

Step	Special Education Process
1.	<p>Conduct child find.</p> <p>Under the IDEA, the first step to determining if a child is eligible to receive special education and related service is to complete the child find process. A school district will complete screening or testing of a child it suspects may have a disability. Districts are responsible for conducting child find and identifying all IDEA-eligible students that reside in their jurisdiction.</p>
2.	<p>Give notice to parents.</p> <p>The district should inform the child's parents in writing that it is considering their child for special education services. The notice should include the parent rights, whom they should contact at the district for information, and the steps the district proposes to take to determine if the student has a disability and needs special education and related services.</p>
3.	<p>Prepare for the initial evaluation.</p> <p>Information is needed to determine if a child is eligible to receive special education and related services under the IDEA. School district personnel and the parents will gather information about the student to be reviewed and considered in making the determination.</p>
4.	<p>Complete required forms.</p> <p>The district cannot proceed without parental consent. Parents will receive forms from the district asking for permission to test or assess the student. These tests will help decide whether the student would benefit from extra services.</p>
5.	<p>Hold the IEP meeting.</p> <p>After testing the student, school district staff, including a general education teacher and a special education teacher, and the parents will work together to decide if the child meets IDEA criteria. Reviewing a variety of information, including the evaluations and assessments, they will determine if the child qualifies for specially designed instruction. The parents must have a meaningful opportunity to participate in the meeting.</p>
6.	<p>Develop the IEP.</p> <p>If the child meets the definition of one or more of the 13 categories of disability under the IDEA and needs special education and related services because of her disability or disabilities, the IEP team will develop the individualized education program. The school district must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP meeting.</p>
7.	<p>Understand IEP content.</p> <p>The IEP is a written document memorializing the collaborative effort between parents and district personnel to develop an educational plan for the student. It's a roadmap of the learning progress the student is to meet each year. An IEP sets goals and timelines. The IEP explains how the student's progress toward meeting those goals will be measured. It must include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in activities. Also, the IEP must include a statement of the special education and related services and supplementary aids and services to be provided to the child.</p>
8.	<p>Obtain consent for child's initial placement.</p> <p>After the IEP is developed, parents must provide written consent to place the student in special education. After it receives consent, the district may begin implementing the student's IEP as written.</p>