

## Major Components of the Special Education Process

Special education for each student has a definite beginning and ending, but the process of special education is an integrated whole. The various pieces of the law combine together to create the provision of FAPE just as the procedures in a district's manual should present a cohesive picture of how practices flow. When creating a procedures or practitioners' manual, each district must order its procedures in a way that makes sense to the users. The following is not meant to be a table of contents for a procedures manual, but does provide an outline for viewing special education as a process.

### I. Child Find

- Pre-referral and SST Process
  - Pyramid of intervention
  - Universal Design
  - Linguistically and culturally responsive instruction
  - Bypassing SST Process
- Services Three to Twenty-one
- Preschool Transition and Birth to Three
- Private, Charter, and Home Schools
- Mobile and Migrant Children
- Incarcerated Youth

#### Provisions that apply to each area of Child Find:

- Procedural safeguards and consents
- Accessibility of notice and information
- Confidentiality of records
- Supports and interventions
  - Positive behavioral supports
  - Vision and hearing screening/testing
  - Resolution of vision & hearing issues
- Timelines
- Parent/guardian participation
- Progress monitoring
- Public notice of Child Find

## II. Evaluation

- Appropriate evaluation tools
  - Observations
  - Accessible presentation in evaluation
- Evaluation team members
- Independent Educational Evaluation (IEE)
- Evaluation timelines
  - Initial evaluation: Comprehensive of all areas
  - Redetermination
- Transfers of incoming identified students
- Private school and home school students

### Provisions that apply to each area of Evaluation:

- Procedural safeguards
  - Consents
  - Refusals
  - Failures to comply
- Accessibility of notice and information
- Confidentiality of records
- Parent/guardian participation
- Supports and Interventions
  - Positive behavioral supports
  - Vision and hearing screening/testing
  - Resolution of vision & hearing issues

## III. Eligibility

- Definition of eligibility areas
- Case History
- Initial Eligibility
- Determination of eligibility
  - Exclusionary factors
  - Need for specialized instruction
- Redetermination

- Eligibility Team

Provisions that apply to each area of Eligibility:

- Procedural safeguards
  - Consents
  - Refusals
  - Failures to comply
- Confidentiality of records
- Parent/Guardian participation
- Accessibility of notice and information

IV. Individualized Education Program

- IEP team members
- Excusal of team members
- Procedural Safeguards
  - Invitation
  - Notice/prior written notice
  - Refusals and revocation
- Required components of the IEP
  - Present level of performance
  - Assessments and identified needs (academic, functional, developmental)
  - Effect of the disability
  - Parental concerns
  - Consideration of special factors
  - Measurable annual goals
  - Benchmarks/short-term objectives for students on alternative assessment
  - Criteria for measurement of goals/objectives
  - Progress reporting and schedule
  - Plan for services with frequency, location, and duration of services
  - Related services and transportation
  - Accommodations and Modifications
    - Assistive technology
    - Accessible instructional materials

Positive behavioral supports

- Testing accommodations or modifications
  - Classroom Assessment
  - Assessment participation
  - Alternative assessment
- Consideration of ESY
- Education with non-disabled peers
- Full continuum of placements and equal access
- Transition planning
  - Assessment: preferences, interests, & aptitudes
  - Post-secondary goals
  - Course of study
  - Transition services and goals
  - Agency Services
  - Summary of Performance
- Specially designed instruction
- Progress monitoring and reporting
- Extracurricular activities
- Consent for placement

Provisions that apply to each area IEP:

- Procedural safeguards and notice
- Confidentiality of records
- Timelines
- Parent/guardian participation
- Student participation
- Accessibility of notice and information

V. Behavior and Discipline

- Positive behavioral supports
  - Behavior intervention plan
  - Functional behavioral assessment
- Change in placement due to behavior

- 10 day rule
- Manifestation determination
- Alternative placements
- Special circumstances (weapons, drugs, violence)
- Appeals and expedited hearings
  - Placement during appeal
  - Resolution meetings
- Students suspected of having a disability

Provisions that apply to each area of Behavior/Discipline:

- Procedural safeguards and notice
- Confidentiality of records
- Timelines
- Parent/guardian participation
- Accessibility of notice and information

VI. Dispute Resolution

- Complaint process
- Resolution
- Mediation
- Due process hearing

Provisions that apply to each area of Dispute Resolution:

- Procedural safeguards and notice
- Confidentiality of records
- Timelines
- Parent/guardian participation
- Accessibility of notice and information