

# IEP PROCESS

## Initial Consent for Evaluations

After you make a request for an evaluation, the team will meet to discuss your concerns and order evaluations. At this meeting, explain your child's needs and how their disability adversely affects their education.

## Initial IEP

IEP will include present level of performance, goals, progress monitoring, accommodations, services and service time. Your input needs to be in the IEP. IEP is required to be sent to you 5 days prior to meeting. Suggest changes at or before meeting.

## Annual IEP (Year 3)

If the child is making progress, the team may start to reduce services since eligibility is approaching. This is good to see if the child still needs the same amount of services to be successful.

## Re-Eligibility

Compare the evaluations from the initial process to the reevaluation process. Notice the similarities and differences. Come prepared with questions. The team will determine whether the disability adversely affects the child's education.

## Eligibility

During the eligibility process, providers should reach out to do parent interviews. Help the provider understand disability and explain how it is adversely affecting your child's education. Evaluations are to be sent to you 5 days prior to the meeting. During eligibility meeting, the team will determine if your child qualifies for an IEP.

## Annual IEP (Year 2)

Goals should be mastered. Progress monitoring throughout the year will tell you how your child is progressing towards goals. Goals will change based on students progress. Present level of performance will be updated to include progress and any new data.

## Consent for Re-Evaluations

At the meeting to order assessments, make sure there is an understanding of how the disability adversely affects the child's education.

## IEP or 504 plan

If the child is no longer eligible for an IEP, the team may recommend a 504 plan to support them.