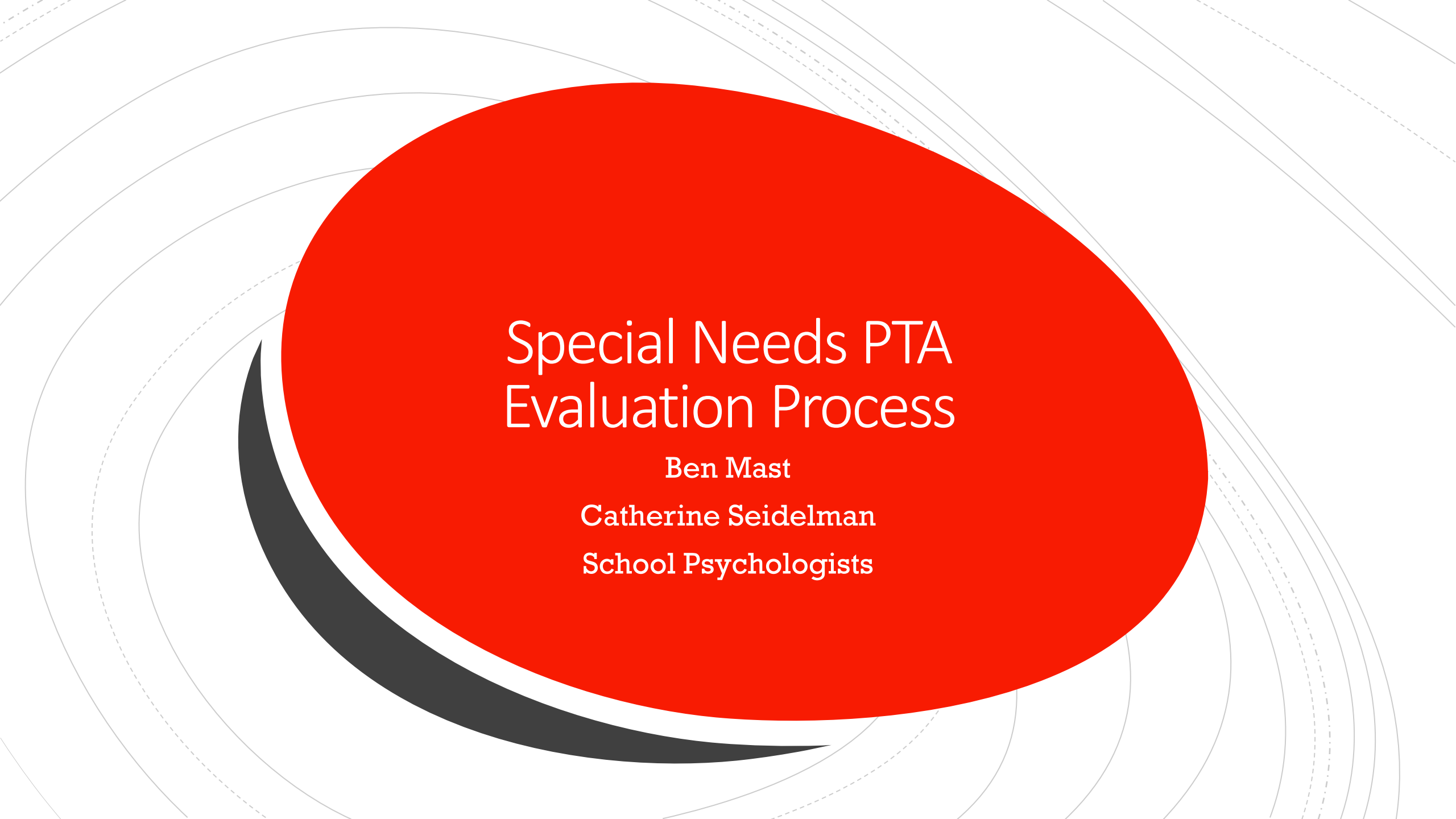


The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large, solid red oval is positioned in the center-right of the frame, serving as a backdrop for the text.

Special Needs PTA Evaluation Process

Ben Mast

Catherine Seidelman

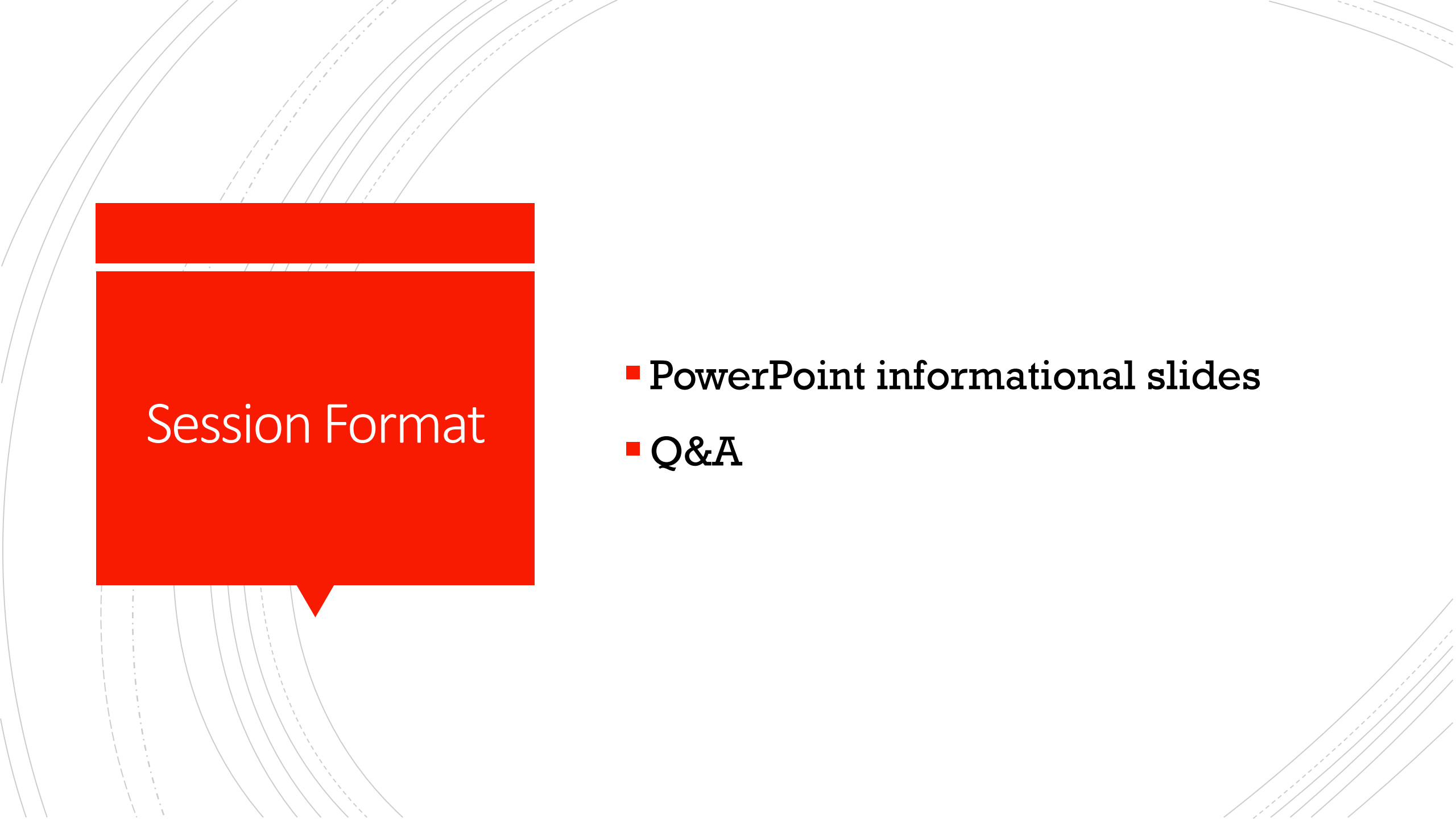
School Psychologists

About Us

- Ben Mast, Psy.D., NCSP
- School Psychologist at Interlake
- 6 years with district
- Case manager for special education and 504 evaluations

About Us

- Catherine Seidelman
- School Psychologist at Stevenson Elementary
- 7th year in district, 11th year as psychologist
- Case manager for special education and 504 evaluations, lead for special education in building

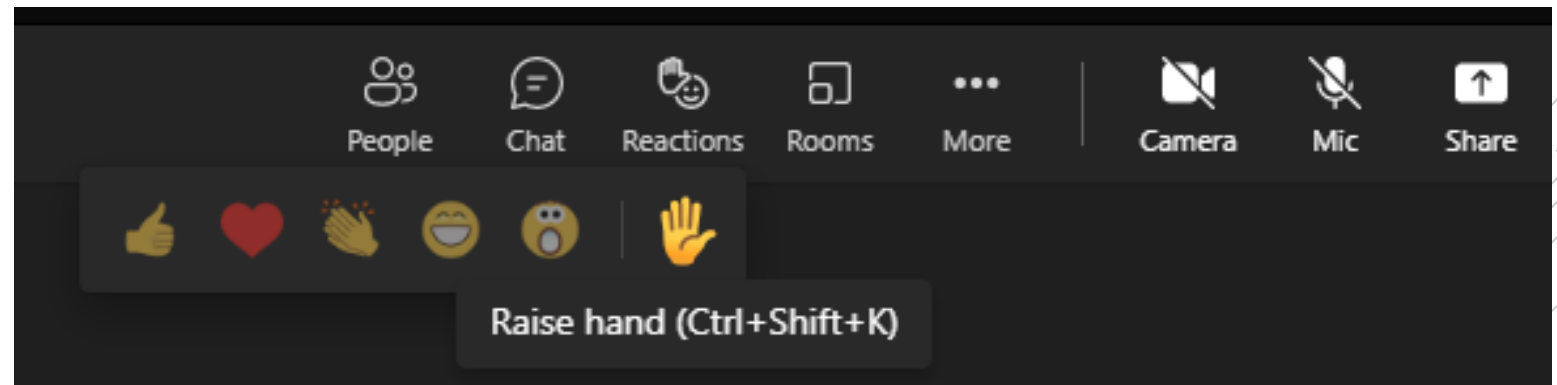
The background features several thin, curved lines in light gray and white, some solid and some dashed, creating a sense of motion or a globe-like pattern.

Session Format

- PowerPoint informational slides
- Q&A

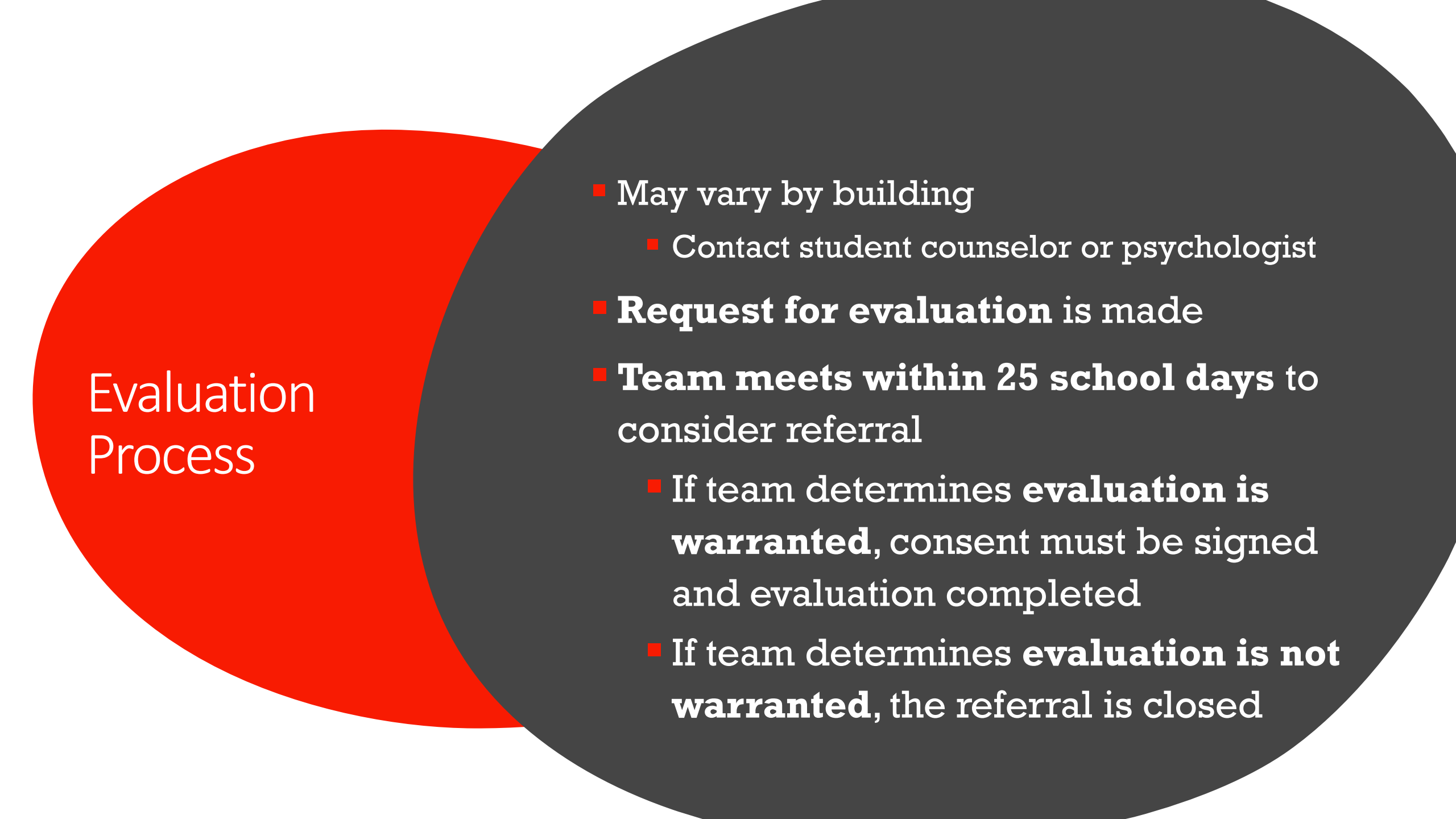
Technology Tips

- Please use Mute button if not speaking
- Please use Raise Hand function if you have a question
- If on desktop:
 - Hold Ctrl and scroll to zoom
- Increase volume on your device
- Use chat function



What is an evaluation?

- According to WA law:
 - Evaluation means procedures...to determine whether a student has a disability and the nature and extent of the special education and related services that the student needs.
- What is an evaluation NOT?
 - Screenings
 - “Just curious”
 - Diagnosis vs. eligibility determination

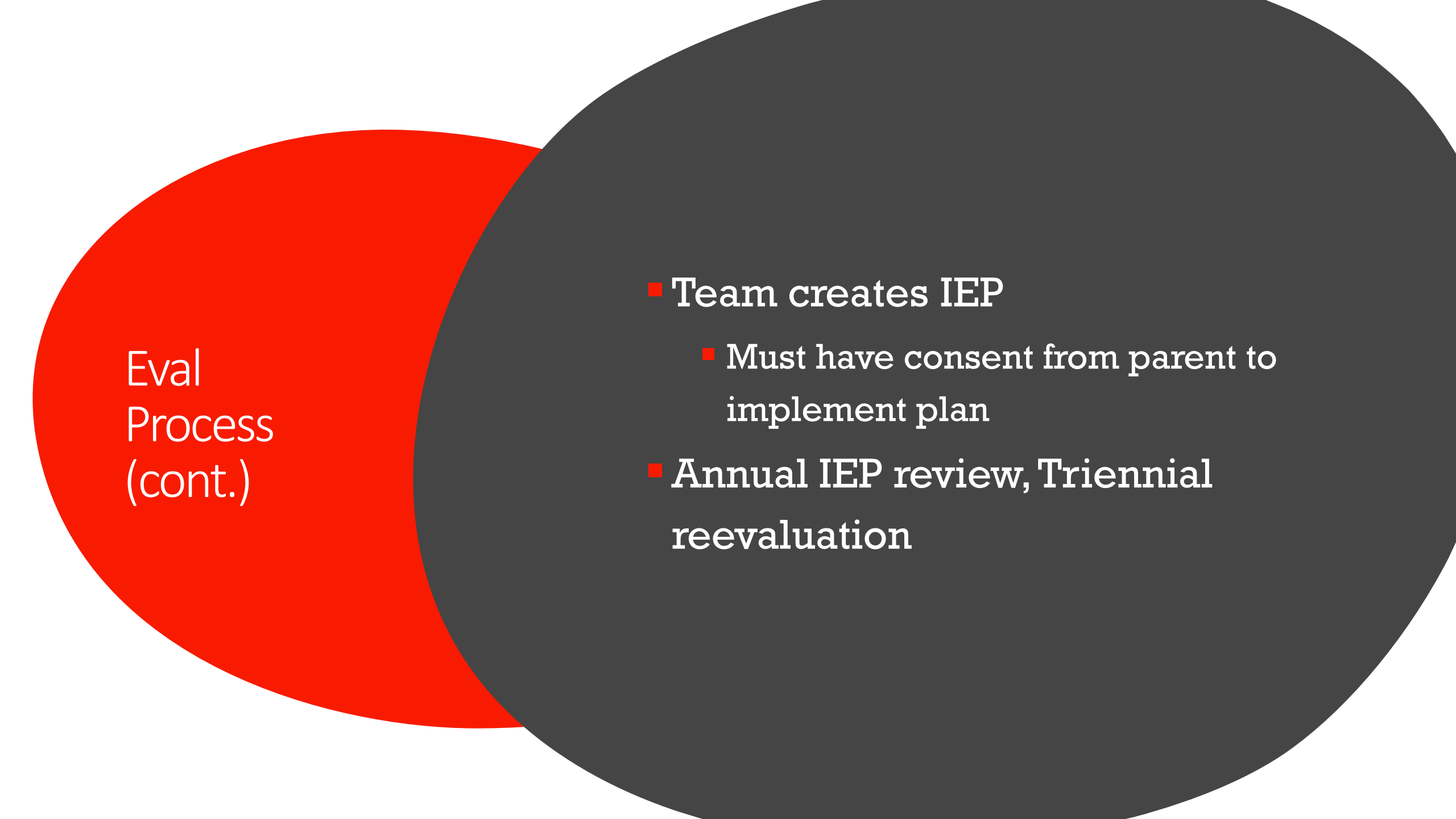


Evaluation Process

- May vary by building
 - Contact student counselor or psychologist
- **Request for evaluation** is made
- **Team meets within 25 school days** to consider referral
 - If team determines **evaluation is warranted**, consent must be signed and evaluation completed
 - If team determines **evaluation is not warranted**, the referral is closed

Eval
Process
(cont.)

- Evaluation should be completed within 35 school days
 - School and family may agree to **EXTEND** the evaluation
 - If evaluation recommends eligibility, a plan should be written within 30 days
 - If evaluation recommends ineligibility, other recommendations may be made



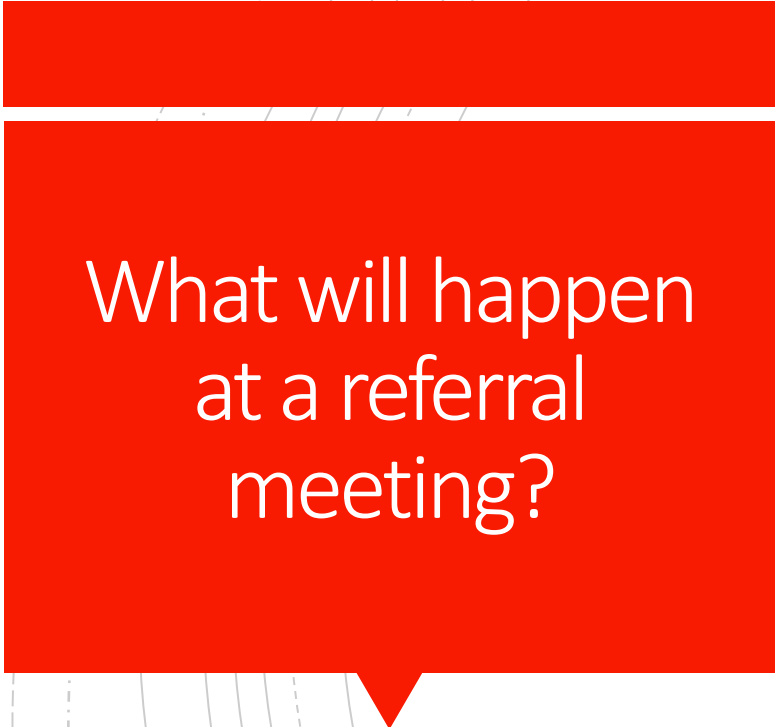
Eval
Process
(cont.)

- Team creates IEP
 - Must have consent from parent to implement plan
- Annual IEP review, Triennial reevaluation

The background features several thin, curved lines in shades of gray, some solid and some dashed, creating a sense of motion or a stylized globe. A large red speech bubble is positioned on the left side of the slide.

When to request an evaluation?

- **Best practice would begin with classroom-based interventions**
- **Consult with a doctor on treatment**
- **Is the disability impacting learning?**

A red speech bubble graphic with a white question mark inside, pointing towards the list of items on the right.

What will happen
at a referral
meeting?

- Sometimes called GT, MDT, Referral Team, Step 2
- Staff may present a file review
- Questions, conversation, discussion
- Decision made about next steps

_____ recommends an evaluation for your child to address the following areas:

- ☐ Medical-Physical
- ☐ Adaptive
- ☐ Communication
- ☐ Observation

- ☐ Audiology
- ☐ Behavior
- ☐ Fine Motor
- ☐ Other

- ☐ General Education
- ☐ Cognitive
- ☐ Gross Motor
- ☐ Age Appropriate
Transition Assessment

- ☐ Social/Emotional
- ☐ Academic
- ☐ Vision and Mobility

What does an evaluation consist of?

Student ID:
WA SSID:
Date of Birth:



12111 NE First St
P.O. Box 90010
Bellevue, WA 98005
(425) 456-4144

Consent for Initial Evaluation

School: _____ Grade: _____ Sex: _____

PURPOSE: A school district must inform parents/guardians of all information relevant to the district making a decision regarding the initial evaluation, initial placement, or reevaluation of a student. This form asks for your consent to the action indicated. It would be helpful to school personnel if you would share your reason(s) for not giving your consent for the proposed action. If you have questions regarding this request, you may call the school district director of special education for an explanation as to why the request is being made.

_____ recommends an evaluation for your child to address the following areas:

- | | | | |
|---|-------------------------------------|---|--|
| ☐ Medical-Physical | ☐ Audiology | ☐ General Education | ☐ Social/Emotional |
| ☐ Adaptive | ☐ Behavior | ☐ Cognitive | ☐ Academic |
| ☐ Communication | ☐ Fine Motor | ☐ Gross Motor | ☐ Vision and Mobility |
| ☐ Observation | ☐ Other | ☐ Age Appropriate
Transition Assessment | |

Other:

I understand that I have the opportunity to participate in the consideration of the areas to be assessed. I would suggest the following areas of need be considered in assessing my child:

- _____
- _____
- _____
- _____

TO PARENTS: In order to proceed with this referral and recommend the most appropriate educational program for your child, we will need your permission to conduct an individual evaluation. Given the selected assessment component areas above, a list of possible test instruments is attached.

It should also be understood that all information collected during this evaluation will be kept confidential and will be used only by authorized school personnel pursuant of the **Family Educational Rights and Privacy Act**.

This evaluation should be completed within 35 school days after the parent has given written consent for an evaluation.

I have also been provided the **Notice of Special Education Procedural Safeguards for Students and Their Families** that summarize protections for students who may require special education.

- ☐ I give consent for my child to be evaluated.
☐ I refuse consent for my child to be evaluated.

Comments: _____

Parent/Guardian/Surrogate/Adult Student Date

Please return this form to: _____ at Special Services.

Consent Disclaimer

By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought; (2) you understand that the granting of consent is voluntary on your part and may be revoked at any time; (3) if you revoke consent, the revocation is not retroactive; which means that it does not negate any activity that has already taken place; and (4) if you refuse to give consent, the district may request mediation or a due process hearing to override your failure to give consent for an initial evaluation.

Data Sources

- “A variety of assessment tools and strategies”
 - Standardized assessments (testing)
 - Interviews
 - Grades, attendance, discipline
 - Intervention progress monitoring
 - Doctor’s notes, letters, other outside agency information
 - Observations



Who participates in an evaluation?

- Parent
- Student
- School Psychologist
- Counselor
- Administrator
- Special education teacher
- General education teacher
- Other service providers
 - PT, OT, Speech, Social Worker
- Any other qualified individuals with knowledge of the student

Possible Outcomes of an Evaluation

Special education
eligibility

504 eligibility

No eligibility

What is a 504? (brief)

- **Section 504 of the Rehabilitation Act of 1973**
 - Prevents discrimination against individuals with disabilities in government funded programs
 - A physical or mental impairment that substantially limits one or more major life activity
- Schools typically implement this protection through a 504 Service Plan (504)
 - In the BSD, a 504 is an accommodation plan
- Includes brief description of impairment and accommodations decided by the team
- Viewable by teachers in Synergy
- Updated annually by counselor

IEP vs. 504 Evaluation Differences

IEP

- More comprehensive in nature
- Require consent in each area of assessment

504

- Typically not as wide in scope
- May include testing

What happens at an evaluation feedback meeting?

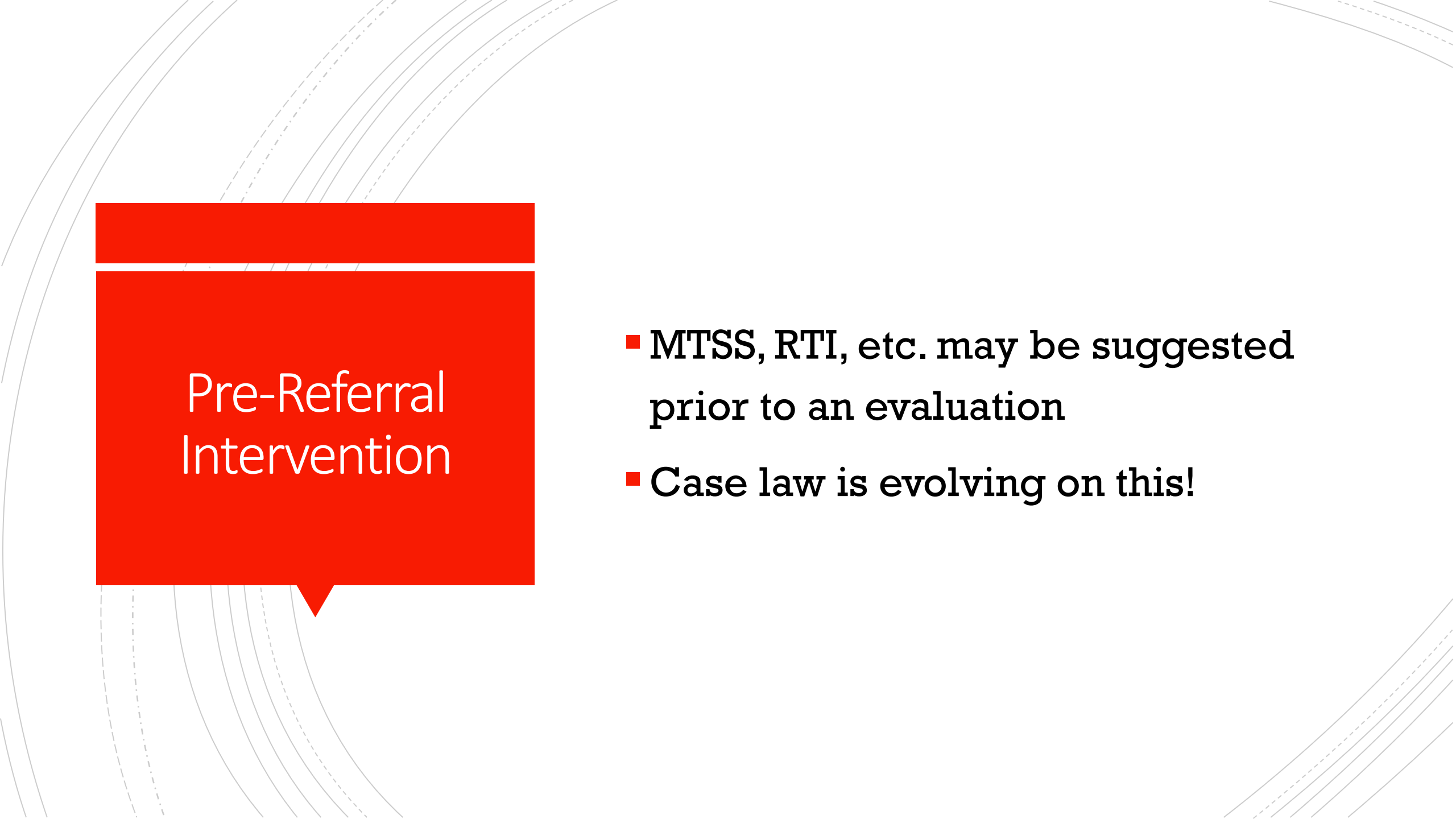
- Case Manager for evaluation will review results (usually a school psychologist, but can be a Speech/Language Pathologist)
- Parent/Guardian presented with evaluation draft
- All evaluators present
- Determine whether evaluation data indicates whether a student meets eligibility for special education services

What determines eligibility?

- In order to qualify for special education:
 - A student must have a disability as defined by the Individuals with Disability Education Act (IDEA)
 - That disability must adversely impact their education
 - That adverse impact must require specially designed instruction

What determines eligibility? (cont)

- Just “struggling” does not determine eligibility
 - The evaluation must rule out
 - Limited English proficiency
 - Lack of instruction
- Not speaking English is not a disability
- Disabilities are present across settings

The background of the slide features several thin, curved lines in a light gray color, some solid and some dashed, creating a modern, abstract design.

Pre-Referral Intervention

- **MTSS, RTI, etc. may be suggested prior to an evaluation**
- **Case law is evolving on this!**

Common Issues Related to Evaluation

- **Doctor prescription for evaluation**
 - A doctor's recommendation is not sufficient for requiring an evaluation
 - A diagnosis alone doesn't determine eligibility; the impairment must meet the eligibility requirements for special education, determined by the education team
- **Private evaluations/diagnoses do not automatically qualify for special education**



Q&A

What questions do
you have about the
evaluation process?