

## **Parents Guide to Special Education Process**

The following is a guide to assist the parent in knowing the process for a child being referred for Special Education services. The referral could begin with EOCF staff during the screening process within the classroom setting, or it could be prior to this, as the parent and/or medical professional who notices a child's progress and has concerns that would direct them to requesting further assessment.

**STEP 1:** A child is screened specifically to area of concern. Screening is primary step to determine if skills are progressing at an appropriate age level. If Screenings are passed, no referral is made. If Screening have failed, the next step is made.

**STEP 2:** A Referral sent to the LEA (Local Education Agency with parent(s) permission. Paperwork is signed by parent(s) to document a concern and begin the assessment and formal evaluation process completed by the School District.

**STEP 3:** The LEA develops a Multi-Disciplinary Team. A team of appropriate professionals is formed to determine if further assessment is needed based on referral. An evaluation determination meeting is scheduled for parent(s) to attend by the LEA.

**STEP 4:** Assessments will take place after parent(s) gives permission. The assessment is an on-going process to determine child's strengths and areas on concern. The information obtained is used to determine strategies to support the development of the child.

**STEP 5:** An Eligibility Decision is made. A Multi-Disciplinary Team meets again with the parent(s) to provide information regarding eligibility for services based on the assessments. Placement and service options are possibly discussed at this time.

**STEP 6:** Individualized Educational Plan (IEP) meeting is scheduled. The Multi-Disciplinary Team becomes the IEP Team meeting with the parent(s). This Team will write a plan for special education services. This plan includes the child's learning needs, goals and objectives, and specific services required by the child.

**STEP 7: Reassessment:** The IEP goals and objective are effective during the scheduled school year and are reviewed annually on or near the initial date the IEP was written. A child is re-evaluated for eligibility every three years.

**STEP 8:** If a parent(s) disagrees with the IEP or proposed placement, the parent(s) should try to work out the disagreement with the IEP team. If no agreement is made parent(s) have due process rights. (See Procedural Safeguards – Copy may be obtained from Disability Component Staff)

**Step 9:** If a child passes the screen or assessment process, he/she should be developing within normal developmental range and the concern should be monitored. If the concern continues, the parent(s) may request that a formal assessment be completed at any time or request Curriculum Adaptation to address the child's individual learning needs or concerns. If the parent(s) disagrees with the results, they may request an Independent Educational Evaluation (IEE) for which the school district will be responsible. For additional support, parents may contact the EOCF Disability Component Staff, 360-896-9912 Ext. 246, Ext. 163 or Ext. 119.