Kirtland ETR and IEP Flow Chart

This Flow Chart illustrates the Special Education Services referral process. Start at the top and follow the arrows downward to guide you through the different phases of the process from the time it is recognized that a student needs additional assistance and continue through all of the possible phases. Important to note: There are areas on the flow chart where the process can halt depending on the student's needs.

Phase 1: Recognition

Recognizing student has atypcial needs compared to same age/grade peers.

Phase 2: Pre-Referral

Student is provided interventions deveoped by the student's Team Members ((Parent, Teacher(s), Administrator) (Counselor, Psychologist, Intervention Specialist))

Interventions ARE successful:
IEP Process is stopped but student is monitored for continued growth.

Interventions are Not successful:
Team Members meet to discuss data and possibly move to referral for testing.

Phase 3: Referral for MFE (Multi Factored Evaluation)

Student is offically referred for an evaluation for Special Education services by Parent or Teacher.

Phase 4: Evaluation

Planning meeting will be help 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 infomation to help determine the unique needs of the student. Evaluation must occur within 60 days of signature on Planning Form.

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 performace 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.
Meeting must be held within 60 days of Parental Consent (date on Planning Form).

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 intervention 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. The student is eligbile for Special Education Services and in which areas student is eligible.

Phase 6: IEP Process (IEP and LRE)

The Team (Parents, Teachers, Intervention Specialist, Administrator, Related Services) meet to develop the student's Individualized Education Program (IEP). This document guides the Special Education program that will be provided for the student. The IEP will include Goals and Objectives for needs driven explicitly by the ETR Eligibility Determination. The IEP will also include the Specifically Designed Instruction, frequency, 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 estrictive environments.

Phase 7: IEP Implementation (FAPE)

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 every 9 weeks through the student's IEP Progress Report.

Phase 9: IEP Review and Re-Evaluation

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. 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. However, the team can be reconvened to discuss eligibility as well as needs

Kirtland Contacts for Special Education Services/Questions/Inquiries: (440) 256-3311 & extension listed below

Becky Rowell-Malinas-Pupil Service's Director/Special Education Director: ext. 1008

Diana Simpson-Pupil Service's Administrative Assisstant: ext. 1007

Marina Ergun- Kirtland School Psychologist: ext.	**Liz Geer- Kirtland Speech Therapist: ext.**
Shawna Roche-Kirtland Occupational Therapist: ext	**Lisa Lutz-Parent Mentor: ext.**

Kirtland IEP Amendment Procedure

Amendment Request:
Made by Teacher/LEA
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 support 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