



## Special Education Evaluation

Before a Special Education Evaluation is considered, classroom teachers and interventionists should implement academic and/or behavioral interventions to help the student make progress. Necessary data is collected and progress is monitored. If progress is made, the student should continue in those interventions to provide the necessary support for the student to be successful. If, after interventions have been implemented and carried out with fidelity and the student continues to struggle with little to no progress, the school may decide to refer a student for a Special Education Evaluation. In rare instances, when the student is displaying more severe, unsafe behavior, the evaluation process can be expedited in an effort to keep the student and classmates safe. Therefore, the student may forego the typical six-eight weeks of intervention to start the evaluation and receive the needed support as soon as possible.

### Evaluation Timeline

- The team can meet to plan the Special Education Evaluation or parents/guardians can choose to have the Evaluation Plan sent home and forgo the meeting.
- The parent/guardian signs the Evaluation Plan and the Evaluation starts.
- The Evaluation team has 30 school days to evaluate the student (typically around 6 weeks altogether).
- The Evaluation results are sent to parent/guardian on Day 30 (via backpack or email).
- The Evaluation Team meets with parent/guardians to review evaluation results.
- If a student qualifies for special education, the Evaluation Team sets up an IEP meeting (this meeting takes place 1-2 weeks after the evaluation results meeting).
- Parent/guardians are considered essential members of the IEP team (see team members listed below).
- The IEP team holds the IEP meeting and then the case manager has two weeks or ten school days to write the IEP.
- The IEP and Prior Written Notice paperwork is sent home at the end of the two weeks or ten school days for the parent/guardian to review.
- The parent/guardian reviews the IEP, and either consents or objects to the written IEP.
- If the parent/guardian objects, the parent/guardian completes the Prior Written Notice paperwork indicating he/she objects and returns it to the school. At this time, the team can decide to meet again to discuss necessary changes to the IEP.
- If the parent/guardian consents to the written IEP, the parent/guardian completes the Prior Written Notice paperwork indicating he/she consents and returns it to school.
- The Initial IEP cannot be implemented until parent/guardian consent has been received by the school.
- Once the school receives signed consent, the IEP will be implemented at school.



# Bluffview Montessori

## **Members of the Evaluation Team:**

School Psychologist, Classroom teacher, Special education teacher licensed in the area of disability category being evaluated/Case manager

Additional Service Providers (if applicable) - Occupational Therapist, Speech & Language Pathologist, Physical Therapist, Blind/Visually Impaired Teacher, Deaf/Hard of Hearing Teacher, Physical Health Disabilities Teacher, Traumatic Brain Injury Teacher, etc.

## **Members of the IEP Team:**

Parent/guardian/Guardians, Case manager/person licensed in the primary disability category, District Representative (administrator), Classroom teacher

Additional Service Providers (if applicable) - Occupational Therapist, Speech & Language Pathologist, Physical Therapist, Blind/Visually Impaired Teacher, Deaf/Hard of Hearing Teacher, Physical Health Disabilities Teacher, Traumatic Brain Injury Teacher, etc.

## **If you have additional questions, you may contact:**

Sherry Lohmeyer, Assistant Head of School

Brooke Kammerer, Special Education Case Manager

Kim Bell, Special Education Case Manager

Michaela Steinfeldt, Special Education Case Manager