

Special Education Process

Referral, Assessment, IEP Development, IEP Review

1. Referring for Assessment

- a. The LEA will respond within 15 days from the referral for assessment.
- b. The LEA determines whether an assessment is appropriate.
- c. If an assessment is appropriate, an Assessment Plan is developed and will be mailed or given in person to the HER. The Assessment Plan describes the types and purposes of the assessments, which may be used to determine the child's eligibility for special education services.
- d. The HER must approve or deny the Assessment Plan within 15 days from the day (s)he receives it.
- e. The school has 60 days (not counting school vacations greater than five days) from the receipt of the HER's signed Assessment Plan to complete the assessment and hold an Individualized Education Program (IEP) meeting.

2. Assessment

- a. During the assessment, information is gathered about the child. It is determined whether the child has disabilities, if (s)he is eligible for special education services, and the nature and extent of special education services that will meet the child's need(s). The assessment team is composed of a school psychologist, teachers who did the assessments, administrators and HER.
- b. Assessment will continue only if the HER consents to the Assessment Plan.
- c. The child is assessed in all areas of his/her suspected disabilities.
- d. The assessment is administered in the child's primary language or a qualified interpreter will be provided.
- e. The assessment includes a variety of appropriate tests to measure the child's strengths and needs. The persons administering these tests must be qualified to do so.
- f. The assessments are adapted for students with impaired sensory, physical or speaking skills.

- g. A multidisciplinary team, including at least one teacher or other specialist with knowledge in the area of the child's suspected disability, will assess the child.
- h. Testing and assessment materials and procedures must not discriminate on the basis of sex, race, color, national origin or religion.
- i. The HER has the right to obtain an independent educational assessment of the child. Upon the HER's written request, the school must give information about how to obtain this independent assessment by a qualified examiner who is not an employee of the LEA. The costs may be covered by the LEA or the HER may file for due process for compensation.

3. Development and Implementation of an Individualized Education Program

- a. After the child is assessed, an Individualized Education Program (IEP) meeting will take place, within 60 days of receiving consent for the assessment.
- b. At the meeting, the IEP team determines whether the child is eligible for special education based on the assessment results.
- c. If the child is eligible, an IEP will also be developed during the meeting.
- d. The IEP states annual goals and short-term objectives focusing on the child's current level of performance; the services to be provided to the child, dates, duration, and frequency of the services.
- e. The IEP team determines where the services will be delivered and the amount of time the child will spend in general education.
- f. The IEP states the method the school will use to measure the child's progress. The HER will receive a copy of the IEP at the meeting.

4. IEP Reviews

- a. IEP reviews take place at least annually for progress and to make any needed changes.
- b. A mandatory three-year review analyzes the results of a comprehensive re-evaluation of progress.
- c. Additional reviews may be conducted for any of the following reasons:
- d. After the child has received a formal assessment or reassessment or;

e. If a teacher feels that the child demonstrates significant educational growth or lack of anticipated progress or;

f. When the HER or teacher request a meeting to develop, review, or revise the IEP, or;

g. To develop a transition plan, beginning at age 16 (or younger, if appropriate), or;

h. To determine whether a student's misconduct was a manifestation of his/her disability before expelling or suspending the student from school for more than 10 school days.