

## **SPECIAL EDUCATION REFERRAL AND EVALUATIONS** **OVERVIEW**

The Multidisciplinary team must use a variety of eligibility and assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent, to assist the case conference committee in determining the content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum (or for an early childhood student, to participate in appropriate activities).

The following procedures are NOT considered a part of an educational evaluation (and, therefore, do not require informed parental consent):

- A test or other evaluation that is administered to all students, unless, before administration, consent is required from parents of all students;
- A screening of students by a teacher or a specialist to determine appropriate instructional strategies for curriculum implementation;
- The collection of progress monitoring data when a student participates in a process that assesses the student's response to scientific, research-based interventions.

Tests and evaluation materials are:

- administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
- selected and administered so as not to be discriminatory on a racial or cultural basis;
- used for the purposes for which the assessments or measures are valid and reliable;
- administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments;
- technically sound instruments that may assess the relative contributions of cognitive and behavioral factors, in addition to physical or developmental factors.

When administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level (or other factors the test purports to measure), rather than reflecting the student's impaired sensory, manual, or speaking skills.

- Assessments and other evaluation tools include those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.
- Assessment tools and strategies provide relevant information that directly assists the case conference committee in determining the special education and related service needs of the student and are sufficiently comprehensive to identify all of the student's special education and related service needs whether or not commonly linked to the disability category in which the student has been classified.

The student is assessed, or information is collected in all areas related to the suspected disability, including, if appropriate:

- development
- cognition
- academic achievement
- functional performance or adaptive behavior
- communication skills
- motor and sensory abilities, including vision or hearing
- available educationally relevant medical or mental health information
- social and developmental history

As part of the educational evaluation, the multidisciplinary team must, with or without a meeting, do the following:

- Review existing evaluation data on the student, including the following:
  - Evaluations and information provided by the parents of the student
  - Current classroom, local, and state assessments
  - Classroom-based observations and observations by teachers and related services providers
- On the basis of that review, and input from the student's parents, identify the following:
  - The suspected disability or disabilities

- Any additional data that is required for the student's CCC to determine eligibility for special education; and the special education and related service needs of the student.

School psychologists, speech and language pathologists (SLPs), diagnosticians, and occupational and physical therapists (OT/PTs) who administer standardized tests are trained and knowledgeable in accordance with any instructions provided by the producer of the tests. If the assessment is not conducted under standard conditions, the school psychologist, SLP, diagnostician or OT/PT must describe in the evaluation report the extent to which the assessment varied from standard conditions.

After an educational evaluation has been completed, the multidisciplinary team must compile the findings of the multidisciplinary team into an educational evaluation report.

## **REQUEST/REFERRAL FOR EVALUATION**

### **Parental Request for an Educational Evaluation**

When a parent is concerned about his/her child's educational performance and is considering requesting an evaluation, it is recommended that the parent contact the Director of Special Education, Case Manager, School Psychologist or SLP to discuss his/her concerns. A parent's request for an initial or reevaluation must be made to licensed personnel (e.g. teachers, school counselors, school psychologists, school social workers, building principals, and other administrators), either verbally or in writing. Upon such a request, the parent will be provided with a copy of the Procedural Safeguards and the school has up to ten (10) instructional days to provide the parent with a Written Notice (see below).

If a parent requests an evaluation, the date that this request is made must be documented. If the request for the evaluation is made by anyone other than the parent, this form does NOT need to be completed. At least yearly, all certified staff will be informed of the procedures to follow when a parent requests an evaluation.

### **School Request for an Educational Evaluation**

The school may recommend a student for an initial educational evaluation, following monitoring by the school's building-based team (e.g. RTI or MTSS).

If school staff is considering requesting a reevaluation due to a suspected change or addition of eligibility, a case conference meeting should be held, with the school psychologist in attendance. For students with an eligibility of speech and/or language impairment only, those requests for a re-evaluation should go through the building based team, including consultation with the school psychologist.

Once it has been determined that a student is in need of an evaluation, a referral must be completed. If the parent/guardian has not been a part of the building based team process, it will be necessary to meet with the parent to inform him/her of the team's recommendation for an evaluation. The Director of Special Education will complete the Written Notice (as described above) and obtain parental consent for the evaluation.

### **Using Referral Forms**

Following a request for an evaluation, referral forms are used to collect information regarding the student's current functioning level, developmental and medical history, and school history. Both parents and school staff should complete their respective sections of the referral.

This information is reviewed by the school psychologist, SLP, OT/PT, or Case Conference team member (depending on the reason for referral) to determine if, and what type of evaluation will be completed. If needed, the team will gather additional information from the parent or teacher. and complete the Notice of Initial Evaluation or Refusal to Conduct Evaluation, using the IIEP system. **This Written Notice, along with the Notice of Procedural Safeguards (and any other information needed) will be sent to the parent within 10 school days.**

- If the parent and/or teacher does not return the referral paperwork, the Psychologist, SLP, OT/PT, or CCC team member **must still** send either a Notice of Initial Evaluation or Notice of Evaluation Refusal (generated from within IIEP) within 10 school days of the parental request for evaluation.
- If upon consultation with the psychologist, SLP, OT/PT, or CCC team member the parent wishes to withdraw the request for an evaluation, the parent must sign the withdrawal request in writing.

Once a request for a re-evaluation is made, the TOR must complete the school/teacher section of the Referral for Re-evaluation form via the Pre-Conference Planning section of IIEP. The TOR is to return the signed permission to test form to the Director of Special Education within 3 school days. It is imperative that this timeline be followed, as the psychologist has 10 days from the date of the request to review the information and determine if we will proceed with the re-evaluation.

### **INITIAL EDUCATIONAL EVALUATION**

A comprehensive initial educational evaluation conducted by a team of qualified professionals shall include a variety of assessments and information gathering procedures designed to provide relevant functional, developmental and academic information about the student. This information will be used to assist the case conference committee in determining whether the student is eligible for special education and related services. It will also be used in the development of the student's IEP, including the extent to which the student will be involved in and progress in the general education curriculum (or for an early childhood student, to participate in appropriate activities).

A student must be evaluated prior to determining eligibility for special education services. A student must also be evaluated before determining that he/she no longer qualifies for special education services, except when the termination of services is due to graduation with a high school diploma or upon exit at twenty-two (22) years of age.

Either a parent of a student or school staff may initiate a request for an initial educational evaluation for the purpose of determining if the student is eligible for special education and related services.

Situations which may require an Initial Evaluation:

- A student is first suspected of having a disability, including speech/language impairment.
- A student has been previously evaluated but found not eligible, and is referred for another evaluation.

### **Initial Evaluation Procedures**

**The following is an overview of the chronological steps taken when a student is referred for an initial evaluation.**

1. If a parent requests in person, the parent should be given a Parent Referral form. If the parental request is made in writing or by phone, the staff member who received the request must

immediately document name/date on the Referral Parent. The parent is not required to sign this form.

2. Parent referral is given to the Director of Special Education or Case Manager.
  3. The psychologist, SLP, OT/PT, or Case Conference Committee team member reviews data, and if needed, will gather additional information from the parent or teacher. and complete the Notice of Initial Evaluation or Refusal to Conduct Evaluation, using the IIEP system. **This Written Notice, along with the Notice of Procedural Safeguards (and any other information needed) will be sent to the parent within 10 school days.**
    - If the parent and/or teacher does not return the referral paperwork, the Psychologist, SLP, OT/PT, or CCC team member **must still** send either a Notice of Initial Evaluation or Notice of Evaluation Refusal (generated from within IIEP) within 10 school days of the parental request for evaluation.
    - If upon consultation with the psychologist, SLP, OT/PT, or CCC team member the parent wishes to withdraw the request for an evaluation, the parent must sign the withdrawal request in writing.
2. *(The following steps also apply for a referral by school personnel):*
1. The classroom teacher completes and returns the Initial Referral Form pages to the Director of Special Education or Case Manager within 3 school days.
  2. The parent should complete and return the developmental history section of the referral and return it to the psychologist, SLP, OT/PT, or Case conference committee member within 3 school days.
  3. The psychologist, SLP, OT/PT, or Case Conference Committee team member reviews data, and if needed, will gather additional information from the parent or teacher. and complete the Notice of Initial Evaluation or Refusal to Conduct Evaluation, using the IIEP system. **This Written Notice and the Notice of Procedural Safeguards (and any other information needed) will be sent to the parent within 10 school days.**

- If the parent and/or teacher does not return the referral paperwork, the Psychologist, SLP, OT/PT, or CCC team member **must still** send either a Notice of Initial Evaluation or Notice of Evaluation Refusal (generated from within IIEP) within 10 school days of the parental request for evaluation.
  - If upon consultation with the psychologist, SLP, OT/PT, or CCC team member the parent wishes to withdraw the request for an evaluation, the parent must sign the withdrawal request in writing.
4. When the signed parental consent is received by certified school personnel, this date must be documented on the form, as this is the official start of the timeline. At this time, the case conference deadline should be established, and this information is placed on the first page of the referral form. The conference date should be scheduled to occur within 50 school days from the date of received consent. If the evaluation is expedited, the conference date should be scheduled to occur within 20 school days from the date of received consent.
  5. The Director assembles the completed referral, including parental consent and a copy of the referral packet is given to the school psychologist.
  6. Referral information is logged into Power School via the Director of Special Education.
  7. Psychologist determines the multidisciplinary team members and requests any additional information.
  8. Psychologist writes the report and gives a copy to the Designee.
  9. The case manager may arrange to meet with the parent within five (5) days of the case conference to review the results of the evaluation if the parent made this request at the time the consent was signed.
  10. The director or case manager will verify the case conference date with the parent.
  11. The case manager completes the Notice of Case Conference

12. Notice of Case Conference is sent to the parent. There is no need to include a copy of Procedural Safeguards unless the parent has made this request.
  - If the parent does not attend the conference, one more attempt must be made.
  - If the parent does not attend on the second date, the case conference should be held. All documentation of attempts must be documented in IIEP.
  - In no case may the deadline for evaluation be exceeded.
13. The case conference must be led by the Director or Case Manager (who is an administrator or who is licensed in special education). The potential TOR is responsible for bringing the paperwork to the conference.
14. IEP is developed, and parent signatures are secured (unless the student is found ineligible for special education services).
  - Parent must leave the conference with a Draft copy of the IEP.
15. TOR completes revisions on IIEP and finalizes the IEP. Finalized copy must be completed and sent to the parent and special education Department within 10 school days.
16. Case Manager sends the original file to the Special Education Department cumulative file.

### **RE-EVALUATION**

Once a student is eligible for special education and related services, any subsequent evaluation of the student is considered a re-evaluation.

The GEO Foundation school must consider re-evaluation for each student :

- At least once every three (3) years; however it is addressed yearly through the Indiana IEP system (IIEP)
- If the public agency determines at any time that additional information is needed to address the special education or related services needs of the student; and
- If the student's parents or teacher requests the re-evaluation.

Parents or staff may request a re-evaluation for the purposes of: (a) reestablishing eligibility for special education and related services; (b) determining that the student is eligible for special education and related



services under a different or additional eligibility category; or (c) informing the case conference committee of the student's needs. Re-evaluation to re-establish eligibility may not occur more than once a year, unless the parent and the school agree otherwise.

Situations which may require a Re-evaluation:

- A suspected change in eligibility area (e.g. from SLD to Mild Cognitive Disability).
- An addition of eligibility area (e.g. already SLD and adding ED; OR already LI/SI and suspecting SLD).
- The student is suspected of no longer demonstrating one or more of his/her current eligibility (ies) for special education services.
- Additional information is needed/required to make appropriate educational plans for the student, including occupational or physical therapy evaluation evaluation.
- A student with a disability moves into a GEO Foundation school AND requires an evaluation.

### **Reevaluation Procedures**

**The following is an overview of the chronological steps taken when a student is referred for a Re-evaluation (*except for an LI/SI student referred for another suspected disability*).**

1. If a parent makes a request in person, the parent should sign the Parental Evaluation Request.
  1. If the parental request is made in writing or by phone, the staff member who received the request must immediately document name/date on the Parental Evaluation Request. The parent is not required to sign this form.
  2. Parental Evaluation Request is given to the TOR, who distributes the document to the Special Education Director or Case Manager.
2. (*The following steps also apply for a referral by school personnel*):
  1. Classroom teacher and TOR complete and return the appropriate referral form pages to the psychologist, SLP, OT/PT, or CCC team member within 3 school days.
  2. The parent should complete and return the developmental history section of the referral and return it to the psychologist, SLP, OT/PT, or CCC team member within 3 school days.
  3. Psychologist, SLP, OT/PT, or CCC team member reviews data, and if needed, will gather additional information from

the parent or teacher. and complete the Notice of Initial Evaluation or Refusal to Conduct Evaluation, using the IIEP. **This Written Notice, along with Notice of Procedural Safeguards (and any other information needed) will be sent to the parent within 10 school days.**

- In the event that the parent and/or teacher does not return the referral paperwork, the Psychologist, SLP, OT/PT, or CCC team member **must still** send either a Notice of Reevaluation or Notice of Reevaluation Refusal (generated from within IIEP) within 10 school days of the parental request for reevaluation.
  - If upon consultation with the psychologist, SLP, OT/PT, or CCC team member the parent wishes to withdraw the request for a re-evaluation, the parent must sign the a withdrawal request in writing.
4. When the signed parental consent is received by certified school personnel, this date must be documented on the form, as this is the official start of the timeline (if the re-evaluation requires a 50 day timeline). This conference date should be scheduled, using the provided calendar, to occur within 50 school days from the date of received consent.
    - A case conference need only be convened within fifty (50) school days when the purpose of the re-evaluation is to determine if there is a change in or addition of eligibility OR if information was needed to inform the case conference committee of the student's needs.
  5. The TOR assembles the completed referral and parental consent. A copy of the referral packet is given to the school psychologist (if appropriate).
  6. The TOR sends the original Referral form to the Special Education Department ASAP.
  7. The Director or compliance officer will log the information into Power School.
  8. Psychologist (if appropriate) determines the multidisciplinary team members and requests the needed information.
  9. The evaluator writes the report and gives a copy to the TOR.

10. TOR distributes report to appropriate personnel.
11. Psychologist, SLP, OT/PT or CCC team member adds appropriate information into IIEP
  - Upload report
  - Cut/paste scores in Reason for Eligibility section
12. TOR verifies the case conference date, which should have already tentatively been determined at the initial meeting with parent (if a 50 day timeline is required)
  - If the purpose of the re-evaluation is to re-establish eligibility, the evaluation results should be reviewed at the student's Annual Case Conference
13. TOR completes the Notice of Case Conference
14. Notice of Case Conference is sent to the parent. There is no need to include a copy of Procedural Safeguards, unless the parent has made this request.
  - If the parent does not attend the conference, one more attempt must be made.
  - If the parent does not attend on the second date, the case conference should be held. All documentation of attempts must be documented in IIEP.
  - In no case may the deadline for evaluation be exceeded.
15. The case conference must be led by the Principal or Designee (who is an administrator or who is licensed in special education). The potential TOR is responsible for bringing the paperwork to the conference.
16. IEP is developed, and parent signatures are secured (unless the student is not found eligible for special education services).
  - The parent must leave the conference with a Draft copy of the IEP.
17. TOR completes revisions on IIEP and finalizes the IEP. Finalized copy must be completed and sent to the parent and special education Department within 10 school days.
18. Psychologist sends the original file, including referral and evaluation report to the Special Education Department. A copy of the IEP is put in the cumulative file and another one in the special education department file.

## **EVALUATION OF NEWLY ENROLLED STUDENTS**

Assessments of students with disabilities who transfer from one school district to another during the evaluation process are coordinated with those students' previous and current schools, as necessary and expeditiously as possible to ensure prompt completion of evaluations. A student who moves into the corporation from another Indiana school corporation or from out of state may require an evaluation because:

- A previous evaluation is not available or is out of date (over one and a half years old).
- The student is from out of state and has a disability not recognized in Indiana (e.g. Developmentally Delayed for a student aged six (6) or above).
- The eligibility stated on records is questioned by the school and/or parent.
- The student's IEP from the previous district states that an evaluation is recommended.

If an evaluation is requested, follow the procedures for a Re-evaluation request (but use Initial Referral paperwork—to provide adequate background information).

## **INDEPENDENT EDUCATIONAL EVALUATIONS**

An Independent educational evaluation means an evaluation conducted by a qualified evaluator who is not employed by the school corporation responsible for the student in question.

If a parent requests an independent educational evaluation, the parent may make a verbal request or request in writing and send it to the Director of Special Education. Upon a parental request for an independent evaluation, the Special Education Department will provide the parent with information about where an independent educational evaluation may be obtained, and the Corporation's criteria applicable to independent evaluations.

A parent has the right to request an independent educational evaluation at public expense (i.e. no cost to the parent) if the parent disagrees with an evaluation conducted by the Corporation. Within ten (10) business days of the Director's receipt of the parent's request, the corporation must either:

- Initiate a due process hearing to show its educational evaluation is appropriate; OR

- Notify the parent in writing that the independent educational evaluation will be at public expense

A student's parents are entitled to only one (1) independent educational evaluation at public expense each time the Corporation conducts an educational evaluation with which the parent disagrees.

If the GEO Foundation school agrees to provide an independent educational evaluation at public expense, the criteria under which the evaluation is obtained, including the assessment components, location of the evaluation and qualifications of the evaluator must be the same as the GEO Foundation school uses when conducting an evaluation.

If the Corporation initiates a hearing to determine the appropriateness of its educational evaluation and the hearing officer determines that the evaluation conducted by the Corporation is appropriate, the parent may still seek an independent evaluation, but at the parent's expense.

When the parents present a report from an independent evaluator, at the parent's expense, the evaluation results must be considered by the Case Conference Committee only if the evaluation components are the same as required by the GEO Foundation school. Upon receipt of this report, the school should complete a Request for a Multidisciplinary Evaluation, provide Notice of Evaluation, obtain parent consent and provide the parents with the Notice of Procedural Safeguards. This should be done so that the school psychologist and other staff, as indicated, can review the independent evaluation report and conduct any additional testing that may be needed to meet federal and state criteria for eligibility determination. Typically, if the test results are older than one and a half years, new testing must be completed.

### **OCCUPATIONAL AND PHYSICAL THERAPY EVALUATIONS**

Unlike Speech/Language Therapy, Occupational and Physical Therapy services are delivered as "Related Services" of Special Education in the public school setting. By definition in state law "Related Services" means those services which are supplementary and complementary to the instructional program and are required for a student to benefit from special education. Such services may be developmental, corrective, or supportive in nature. The public agency shall provide related services to a student if the case conference committee determines the student requires the related services in order to benefit from special education. On occasion, parents, physicians, or clinical therapists will request (or prescribe) therapy from school therapists without a clear idea of the

function of public school-based therapy. If a request or prescription of this nature occurs, it is best to refer the individual to a therapist assigned to your school.

Consult with your school's physical therapist for gross motor concerns, or occupational therapist for fine motor, self-help, or sensory concerns. To initiate the request for a school-based OT or PT eval, fill out the OT/PT Evaluation Request Form.

Subsequent to the initial question about a need for the OT and/or PT, the **TOR** will:

- generate a "Notice of Reevaluation" form that requests parent consent to be sent home.
- conduct the evaluation upon receipt of written parent consent;
- complete the IIEP evaluation process;
- consult with the Case Manager to arrange a case conference within 50 instructional days from when written parent consent was received;
- present results of evaluation and recommendation regarding OT and/or PT in the case conference for determination whether the therapy is needed for the student to benefit from his/her special education program.

**It is essential for the TOR or any other school personnel to whom a question about an OT and/or PT is directed to contact the Director as soon as possible.**

## **WRITTEN NOTICE & PARENTAL CONSENT FOR AN EDUCATIONAL EVALUATION**

The determination of eligibility for special education and related services must be preceded by an educational evaluation.

### **Eligibility Criteria**

Parental consent is **not** required for the following:

- To review existing data as part of an educational evaluation
- To administer a test or other evaluation that is administered to all students unless, before administration of the test or evaluation, consent is required from parents of all students.
- To screen students if a teacher or a specialist is using the information to determine appropriate instructional strategies for curriculum implementation

- To collect progress monitoring data when a student participates in a process that assesses the student's response to scientific, research-based interventions

Upon request for an educational evaluation, the school psychologist, SLP, OT, or PT reviews all information and completes a Written Notice either agreeing to complete or refusing to conduct an Evaluation. This Notice is sent so the parent receives this within 10 school days of the parental request, or the school's decision to evaluate.

This Written Notice includes:

- A statement that the school is either (a) proposing or (b) refusing to conduct the educational evaluation. This statement must include a description of each evaluation procedure, assessment, record, or report the school used as a basis for proposing or refusing to conduct the educational evaluation.
- A description of any other relevant factors
- If the school is proposing to conduct the evaluation, the Written Notice provides:
  - a description of any evaluation procedures the school proposes to conduct
  - the timeline for conducting the evaluation and convening the case conference
  - an explanation of how to request a copy of the evaluation report (at no cost to the parent) before the case conference
  - an explanation of how to request a meeting with the school psychologist before the case conference
- If the school is refusing to conduct the evaluation, the Written Notice provides an explanation of the parent's right to contest the decision by requesting mediation or a due process hearing.
- A statement that a parent of a student with a disability has protection under the procedural safeguards. A copy of the Procedural Safeguards must be provided to the parent with the copy of the Written Notice.
- A list of sources for parents to contact to obtain assistance with understanding special education rules and procedures.

This Written Notice, when signed by the parent, also serves as the parental consent for evaluation. Parental consent for an initial evaluation is never construed as consent for the initial provision of special education and related services.

It is the responsibility of the school psychologist, SLP, OT/PT, or CCC team member (depending on the reason for referral) to provide this Written Notice to the parent.

The psychologist, SLP, OT/PT, or CCC team member will complete the Written Notice in IIEP. Special Education teachers are NOT to complete the Written Notice section in the Pre-Conference Planning section of the IIEP.

For a re-evaluation request made during a case conference, special education teachers are NOT to finalize the IEP before the psychologist, SLP, OT/PT, or CCC team member goes into IIEP to complete the Written Notice. This must be within 10 school days of the case conference. If the request for reevaluation is made outside of a case conference, the psychologist, SLP, OT/PT, or CCC team member will go in and complete the Written Notice.

### **Denial/Absence of Parental Consent for an Initial Educational Evaluation**

In cases in which the school determines an educational evaluation should be conducted and the parent/guardian does not respond to requests for consent, school personnel may utilize home visits, counseling with parents, phone calls, and further conferences to obtain consent. All attempts to obtain consent for the initial evaluation must be documented within the IIEP system. At least three attempts must be made to secure this consent, including sending a certified letter on the third attempt.

Using the Communication section of IIEP, staff must keep a record of attempts to obtain parental consent, including detailed records of telephone calls, copies of correspondence sent to the parent, and detailed records of visits made to the parent's home or place of employment.

A parent's refusal to agree to an evaluation must be documented in writing. **Best practice is to have the parent(s) make note of their refusal on the Written Notice/Consent form by writing in "I do not give my permission for this evaluation" and signing/dating the form. It is imperative that the school send this to the Special Education Department immediately.**

- If the parent does not respond to attempts to secure permission for an **initial** evaluation, or if the parent refuses to grant permission, the evaluation can not proceed.



- GEO Foundation schools do not violate its obligation under state law if it declines to pursue the educational evaluation in cases in which the parent refuses to give consent for the evaluation.

### **Denial/Absence of Parental Consent for a Re-evaluation**

If the parent **refuses to grant** permission, the re-evaluation can **not** be conducted. However, if the parent **does not respond** to reasonable efforts to obtain consent, GEO Foundation schools may proceed with the re-evaluation. GEO Foundation schools consider reasonable efforts as three attempts to secure permission, the last of which includes sending the parent a certified letter.

Using the Communication section of IIEP, staff must keep a record of attempts to obtain parental consent, including detailed records of telephone calls, copies of correspondence sent to the parent, and detailed records of visits made to the parent's home or place of employment.

### **TIMELINES FOR COMPLETING EVALUATIONS**

All educational evaluations are to be completed within the mandated timelines. To assist in assuring that the case conference is completed within the mandated timelines, the date and time of the case conference is determined at the time the parental consent for the evaluation is received. The conference will occur within 50 school days from the initiation of the timeline.

#### **Initial Evaluation Timelines**

For students referred for an **initial** evaluation, the evaluation must be completed and the case conference committee convened within fifty (50) school days of the date the written parental consent is received by licensed personnel. If the evaluation is expedited, the case conference committee must convene within twenty (20) school days of the date the written parental consent is received by licensed personnel.

This time frame does **not** apply in the following situations:

- When the student has participated in a process that assesses the student's response to interventions (including a detailed, written notification to the parent when the student requires an intervention that isn't provided to all students in the general education classroom). In such a case, the time frame to complete an evaluation is twenty (20) school days.
- When the parent of a student repeatedly fails or refuses to produce the student for the evaluation.

- When a student transfers into a GEO Foundation School with a pending evaluation, if parent and school agree to a specific time when the evaluation will be completed.
- When the student requires a Manifestation Determination Conference, a 20-day timeline applies to the evaluation process.

### **Re-evaluation Timelines**

The re-evaluation timeline depends on the purpose of the re-evaluation:

1. If the re-evaluation is being requested to determine the student's continued eligibility for special education services, the reevaluation is due by the student's next annual case conference.
- When the student requires a Manifestation Determination Conference, a 20-day timeline applies to the evaluation process.
1. If the committee suspects an additional or change in eligibility; or requires additional information to make decisions regarding special education and related services, testing must be completed and the case conference held within fifty (50) school days of the receipt of written parental consent.
- When the student requires a Manifestation Determination Conference, a 20 day timeline applies to the evaluation process.

### **MULTI-DISCIPLINARY TEAMS**

All initial evaluations must be completed by a Multidisciplinary team (M-Team) following the receipt of informed parental consent. Students are typically evaluated in order by their due dates except in cases of extreme urgency (e.g. expedited evaluation recommendation at a Manifestation Determination Conference).

The M-Team of qualified professionals must consist of:

- At least one teacher licensed in, or other specialist with knowledge of, the suspected disability (including teachers with an Alternative License)
  - A building-level special education teacher is involved by completing a classroom observation. The teacher must be licensed in or have knowledge of the suspected disability. Ideally, this is the person who will be the Teacher of Record (TOR) if the student becomes eligible for special education services.
  - When there is no special education teacher available, the diagnostician may serve as the special education teacher on the M-Team.

- School psychologist, except when the student is referred for a suspected:
  - Developmental Delay
  - Language Impairment or Speech Impairment
- Classroom teacher
  - It is strongly recommended that the general education teacher be a part of the team for any student; however, a general education teacher **must** be part of the Multidisciplinary team for a suspected Specific Learning Disability.
- 
- SLP
  - If the suspected disability is Speech Impairment **only**, the speech language pathologist may serve as the sole evaluator on the M-Team.
  - If the suspected disability is Language Impairment only, the speech language pathologist is the individual who coordinates the M-Team. The M-Team for a suspected Language Impairment will most likely consist of: SLP, general education teacher, diagnostician, and any other person(s) having knowledge of the student.

Other members of the M-Team might include, but are not limited to: special education director, case manager, principal, speech/language pathologist, social worker, counselor, school nurse, etc. These members should be added to the team, especially if they have knowledge of the student.