

Who would benefit from Special Education?

Summary of procedural steps

Referral; Assessment; IEP Development, Implementation; Review; and Reassessment

Step 1	Step 2	Step 3	Step 4
<p>Referral (after modifications / strategies are tried in general education first)</p>	<p>Assessment Plan (respond within 15 days, completed within 15 days)</p>	<p>Assessment Period (within 60 days of receipt of signed Assessment Plan)*</p>	<p>IEP Team Meeting</p>
<p>Step is initiated when: School personnel or parent requests Student Study Team (SST) and/or consideration of special education evaluation.</p> <p><i>NOTE: The law requires consideration of modifying the general education program before referring a child for special education.</i></p>	<p>Step is initiated when: Parent informed in writing of district's intent to refer child for special education evaluation.</p>	<p>Step is initiated when: School district receives written parent approval of Assessment Plan.</p>	<p>Step is initiated when: Case coordinator schedules IEP team meeting at date and time when all necessary IEP team members can attend; sends written invitations to potential members. Parents may invite others they wish to attend.</p>
<p>Step usually includes: The SST:</p> <ul style="list-style-type: none"> documents evidence of child's problem areas and modifications/strategies attempted in the general education program <u>prior</u> to referral; or determines such intervention is not appropriate; and determines there is reasonable cause to suspect that the child has a disability and his/her needs cannot be met in the general education program even with modifications. 	<p>Step usually includes: A form that details reason for assessment; areas to be assessed; personnel conducting assessments; and types of tests or procedures to be used.</p> <p>According to Ed Code 56321 (a) "Whenever an assessment for the development or revision of an IEP is to be conducted, the parent or guardian of the pupil shall be given, in writing, a proposed assessment plan within 15 days of the referral for assessment not counting days between the pupils regular school sessions, terms, or days of school vacation in excess of five schooldays from the date of receipt of the referral, unless the parent agrees, in writing, to an extension."</p>	<p>Step usually includes: Class/situational observations; formal/informal testing; and gathering information on such areas as health and developmental history, social/adaptive behaviors, speech/language performance, achievement scores, and other pertinent data.</p>	<p>Step usually includes: Developing an IEP that contains present levels of educational performance; annual goals and objectives; placement information; designated instruction and services; annual review and 3-year reassessment dates; signatures of participants; and signed parent approval.</p>
<p>Step ends when: Parent informed in writing of district's intent to refer child for special education evaluation.</p>	<p>Step ends when: Assessment Plan is sent to parent for written approval. Notice of parent rights is included in the mailing.</p>	<p>Step ends when: Assessment personnel complete written reports.</p>	<p>Step ends when: Parent signs approval of IEP.</p>

OVER 

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<p>Step 5</p> <p>Implement IEP (until new IEP is developed)</p>	<p>Step 6</p> <p>Review Meeting (occurs at least annually or at teacher/parent request)</p>	<p>Step 7</p> <p>Reassessment (occurs every three years or when requested by teacher/parent)</p>
<p>Step is initiated when: Parents approve IEP. School district has parent-approved copy of IEP.</p>	<p>Step is initiated when: Coordinator schedules IEP team meeting at date and time when all necessary IEP team members can attend; and sends written invitations to potential members. Parents may invite others they wish to attend.</p>	<p>Step is initiated when: School district develops assessment plan and sends to parent for written approval; school district receives written approval of Assessment Plan.</p>
<p>Step usually includes: Provision of specially designed instruction and services as designated on the IEP.</p>	<p>Step usually includes: IEP team:</p> <ul style="list-style-type: none"> • Reviews IEP, progress, and appropriateness of special education program placement. • Reviews written reports of service providers. • Develops new or modified goals and objectives. • Develops individualized transition plan (ITP), when appropriate, including planning for post-school goals. • Identifies appropriate placement. 	<p>Step usually includes: Review of records; teacher/parent/student interviews; observations; and formal/informal testing.</p>
<p>Step ends when: IEP team develops new IEP approved by parent.</p>	<p>Step ends when: New IEP is approved by parent, or student leaves school.</p>	<p>Step ends when: Assessment personnel complete written reports. Results are reviewed at next annual review IEP team meeting or sooner, if assessment results suggest a change of program/service is necessary.</p>

* May not apply during July and August, or other breaks of more than 5 days, or for referrals received within the last 30 days of a school year.
