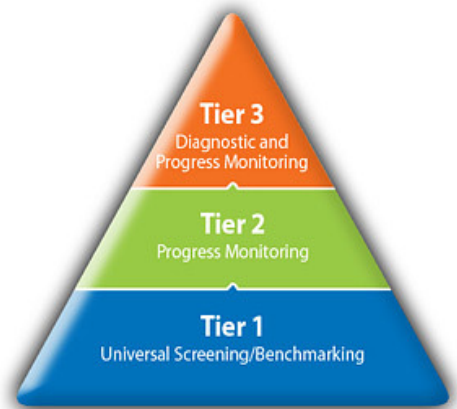


The IEP Process

Referral

Child is referred to special education because district has reason to believe he/she has a disability and may need special education services. No need to exhaust response-to-intervention tiers.

STEP
01



RTI TIERS



Assessment

The school's comprehensive evaluation plan assesses the child in all areas of suspected disability. Parents can disagree and request an independent educational evaluation at district expense.

STEP
02

Identification

Identify all appropriate disability categories revealed by assessments. The child is eligible for special education only if at least one disability adversely affects educational performance.

STEP
03



Develop the IEP

IEP Team meets to discuss all assessments, write present levels of academic achievement and functional performance, draft goals, determine related services and accommodations to help meet the goals.

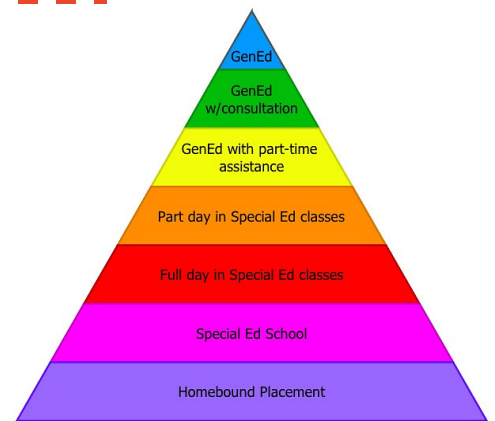
STEP
04



Placement

The team decides on placement. This is a service and NOT a prepackaged class. Child must be educated in the least restrictive environment with a continuum of services provided.

STEP
05



CONTINUUM OF PLACEMENT

Review

Team reviews and, if needed, revises IEP annually to determine if goals achieved, address lack of expected progress, conduct any new assessments if needed.

STEP
06



Re-Evaluate

The child is re-evaluated (re-assessed) at least every three years but not more than once a year. Can be done annually if new assessments are needed, if child is transitioning, change in skills, or parents request them.

STEP
07

