The IEP Process

**Referral**
Child is referred to special education because the district has reason to believe he/she has a disability and may need special education services. No need to exhaust response-to-intervention tiers.

**Assessment**
The school’s comprehensive evaluation plan assesses the child in all areas of suspected disability. Parents can disagree and request an independent educational evaluation at district expense.

**Identification**
Identify all appropriate disability categories revealed by assessments. The child is eligible for special education only if at least one disability adversely affects educational performance.

**Develop the IEP**
IEP Team meets to discuss all assessments, write present levels of academic achievement and functional performance, draft goals, determine related services and accommodations to help meet the goals.

**Placement**
The team decides on placement. This is a service and NOT a prepackaged class. Child must be educated in the least restrictive environment with a continuum of services provided.

**Review**
Team reviews and, if needed, revises IEP annually to determine if goals achieved, address lack of expected progress, conduct any new assessments if needed.

**Re-Evaluate**
The child is re-evaluated (re-assessed) at least every three years but not more than once a year. Can be done annually if new assessments are needed, if child is transitioning, change in skills, or parents request them.

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