

DOCUMENTS AND PAPERWORK THAT ARE PART OF THE IEP/SPECIAL EDUCATION PROCESS



FORMS, NOTICES, AND LETTERS

- **The Individualized Education Program (IEP):** a form that is used to create a comprehensive, individualized education program for a student with a disability
- **The Prior Written Notice (PWN):** informs parents of each step of the special education process (proposed or refused)
- **Meeting Notice:** states when, where, and who will be at the meeting
- **Final Notice of Recommendation (FNR):** a formal offer of special education services sent after an IEP Meeting
- **Letters and correspondence between parents and Committee on Special Education (CSE)/IEP Team:** creates a timeline and a written record of correspondence

EVALUATIONS

Evaluations can all come from a single source (the CSE team/school based IEP team), or many sources (independent evaluators, doctors, private therapists). Information from independent, qualified professionals and Department of Education (DOE) teams is often combined to create a deeper understanding of the student. Evaluations should be done in every area of suspected disability.

- Note: Evaluations from CSE/IEP teams are not conducted by physicians and do not result in a diagnosis. The purpose of CSE/IEP team evaluations is to determine if a student can be **classified** as having an **educational disability**. This is a necessary step in establishing eligibility for special services, and is sufficient in many cases. Parents who wish to obtain deeper knowledge to determine if their child has an actual diagnosis (such as dyslexia, ADHD, bi-polar disorder, etc.) may decide to arrange independent evaluations. Independent evaluations may be used as part of the IEP process and for creating treatment plans with a private doctor.

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OTHER DOCUMENTS AND PAPERWORK

- Social history written up by the Social Worker from the CSE/IEP team, based on information from parents about the child's early life, to provide context
- Classroom observation that describes how the student functions in school
- Results of any specific intervention or at-risk service the student received in school
- Report cards and samples of student work
- Progress notes from school therapists, teachers, and private providers (therapists, psychiatrists, social workers, tutors)
- Copies of the child's annual physical exam and hearing and vision tests, obtained by parents
- Written statement from a doctor, including the diagnoses and any symptoms of the diagnoses or medical conditions that impact a child's participation in school
- Medical accommodation form for specialized transportation, if needed