FLOW CHART: SPECIAL EDUCATION SERVICES

Possible need of a particular child is noticed

Child is referred to the child study team within the building. If 3 years of age, child is referred to District Child Find Team

If 3 years of age and screening process reveals student has no evident handicapping conditions, no further services from Child Find Agency or local sch a

Screening process reveals suspect handicapping condition, or if Child Study Team suspects a handicapping condition, child is referred for assessment and evaluation. If school age, child study team reviews referral and makes recommendations for interventions to occur. Interventions are implemented and reported back to the Child Study Team. Further interventions or:

Assessment/evaluation reveals no identifiable needs and child does not qualify for services.

Child does not qualify for special education but does qualify for educational services from general education under section 504.

Child qualifies for special services and support from any of the following:

QUALIFIED STUDENT:

* Significant Limited Intellectual Capacity	* Speech – Language Disability
* Significant Identifiable Emotional Disability	* Preschool Child with a Disability
* Perceptual or Communicative Disability	* Physical Disability
* Hearing Disability	* Multiple Disabilities
* Vision Disability	

Initial placement into special education

Special services team, including parents, develop educational plan based upon strengths and concerns revealed in initial testing.

Team convenes annual review to determine educational plan for coming year and to review previous years progress.

Every three years reevaluation in areas of concern to determine eligibility for continued special services. Known as triennial review and occurs every three years, on or before the anniversary date of the initial placement or previous triennial review date.