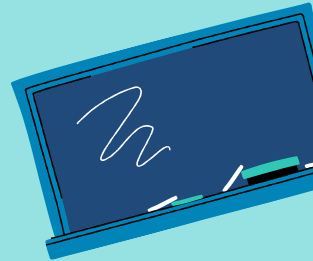


# THE SPECIAL EDUCATION PROCESS



Some students may benefit from special education to help them achieve their school goals. If you or your child's teacher have concerns about your child's educational progress or social-emotional behavior, your child may be referred for a special education evaluation.

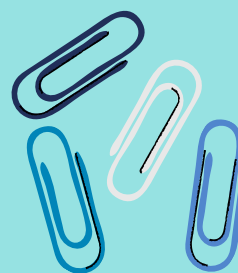
## 1 IDENTIFICATION

Parents can request an evaluation; teachers may suggest an evaluation or, in early education, a child can be referred by a doctor or another provider through the state's Child Find process.



## 2 EVALUATION

Parents must provide consent before the student can be evaluated. The evaluation provides information on the student's specific needs and what services may be appropriate to meet those needs.



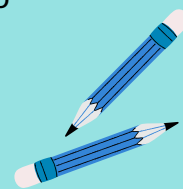
## 3 ELIGIBILITY IS DECIDED

Parents, together with the school team, decide if the student meets the criteria of a "student with a disability" as defined by the Individuals with Disabilities Education Act (IDEA). If parents disagree with the results, they can request an independent evaluator. If found eligible, the team meets within 30 to develop the Individualized Education Plan (IEP).



## 4 INDIVIDUALIZED EDUCATION PLAN MEETING

The school must inform the parents of the time, purpose, and location of the meeting with enough time for parents to attend. The school must also let the parents know who will be attending, and that parents have the right to invite people to have expertise in their child to the meeting.



## 5 IEP IS WRITTEN

During the meeting, the team - which includes the parents - meets to review the student's needs and write the education plan which is unique to their student's needs and includes goals, services, etc. If parents do not agree with the IEP and placement, they can request mediation.



## 6 SERVICES BEGIN

Once all parties agree to the IEP, the school begins to provide all accommodations, modifications and supports that are outlined in the IEP as needed to support the student.



## 7 PROGRESS IS MEASURED AND REPORTED TO PARENTS

Quarterly reports are sent home explaining the progress made toward the goals stated in the IEP. Parents are informed if the progress is enough to achieve the goals set by the IEP team.

## 8 IEP IS REVIEWED

The team meets at least once a year to update or amend IEP goals. Parents can make changes, agree or disagree with the updates. At least every three years, the student is reevaluated to determine if they still meet the criteria for a student with a disability.



This infographic was created by Anne Keith as part of the Interdisciplinary Behavioral Consultation Program at the University of Nebraska at Omaha.

The program is funded by a grant from the Department of Education. However, those contents do not necessarily represent the views or opinions of UNO or the policy of the Department of Education, and you should not assume endorsement by the Federal Government.