



Ch'ooshgai Community School Exceptional Student Services

The IEP Process Flowchart

This flow chart illustrates the IEP referral process. Start at the top and follow the arrows downward to guide you through the different phases in the process from when it is recognized that a student may need additional assistance and continue through all the possible steps. It should be noted that there are areas on the flow chart where the process can halt depending on the student's needs.

Phase 1: Recognition

Student exhibits atypical needs as compared to peers. <---- **Teacher Level**

Phase 2: Pre-referral <---- SAT Team Level

Student is provided interventions developed by the parents and a school-based team. Response to Intervention (RTI) is tried at this point.

Successful intervention
Process stops

Interventions not successful
Move to Referral

Phase 3: Referral <---- This is where ESS steps in...

Student is officially referred for evaluation for special education services by an adult with intimate knowledge of the student's ability.

Phase 4: Evaluation

With consent of the parents, the student is evaluated with a variety of assessment tools and strategies. The assessments must not discriminate and should provide information to help determine the unique needs of the student.

Phase 5: Eligibility

IEP team determines if the student is eligible for special education services. 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.

No disability is noted that impacts educational performance. Special education not required. Process stops. Student referred for interventions again.

Determination that a disability impacts educational performance and eligibility is determined for special education services.

Phase 6: IEP Process (IEP and LRE)

A multi-disciplinary team of parents, general and special education teachers, administrators, and others meets 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.

Phase 7: IEP Implementation (FAPE)

The entire IEP team has the responsibility to ensure that the IEP is implemented.

Phase 8: IEP Reevaluation

Each year, the IEP team is required to meet for the dual purpose of evaluating the implementation of the current IEP and to develop the next annual IEP.