

<p>1 Referral to Consider Special Education</p>	<p>2 Decision-Making Meeting (Disposition of Referral)</p>	<p>3 Evaluation</p>	<p>4 Eligibility Determination</p>
<p>Anyone, including a parent may refer a child to be evaluated for special education.</p> <p>A best practice is to make a referral in writing. If a parent makes a referral, they should write a letter, include the date & keep a copy for their records.</p> <p>If the referral is made by anyone other than the parent, the school must immediately notify the parent in writing.</p>	<p>The school must schedule an Individual Education Program (IEP) team meeting, which includes the parent, within 15 business days after receiving a referral. At this meeting, called the “disposition of referral” meeting, the IEP team will determine whether the child’s needs can be met through regular education services (including the use of regular education early intervening services) or if the child should be evaluated for special education, and what testing will be done. Written parental permission is needed before the school can evaluate.</p>	<p>After receiving written parental consent, the school district will evaluate the child to determine eligibility & identify the child’s educational needs. For initial evaluations, the evaluation process must be completed within 60 days (no extension). For reevaluations, parents and the school district may agree to an extension to the 60 days of a specific number of days, but not more than 30 days.</p> <p>The “evaluation process” means “the completion of evaluations, reevaluations and assessments, a written summary report, and a meeting of the IEP team to review the results of the evaluations and assessments. When the purpose of the meeting is to determine eligibility, the evaluation process also includes the determination of eligibility”. It also includes the requirement that the school district must provide the parents (by mail unless the parent and school district agree on another method) copies of each examiner’s evaluation & assessment report(s) at least 5 days prior to the meeting at which the reports will be discussed.</p> <p>If a parent disagrees with the school’s evaluations, they may request an independent educational evaluation (IEE) at public expense or they may pay for their own IEE.</p>	<p>Based on the evaluation results, the IEP team decides if the child is eligible for special education and determines a disability classification. To be eligible for special education, the child’s disability must negatively impact his/her educational performance.</p>
<p>5 Development of the IEP (Individualized Education Program)</p>	<p>6 Determination of Educational Placement</p>	<p>7 Monitoring</p>	<p> Some Additional Parent Rights</p>
<p>Within 30 days after a child is determined eligible for special education, the IEP team meets to develop the IEP.</p> <p>The IEP is reviewed & revised, as necessary, at least once each year, and must be in place at the start of each school year.</p> <p>The parent has 14 calendar days to sign the IEP, or any other document for which their consent is requested. The parent may give consent, refuse consent, or give partial consent.</p>	<p>After the IEP has been signed by the parent & the school district, the IEP team determines the child’s educational placement to implement the IEP.</p> <p>Placement options include a variety of settings but must be in the child’s Least Restrictive Environment (LRE). LRE means the child is to be educated in the same setting as nondisabled peers, unless his/her needs cannot be met in that setting.</p> <p>With a few exceptions, a child whose placement is home instruction will receive a full school day.</p>	<p>The IEP includes a statement of how the child’s progress towards the annual goals will be measured and when and how it will be reported. Parents may request an IEP team meeting if they have concerns about their child’s progress.</p> <p>The IEP team must meet to review and revise the IEP at least once each year.</p> <p>A child is formally reevaluated at least once every 3 years, unless the parent and school district agree it is not needed or a parent or teacher requests a reevaluation be done sooner.</p>	<ul style="list-style-type: none"> ▪ Participate in all team meetings as a member of the IEP team ▪ Request an IEP meeting & have the meeting held within 21 days or be given written prior notice as to why the school will not meet ▪ Give, withhold or revoke written consent ▪ Access their child’s educational records within 14 days ▪ Be notified about important decisions regarding their child’s education (Written Prior Notice) ▪ Receive written notice of IEP meetings 10 days before the meeting (5 days notice for a manifestation determination meeting) ▪ Receive information in understandable language, and be given an interpreter or translator, if needed ▪ File a complaint, request a facilitated IEP team meeting, mediation, neutral conference or due process hearing

For more in-depth information about the special education process, parent/educator partnerships, disability awareness and other related topics, please contact the Parent Information Center on Special Education – www.nhspecial.org ~ (603) 224-7005 or (800) 947-7005, or email info@nhspecial.org