Reynoldsburg Individual Education Plan (IEP) Referral Practices

This document will guide you through the different steps in the process from when it is recognized that a student may need additional assistance and continues through all the possible steps. It should be noted that there are areas where the process can halt depending on the student's needs.

Steps	Step/Practice Explanations	Form	Practice Responsibility
Step 1: Recognition **30 Day Window Begins**	A Parent, Teacher, or Academic Support Staff or others supporting the student academically, functionally or behaviorally has identified that a student is exhibiting atypical needs as compared to peers.	PR-01 PR-04	Parent, Teacher, Academic Support Staff,
Step 2: Interventions and Data Collection & Checkpoints	The student is provided interventions developed by the parents and a school-based team. Response to Intervention (RTI) is tried at this point. This has to be completed within 30 Days of the initial requested date. Checkpoint: If the interventions are successful and the School-based team does not suspect a disability. Write the PR-01 to notify the parents. This process stops and there is no need to proceed to step 3. Checkpoint: However, if the proposed interventions are not successful and the School-based team does suspect a disability, then proceed to step 3 - Referral.	PR-01	Parent, Teacher, Academic Support Staff
Step 3: Parent Consent for Evaluation	The School-based team with parents will meet to develop an evaluation Plan and obtain written parent consent. This will begin the 60-day window to complete the evaluation.	PR-01 PR-02 PR-05 Planning Form with ETR	Parent, Teacher, Academic Support Staff, School Psychologist

Step 4: Evaluation **60 Days to Complete**	With consent of the parents, the student is evaluated with a variety of assessment tools and strategies. The assessments do not discriminate and should provide information to help determine the unique needs of the student.	PR-01 PR-02 PR-05 PR-06 OP-09	Parent and Multifactored Team Members
Step 5: Eligibility & Checkpoints Within 60 days of Parent consent	The school-based team determines if the student is eligible for special education services based on the evaluation data. The student must have a disability that negatively impacts his/her educational performance and the child needs special education services in order to benefit from education. Checkpoint: No disability is noted that impacts educational performance. Special education is not required. Process stops. Students could be referred for interventions again. Checkpoint: Determination that a disability impacts educational performance and eligibility is determined for special education services. Reminder: ETR expires every 3 years.	PR-01 PR-02 PR-06	Parent, Teacher, Academic Support Staff, and Multifactored Team Members
Step 6: IEP and LRE Process **Completed within 30 days of Eligibility Determination**	A multi-disciplinary team of parents, general and special education teachers, administrators, and others meet to develop the Individualized Education Program (IEP). This document guides the special education program that will be provided for the student. The IEP team must also determine the least restrictive environment (LRE) and provide justification in the IEP for more restrictive placements.	PR-01 PR-02 PR-07	Parent, Teacher, Academic Support Staff, and Multifactored Team Members, or IEP team
Step 7: IEP Implementation	The entire IEP team has the responsibility to ensure that the IEP is implemented.	PR-02	Parent, Teacher, Academic
			Support Staff, and IEP Service Team Members

Step 8: IEP Reevaluation	Each year, the IEP team is required to meet for the dual purpose of evaluating the implementation of the current IEP, student progress, and to develop the next annual IEP.	PR-02	Parent, Teacher, Academic Support Staff, and IEP Service Team Members

Link: ODEW Interactive Evaluation Road Map