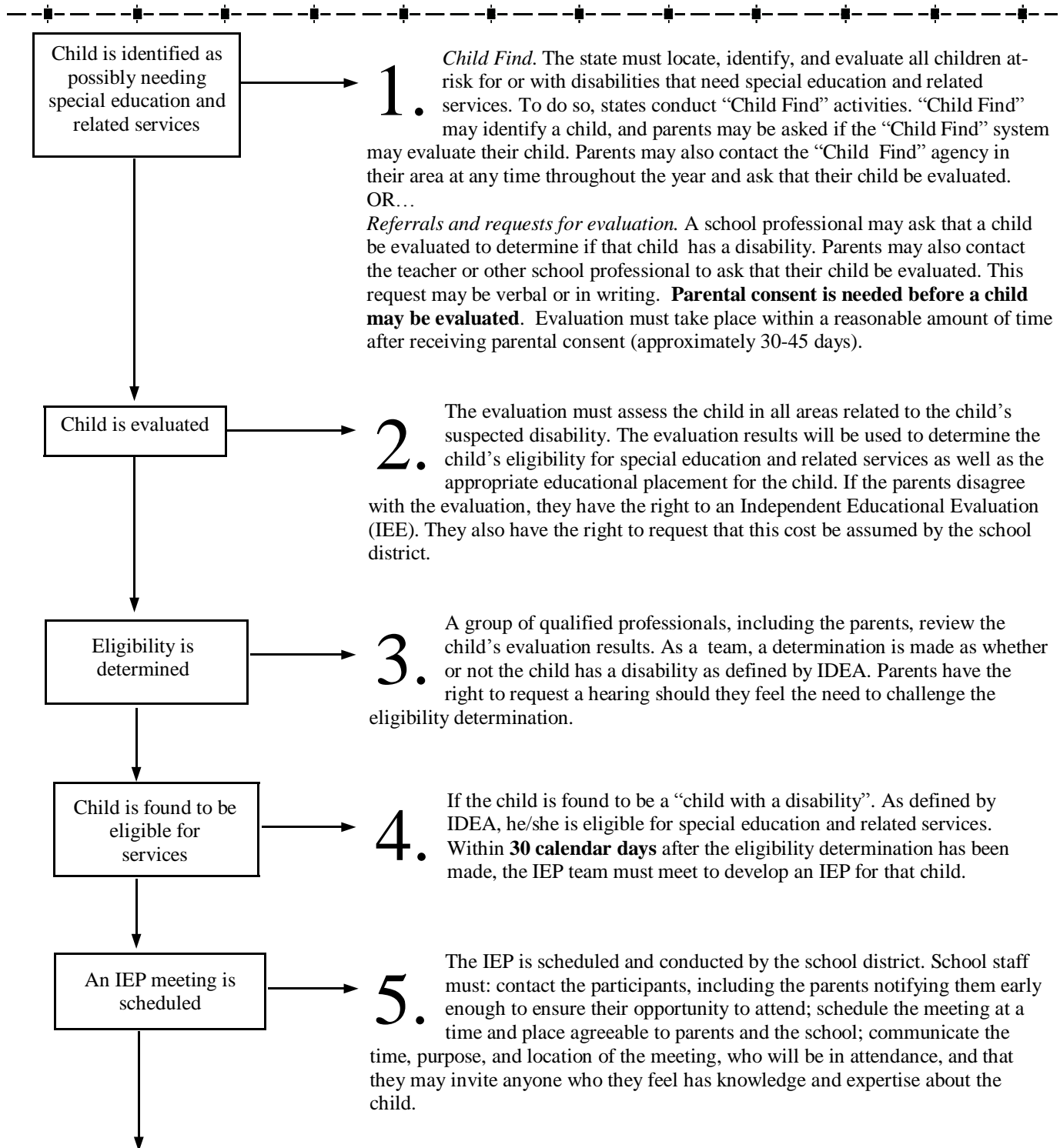


# The Basic Special Education Process Under IDEA

The writing of each student's IEP takes place in the larger picture of the special education process under IDEA. The following is a description of how a student is identified as having a disability and needing special education and related services and, thus, an IEP.



IEP meeting is held and IEP is developed.

**6.** The IEP convenes to discuss the child's needs and to develop the IEP. The parents and the student (when appropriate) are integral members of this team. Parents must be involved in all placement decisions made concerning their child, regardless of what type of group makes the decision. Before the school district may provide special education and related services for the first time, the parents must give informed consent. The child will begin to receive services as soon as possible following the IEP meeting.  
*(If the parents do not agree with the IEP and placement decision, it is important that the team make every attempt to work out an agreement. If this is not possible, both parties may offer mediation. The parents also have the right to file a complaint with the state educational agency and may request a due process hearing, at which time mediation must be made available. At this time a group of qualified professionals, including the parents, review the child's evaluation results and will determine whether the child is a "child with a disability", as defined by IDEA. Parents may also ask for a hearing to challenge the eligibility decision.)*

**Following the development of the IEP:**

Services are provided.

**7.** The parents are given a copy of the evaluation results as well as the IEP document itself. The school has a responsibility to ensure that the IEP is being implemented as written and that each of the child's teachers and service providers has access to the IEP and understands their responsibility in carrying it out appropriately. This includes the specific accommodations, modifications, and supports that must be provided to the child in keeping with the IEP.

Progress is measured and reported to the parents.

**8.** The child's progress toward annual goals is measured as specified in the IEP indicating whether that progress will allow the child to achieve the goals by the end of the year. Parents are to be regularly informed through progress reports at least as often as progress is reported to parents of children who are non-disabled (every 9 weeks).

The IEP is reviewed.

**9.** The IEP is reviewed at least once a year, or more often as requested by the parents or staff, and revisions are made as appropriate. As always, parents are an integral part of this process and in the event that there is a disagreement, several options are available, including additional testing, an independent evaluation, mediation or a due process hearing. A complaint may also be filed with the SEA.

The child is reevaluated.

**10.** At least every three years, or more often if conditions warrant it, or at the request of the parent/teacher, the child is to be reevaluated. Its purpose is to determine whether the child continues to be a "child with a disability" as defined by IDEA and to determine the educational needs of the child.