

Special Education Parent Advisory Committee

April 30, 2025



SEPAC 2024-2025



Agenda

- Pre-referral process
- When is a student referred for an evaluation?
- Parent referral & evaluation timeline
- Components of an evaluation
- Conclusion of an evaluation
- Reevaluation process

Please make sure to sign in and provide your most updated email address for future communications.



Elementary Pre-Referral Process (MTSS)

- **Universal screenings 3x/year**
 - ELA
 - Math
 - Social/behavioral/emotional
- **Tiered interventions**
 - Targeted to all students or small groups
 - Content specific
- **Data reviews**
 - 3x/year for all students
 - Progress checks every two weeks for tier 2 & 3

Secondary Pre-Referral Process

- Weekly Child Study Meetings
 - Point person = counselor
 - Data review → intervention brainstorm
 - Continued monitoring
 - Meetings with team/family
 - Check-ins with the student
 - Evaluation

When is a student referred for an evaluation?

When the data indicates limited or no progress AND below average performance according to developmentally appropriate norms, despite targeted interventions

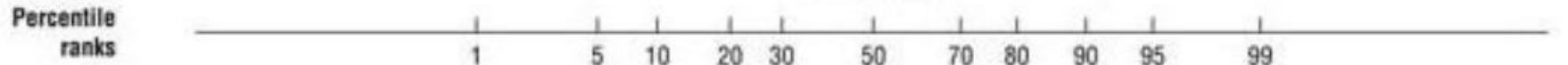
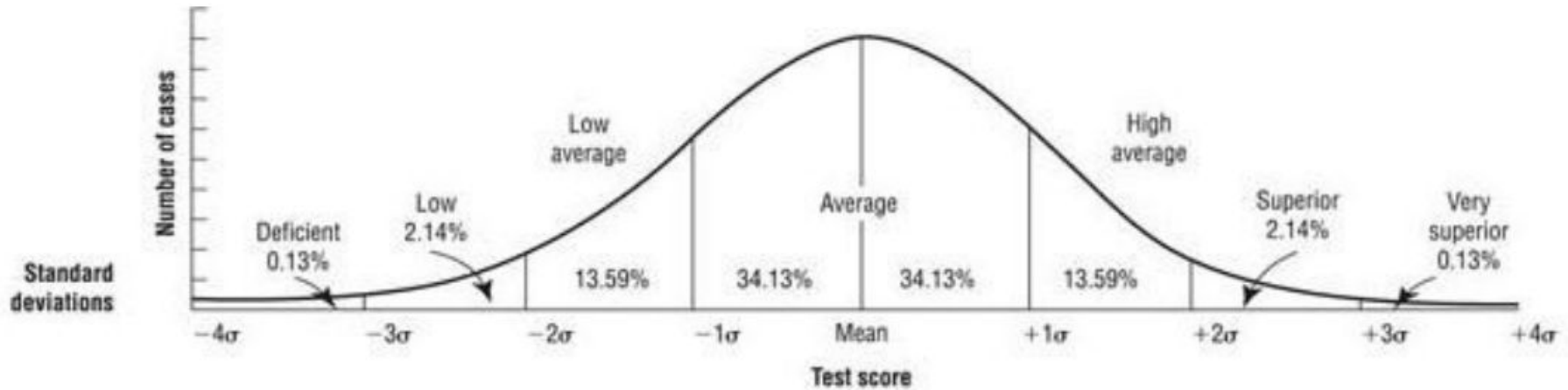
Parent Referral & Evaluation Timeline

- PTE Request Form provided within 10 days of request
- Response to PTE Request Form provided within reasonable timeframe
- Prior Written Notice (PWN)/Permission to Evaluate
- Evaluation Report provided within 60 calendar days of signed PWN (timeline stops over the summer)
- IEP meeting conducted within 30 calendar days of Evaluation Report

Components of an Evaluation

- Observational data
- Rating scales
- Parent input
- Teacher input
- Individual standardized norm-referenced assessments

The Bell Curve



Conclusion of an Evaluation

- Disability classifications: 2 prongs
- 13 educational disability classifications

Autism

Deaf-Blindness

Deafness

Emotional Disturbance

Hearing Impairment

Intellectual Disability

Multiple Disabilities

Orthopedic Impairment

Other Health Impairment

Specific Learning Disability

Speech or Language Impairment

Traumatic Brain Injury

Visual Impairment including blindness

- Identification of Strengths & Needs

Specific Learning Disability

- Discrepancy model
- 8 areas
- Next slide: Crash course in statistics & measurement

Discrepancy Analysis Table

COMPARISONS	STANDARD SCORES		DISCREPANCY			Interpretation at + or -1.00 SD (SEE)
	Actual	Predicted	Difference	PR	SD	
BASIC READING SKILLS	102	105	-3	43	-0.18	No
READING COMPREHENSION	82	105	-23	2	-2.06	Yes (-)
READING FLUENCY	111	104	7	73	+0.60	No
MATH CALCULATION SKILLS	93	105	-12	12	-1.16	Yes (-)
MATH PROBLEM SOLVING	101	105	-4	33	-0.45	No
WRITTEN EXPRESSION	112	104	8	73	+0.62	No

Individualized Education Program (IEP)

- Special education
- Specially designed instruction
- Measurable goals
- Based on strengths & needs

Section 504 Service Agreement

- Regular education
- Accommodations
- Access to instruction
- Anti-discrimination document

Reevaluation Process

Every three years (or two years for students with ID), the team must do one of the following three things:

1. Waive the reevaluation (cannot waive for students with ID)
2. Reevaluation: 1-7 only (review of records)
3. Reevaluation with additional testing



GENERAL QUESTIONS

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