

Special Education Evaluations

Initial Evaluation: A comprehensive, individual assessment using various testing tools and data collection used to determine if student is eligible for special education services. The evaluation includes a psychological evaluation, educational evaluation, classroom observation and social history. Additional evaluations may be completed if there are concerns in other developmental domains. Evaluations could include one or more of the following: Speech and Language, Occupational Therapy, Sensory, Physical Therapy, Adaptive Physical Education, Assistive Technology, Functional Behavioral Assessment and / or Adaptive / Behavioral Checklists.

- The CPSE / CSE Committee must obtain written consent from a student's parent / guardian prior to the evaluation.
- Students transitioning from Early Intervention often have current evaluations, the Committee must have consent from the parent / guardian to use the evaluations or request consent for new evaluations.

Re-Evaluation: Per Regulations, a student receiving special education services must have a re-evaluation at least every three years to determine continued eligibility for special education services or at the time a student is suspected to no longer qualify for a service(s).

- Prior to a re-evaluation, parents must receive a Prior Written Notice of the intent to complete the evaluation. Included is a consent for the evaluations, however consent is not required only notification.
- A review of current evaluations is conducted to determine the evaluations needed for the three year re-evaluation. Not all evaluations are required if it is determined there is enough information to determine justification of need.

Components of Psychological / Educational Evaluations:

- Prior Written Notice / Consent
- Review of Previous Evaluations / IST / RtI documentation / Classroom documentation
- Classroom Observation
- Testing with student
- Scoring of evaluations
- Consultation with school staff (teachers, therapists)
- Compiling data and completing written report
- Review of evaluations with families
- Documentation of Scores in IEPs and Prior Written Notice

Additional Evaluations: If a student is receiving special education services, and it is suspected the student needs a related service, we can request consent to complete an evaluation in a specific area.

Upon completion of any evaluation, the Committee (CPSE / CSE) must meet to review the evaluations and to determine eligibility. Each provider compiles data and completes written reports for the parent and Committee.

The actual number of re-evaluations changes each year depending where students are in the three year re-evaluation cycle or if the evaluations are requested prior to the three year mark.

2017 - 2018 Data

Elementary:

Initial Evaluations: 9 students (6 of the 9 written requests from parents)

Re-Evaluations: 16 students

Middle School / High School:

Initial Evaluations: 6 students (4 of the 6 written requests from parents)

Re-Evaluations: 37 students

Speech Evaluations: 7 students

Occupational Therapy: 16 students

Sensory Screenings: 6 students

Physical Therapy: 3 students

Adaptive Physical Education: 2 students

Assistive Technology: 2 students

Functional Behavioral Assessments / Behavioral Intervention Plans: 2 students

****Our providers also complete screenings that have been recommended from IST / RtI Committees. Screenings could include: social / emotional, fine motor, sensory, visual perceptual skills, visual motor integration skills, assistive technology, language skills or articulation skills.**