



Understanding the Assessment and IEP Process

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The Pre-Referral Process

- If parents, or school staff have a concern about a student's academic, behavioral, or social emotional progress, they should make a referral to the Student Study Team.
- Multi-Tiered Systems of Support (MTSS) and the Student Study Team (SST) is the process by which targeted, systematic, interventions are provided and documented by the school.
- Targeted interventions must be implemented with fidelity, 6-8 weeks and then progress measured.

Referring for Special Education

- ▶ The law states that anyone who works with a child who has concerns that the child may have a disability can refer the student for Special Education. (Usually parent or school staff)
- ▶ Referrals should be in writing, signed, and dated, and specify the areas parent wants assessed.
- ▶ The district must RESPOND to such requests within 15 days of receiving them.

When to Refer for Special Education?

- ▶ A student shall be referred for special education instruction and services **only after the resources of the regular education program have been considered and used where appropriate.** (Education Code 56303)

To Test or Not to Test? That is the Question

- If it is determined that testing is appropriate, an assessment plan is sent home within 15 calendar days.
- If testing is deemed not appropriate, an SST is scheduled within 15 days, if it has already been done. School implements the interventions per RTI pyramid, monitor the progress and re-meet in 6-8 weeks to monitor student progress

Assessment Plan

- ▶ Lists the areas that will be assessed and the qualified professionals who will conduct them.
- ▶ School psychologist- Cognitive testing, social emotional, ADHD assessments
- ▶ Special education teacher- academic assessments
- ▶ Speech therapist- Speech assessment
- ▶ Occupational Therapist- OT assessments
- ▶ Sign and return the assessment plan to school within 15 days.
- ▶ The district has 60 calendar days to complete the assessments and hold an IEP meeting.

Meaningful Parent Participation

- ▶ Parents must be meaningfully involved in the assessment and IEP process. The legal term is “meaningful participation”.
- ▶ - Have Assessment plan explained
 - Interviews, checklists during assessment
 - Advance notice of meetings
 - Interpreter provided if needed at meeting
 - Ask questions of assessors and IEP team
 - Be informed of student progress throughout the year.

Qualifying for Special Education- 3 Criteria

- ▶ Student must have a disability
- ▶ The disability must prevent student from accessing the curriculum
- ▶ To the extent that the student needs special services.

Federal Disability Categories under IDEA

- Autism (AUT)
- Deaf-Blindness (DB)
- Deafness (DEAF)
- Emotional Disturbance (ED)
- Hearing Impairment (HI)
- Intellectual Disability (ID)
- Multiple Disabilities (MD)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)- includes ADHD
- Specific Learning Disability (SLD)
- Speech or Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment, including Blindness (VI)



Compliance



- ▶ Initial and then IEP every year (annual)
- ▶ Triennial (reassess every three years)
- ▶ Know the due date for your child's IEP.
- ▶ Parent must know in advance if an IEP team member is going to be missing.

IEP INFORMATION

- ▶ IEP TEAM
- ▶ Administrator
- ▶ General education teacher
- ▶ Special education Provider
- ▶ Related services Provider
(speech, OT, APE, PT, etc.)
- ▶ Parent may bring anyone they choose to IEP.
- ▶ 24 hour advance notice if parent brings an attorney.

Invitation will list who is attending.

Meeting Agenda

- ✓ Procedural Safeguards
 - ✓ Parent/ERH Concerns
 - ✓ Assessments/Present Levels
 - ✓ Eligibility
 - ✓ Areas of Educational Need
 - ✓ Goals
 - ✓ Placement/ Services
 - ✓ Offer of FAPE
 - ✓ Review notes
- ▶ Ask questions!
 - ▶ Ask to have any acronyms explained.

Free, Appropriate, Public Education (FAPE)

- ▶ At the conclusion of the IEP meeting, in which parent has meaningfully participated, the district makes an offer of FAPE.
- ▶ FAPE is an offer of placement and services in which the students needs can best be met in the least restrictive environment. The goal is consensus.
- ▶ Parents have the right to agree or disagree with the offer of FAPE.

After the Meeting

- ▶ Parents should leave the meeting with a copy of the IEP and any assessments.
- ▶ Parents do not have to sign consent at the meeting.
- ▶ Parents can consent to all, parts, or none of the IEP.
- ▶ An IEP, including goals, placement, and services cannot be implemented without parent consent.

Implementation

- ▶ Implement as soon as possible after consent received.
- ▶ Parents need to be regularly informed of student's progress at same intervals as general education.
- ▶ If student is not progressing on goals, parents should be notified and an IEP held.
- ▶ Parents can request an IEP at any time.
- ▶ District must hold an IEP within 30 days of parent request.



SUCCESS!!!!



Students make
progress and meet
goals!

QUESTIONS????

