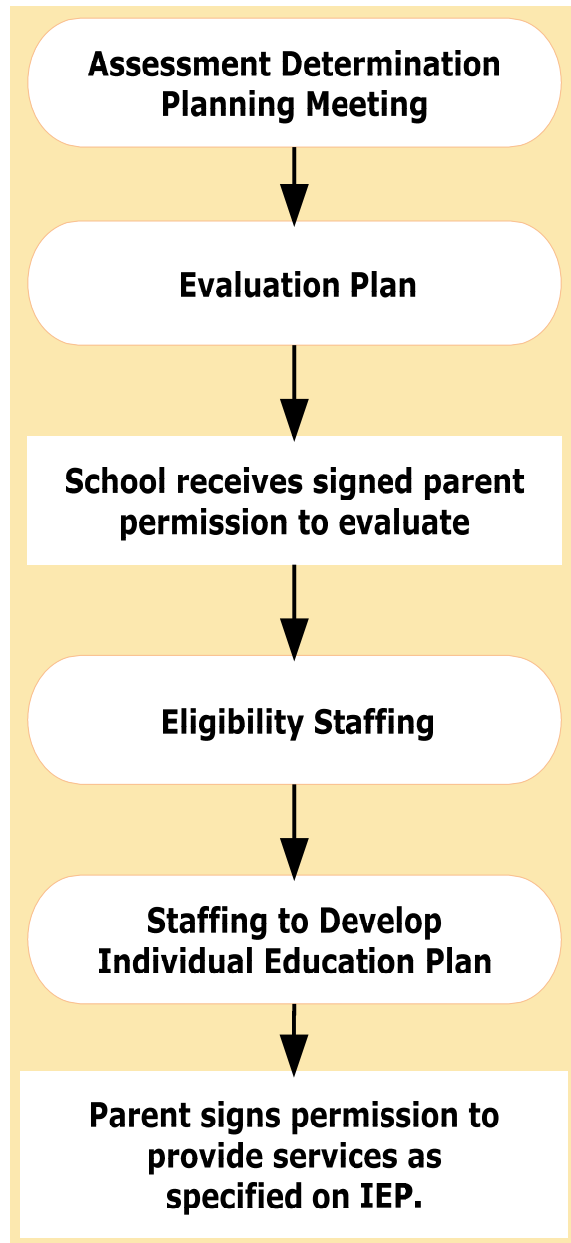


Evaluation Process Flow Chart



❖ Classroom teacher contacts parent(s) to invite them to attend Assessment Determination Planning Meeting with special education staff. Purpose of the meeting is to discuss student concern(s), determine need to evaluate, and identify areas to be tested. Evaluation Plan is completed and sent home for parent signature. School must secure written indication if parent(s) agree or disagree to an evaluation and school may not do any evaluation without written parent signature authorizing consent.

❖ Once written parent permission is received by the school, the assessment team has thirty (30) school days to complete the evaluation and report results to the parents.

❖ Results are shared verbally and in a written Evaluation Report at an Eligibility Staffing. If the student: 1) is identified as having a disability as determined by the Minnesota Department of Education's specified criteria and 2) demonstrates needs warranting special education intervention to function and progress educationally, THEN the student may qualify for special education services. At this point an Individual Education Plan (IEP) is developed.

❖ Once a parent provides approval through a written signature, special education services may begin.



How Students Qualify for Special Education Services



**Referral and Assessment
Procedures for
General Education
and
Special Education Staff**

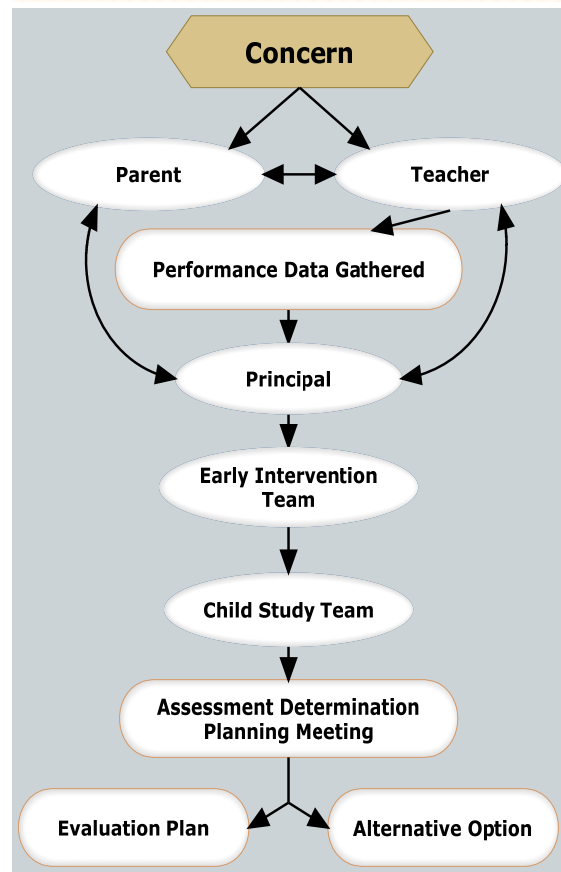
The purpose of this brochure is to outline the referral process used if a parent or teacher suspects that a student between the ages of 5 and 21 may have a disability and need special education services.

Since 1975, public schools have been responsible for providing special education services to children with disabilities. Part of the obligation is identifying students with disabilities who are in need of special education and related services. An educational evaluation is conducted to determine if a child meets the State mandated eligibility criteria for disabilities and if the child is in need of special education and related services. The disability areas for which a child may be eligible for services include:

- ◆ Autism Spectrum Disorders (ASD)
- ◆ Blind-Visually Impaired (B/VI)
- ◆ Deaf-Blind (DB)
- ◆ Deaf and Hard of Hearing (DHH)
- ◆ Developmental Cognitive Disability:
 - Mild to Moderate (DCD-MM) or
 - Severe to Profound (DCD-SP)
- ◆ Developmental Delay (DD)
- ◆ Emotional/Behavioral Disorders (EBD)
- ◆ Other Health Disabilities (OHD)
- ◆ Physically Impaired (PI)
- ◆ Severely Multiply Impaired (SMI)
- ◆ Specific Learning Disability (SLD)
- ◆ Speech or Language Impairments (SLI)
- ◆ Traumatic Brain Injury (TBI)

("Parent" refers to a child's parent(s) or guardian.)

Referral Process Flow Chart



The **Early Intervention Team** is a group of educators with training in the area of research-based interventions who assist the general education teacher in designing effective interventions for improving a student's school performance.

A **Child Study Team** is a group of special educators with training in the area(s) of the student's concerns. Their job is to determine the probability of a disability existing, and if appropriate, develop an evaluation plan to verify eligibility and need for special education services.

Referral Process

➤ Parent or teacher identify a concern with the student's academic performance, health or physical status, cognitive functioning, social/emotional or behavioral skills, motor skills, communication, or functional skills.

➤ Parent and teacher discuss concern.

➤ Teacher gathers data on student's current performance in comparison to grade mates. Teacher speaks with the school principal and completes referral to Early Intervention Team to initiate and document "Response to Intervention" (RTI) procedures.

➤ Teacher and Early Intervention Team review student's performance data and design research-based interventions which are implemented and evaluated for a sufficient duration to determine effectiveness. They may occur concurrently or consecutively. Data documenting change must be gathered, verified, and reviewed for evidence of growth.

➤ If concerns persist and performance is significantly discrepant from grade mates, student may be referred on to the Child Study Team. Referral forms are completed incorporating data documenting student's response to research-based interventions.

➤ Child Study Team, classroom teacher, school principal, and parent(s) meet to make final decision on appropriateness of evaluation and identify areas to assess. If evaluation is not pursued, then alternative options may be proposed, such as further school-based interventions, medical exam, community-based counseling resources, or 504 Accommodation Plan.