



Beaverton School Board Work Session

District Office
1260 NW Waterhouse Avenue
Beaverton, Oregon 97006
Tuesday, February 11, 2025 Directly after Executive Session
Video Stream: www.youtube.com/beavertonschools
Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

- I. OPEN MEETING
 - A. Call to Order
 - B. Attendance
- II. SUPERINTENDENT'S MID-YEAR REPORT 2
- III. SPECIAL EDUCATION REFERRAL & EVALUATION PROCESS 3
- IV. CLOSE MEETING
 - A. Adjourn

WORK SESSION**SUPERINTENDENT'S MID-YEAR REPORT****SUMMARY**

Superintendent Dr. Gustavo Balderas will present a mid-year update, focusing on progress and work underway to meet established goals.

RECOMMENDATION

The superintendent will present a mid-year update. No action is needed.

Belong. Believe. Achieve.

WORK SESSION**ITEM FOR INFORMATION: SPECIAL EDUCATION REFERRAL PROCESS****SUMMARY**

The special education referral process ensures equitable identification of students who may have a disability and require specially designed instruction. It emphasizes the use of research-based interventions and data-driven decision-making to support students effectively before a referral. Once a referral is made, the process adheres to all applicable federal and state laws governing evaluation.

BACKGROUND

The special education referral process is a collaborative and systematic approach involving multiple stages:

- 1. Pre-Referral Intervention:**
General education teams implement evidence-based interventions using a multi-tiered system of supports (MTSS). These interventions address academic, social-emotional, or behavioral challenges while ensuring culturally responsive practices. Each intervention cycle typically lasts six weeks, with progress monitored to determine effectiveness.
- 2. Referral Stage:**
If data shows limited progress after targeted interventions, a referral is initiated. Collaboration between general education and special education teams ensures all relevant data is reviewed. Parents may also directly request an evaluation.
- 3. Evaluation Stage:**
The evaluation process must be completed within 60 school days of parent consent and includes observations, standardized assessments, and input from educators and families. Evaluations must be comprehensive and objective to determine eligibility under the Individuals with Disabilities Education Act (IDEA).
- 4. Eligibility Determination:**
The team determines whether the student qualifies for special education services based on evaluation data. The process emphasizes accuracy and avoids unnecessary labeling, ensuring students receive tailored support.

RECOMMENDATION

Staff will present an overview of the special education referral process and timelines. No action is required.

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Beaverton School District Special Education Referral Process

School Board Work Session

February 11, 2025

Heather Cordie, *Deputy Superintendent*

Rachel Jury, *Special Education Assistant Administrator*

Lori Krumm, *Executive Administrator of Student Services*

Anya Kwasnik, *School Psychologist*

Carrie Scott, *Learning Specialist*

Shirley Valladares, *Special Education Assistant Administrator*

Justin Waltrip, *Special Education Assistant Administrator*

Objectives

- Clarify the special education referral process
- Dispel common misconceptions
- Ensure evaluations are thorough, data-driven, and meaningful

Beaverton School District Equity Lens

Our Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.



QUESTIONS

As you make decisions to support your work, consider the following:

- Whose **voice** is and isn't represented in this decision?
- Who does this decision **benefit** or **burden**?
- Is this decision in alignment with the **BSD Equity Policy**?
- Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

Common Misconceptions

- **Myth: Any struggling student should be referred for special education.**
 - Fact: Many challenges can be addressed through general education supports and interventions.
- **Myth: Special education is a “cure-all” or “extra help.”**
 - Fact: It is a targeted approach for students with specific, identified disabilities.
- **Myth: A medical diagnosis guarantees special education services.**
 - Fact: A diagnosis alone does not guarantee eligibility. The condition must also significantly impact the student's ability to access and benefit from education.

Big Picture Overview

Prior to Referral/Intervention Stage

- General education teams
- Research-based interventions (MTSS)
- Progress monitored through data collection

Referral Stage

- Special education & general education collaboration
- Review data

Evaluation Stage

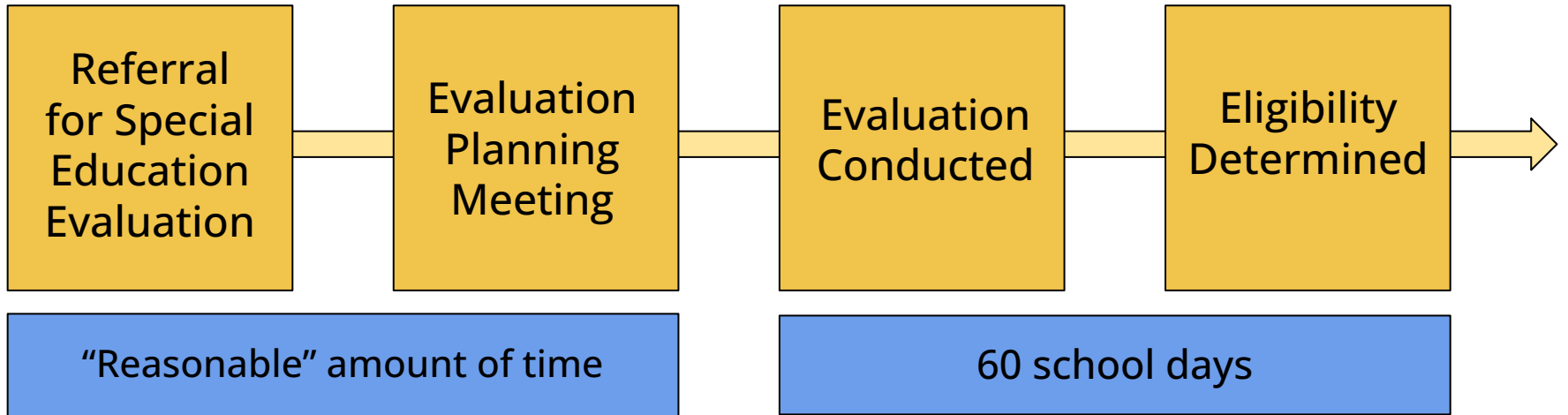
- Special education team
- Evaluate in all areas of suspected disabilities

670

Currently in referral or evaluation

Year	Referrals	Found Eligible	Found Not Eligible
2021-2022	845	678	172
2022-2023	1019	829	190
2023-2024	850	678	172

Timeline for Evaluation Process



Referral to Special Education

- **When to Refer:**

- School teams: Tiered interventions fail to show expected progress after an appropriate period of time
- Parents may directly request evaluations

- **Steps:**

- Intervention team partners with special education team
- Data is reviewed
- If indicated, an evaluation planning meeting is scheduled
- Student continues to receive interventions
- Team continues to collect data

The Evaluation Process

Step 1: Evaluation Planning Meeting

Step 2: Parent Consent for Evaluation

Step 3: Evaluation Conducted

Step 4: Eligibility Determination

Evaluation Stage

- **Planning Meeting:**
 - Review academic, social, and/or behavioral concerns
 - Review data
 - Determine if special education evaluation is indicated
 - Continue interventions
- **Evaluation Components:**
 - Observations, standardized assessments, informal assessments
 - Input from teachers, parents, specialists

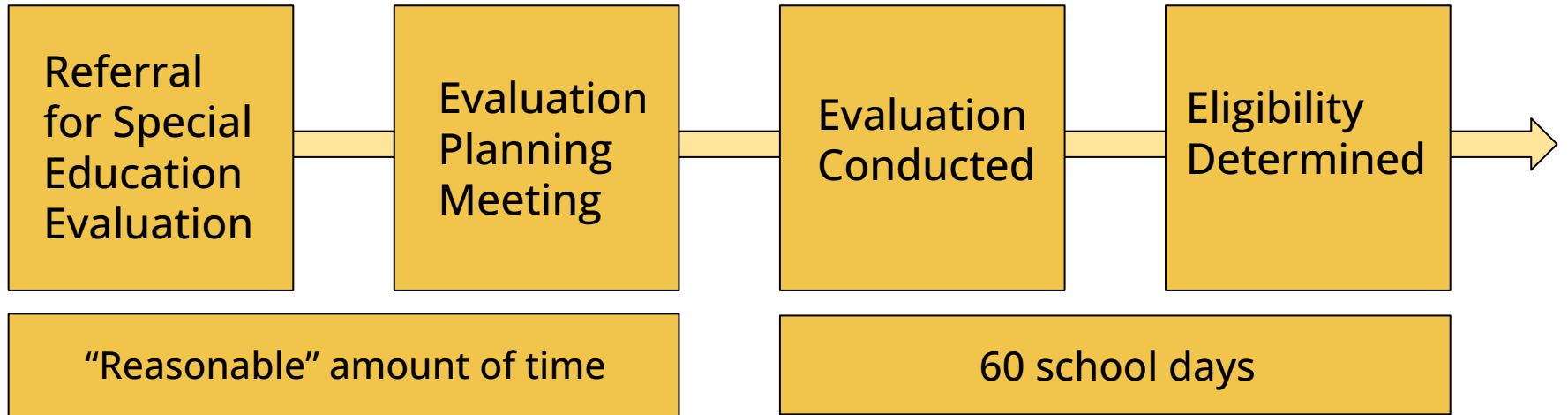
Thoughtful Evaluations

- **Evaluations must be:**
 - Thorough & objective
 - Supported by multiple data sources
 - Culturally & linguistically responsive
- **Evaluations provide a comprehensive picture of a child's strengths and weaknesses to:**
 - Accurately identify if a student has a disability requiring special education services
- **Identifying a student with a disability and providing special education services is a significant decision:**
 - Affects their educational experience
 - Provides access to specialized services

Eligibility Stage

- **Determining Eligibility:**
 - Team reviews evaluation results
 - Eligibility is determined based on the Individuals with Disabilities Education Act (IDEA) criteria
- **Important Considerations:**
 - Thorough and objective evaluations
 - Multiple data sources to make informed decisions

Timeline for Evaluation Process



Key Takeaways

- Not all students who struggle have disabilities
- Referrals are made by parents or school teams when a disability is suspected
- Timelines are driven by federal law (IDEA)
- Comprehensive evaluations lead to accurate identification and ensure students receive appropriate support

What questions do you have?