

Special Education Evaluation Process for Catholic Schools

This document outlines the steps involved in securing Special Education services for Catholic school students through the child's local public school district. Parents and teachers may find more information on the local school district's website or by reviewing [this document](#).

1. Parent contacts the local public school district and refers his/her child for an evaluation. At this time the parent should ask the district if there is a specific referral packet he/she should use to refer the child. Most districts will request such a packet to initiate the evaluation. If the district does not request a specific packet, it is recommended that the parents and school work together to compile the information in step 2 and share it with the district. This will provide the district evaluators with a comprehensive picture of the student's abilities.
2. School/ parents submit referral packet to the district. Here is a good example of a [referral packet](#) from the Seattle Public School District:

Best practices when submitting referral packet. Packet should include the following:
 - Teacher narrative
 - Parent narrative
 - Copy of student's work + a copy of another classmate's work who displays at-grade-level work
 - Annotated student work samples that provide contextual information (ie this project took the child 3 hours while the rest of the class completed it in 1 hour, the child needed to work extensively with the teacher after school to finish the assignment, etc.)
 - Report cards/ standardized test information
 - Private/ independent psychological evaluation (when available)
3. The district has **25 calendar school days** to review the referral packet and make a decision to evaluate/ not evaluate a child.
4. Parent provides consent to proceed with the evaluation process. The district should reach out to parents via email and snail mail to solicit their consent to evaluate within 48 hours of a psychologist being assigned to a student.
5. Evaluation meeting scheduled (typically, the feedback meeting is scheduled at the same time that the evaluation meeting is scheduled).
6. Evaluation occurs.
7. Feedback meeting (this should occur no more than **35 calendar school days** after the parental consent to evaluate is given).
 - [This is a great document](#) for parents to review in advance of the feedback meeting to understand the options available to them.
8. The school district representatives, parent, and school representative meet to review the IEP developed as a result of the evaluation. At this meeting, all shareholders discuss the best option available to serve the child. The parent chooses how a child will be served:
 1. **Individual Service Plan (ISP):** with the district in which the school is located. Services can be provided at the school, but may not be as extensive as services received under an IEP. The amount of money the district has available for services through an ISP will depend upon the proportionate share of federal funds available to serve students attending private schools. Services are not guaranteed throughout the duration of the school year should the proportionate share of funds expire.
 2. **Individual Education Plan (IEP):** The child is dually enrolled in the Catholic school and the district in which the child resides. The district in which the child resides provides the IEP services. This includes the full scope of services for which the Catholic school child qualifies. Busing to the public school district must be provided.

3. No services provided

9. **If a parent chooses an ISP:** The parent, school representative, and service provider are connected via email. In some cases, the district is the service provider, in other cases, the district contracts with a third party to provide the services. The service provider generates a service plan (ISP) with student present levels and goals.
- Service providers should consult with school representative(s) and parent(s) before service plan meetings when generating service plans. Schools are encouraged to proactively reach out to service providers with helpful information for them when generating service plans.
 - Service plan (ISP) meeting between agency, school district, parent, and school representative takes place
 - Scheduling of services
 - Agencies/ service providers are required to suggest 2 different times for services to occur to both the parent and the school.
 - Agencies/ service providers are required to suggest alternative times if the initial times suggested coincide with lunch and recess. Otherwise, they are not required to suggest alternate times.
 - Service begins: Services should begin no later than 2 weeks after the service plan meeting
 - *Re-evaluations occur **every 3 years** and should NOT interrupt services.
10. **If a parent chooses an IEP:** The district representative, school representative, and parent discuss when and where the child will receive IEP services. Typically these services are provided at the public school closest to the child's home or closest to the school. Transportation to the public school must be provided if necessary.
- Service begins.
 - The child's IEP is reviewed at least once a year and revised as necessary.