special Education Automated Software SEAS

**Request for Child Study Team**

1. Principal or CST coordinator contacts School Psychologist/Speech Pathologist to initiate a request for CST.
2. School Psychologist/Speech Pathologist will add student to SEAS.
  - School Psychologist/Speech Pathologist ensures that the correct student ID number is entered in SEAS and required fields: first name, last name, date of birth, race, teacher of record (School Psychologist/Speech Pathologist will be listed as "Teacher of Record"), native language, attending school and home school.
  - School Psychologist/Speech Pathologist will check the box "referred not yet placed." This check mark will note that this student's demographic information will be moved from the Mainframe to the SEAS program overnight.
3. CST will access and document CST actions on the Request for CST form and the Review of Intervention form on the SEAS program. (CST members must sign and date the Review of Information form indicating initial start.)
4. If after attempting various teaching and/or behavior strategies by the CST it is determined the student requires a referral for an initial evaluation, the CST will complete a Review of Existing Data, OSDE Form 3.
5. Through the Review of Existing Data process the CST should consult with the appropriate related service personnel (i.e., Occupational Therapist, Physical Therapist, etc.) to determine if that particular discipline needs to be involved in the referral process of this particular student.
6. If the decision is made that related service personnel need to be involved, then the School Psychologist/Speech Pathologist will give that particular person access on SEAS to the student's file.
7. After the School Psychologist/Speech Pathologist has reviewed and signed the parent consent OSDE Form 4 page 1 of 2 as the District/Public Agency Official a meeting with the parent is scheduled by the CST representative. The CST representative will explain to the parent the reason for the referral, the suspected disabilities, the existing data, and the additional assessment components needed to complete the comprehensive evaluation, and go over Parent Rights in Special Education and ask the parent to sign the consent. **(School Psychologists/Speech Pathologists are the only district designees authorized to sign as district official on the parent consent for evaluation.)**
8. If the parent signs consent for an evaluation, then the School Psychologist/Speech Pathologist will enter the date of parent consent (under Student Information – Compliance Dates), which begins the timeframe for evaluation compliance.
9. If the parent does **NOT** give consent, School Psychologist/Speech Pathologist will document that the parent declined to give consent for the evaluation.
10. If the parent gives consent, then all related service staff and School Psychologist/Speech Pathologist will begin the assessment process.

11. Prior to meeting with the parent regarding eligibility, the School Psychologist/Speech Pathologist will contact the Elementary Special Education Lead Teacher or the Secondary Special Education Department Chairperson to determine which Special Education Teacher will be assigned to this student (does not matter if student is ultimately determined to be eligible or not eligible).
12. The School Psychologist/Speech Pathologist or Elementary Lead or Secondary Department Chair will assign the Special Education Teacher as "Teacher of Record" on SEAS for that particular student.
13. The school will set up a staffing to review the testing and determine a proposal regarding eligibility. If the team is leaning toward the proposal that the student is eligible, then give input to the Special Education Teacher assigned to the student in order that an IEP proposal can be developed. School personnel will determine a proposal to present to the parent.
14. If the proposal is that the student appears eligible and possible services on the IEP are warranted, then the assigned Special Education Teacher will write a draft IEP on SEAS. The draft IEP will have a watermark across the front page with "Draft". Print with the watermark.
15. Set up eligibility meeting with parent (send a Notification of Meeting form to parent, OSDE Form 6). It is recommended the meeting be held in a room with a computer hooked up to the internet, with access to a printer.
16. After the school team members determine eligibility along with the parent and sign/date the last page of the MEETS, then the School Psychologist/Speech Pathologist will enter the MEETS signature date in SEAS under Student Information – Compliance Dates.
17. Special Education Teacher will present the draft IEP to the parent. Have one person making notes on the watermark DRAFT copy of the IEP. Once the parent provides input and any additional input is obtained from school personnel, then the Special Education Teacher needs to double check what was written down on the watermark to make sure nothing is missed in the input into the SEAS program.
18. Then the Special Education Teacher will click the upper left hand corner box that says "Final Copy" of the front page of the IEP. It will remove the watermark.
19. Print Final IEP. Review changes again with parent and then have parent sign consent for initial placement in special education, as well as sign as a participant in the development of the IEP.
20. Make two copies. Give one copy to parent and send one to ESC. The original copy stays in the student's confidential folder.
21. Assigned Special Education Program Supervisor will review the documents and archive the final documents at ESC.

### **Intra-District Special Education Student Mobility/Transfer/Placement**

TPS Special Education student moves from one TPS school to another TPS school:

1. Receiving school enrolls the student and identifies if student is receiving special education.
2. Receiving school Principal or Principal designee notifies the Elementary Special Education Lead Teacher / Secondary Department Chair immediately that a new student has enrolled.
3. Elementary Special Education Lead Teacher / Secondary Department Chair notifies the school's assigned Psychologist/Psychometrist/Speech Pathologist immediately.

4. Sending school will send the student's folder and all appropriate special education/ 504 documentation such as: Child Study Folder (RED FOLDER), Special Education Folder (PINK OR GREEN FOLDER), and/or 504 Folder (GOLD FOLDER) to the receiving school.
5. If the receiving school does not receive the appropriate documentation (RED FOLDER, PINK FOLDER, GREEN FOLDER, GOLD FOLDER, ETC.) within 3 business days the receiving school will notify the Special Education Program Supervisor who in turn will notify the sending school's principal.
6. The above enrollment action at the receiving school will automatically allow the receiving school to access the student information on SEAS. If you are unable to access the student within two (2) business days contact Bert Speed at [speedbu@tulsaschools.org](mailto:speedbu@tulsaschools.org).

### **Out-of-District Special Education Student Mobility/Transfer/Placement**

TPS Special Education student identified as receiving special education services enrolls from Out-of-District:

1. Receiving school enrolls the student and identifies if student is receiving special education. When a receiving school sends for cumulative records indicate the need for ALL education records.
2. Receiving Principal or Principal designee will provide the Elementary Special Education Lead Teacher / Secondary Department Chair with the Out-of-District Special Education paperwork.
3. The Elementary Special Education Lead Teacher / Secondary Department Chair will notify the School Psychologist/Speech Pathologist that an Out-of-District Special Education student has enrolled.
4. If the receiving school does not receive the appropriate paperwork from the previous school district within 3 business days the receiving school will notify the Special Education Program Supervisor who in turn will notify the Out-of-District Superintendent that TPS is requesting records.
5. School Psychologist/Speech Pathologist will add student to SEAS.
  - School Psychologist/Speech Pathologist ensures that the correct student ID number is entered in SEAS and required fields: first name, last name, date of birth, race, teacher of record (School Psychologist/Speech Pathologist will be listed as "Teacher of Record"), native language, attending school and home school.
  - School Psychologist/Speech Pathologist will check the box "referred not yet placed." This check mark will note that this student's demographic information will be moved from the Mainframe to the SEAS program overnight.
6. The Elementary Special Education Lead Teacher / Secondary Department Chair will coordinate an IEP Team meeting with all appropriate team members to review the student's existing data. The IEP team will meet to determine eligibility status according to TPS Policy and Procedures and document on OSDE Form 3, pages 1 – 4. **Note: School Psychologist will no longer write a Review and Summary Report. The OSDE Form 3, pages 1 – 4 is the appropriate paperwork required for documenting this decision.**
  - If the IEP team determines additional testing is required to make an appropriate decision the School Psychologist/Speech Pathologist will request parent consent to evaluate using OSDE Form 4.
  - If the IEP team determines the student meets eligibility criteria then the IEP team will document its decision on the IEP Review, OSDE Form 8. When reviewing the Out of District IEP the team must consider whether the district will implement the Out of District IEP as written (document on the IEP Review OSDE Form 8) or write a new IEP to be implemented at TPS (document on OSDE Form 7 and OSDE Form 8).