



Creative Technologies Academy
Making a Difference in the Things that Matter!

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Special Education Evaluation Process

Pre-Referral Process

Creative Technologies Academy (CTA) offers interventions and services for students who are having difficulty with learning through a Multi-Tiered System of Support (MTSS). CTA has a Teacher Support Team (TST) in place which assists with intervention planning for students who are not making expected progress. Interventions are implemented and data is collected around the student's response to those interventions. When a student does not respond adequately to additional interventions, the student may be referred to the Child Study/Diagnostic Team for a special education evaluation. Referrals typically are made by the TST. A student can also be referred for special education programs and services by contacting school district personnel such as the building administrator or teacher.

Evaluation

When a special education referral has been made, CTA has a full diagnostic staff that conducts evaluations to determine if students meet eligibility for special education services. A REED (review of existing educational data) process provides a plan for the evaluation, which will include evaluations and information provided by the parents of the child, current classroom-based, local, or state assessments, classroom-based observations, and observations by teachers and related service providers. Parents may also request in writing an evaluation be completed if there is suspicion their student may have a disability. For school or parent initiated referrals, a signed parental permission is necessary, and an Individualized Education Program (IEP) is conducted within 30 school days of the initial consent from parent(s) to evaluate (REED). When a student qualifies for special education support, a resource program and services are available, based upon the individual needs of the student. A multidisciplinary Evaluation Team (MET) conducts the initial evaluation. The team will consist of two or more of the following personnel: Certified Teacher, School Psychologist, Teacher Consultant, Speech and Language Pathologist, School Social Worker, Occupational Therapist, or Physical Therapist. An outside medical diagnosis may assist in qualifying a student for special education if there is evidence of an adverse impact in the general education setting.

**If the parent and district agree, the timeline for initial activities may be extended beyond 30 school days.*

Why Would my Child Need an Evaluation?

An evaluation is completed to answer the following questions:

- Does my child have a disability?
- How is my child currently performing in school in regards to present academic, social, and functional abilities?
- What are my child's educational needs?
- Does my child need special education and related services, such as social work, speech and language or occupational therapy?
- What accommodations or modifications, if any, are needed to participate in the general curriculum?

Determination of a Specific Learning Disability

CTA uses the pattern of strengths and weaknesses model for the determination of a learning disability in the following areas:

- Basic Reading
- Reading Comprehension
- Reading Fluency
- Math Calculation
- Math Problem Solving
- Written Expression
- Listening Comprehension
- Oral Expression

A student may be found to demonstrate inadequate achievement if his/her performance on an individually administered achievement measure falls below the 9th percentile (national age based norms). Curriculum assessments, district assessments, grades, classroom observations and teacher feedback are other pieces of information that will be considered. Additionally, a student must demonstrate a specific pattern of strengths. A strength may be identified in any of the eight areas listed above if he/she scores above the 25th percentile (national age based norms).

Rule-Outs/Exclusionary Factors

1. Students will not be eligible as learning disabled if their difficulties in academics are a function of English not being their primary language.
2. Students will not be eligible as learning disabled if their difficulties in academics are a function of a failure to receive adequate instruction due to absences.
3. Students will not be eligible as learning disabled if their underachievement is due to lack of appropriate instruction to state approved grade level expectations.

In making determination as to whether a student has or continues to have a specific learning disability, CTA complies with all applicable federal regulation and state rules, including those addressing comprehensive evaluations, determination of the existence of a specific learning disability, observation of academic performance and behavior in the areas of difficulty, specific documentation for SLD and reevaluation requirements.

Through the evaluation process, your child may qualify under one of the following school-based eligibilities:

- AUTISM SPECTRUM DISORDER (ASD) - Considered a lifelong developmental disability that is characterized by qualitative impairments in reciprocal social interactions, communication and/or restricted range of interests/repetitive behavior that adversely affects educational performance.
- COGNITIVE IMPAIRMENT (CI) - Characterized by a lack of development primarily in the cognitive domain and an impairment in adaptive behavior that adversely affects educational performance.
- DEAF-BLINDNESS (DB) - Children who have both hearing and visual impairments that adversely affects educational performance.
- EARLY CHILDHOOD DEVELOPMENTAL DELAY (ECDD) - A child through 7 years of age who manifests a delay in 1 or more areas of development equal to or greater than 1/2 of the expected development that adversely affects educational performance
- EMOTIONAL IMPAIRMENT (EI) - Children with significant behaviors and/or emotional issues that are exhibited over time and adversely affects educational performance.
- HEARING IMPAIRMENT (HI) - Characterized by students who are deaf or hard of hearing and refers to students with any type of degree of hearing loss that adversely affects educational performance.
- OTHER HEALTH IMPAIRMENT (OHI) - Characterized by having limited strength, vitality which results in limited alertness to the educational environment that adversely affects educational performance. • PHYSICAL IMPAIRMENT (PI) - Characterized by a severe orthopedic impairment that adversely affects educational performance.
- SEVERE MULTIPLE IMPAIRMENT (SMI) – Characterized by 2 to 3 standard deviations below the mean and with 2 or more of the following conditions (hearing, visual, physical, health).
- SPECIFIC LEARNING DISABILITY (SLD) - Characterized by a disorder in 1 or more basic psychological processes involved in understanding or in using language, spoken or written that adversely affects educational performance.
**Additional information is described above.*
- SPEECH AND LANGUAGE DISABILITY (SLD) – Characterized by a communication disorder that adversely affects educational performance, such as a language impairment, articulation impairment, fluency impairment, or voice impairment.
- TRAUMATIC BRAIN INJURY (TBI) – An acquired injury to the brain which is caused by external physical force and results in total or partial functional disability or psychosocial impairment or both and that adversely affects educational performance.
- VISUAL IMPAIRMENT (VI) – Characterized by a visual impairment which, even with correction, adversely affects educational performance.

Notice to Parent of Intent to Implement

The completed IEP is given to the district administrator/designee. The administrator/designee provides written notice to the parent about where and when the

district intends to implement the IEP. This notice is given within 7 school days from the date the administrator/designee signs the IEP and offers a Free and Appropriate Public Education (FAPE).

Parental Consent for Provision of Programs and Services

Parent Consent is required before the district is allowed to provide the initial special education programs and services that are in the IEP. Parent Consent must be obtained within 10 school days from the date the parent receives the Notice to Parent of Intent to Implement.

Implementation

The district implements the child's IEP.

CTA does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability/handicap, age, religion, marital/parental/family status, military status, ancestry, genetic information, or any other legally protected characteristic in its programs, activities, or employment opportunities. The Academy complies with all applicable law with respect to equitable treatment of students, employees, and applicants for employment opportunities.

Our Mission

Creative Technologies Academy is a K-12 community of learners committed to changing our world by developing students in character, scholarship, and leadership