

**Summary of
Chicago Public Schools
Office of Diverse Learner Supports and Services
Procedural Manual for SLPs**

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Procedural Manual

**Guidance on Providing Special
Education and Related Services to
Students with Disabilities Pursuant
to the Individuals with Disabilities
Education Act (IDEA)**

2018-2019 School Year

ODLSS Procedural Manual

By design, this manual is intended to...

(1) provide essential guidance related to the special education process, including referral, evaluation and Individualized Education Program (IEP) development;

(2) provide clarity for the professionals who implement the procedures and their roles and responsibilities;

(3) ensure data is collected necessary to enable the IEP team to have an informed and meaningful discussion in light of the student's unique circumstances; and

(4) establishes a structure of accountability.

General Content of the Procedural Manual

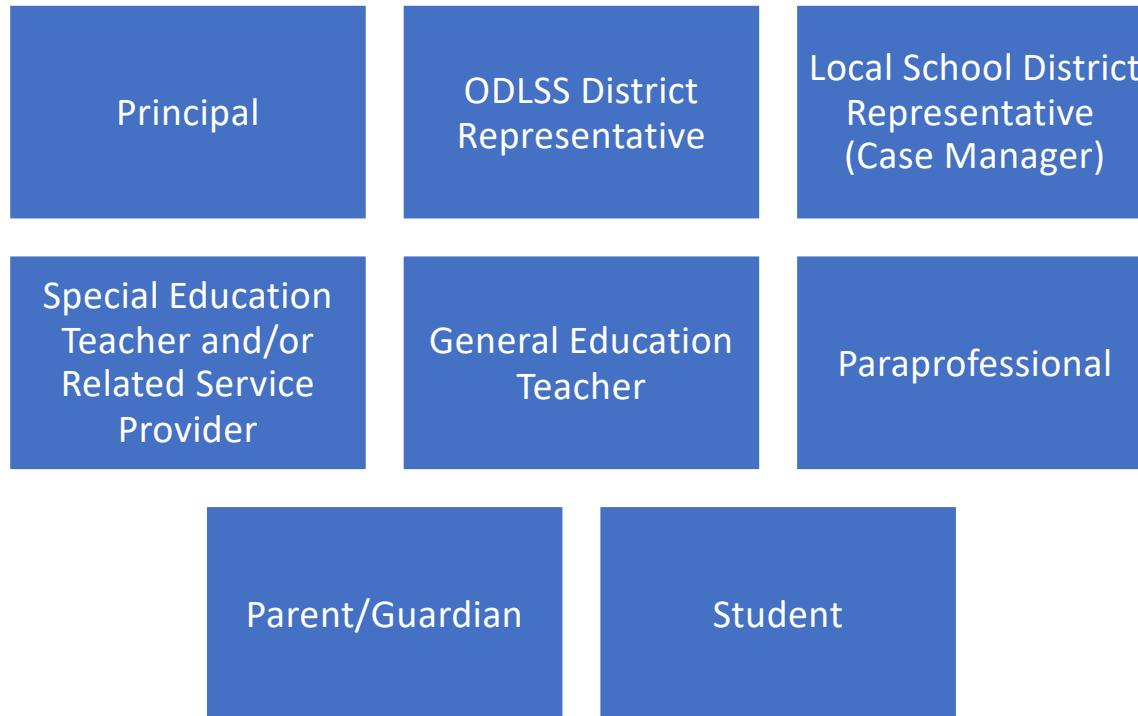
- Introduction
- Roles and responsibilities
- Role of Multi-tiered systems of supports
- Full and individual evaluation
- The evaluation process
- Eligibility determination
- The individualized education program
- General considerations (IEP section 7)
- Transition services (IEP section 8)
- Areas of need (IEP section 9)
- Accommodations and modifications (IEP section 10)
- Specialized instruction (IEP section 11)
- Considering a related service
- Placement in the least restrictive environment (IEP section 12)
- Paraprofessional support
- Curriculum, grades, promotion, and graduation (IEP section 13)
- Extended school year (IEP section 14)
- Transportation (IEP section 15)
- Additional sections of the IEP
- Disciplinary removal of student from current setting
- Procedural safeguards
- Appendix

Acronyms

ABA	Applied Behavior Analysis	IEP	Individualized Education Program
AAC	Alternative/Augmentative Communication	ISBE	Illinois State Board of Education
AT	Assistive Technology	LRE	Least Restrictive Environment
AUT	Autism	MD	Multiple Disabilities
BIP	Behavioral Intervention Plan	MDR	Manifestation Determination Review
CPS	Chicago Public Schools (also referred to as the "District")	MTSS	Multi-Tiered Systems of Support
D-B	Deaf/Blindness	ODLSS	Office of Diverse Learner Supports and Services
DD	Developmentally Delayed	OHI	Other Health Impaired
DHS	Department of Human Services	OLCE	Office of Language and Cultural Education
DLM-AA	Dynamic Learning Maps Alternative Assessment	PAS	Pre-Admission Screening
ED	Emotional Disability (formerly EBD or SED)	PEL	Professional Educator License
EL	English Learner	PHY	Physically Disabled (also referred to as Orthopedic Impairment)
ESL	English as a Second Language	PLAAPF	Present Level of Academic Achievement and Functional Performance
ESY	Extended School Year	RSP	Related Service Provider
FAPE	Free Appropriate Public Education	SCC	Student Code of Conduct
FBA	Functional Behavioral Assessment	SEL	Social/Emotional Learning
FERPA	Family Educational Rights and Privacy Act	SETT	Student Environment Task Tools
FIE	Full and Individual Evaluation	SLD	Specific Learning Disability
HI	Hearing Impairment	S/LI	Speech or Language Impairment
IAES	Interim Alternative Education Setting	SLP	Speech-Language Pathologist
ID	Intellectual Disability - Mild (formerly EMH); Moderate (formerly TMH), Severe, or Profound	SSM	Student Services Management
IDEA	Individuals with Disabilities Education Act	TBI	Traumatic Brain Injury
IEE	Independent Educational Evaluation	VI	Visual Impairment

Roles and Responsibilities

Who's involved?



Roles and Responsibilities

- **Principal:** "As the instructional leader of a school, the principal is responsible for ensuring that all applicable federal and State laws are complied with so that students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) and have access to the age/grade-appropriate general education curriculum and all program options available at the school."

Roles and Responsibilities

- **ODLSS District Representative:** "The Office of Diverse Learner Supports and Services (ODLSS) District Representative is responsible for providing oversight and guidance to networks, schools and IEP teams to develop IEPs that meet legal requirements."
 - Usually present for meetings when...
 - Separate day school, residential, or homebound is being considered as LRE
 - Transportation is being considered as a related service at charter, options, or contract schools
 - Troubleshooting major special education service issues is needed

Roles and Responsibilities

- **Local School District Representative (aka Case Manager):** "Each local school principal must ensure a staff person has been identified to serve as the local school district representative (also known as the "Case Manager") at IEP meetings when an ODLSS District Representative has not been designated as the District Representative for that particular meeting."
 - Responsibilities include: coordinating referrals, processing parental notices and consents for FIEs and placements, coordinating interpreters, convening and chairing IEP conferences, arranging special education and related services for students according to their IEPs, consulting with OLDSS district rep, finalizing IEPs and providing copies to parents, ensuring data is entered in SSM in a timely manner, etc.

Roles and Responsibilities

- **Special Education Teacher and/or Related Service Provider**
- **General Education Teacher**
- **Paraprofessional**
- **Parent/Guardian**
- **Student**

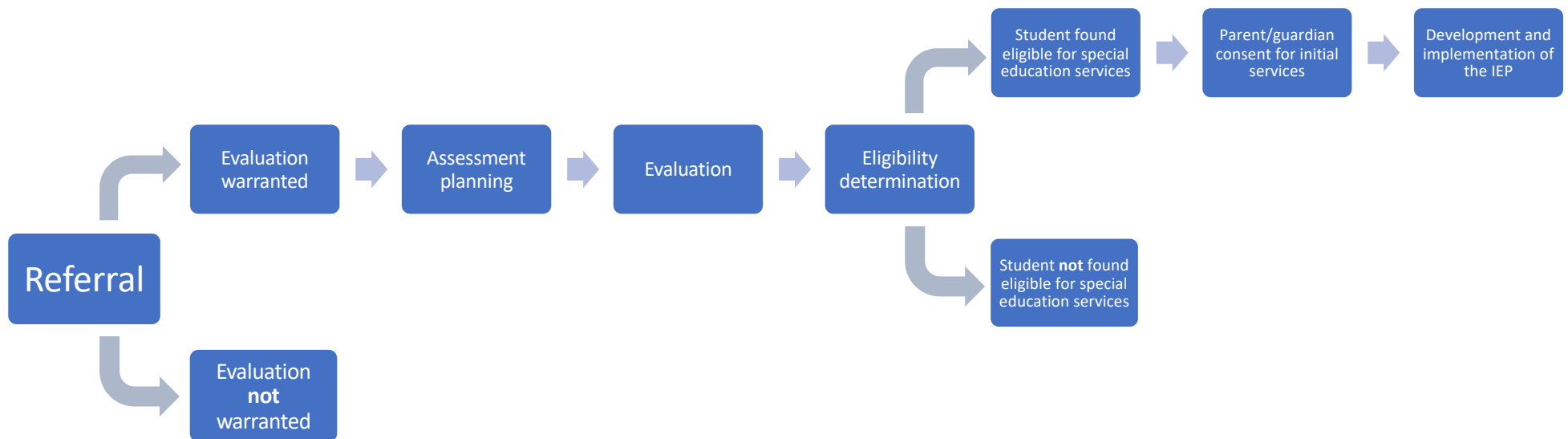
Role of Multi-Tiered Systems of Supports

Interesting Notes

- The length of time a student receives an intervention depends on such factors as: the skill to be learned; the gap between the desired outcome and current level of proficiency and the time needed to close that gap; and/or student age and/or developmental level. Most importantly, the length of time that a student receives an intervention depends on the student's rate of progress and response to that intervention.
- District, network, and school protocols should define: individuals who may provide interventions; the settings in which the interventions may occur; characteristics that interventions must possess to ensure they are evidenced-based at various levels of intensity; parameters for the minimum length of the intervention sessions, number of interventions per week and duration; and criteria for determining when the intervention is terminated.
- **NOTE:** *Whenever there is a reason to suspect a student may have a disability and be in need of special education and related services, the student is not required to complete a specific number of weeks or levels of MTSS or other response to interventions before a referral is made for a FIE. This decision should always be made on an individualized basis.*

Child Find Process

- Purpose of Child Find: to seek out and identify all children between 3 and 21 years of age who are suspected of having a disability and may require special education services under the IDEA.



Child Find Process: Referrals

The following persons can make a referral or request an evaluation:

- CPS school personnel,
- Parent(s)/guardian(s) of the student,
- An employee of the Illinois State Board of Education (ISBE),
- An employee from another State agency, or
- An employee from a community service agency.

All requests for an FIE must be submitted to the principal or the local school district representative (case manager) **in writing and be signed and dated.**

- CPS Staff referrals: CPS staff may refer a student for an evaluation by completing a *Student Referral* form to document the basis for the referral and providing the local school district representative notice that the referral has been completed.
- Non-CPS Personnel referrals: It is important that referrals from non-CPS personnel, including parents/guardians, provide supporting documentation and explanation of the concern or suspected disability whenever possible. If the request is made verbally, the local school district representative should instruct the referrer to put his/her request for evaluation in writing and assist with transcribing if the parents/guardians are unable to write out their request.

Child Find Process: Assessment Planning

Assessments may be conducted by those individuals that are identified in the following chart:

Assessor	Domain Areas							
	Health	Vision	Hearing	Social/ Emotional	General Intelligence/ Cognitive Functioning	Academic Achievement	Communication	Motor
Audiologist			X				X	
Hearing/Vision Technician		X	X					
Nurse	X	X	X					
Occupational Therapist (OT)								X
Physical Therapist (PT)								X
School Psychologist				X	X	X		
Counselor				X				
Social Worker				X				
General Education Teacher						X		

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- The assessment planning process begins with a review of existing data and other information about the student, including data from a variety of formal and informal sources. The IEP team may conduct this review without a formal meeting.
- **Interesting Notes:**
 - As SLPs, we can complete academic achievement assessments and communication assessments
 - The only professionals who can complete communication assessments are SLPs and audiologists



Special Education Teacher				X		X		
Speech-Language Pathologist (SLP)						X	X	

Child Find Process: Full and Individual Evaluation (FIE)

A. Initial Evaluation

B. Reevaluation (*note: there are three types of reevaluations*)

A.Triennial: a reevaluation must be conducted for each student with a disability who is receiving special education and/or related services at least every three years from the date of the last eligibility determination, to determine if they are still eligible.

B.Reevaluation prior to triennial

C.Evaluation to consider a related service: a request may be made prior to the 3-year reevaluation date to determine if an additional related service is required. This type of FIE may be requested to consider the addition or removal of a related service based on a written request by the teacher, related service provider and/or student's parent/guardian because of a significant change in the student's educational needs, including improved academic achievement and functional performance.

Child Find Process: Full and Individual Evaluation (FIE)

The Evaluation Process

- Not going to cover this in detail, but some things to highlight....
- All test protocols (consumable test booklets, behavior rating scales, drawings, etc.) must be placed in a sealed envelope and kept in the student's temporary record that is in a secure and locked location.

Guideline for Evaluation Reports to Include...

- **Communication Domain**
 - Describes the student's **current levels** of communication functioning: articulation, expressive and receptive language, fluency, voice, oral motor and/or feeding skills;
 - Provides a **narrative summary** of the student's communication needs and **how this affects participation and progress in the general education setting**;
 - For students with no verbal or written language skills, **describes the student's mode of communication** (e.g., sign language or assistive technology device, etc.) used to receive and communicate information to others;
 - **For students who are deaf or hard-of-hearing**, describes the student's language and communication needs, mode of communication and suggested opportunities for direct communication with peers and adults. In addition, describe any need for assistive listening devices in the classroom for these students and those with central auditory processing issues; and
 - Indicates if the student has **limited English proficiency** and, if so, his/her current status in English language acquisition, and how the student's English language proficiency affects communication and instructional implications.

Child Find Process: Full and Individual Evaluation (FIE)

Guideline for Evaluation Reports to Include...

- **Academic Achievement Domain**

- Provides baseline data of the student's academic achievement in the current general education curriculum;
- Describes current levels of academic performance (including strengths and needs);
- Describes instructional levels based on the assessment results (e.g., mastery, instructional and frustration reading levels);
- Identifies learning styles (e.g., listening, visual, speaking, writing, etc.) and strategies that have been utilized with the student;
- Describes classroom participation, work habits, study habits;
- Describes on-task behavior and independent functioning;
- Describes student's functional performance in the educational setting, including how the student is managing daily activities to participate in the general education setting;
- Identifies useful accommodations and modifications (e.g., assistive technology, alternate text format);
- For students suspected of having a specific learning disability, a LEI and LES MUST be completed as part of the evaluation; and
- For English Learners (ELs), describes relative performance in native language and recommended language for instruction.

Child Find Process: Full and Individual Evaluation (FIE)

Guideline for Evaluation Reports to Include...

- **Additional Considerations for Students with an Autism Spectrum Disorder:** Illinois law requires the following information to be considered when developing an IEP for a student with an autism spectrum disorder. When such disabilities are suspected, **each evaluation report must address the student's academic, developmental, and functional needs and make recommendations** in the following areas, as relevant, to support any subsequent IEP development:
 - Verbal and nonverbal communication;
 - Social interaction skills and proficiencies;
 - Any unusual responses to sensory experiences;
 - Any resistance to environmental change or change in daily routines;
 - Engagement in repetitive activities and stereotyped movements;
 - Need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from an autism spectrum disorder; and
 - Other recommendations to assist the student to progress in the general curriculum, including social and emotional development.

Child Find Process: Eligibility Determination Meeting

Who's Involved?

- Parents/guardians
- General education teacher
- Special education teacher (note: ***If the child is receiving only speech and language services, the Speech-Language Pathologist shall fulfill this role***)
- An individual who can interpret the instructional implications of the evaluation result
- Every CPS staff person involved in conducting an assessment
- A representative of CPS (i.e., a district representative qualified to supervise the provision of special education services, knowledgeable about the general education curriculum and available resources, and authorized to commit resources on behalf of the district)
 - Note: if a representative from ODLSS attends the meeting, that person acts as the District Representative

And when appropriate...

- The student (usually 14.5 years and older)
- An individual qualified to teach preschool students without disabilities (for students who are 3-5 years old)
- Other individuals having knowledge or special expertise regarding the child (e.g., child welfare specialist if the student is a ward of the State)
- A qualified bilingual specialist or bilingual teacher, (e.g., if the student is EL)
- A person knowledgeable about positive behavior strategies, (e.g., if the child's behavior impedes his/her learning or the learning of others)
- Interpreter

NOTE: A single member of the IEP team may meet two or more of the qualifications specified above, so long as they are identified on the *Parent/Guardian Notification of Conference* as such, with the exception of the individual assigned to represent the student's general education teacher.

Disability Categories and Eligibility Criteria

The 14 IDEA disability categories and eligibility criteria are as follows:

1. Autism
2. Deaf/Blindness
3. Deafness
4. Developmental Delay (3 through age 9 only): Delay in physical, cognitive, communication, social or emotional, or adaptive development
5. Emotional Disability
6. Hearing Impairment
7. Intellectual Disability (Mild, Moderate, Severe/Profound)
8. Multiple Disabilities
9. Other Health Impairment
10. Physical (Orthopedic) Impairment
11. Specific Learning Disability
12. Speech or Language Impairment
13. Traumatic Brain Injury
14. Visual Impairment

Determining Need for Speech-Language Services

- An IEP team may decide that a student with disabilities needs school speech-language services only if **BOTH** of the following guidelines are discussed and documented:
- **GUIDELINE 1: SPEECH-LANGUAGE DEFICIT**
The student has a speech-language deficit in **ONE OR MORE** communication areas: language, speech or sound production, voice, fluency.
- **GUIDELINE 2: SPEECH-LANGUAGE SERVICES ARE NECESSARY FOR THE STUDENT TO BENEFIT FROM SPECIAL EDUCATION**

Determining Need for Speech-Language Services

GUIDELINE 1: SPEECH-LANGUAGE DEFICIT

A. Language

The student:

- Has difficulty understanding and applying oral directions according to developmental norm;
- Has difficulty understanding conversations when compared to same-aged peers;
- Relates stories or events in an illogical, poorly organized manner;
- Has difficulty expressing his/her needs and ideas at an age-appropriate level;
- Has difficulty adapting language for a variety of social contexts; or
- Other (must be specified).

NOTE: I've heard different thoughts on qualifying students for speech-language services when phonological awareness and literacy deficits are present. Both make sense to me! What others have shared...

- Some clinicians have said they will qualify students with phonological awareness and literacy needs when it is the primary/only area of speech-language need (could classify under "other (must be specified)" explaining how foundational literacy skills are directly tied to written expression and reading comprehension needed for school)
- Some clinicians have said they will qualify students only if there is another area of speech-language need, ensuring needs are met by other special education programs (i.e., special education teachers)

Determining Need for Speech-Language Services

GUIDELINE 1: SPEECH-LANGUAGE DEFICIT

B. Speech or Sound Production

The student:

- Produces speech or sounds that affect intelligibility;
- Has one or more disordered phonological processes;
- Has consistent speech sound errors compared to typically developing students;
or
- Has a feeding disorder due to oral motor dysfunction. If the oral motor dysfunction improves, feeding skills may improve.

NOTE: I thought it was interesting that feeding falls under “speech or sound production,” because I’ve always considered it a separate “domain” in my own brain, so good to know!

Determining Need for Speech-Language Services

GUIDELINE 1: SPEECH-LANGUAGE DEFICIT

C. Voice

The student:

- Based on medical documentation, has a vocal impairment without short-term physical, respiratory virus or infection; or
- Has a vocal disorder due to an impairment in one or more of the five voice characteristics: vocal quality, pitch, range, volume, and/or intensity.

Info from Jordan Owens – Speech-Language Pathologist at ODLSS

- "When it comes to vocal disorders, school-based SLPs do not have the equipment to truly diagnose a vocal impairment. The information about the student's vocal quality, etc. are qualitative but not diagnostic as we don't have the equipment for diagnosis of vocal impairment in the schools. **If the team wants to focus on voice as the area of need for the student, then the first criteria should be met as well, and there should be evidence of academic and/or social-emotional detriment that is hindering the student's progress in the general education curriculum.** If there is no evidence of academic and/or social-emotional detriment, then it is more appropriate to address the student's vocal needs within a clinical setting."

Determining Need for Speech-Language Services

GUIDELINE 1: SPEECH-LANGUAGE DEFICIT

D. Fluency

The student:

- Has atypical dysfluencies, such as:
 - Hesitations,
 - Repetitions(i.e.,sound,syllablerepetitions),
 - Prolongations, and/or
 - Blocks; or
- Has secondary behaviors related to the dysfluency, such as:
 - Eye blinking,
 - Facial tension,
 - Facial tics,
 - Poor eye contact,
 - Avoidance,
 - Tremors,
 - Pitch and loudness variability,
 - Facial grimaces, and/or
 - Lip, limb, or torso movements.

Determining Need for Speech-Language Services

GUIDELINE 2: SPEECH-LANGUAGE SERVICES ARE NECESSARY FOR THE STUDENT TO BENEFIT FROM SPECIAL EDUCATION

- **ALL** of the following guidelines must be discussed and documented. The speech-language services:
 - Are required beyond that which is normally available to all students (e.g., tiered supports);
 - Will support functional change in speech-language skill;
 - Address skills that are significant, constant and developmentally appropriate;
 - Are present regardless of the student's dialectical and/or characteristic of an EL;
 - Are related to issues other than selective mutism or school phobia;
 - Are not contraindicated by medical/physical, dental, or other circumstances that warrant discontinuation
 - of services temporarily or permanently;
 - Are needed to meet continuing targeted speech-language goals/benchmarks, if any; and
 - Are necessary for the student's educational performance or specially designed instruction and cannot
 - be directly provided by any other school personnel.

Determining Need for Speech-Language Services

The question about impact speech reports:

What boxes do we click and what do we include when a student has deficits but does not qualify?

- What I said to Jordan Owens: “Previously, we've clicked the "no" box (where asked to indicate if there is a deficit present that negatively impacts academic performance) so that the students do not get flagged in the system as needing services, and then explaining in the summary section that they do present with X, Y, Z deficits that can be adequately supported in other ways.”
- Info from Jordan Owens – Speech-Language Pathologist at ODLSS: “The way that you described completing the evaluation for students who may have deficits but do not necessarily demonstrate a need for school-based services, is the way that we direct our CPS SLPs to complete this section as well. Since there are no boxes to select in the initial evaluation form to indicate this, the **information/evidence to why the deficits can be addressed via special education supports should be detailed in the summary along with recommendations on the types of supports to be provided via the other services in order to meet the student's communication needs.** When doing this, there should also be clear evidence throughout the evaluation, especially within the **Academic Findings** section, that speaks to the lack of academic and/or social-emotional detriment related to the identified deficits/areas of weakness so that it is clear that school-based speech/language services are not warranted.”

Related Services (in general)

- Related services refers to developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education
- Typically, related services include (but are not limited to):
- School nursing services, which remove physical and mental health barriers to learning and promote student health, thereby increasing instructional time and improving academic and functional performance;
- Audiology services, which provide care in the prevention, identification, diagnosis and evidence-based treatment of hearing, and other auditory disorders. Audiologists provide services and supports in order to minimize the negative impact of these disorders, assist students in benefitting from their special education and ensure student access to the educational program;
- Social work and/or psychological services, which promote academic and social/emotional development by providing services to support the social, emotional and behavioral needs of students;
- Speech-language pathology services, which address communication, language and related literacy needs. Speech-language pathologists (SLPs) work with a variety of communication disorders which adversely impact the academic performance of students;
- Occupational therapy services, which deliver diagnostic and therapeutic services to students by supporting academic and functional outcomes; and
- Physical therapy services, which evaluate and facilitate the development of functional gross motor movement skills in order for students to access and participate in the educational environment and benefit from their special education.

IEP Meetings

Who's Involved?

- Parents/guardians
- General education teacher
- Special education teacher (note: ***If the child is receiving only speech and language services, the Speech-Language Pathologist shall fulfill this role***)
- An individual who can interpret the instructional implications of the evaluation result
- Every CPS staff person involved in conducting an assessment
- A representative of CPS (i.e., a district representative qualified to supervise the provision of special education services, knowledgeable about the general education curriculum and available resources, and authorized to commit resources on behalf of the district)
 - Note: if a representative from ODLSS attends the meeting, that person acts as the District Representative

And when appropriate...

- The student (usually 14.5 years and older)
- An individual qualified to teach preschool students without disabilities (for students who are 3-5 years old)
- Other individuals having knowledge or special expertise regarding the child (e.g., child welfare specialist if the student is a ward of the State)
- A qualified bilingual specialist or bilingual teacher, (e.g., if the student is EL)
- A person knowledgeable about positive behavior strategies, (e.g., if the child's behavior impedes his/her learning or the learning of others)
- Interpreter

NOTE: A single member of the IEP team may meet two or more of the qualifications specified above, so long as they are identified on the *Parent/Guardian Notification of Conference* as such, with the exception of the individual assigned to represent the student's general education teacher.

Excusals

- Parent/guardians and district representatives agree in writing to the excusal
- Excused member must submit in writing to the parent/guardian and rest of the team his/her input and recommendations prior to the meeting

Communication Needs Portion of the IEP

Section 7

Communication Needs

- Describes how the student communicates with others; this section should be completed for all students and is not limited to those with a speech or language impairment or currently receiving speech/language services. Verbal and nonverbal communication is considered, as well as pragmatic language skills. If a student utilizes an alternative/augmentative communication (AAC) device, the effectiveness of the device in allowing the student to communicate independently is noted as well as if any changes need to be made.

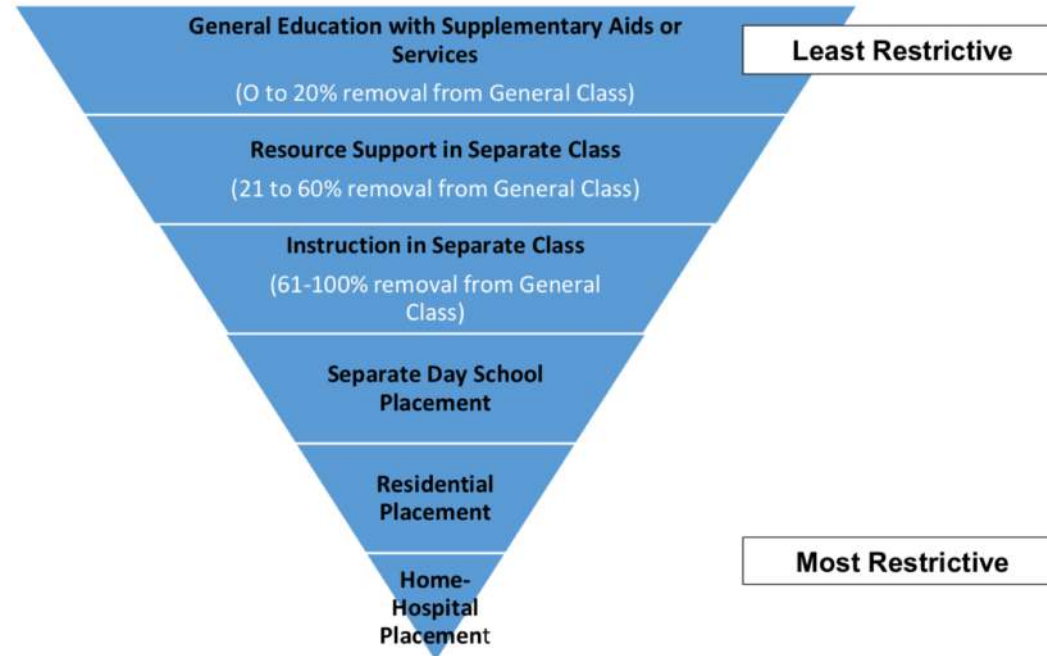
Specialized Instruction Portion of the IEP

Section 11

- Again, not going to cover this in detail, but an interesting note...
- **Provider:** The special education teacher or related service provider (RSP) is the primary provider, responsible for implementing the goal and providing the minutes of service reflected in Justification of Placement in the Least Restrictive Environment (LRE Grid) (IEP Section 12). **The “Other Provider” can be any other staff member (e.g., general education teacher, paraprofessional) who will be assisting in implementing the goal. For all goals implemented in the general education classroom, the general education teacher must be selected as the “Other Provider.”**

Other Notes: LRE

The Placement Continuum



Other Notes: LRE

- **General Education Classrooms:** When a student's IEP calls for services in a general education classroom, he/she must be served in a class that has **no more than 30% students with disabilities**, excluding speech-only students who receive their speech/language services outside of the general education classroom. Additionally, the general education curriculum must be utilized, and the class cannot be deemed a "remedial" class.

Other Notes Guidelines for Sped Classrooms

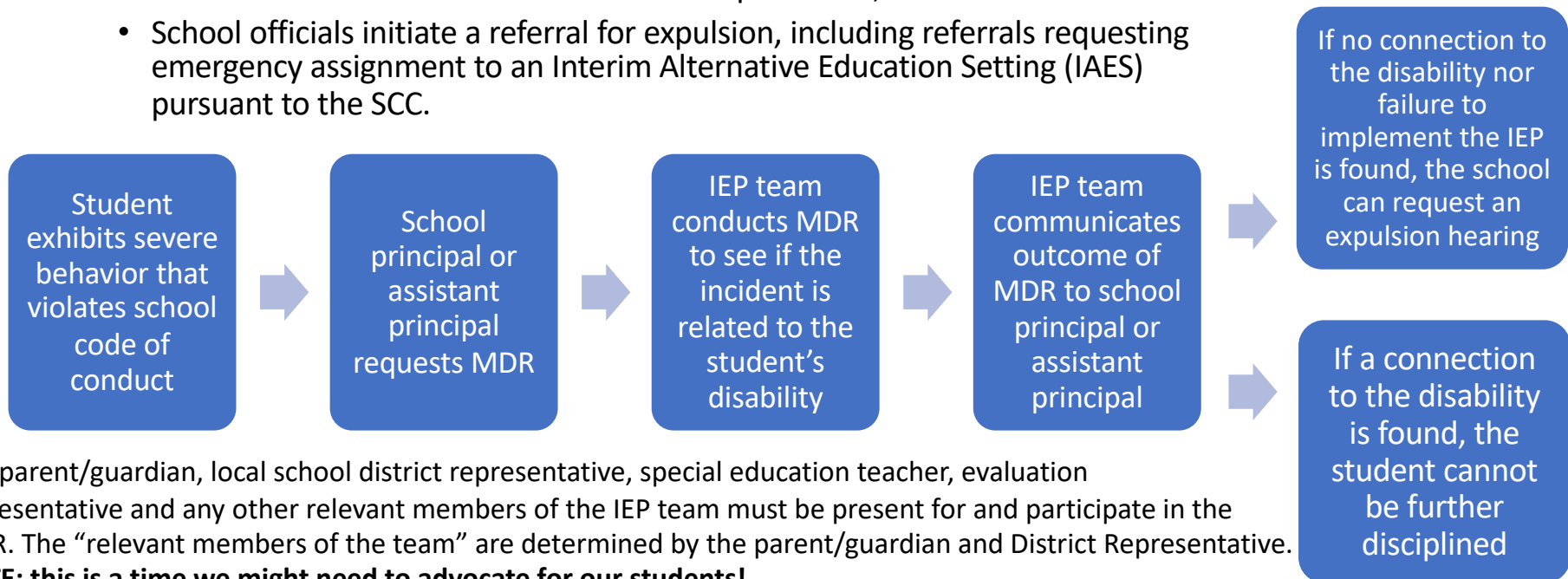
- In determining the number of students with disabilities in a separate special education class, the amount of required special education services (ARS) is the determinant factor in class size, not the student's LRE. The ARS appears in the first line under the top chart in IEP Section 12 and refers to the total number of instructional minutes the student receives.
- The age range for a separate special education classroom in **elementary schools** may not exceed **four** years. For **high schools**, the age range may not exceed **six** years.

Special Education Class Size At-A-Glance

Classroom Type	Number of Students with Disabilities	Number of Special Education Teachers	Number of Paraprofessionals
General Education	No more than 30% per class period, excluding speech-only students who receive their speech/language services outside of the classroom		
Separate Special Education Classroom – ARS 20% or less	15	1	0
	16 or 17	1	1
Separate Special Education Classroom – ARS 21% to 60%	10	1	0
	11 to 15	1	1
Separate Special Education Classroom – ARS 61% and over	8	1	0
	9 to 13	1	1
Separate Special Education Classroom – 3 through 5-year-olds	5	1	0
	6 to 10	1	1

Manifestation Determination Review (MDR)

- A manifestation determination review (MDR) must be conducted by the IEP team when:
 - A student with a disability has been suspended in excess of 10 days in the aggregate during the school year and there has been a pattern of removals, as determined by the ODLSS Due Process and Mediation unit in consultation with school personnel; or
 - School officials initiate a referral for expulsion, including referrals requesting emergency assignment to an Interim Alternative Education Setting (IAES) pursuant to the SCC.



IDEA Timelines

Type	Timeline
Referral Decision	Within 14 school days of receipt of a referral, the IEP team must determine whether an evaluation is warranted. If warranted, the Consent for Evaluation/Assessment Planning document must be completed and sent to parents within that same 14 day period.
Initial Evaluation	Completed within 60 school days after the date parent signed written consent.
Reevaluation	Within 60 school days from date parent signed written consent, but no later than 3 years prior to the IEP meeting at which eligibility was discussed.
Notice of Conference	Must be given 10 calendar days prior to the meeting.
Parents Disagree Regarding No Additional Information Needed for Evaluation	Within 10 school days the school must respond to the parent's request for additional evaluation.
Additional Assessments Agreed to by Parents	Wait 10 calendar days past date parent signed consent for evaluation unless parent waived the 10-day waiting period.

IDEA Timelines

Type	Timeline
Evaluation Reports Completed	5 days prior to FIE meeting
IEP Development	<ul style="list-style-type: none"> Initial IEP within 60 school days from receipt of written parental consent for initial evaluation Annual IEP completed within one year of prior IEP.
Initial Placement or Change in Placement	Within 10 school days from date IEP was developed unless parent waives waiting period.
Independent Education Evaluations	If received from parent outside of an IEP meeting, within 10 days of receipt , conference notification for an IEP meeting must be sent to the parent.
Parent Requests IEP Prior to Annual Date	Within 10 calendar days of request, must send either conference notification scheduling IEP meeting or written explanation as to why no IEP meeting is necessary.
Draft IEPs	5 days prior to the IEP meeting
Notification of IEP Non-Implementation	Schools must notify parents if any IEP services have not been implemented within 10 school days after the IEP meeting.