

Referral & IEP process

- General education teacher notices a struggle in class.
- An MDT meeting is scheduled to discuss, as a team, the interventions the student may need to be successful.
- Interventions are implemented and documented in the general education classroom.
 - Interventions may include: additional time, preferential seating, and one-on-one assistance.
- If student continues to struggle, another team meeting, which would include the parents, is held to determine the next step.
 - Student continues to receive interventions and be monitored during this time and data is being collected
- Once there is sufficient data collected, and the student is not improving with general education interventions, and upon receiving informed consent from the parents, the student may be psychologically and academically tested to determine their need to receive special education services.
 - Data is still being collected
- The student is tested by the school psychologist and the special education teacher.
- A meeting is scheduled with team members, including parents, to go over testing results in combination with the intervention data. As a team, the decision will be made as to what level of services the student should receive.
- If the student qualifies for an IEP, the special education teacher will develop an IEP to assist the student with their educational needs.
- The IEP is reviewed annually with team members to ensure that the student's academic needs are being met.
- Every three years the student will complete a new eligibility screening, with new testing, to ensure the student's needs have not changed.