




10 BASIC STEPS IN SPECIAL EDUCATION




Adapted from Center for Parent Information and Resources



1


Considering the Need for Special Education Evaluation

Students are identified as possibly needing special education or related services through: 1) a school's Child Find process or 2) by referral from the parent or school personnel. Parental consent is required before a student can be evaluated. An eligibility decision must be made within 60 days from the date that consent is received.



2 Evaluation


Evaluation results are used to determine eligibility for special education and related services. The evaluation answers the question(s): 1) Does the student have a disability that requires special education and related services? 2) What are the student's specific educational strengths and needs? 3) Does the student need special education & related services to address those needs?



3

Determining Eligibility

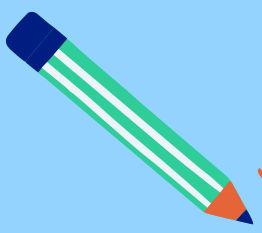

A meeting may be held with the evaluation team, which includes qualified professionals and parents, to discuss the evaluation results. Together they decide if the student is eligible for special education and related services as defined by IDEA.



4

Student is Eligible

If the evaluation results show that the student is a student with a disability and needs special education, he or she is found eligible for special education and related services. The team (parents and school professionals) have 30 calendar days to create and implement an Individualized Education Program (IEP) for the student.






5

Before the IEP Meeting

The school staff will schedule/conduct the IEP meeting and...

- contact all participants for the meeting
 - schedule the meeting at a convenient time & location
 - notify parents of the purpose, time & location of meeting
 - notify parents of who will attend the meeting
 - notify parents that they may invite others to the meeting who have knowledge/expertise about the student.
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6

The IEP Meeting

The IEP Team includes parents, student if appropriate, and school professionals as full participating members. The team will meet to discuss and create the student's IEP.

Before the school may provide special education and services to the student for the first time, the parents must give written consent. The child begins to receive services as soon as possible after the IEP is written and consent is given.

7

After the IEP Meeting

After the IEP is finalized, services are provided. The school ensures that the IEP is implemented as written. Parents are provided with a final copy of the IEP. Each of the student's teachers and service providers are provided access to the IEP and knows their specific responsibilities for carrying out the IEP.

8

Progress & Reporting

The student's progress toward annual goals is measured as stated in the IEP. Parents are regularly informed of their student's progress & whether it is sufficient to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as report cards are distributed to all students in the district.

9

IEP Review

The student's IEP is reviewed by the IEP team at least once a year or more often by parent or school request. If necessary, the IEP is revised. Parents, as team members, must be invited to participate in these meetings. Parents are encouraged to make suggestions and provide input.

10

Reevaluation/Triennial

The student must be reevaluated at least every 3 years. The purpose of the 3-year reevaluation is to determine if the student continues to be a student with a disability and continues to require specially-designed instruction as defined by IDEA.



If at any point in the process you have questions or concerns, please contact your school team, your district Special Education Director or the Idaho State Department of Education's Office of Dispute Resolution. sde.idaho.gov/sped/dispute/

