

Process continued

10. CONSENT Pt. 2: for Initial Special Education Services

Before services can be implemented for the first time, the parent's or guardian's consent for Initial Special Education Services is required. This will often be obtained at the end of the initial IEP meeting.

11. SERVICES ARE IMPLEMENTED

The student will begin receiving services as outlined in their IEP.

12. YEARLY IEP MEETINGS

An IEP meeting will happen every year. The parent or school can request an additional one when necessary. Additional IEP meetings will be held if there is a change of placement, termination of services, or other substantive IEP changes.

13. REEVALUATIONS

Your student will be reevaluated every three years. Parents or schools may request reevaluations outside that time frame. Reasons might be: change of category, change of placement, or termination of services.



SOURCES:

Highline Public Schools Special Education Procedural Handbook:
<https://www.highlineschools.org/departments/special-education/procedural-handbook>

OSPI Special Education Procedural Safeguards:
<https://www.k12.wa.us/sites/default/files/public/specialed/pubdocs/ProceduralSafeguards.pdf>



HIGHLINE
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Special Education Process

A brief overview of how a student is referred, evaluated, determined to be eligible for, and begins receiving special education services



The Special Education Process

1. PRE-REFERRAL

Teacher collects data on student performance; general education teachers may implement classroom teaching strategies to address concerns.

If new strategies successfully address student needs, then there may be no need for an evaluation or special education services.

2. REFERRAL

Anyone may refer a student to the school principal. The school has 25 school days to decide if they will evaluate your student or not.

If not, they must provide an explanation to the parent/guardian in writing.

3. CONSENT Pt. 1: to Evaluate

The school will obtain consent from the student's parent or guardian to conduct an evaluation. If consent is not given, the school may be able to seek consent from the courts through "due process"

4. THE EVALUATION

Once consent is obtained, the evaluation is carried out by a school psychologist within 35 school days. The student will be evaluated in multiple areas and information will be gathered in a variety of ways. These include observations and assessments, as well as surveys completed by the parent/guardians.

5. DETERMINE ELIGIBILITY

The evaluation will be reviewed by the school evaluation team to determine if the student is eligible for special education provisions. To be eligible, the team must answer 'yes' to all of the following:

1. Is there a disability?
2. Is there an adverse educational impact?
3. Is there a need for specially designed instruction?

If the student is NOT eligible, no special education services will be provided.

6. EVALUATION RESULTS MEETING

The school team will meet with the family to discuss the results of the evaluation. They will inform you if your student is eligible or not for special education services. If eligible, the team has 30 days from receiving the results to develop an IEP.



7. THE INITIAL IEP MEETING

Parents & families are critical members of the IEP team and their input is vital. You will be invited to the IEP meeting. The IEP document details the specially designed instruction and other services/supports your student will receive. The IEP meeting is a space to collaborate and share the details of the IEP.

8. THE IEP MEETING TEAM:

- The parent or guardian
 - The student, as appropriate
 - The IEP Case Manager
 - Special Education teacher
 - General Education teacher
 - LEA representative (principal or other district staff)
 - Other related service staff :
 - Occupational Therapist (OT)
 - Speech/Language Pathologist (SLP)
 - Physical Therapist (PT)
 - An interpreter, if needed
 - Anyone support person the family may invite (family liaison, advocate, family member, or friend)
 - School Psychologist, when evaluations or reevaluations are discussed
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9. STUDENT PLACEMENT

How the student receives their specially designed instruction is determined at the IEP meeting based on the evaluation results. They will be placed within the Least Restrictive Environment (LRE) according to their individual needs. This maximizes the student opportunities to reach their goals and objectives.

A student's LRE may be within the general education classroom, with IEP services layered and integrated throughout the day. No matter how the LRE is managed, the student's services are managed by a Special Education teacher. This concept is called INCLUSION.