

Initial Special Education Evaluation

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Pre-Referral Interventions

Before a school district refers a student for a special education evaluation, the district must conduct at least two research-based pre-referral interventions and the classroom teacher is responsible for collecting ongoing data and documenting the results.

2

Referral

Parents and school staff can refer a child to be evaluated for special education services. Students cannot be evaluated without parental consent.

3

Consent

After a referral, a parent must give consent to evaluate a child. Parents can grant consent only after their rights are explained.

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Initial Evaluation

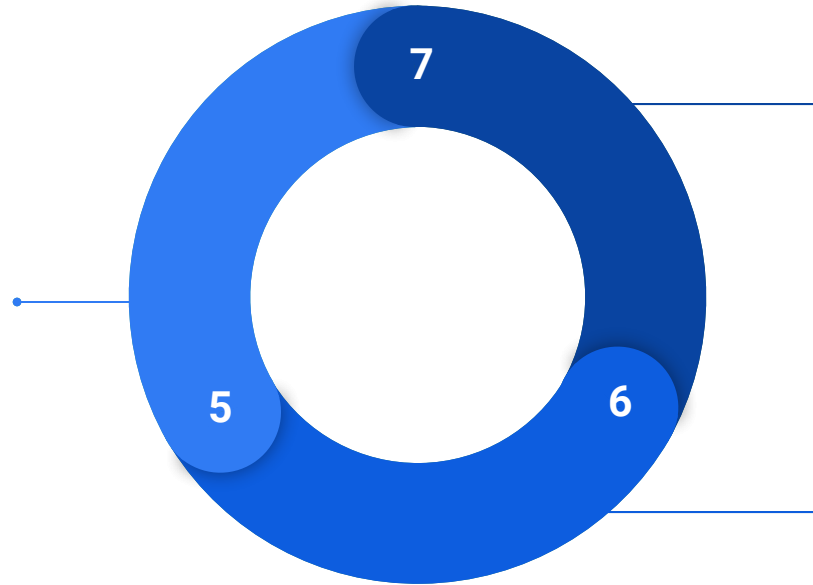
After a parent gives consent, a student must be evaluated in all areas of suspected disability by those that are appropriately licensed.

Ongoing Special Education Process

IEP Development

Once the initial evaluation is complete the team will meet to review the results. If the student qualifies for special education services, an Individualized Education Plan (IEP) will be developed for the student.

If the student currently has an IEP, existing data and/or the results of the student re-evaluation will be used to develop a revised IEP.



Comprehensive Reevaluation

At least every three years, a student must be re-evaluated to determine if the student demonstrates a continuing need for special education services. This information should inform the development of the IEP.

IEP Implementation

The school team will implement the services specified in the student's IEP. This includes monitoring the student's progress on their IEP goals. If adequate progress is not being made, the team should consider making an instructional change. Note: Parental consent is required before implementation of an initial IEP.