

# Individualized Education Plans (IEP's) & Special Education At a Glance

## Eligibility

### 13 Classification Categories

According to California Ed Code, a child must meet eligibility criteria under at least one category of disability classification to be eligible for special education services. A child may only have a primary and secondary disability category. Once these are identified, a disability statement is written to identify the child's areas of need.

## Eligibility Categories

- Autism (AU)
- Deaf-Blindness
- Deafness
- Emotional Disturbance (ED)
- Hearing Impaired
- Intellectual Disability (ID)
- Multiple Disabilities (MD)
- Orthopedic Impairment
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)
- Speech/Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment

## Present Level of Performance (PLOPs)

PLOP's are summaries in an IEP of a child's current levels of functioning. This includes information regarding student needs that drives the *goals* of the IEP. This includes baseline information that leads to meaningful progress monitoring. Areas include academic, communication, gross/fine motor, social/emotional/behavioral, vocational, and adaptive/daily living skills.

## Goals

IEP goals are measurable, attainable skills the IEP team hopes the student will achieve by the next annual IEP meeting. Goals are written based on data from assessment that indicates areas of need, and to help the student engage in the general education curriculum.

IEP goals include three components that must be stated in measurable terms: (a) direction of behavior (increase, decrease, maintain, etc.) (b) area of need (i.e., reading, writing, social skills, transition, communication, etc.) (c) level of attainment (i.e., to age level, without assistance, etc.)

## Modifications & Accommodations

Accommodations are changes made to the students' *learning environment*. For example, a student might have access to an audio book for a class book. Modifications are changes in what a student is expected to learn or demonstrate. For example, a student might be expected to read fewer pages than the rest of the class.

Assistive Technology (AT) includes devices, software, or equipment that helps students function better in school. This may include apps, iPads, etc.

## Special Education Acronyms & Terms

### FBA: Functional Behavioral Assessment

An analysis that aims to determine what is driving a student's behavior.

### BIP: Behavior Intervention Plan

A BIP is a plan that teaches appropriate behaviors using strategies to prevent behavior.

### ESY: Extended School Year

Special Education services that are provided beyond the regular school year, typically during summer.

### LRE: Least Restrictive Environment

Students with disabilities must be taught as much as possible with general education peers

### PBIS: Positive Behavior Interventions and Support (PBIS)

A school wide approach to promote positive behavior.

### FAPE: Free and Appropriate Public Education

Children with disabilities have the right to a free and appropriate public education.

### IEE: Independent Educational Evaluation

Parents may request an IEE if they disagree with the results of the school's evaluation of their child.

### PWN: Prior Written Notice

PWN's are formal letters sent to parents any time the school district denies, refuses, or accepts an evaluation or change to special education services.

### Section 504 Plan:

A 504 Plan provides accommodations and modifications to eligible students with a health impairment.

**DIS: Designated Instructional Service**  
This term means related services and may include counseling, OT, PT, etc.

**ERMHS: Educationally Related Mental Health Service**

Mental Health services provided to special education students who do not respond to lower levels of intervention. This includes counseling and social work services.

**IFSP: Individualized Family Service Plan**  
A plan provided to infants and toddlers similar to an IEP.

### AP: Assessment Plan

This notice informs parents of the district's proposal for areas of assessment for a student. Parents sign the AP to provide written consent.

### SELPA: Special Education Local Plan Area

A SELPA provides a local governance system for special education services for school districts.

### SDC: Special Day Class

A self-contained special education class that serves students whose needs cannot be met in the general education setting.

### RSP: Resource Specialist Program

Small group support for student's in special education.

### SAI: Specialized Academic Instruction

Support provided for students in special education when needs cannot be met in the general education setting.

### AAC: Augmentative and Alternative Communication

No-tech or low-tech alternative means of communication. This may include drawing, pointing, writing, technology, etc.

### AA: Alternate Assessment

An alternate assessment is provided for students who cannot participate in state standardized assessments.

### ABA: Applied Behavior Analysis

Used with reinforcement to increase or decrease behaviors.

### BCBA: Board Certified Behavior Analyst

A certification when one demonstrates comprehension and application of behavior analysis skills.

### Due Process and Procedural Safeguards:

Rights and protections for students and families under IDEA.

### IDEA: Individuals with Disabilities Education Act

The federal law that ensures that all children with disabilities have access to free appropriate public education that emphasizes special education and related services designed to meet their needs.

## The IEP Process

### Referral:

Parent or School refers a child for an evaluation. The school district has 15 days to respond to a parent with an assessment plan or a PWN refusing an assessment. If an assessment is proposed, the AP is sent for consent.

### PWN:

PWN for the evaluation is sent to the family from the district. Family may sign consent for the evaluation or decline the evaluation.

### Evaluation:

Child is evaluated by school district within 60 calendar days of receiving written consent.

### IEP Implementation:

Education professionals implement the supports and services as outlined in the IEP. Progress is monitored and adjustments are made accordingly.

### Eligibility:

If eligibility for special education services is determined, an IEP is created and services are recommended.

### IEP Meeting:

IEP meeting is held to determine eligibility for special education services.

## Annual/Triennial

At least once per year, a child's entire IEP will be reviewed at an **annual** meeting.

Once every three years, a child will be reevaluated by the school district team to determine continued eligibility for special education services. This is called a **triennial** evaluation. If eligibility is reestablished, the entirety of the IEP is reviewed. If eligibility is not established, declassification supports will be considered for one year following the IEP.

Parents or school staff can request an IEP meeting at any time regardless if a student is due for an annual or triennial.