

**IDEA (Individuals With Disabilities Education Act) TEAM PROCESS SUMMARY**

TASK/FORMS	WHAT IS DONE	WHO IS RESPONSIBLE	COMMENTS
<b>REFERRAL</b>  Form A-1 (optional for reevaluations)	School personnel & others required to make a referral under 115.777 inform the child's parent that a referral is going to be made before submitting the referral.	Any school personnel and others required to make a referral under 115.777 must make a referral if they reasonably believe a child is a child with a disability.	Referral must be in writing (A-1 or other means) and must include the name of the child and the reasons why the person believes that the child is a child with a disability. LEA documents and dates referral when received.
<b>INITIAL EVALUATION</b>  Form A-2 <sup>1</sup>	Parents notified of referral and appointment of IEP team; asked to give consent for evaluation; given procedural safeguards.	LEA (Local Education Agency)	IEP team includes: parents, at least 1 regular ed. teacher of the child, at least 1 special ed. teacher (or where appropriate, special ed. provider of the child) LEA representative, individual who can interpret the evaluation results (may be one of the above); the child whenever appropriate; others who have knowledge or special expertise about the child including related services personnel as appropriate. Notice includes qualifications of IEP team participants and names if known.
Form A-3 (no additional data) Form A-4 (additional data) Form I-1 (as needed) Form A-9 (if meeting held) <sup>1*</sup>	Identify existing data, including information from the parent; determine if additional data needed. Parents notified of determination.	IEP Team (Individualized Education Plan); LEA provides notice	Parents participate in decision and are notified of determination. If additional data needed, parents notified of areas to be evaluated, tests and other evaluation materials to be administered, qualifications of individuals who will conduct the evaluation, & their names if known. IEP team meeting optional.
Form A-9 <sup>1*</sup>	Administer tests & other evaluation materials as may be needed.	IEP Team participants who will be administering tests and other evaluation materials	Intent is that the summary include the educational implications of the assessment results, and that the summary be brief (generally, no more than one pg.).
Child found to be a child with a disability Forms I-1 through I-7 as needed	Prepare participant summary of findings that will assist with program planning.	IEP team participants who conduct additional assessments, tests, or other eval. materials	"Child with a disability" means a child who by reason of any impairment listed in 115.76(5) needs special education and related services.
Child found not to be a child with a disability Forms I-1 through I-8 as needed, and Form A-5	IEP team meets and determines eligibility for special education. Parents participate in determination	IEP Team LEA provides meeting notice	If determined child is a child with a disability, document determination of eligibility.
Child found to be a child with a disability Forms I-1 through I-8 as needed, and Form A-5	Prepare evaluation report. Ask IEP team participants if they would like a copy of the report or additional time before developing the IEP.	IEP Team LEA	If determined child is <u>not</u> a child with a disability, identify educational needs and any services offered by LEA or others that may benefit child.

TASK/FORMS	WHAT?	WHO?	COMMENTS
<b>RE-EVALUATION</b> Form A-6 <sup>1</sup>	Notify parents of intent to reevaluate and appointment of IEP team. Procedural safeguards given.	LEA	Reevaluation occurs when conditions warrant, parent or teacher requests, but at least once every three years.
Form A-7 (no additional data), A-8 (additional data needed) Form I-1 (as needed) Form A-9 (if meeting held) <sup>1</sup> *	Identify existing data (including information from the parent) and determine if additional data needed. Parents notified of determination.	IEP Team LEA provides notice	Parents participate in decision and are notified of determination. If additional data needed, parents notified of areas to be evaluated, tests and other evaluation materials to be administered, qualifications of individuals who will conduct the evaluation, and their names, if known. IEP team meeting optional.
Form A-8	Obtain consent if additional tests or other evaluation materials need to be conducted.	LEA	If additional data needed, parents notified of areas to be evaluated, tests and other evaluation materials to be administered, qualifications of individuals who will conduct the evaluation, and their names, if known.
	Administer tests and other evaluation materials as needed	IEP Team participants who will be administering tests and other evaluation materials	
	Prepare participant summary of findings that will assist with program planning	IEP team participants who conduct additional assessments, tests, or other evaluation materials	Intent is to summarize educational implications of tests and other evaluation conducted, and that summary be brief (generally no more than one page)
Form A-9 <sup>1</sup> *	IEP Team meets and determines continuing eligibility for special education or additional needs.	IEP Team LEA provides meeting notice	"Child with a disability" means a child who by reason of any impairment listed in 115.76(5) needs special education and related services.
Child found to be a child with a disability Forms I-1 through I-7 as needed.	Prepare evaluation report. Ask IEP team participants if they would like a copy of the report or additional time before developing the IEP.	IEP Team LEA	If determined that child continues to be a child with a disability, document determination of eligibility.
If child found not to be a child with a disability Forms I-1 through I-8 as needed, and Form A-5	Prepare evaluation report. Parents receive notice of findings and the evaluation report.	IEP team LEA	If determined child does not continue to be a child with a disability, identify educational needs and identify programs that may benefit the child.

TASK/FORMS	WHAT?	WHO?	COMMENTS
IEP Form I-2 Forms I-9 through I-15 as needed.	IEP team develops IEP.	IEP Team	Includes present levels of performance; annual goals incl. benchmarks or short-term objectives; projected dates, frequency, location, duration of special ed., related services, and supplementary aids and services; explanation of extent to which the child will not participate with nondisabled peers; participation in statewide and districtwide assessments; transition for ages 14 and 16; how progress toward annual goals will be measured and reported to parents; transfer of rights at age of majority; consideration of special factors
PLACEMENT Form I-16 and I-17	Placement decision made to implement IEP. Consent required for initial placement. Copy of evaluation report given to parents if not already requested. Annual notice for continuing placement. Copy of IEP provided with placement notice.	IEP Team  LEA	Placement includes school building and LEA.

**NOTES:**

<sup>1</sup>Procedural Safeguards: A Procedural Safeguards Notice is sent upon initial evaluation (Form A-2), with notice of reevaluation (Form A-6), and with any invitation to an IEP team meeting (Form A-9). The written notice includes a full explanation of procedural safeguard in accordance with 115.792 written so it can be easily understood by the general public and in the parents' native language, unless it is clearly not feasible to do so.

\*IEP Team Meetings: Whenever there is an IEP team meeting, parents must be notified in writing prior to the meeting. The meeting is held at a mutually agreeable time and place. Notice includes the purpose of the IEP team meeting, date, time and location. Parents have the right to bring other people who have knowledge or special expertise about their child to the meeting. (DPI Form A-9).

LEA (Local Education Agency)

IEP (Individualized Education Plan)