



MVCS IEP Process

A federal law called the Individuals with Disabilities Education Act (IDEA) and New Hampshire law require school districts to provide education and related services for children with certain types of disabilities who, due to their disability, need specialized instruction and related services to receive an appropriate education. Under these laws, school districts must make a free appropriate public education (FAPE) in the least restrictive environment (LRE) available to eligible children until they are awarded a regular high school diploma or turn twenty-two, whichever comes first. Children who are eligible under IDEA receive specialized instruction and related services that are outlined in an Individualized Education Program (IEP). The IEP is developed by the student's IEP Team. Parents and caregivers are critically important members of the IEP team, as are youth with disabilities. It is very important to make sure children and youth with disabilities are getting the services from school districts they are legally entitled to receive.

There are 6 steps in the special education process in New Hampshire:

1. Referral

When you, a teacher or other person suspects a child may have a disability and needs special education, a referral to the school district may be made. If the referral comes from someone other than you, including from the child's teacher, you are immediately notified, in writing, that a referral has been made.

2. Evaluation

When your child is being considered for special education, your written consent is required before evaluations may occur. Your school district will arrange evaluations, at no cost to you, to be conducted by trained and knowledgeable, certified or licensed evaluators. After the school district has received your written consent for the evaluations, initial evaluations must be completed within 60 calendar days

3. Determination of Eligibility and Disability Category

When the evaluations are complete, the IEP Team uses that information to determine whether or not your child is eligible for special education. To be eligible, your child must have a disability and require special education or special education and related services to benefit from education.

4. Development of the IEP

Within 30 days after your child is found eligible for special education, the IEP Team meets to develop an individualized education program (IEP) for your child. The initial

IEP does not become effective until it is agreed upon and signed by you.
5. Determination of Educational Placement After the IEP has been developed, the IEP Team meets to determine placement in the least restrictive environment (LRE) in which your child can receive the special education and related services described in his/her IEP.
6. Implementation and Monitoring Parents, educators and others involved with your child monitor progress on an ongoing basis to ensure his/her educational needs are met. If concerns about your child's progress arise, a meeting of the IEP Team may be requested and scheduled without unnecessary delay.

Resources:

504 vs. IEP What's the difference?

<https://drcnh.wpenginepowered.com/wp-content/uploads/2023/04/Education-Series-IDEA-v-504-Table.pdf>

The MVCS 504 Process

 504 Doc

Further Details about the Special Education Process

<https://picnh.org/wp-content/uploads/2021/02/Step-In-the-Special-Education-Process-2021.pdf>

Disability Rights

<https://drcnh.org/issue-areas/childrens-issues/education/idea/#:~:text=A%20federal%20law%20called%20the,service%20to%20receive%20an%20appropriate>