

Kirtland Schools' ETR and IEP Flow Chart

This Flow Chart illustrates the Special Education Services referral process. From the time that a student is determined to need additional assistance/instruction. Continue through all of the possible phases. Important to note: There are areas on the flow chart where the process may continue or halt () depending on the student's progress, lack of progress or needs.

Phase 1: Recognition	Recognizing student has atypical needs compared to same age/grade peers.			
Phase 2: Pre-Referral	Student is provided interventions developed by the student's Team Members ((Parent, Teacher(s), Administrator) (Counselor, Psychologist, Intervention Specialist))			
Evaluate Interventions	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc; width: 50%; padding: 5px;"> Interventions ARE successful: IEP Process is stopped but student is monitored for continued growth. </td> <td align="center" style="width: 10%; text-align: center;"> </td> <td style="background-color: #ffffcc; width: 40%; padding: 5px;"> Interventions are Not successful: Team Members review data and determine if to evaluate. </td> </tr> </table>	Interventions ARE successful: IEP Process is stopped but student is monitored for continued growth.		Interventions are Not successful: Team Members review data and determine if to evaluate.
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Phase 3: Referral for Evaluation	Student is officially referred for an evaluation for Special Education services by Parent and/or Teacher. The District may determine that an evaluation is appropriate. However, the District may determine not to evaluate if there is no data to support a suspicion.			
Phase 4: Evaluation	<p>Planning meeting will be held with Team Members. If plan is agreed upon, Parents will give consent for School Personnel to evaluate students with a variety of assessment tools, questionnaires, rating scales, school and parent reports and strategies. The assessments will not discriminate and should provide information to help determine the unique needs of the student.</p> <p align="center">Evaluation must occur within 60 days of signature on Consent Form.</p>			
Phase 5: Eligibility	<p>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 student needs Special Education services in order to benefit from education as well as to access the general curriculum. State criteria must be used to determine eligibility.</p> <p align="center">Meeting must be held within 60 days of Parental Consent (date on Planning Form).</p>			
Determining Eligibility	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc; width: 50%; padding: 5px;"> Team determines NO disability is determined to impact student's educational performance, Special Education services are not required. The IEP Process stops, however, student will receive interventions for areas of deficit, student will be monitored and Team will continue to meet on progress and interventions. </td> <td align="center" style="width: 10%; text-align: center;"> </td> <td style="background-color: #ffffcc; width: 40%; padding: 5px;"> Team determines that a disability DOES impact the student's educational performance and is eligible for Special Education Services. The Team will determine the Disability Category that the student qualifies within based on the Multi Factored Evaluation. </td> </tr> </table>	Team determines NO disability is determined to impact student's educational performance, Special Education services are not required. The IEP Process stops, however, student will receive interventions for areas of deficit, student will be monitored and Team will continue to meet on progress and interventions.		Team determines that a disability DOES impact the student's educational performance and is eligible for Special Education Services. The Team will determine the Disability Category that the student qualifies within based on the Multi Factored Evaluation.
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IEP	An IEP must be developed and an IEP meeting must be held within 30 days of qualifying for Special Education Services.			
Phase 6: IEP Process (IEP and LRE)	The Team (Parents, Teachers, Intervention Specialist, Administrator, and Related Services (if applicable)) meet to develop the student's Individualized Education Program (IEP). This document guides the Special Education services that will be provided for the student. The IEP will include Goals and Objectives for the student's needs are driven explicitly by the ETR Eligibility Determination. The IEP will include the Specifically Designed Instruction, frequency of services, location of services, provider of services as well as accommodations and modifications for the classroom. Testing determination and accommodations will also be included in the IEP. The IEP Team must also determine the Least Restrictive Environment (LRE) and provide justification in the IEP for more a more restrictive environment than the regular education classroom.			
Phase 7: IEP Implemented	The entire IEP Team has the responsibility to ensure that the IEP is implemented correctly.			
Phase 8: Progress Reporting	Intervention Specialist and/or Related Services Personnel will provide documentation on student's progress on each IEP Goal/Objective/Benchmark every 9 weeks through the student's IEP Progress Report. Progress Reports are sent to parents at the each grading period, four times per year.			
Phase 9: IEP Review and Re-Evaluation	<p>Each year the IEP Team is required to meet for the dual purpose of determining student growth and progress as well as to develop the annual IEP (must be by the end date of the previous IEP). However, Team members may reconvene the Team at any time there are concerns or updates to progress.</p> <p>Every three years the Team will come together for a Re-Evaluation of Special Education Services and to determine if the student continues to qualify for such services.</p> <p>However, the team can be reconvened to discuss eligibility as well as needs.</p>			

Kirtland Schools' IEP Amendment Procedure

Amendment Request: Made by Teacher/LEA AND/OR Parent

Teacher or LEA

Teacher identifies a need based on supporting data.
This proposed amendment needs to be discussed with Administration and Team.
Changes in student LRE/schedule, after the year has started, must also be supported with data.

Teacher contacts parent to discuss the proposed amendment to determine if parent agrees to the proposed amendment.
The proposed amendment can be a face-to-face meeting or a phone conference.
For either type of meeting, the entire Team needs to be in attendance.

If the parent is not in agreement with the proposed amendment, schedule an interim IEP Team meeting within 7 days.
This meeting will be held to determine needs of student, LRE, services, etc.
Team must be present for the meeting.

Parent

Parent requests amendment: Team reviews proposed amendment and determines if it impacts FAPE.

If the proposed amendment does not affect FAPE, the Team will review the proposed amendment request and identify the supporting data.

After identifying the appropriate data, the Team will follow the amendment process:

- The proposed amendment can be a face-to-face meeting or a phone conference.
- For either type of meeting, the entire Team needs to be in attendance.

If there is insufficient data to support the proposed amendment, the Team will consider:

- Parent Conference
- Interim IEP Meeting

Kirtland Contacts for Special Education Services/Questions/Inquiries:

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