

Evaluation & Student Support Process

Hazel Crest School District 152.5 is committed to identifying and supporting students ages 3–14 who may have disabilities and require additional services to succeed in school.

Referrals may be made by school staff, parents/guardians, or outside providers. If you have concerns about a child's development or learning, please contact your child's school administrator or school psychologist.

Supporting Students Before Special Education Referral

In Hazel Crest SD 152.5, we regularly monitor student progress to ensure all learners are growing and receiving the support they need. When a student experiences difficulty, we follow a structured problem-solving approach:

- Targeted Classroom Support
When a student is not making expected progress, the teacher provides additional instruction in a small group or one-on-one setting.
- Team-Based Support (MTSS)
If progress remains limited, the student may be referred to the Multi-Tiered System of Supports (MTSS) team. Parents/guardians are notified when this occurs.
- Intervention Planning
The MTSS team identifies appropriate interventions, including what support will be provided, by whom, and how often. This plan is shared with families.
- Progress Monitoring
The student's performance is reviewed regularly to determine whether the interventions are effective. Adjustments are made as needed based on data.
- Consideration for Evaluation
If a student does not respond adequately to interventions, or if a disability is suspected, the team may recommend a referral for a special education evaluation.

Determining Eligibility for Special Education

Eligibility for special education services is determined through an individualized evaluation process. It is important to note that:

- A medical or developmental diagnosis alone does not automatically qualify a student for services.
- The team must determine both the presence of a disability and the need for specialized instruction.

The Evaluation Process

If an evaluation is recommended:

- A school team member will contact the parent/guardian to explain the process.
- A meeting will be scheduled to review areas of concern and request consent for evaluation.

Once consent is provided:

- The school team gathers information outlined in the evaluation plan.
- Within 60 school days, the team—including the parent/guardian—meets to review results and determine eligibility under one of the recognized disability categories.

Individualized Education Program (IEP)

If a student is found eligible:

- An Individualized Education Program (IEP) will be developed to outline goals, supports, and services.
- This meeting may occur immediately after the eligibility meeting or within the required timeline.
- Services begin only after parent/guardian consent is provided.