



CALIFORNIA TRIBAL FAMILIES COALITION

A Guide to The Parts of an IEP

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This guide is intended to provide general information regarding Individual Education Plans. It is not a substitute for legal advice. Please note that all laws are subject to change at any time. If you have any questions about the materials, please contact or consult with a special education lawyer in your community.

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Forward

The Individuals with Disabilities Education Act (IDEA) is a federal law that guarantees that children with disabilities receive a free appropriate public education alongside their non-disabled peers.

After Congress discovered that 1.75 million children with disabilities were entirely excluded from the public school system, and that 2.2 million were in programs that did not meet their educational needs, a law was passed in 1975 called the Education for All Handicapped Children Act. Although the law has been amended and revised throughout the years, the basic requirements have remained unchanged (Alliance for Excellent Education 2008).

The IDEA covers eligible students with disabilities (Part B) ages 3 to 21. To be eligible, the student must have one of [several listed impairments](#) and, as a result, need special education in order to access their curriculum. Students with disabilities must be educated in the regular educational environment to the maximum extent appropriate (Sec.300.114).

Special education involves specially designed instruction to meet the unique needs of the child. Each student that qualifies for special education has an individualized education plan (IEP) developed and written by an IEP team. The parents are an integral part of the IEP team.

This manual will assist in learning the parts of an IEP and what is required in order for our families to be self sufficient.

Special thanks to ABC4IEP, LLC for their collaboration and support of this manual.

I. Information/Eligibility

The information and eligibility page is usually called the front or first page of an IEP. This page contains information about your child's eligibility, birthdate, evaluation information, home information, and the type of meeting that will be taking place.

1. Student Name: Student's last name and first name.

2. Date of Birth: Exact birthdate.

3. IEP Date: The date of the IEP meeting.

4. Last IEP: The last IEP. This will be the same date as the IEP date above.

5. Next IEP: The next IEP date will be one year from the present date in most cases.

6. Original SpEd Entry Date: When a student first received special education services, including IFSP (0-3 infant services).

7. Last Eval: The date of the most recently completed comprehensive assessment to determine or re-determine eligibility for special education and related services (triennial or initial IEP date).

8. Next Eval: The date when the next triennial evaluation is due.

9. Purpose of Meeting: Select the purpose of the meeting.

- **Initial** is the IEP to determine eligibility after the initial assessment.
- **Annual** is the IEP meeting to be held within one year of prior IEP.
- **Triennial** is the IEP meeting to be held after reassessment. This meeting may also include the Annual IEP Meeting.
- **Transition** means the transition from infant to preschool, preschool to kindergarten, elementary to middle, middle to high school, high school to transition placements, from the public school setting to NPS or reverse, etc. Transition also means for students who are 16 or older, or who will turn 16 when this IEP is in effect. The IEP team must address needed post-secondary transition services. These services must include the results of age-appropriate transition assessments, measurable postsecondary goals related to training/education, employment, and independent living skills (as appropriate), and describe the focus of the student's course of study.

- **Pre-expulsion** means an IEP meeting that is being held as part of or following a manifestation determination.
- **Interim** means if the child has an IEP and transfers into a district from another SELPA.
- **Other**

10. Age: The student's age as of the IEP meeting date.

11. Gender: M or F.

12. Grade: Enter the appropriate grade.

13. Migrant: Needs to be checked "Yes" or "No" to reflect the student's Migrant status.

14. Native Language: This is the student's home language or birth language.

15. EL: If the student is an English learner or if the student has been redesignated.

16. Interpreter: An interpreter is needed for the IEP meeting.

17. Student ID and SSID: The student ID number is automatically assigned. The SSID, formerly CSIS, is assigned by the State. Each student must have an SSID. Social Security Number is optional.

18. Residency: This is the student's residential status.

19. Parent/Guardian Information: Enter the contact information for the parent/guardian. If the student resides in an out-of-home placement through a non-educational agency, put the parent contact information in the second contact area if known.

20. District of Residence: This is the student's district of residence.

21. Residence School: Enter the child's neighborhood school.

22. Ethnicity: Answer the two-part question and then check the appropriate ethnicity(s). Note: Only four ethnicities can be listed. This should be the ethnicity designated by the parent on the student enrollment form at the school site.

23. Disability: Mark primary disability with “P” and secondary disability with “S”. The **primary disability** should be the one that has the most significant impact on the student’s ability to access the general education environment. If the team determines the student has a specific learning disability, the district needs to complete Specific Learning Disability Team Determination of Eligibility. Evaluation team members sign the form as appropriate.

24. If the student is not eligible or no longer eligible for special education:

- Document reason for the decision and other options to address the student’s educational needs on IEP Team Comments Page.
- IEP team members sign as appropriate. If the parent(s) do not agree that the child is not eligible for special education services, note their concerns, discuss options for resolving their concerns, and review Notice of Procedural Safeguards.

25. How Disability Affects Educational Performance:

A statement which describes the disability and its impact, i.e. “auditory processing deficits adversely impact the student’s ability to complete activities within the general education setting” and “significant speech and language deficits interfere with the student’s ability to interact with other students in the preschool setting.”

II. Individual Transition Plan (ITP)

Individual Service Plans or ITP is to be completed in time to be in effect when the student reaches 16 years of age or sooner if appropriate or will reach 16 years of age before the next annual review.

1. Student was invited:

The student is to be invited to the meeting. When the student is invited there will be a marked YES on the transition page. Keep the documentation of the meeting notification in your student's file.

2. Agency was invited:

When appropriate support agencies need to be invited to the meeting notification, with the parent/guardian/student's permission. If an agency is invited mark YES, when it is "not appropriate" mark N/A. It should never need to be marked NO. Keep the documentation of the meeting notification in the student's file.

3. How the Student Participated in the Process:

Describe how the student participated in the process by choosing the best answer. Assessment, Interview, etc.

Note: IEP teams may choose more than one option.

4. Age-appropriate transition assessments/instruments were used:

Age-appropriate transition assessments/instruments are to be used and drive the ITP portion of the IEP. When used mark YES. The next step is to record the transition assessment information/results used to identify the student's preferences and interests for transition planning as they relate to his/her post-secondary goals. **Assessment needs to be comprehensive, NOT JUST Vocational.** This information serves as Present Levels for the transition section of the IEP. The post-secondary goals are what the student plans on doing upon graduation/completing school. The gap between the results of the transition assessment and the student's interests is the basis for the post-secondary goals. Describe what the student is interested in and wants to pursue in areas of education, career, and living based on the information you get from the transition assessments.

5. Student's Postsecondary Goals

The team must include measurable postsecondary goals in Training or Education, Employment and if appropriate, Independent Living. Document what the student plans on doing upon exiting school (post-secondary goals) in each of these areas.

Examples of Education/Training:

- *Upon completion of school, student will join the Army.*
- *Upon completion of school, student will enroll in the local Community College.*
- *Upon completion of school, student will learn independent living skills from the Regional Center.*

Examples of Employment:

- *Upon completion of school, student will work as a mechanic.*
- *Upon completion of school, student will work as a teacher.*
- *Upon completion of school, student will work at the Opportunity Center.*
- *Upon completion of school, student will work in competitive employment.*
- *Upon completion of school, student will work in supported employment.*

Examples of Independent Living:

- *Upon completion of school, student will live on their own.*
- *Upon completion of school, student will live with friends in a home or apartment.*
- *Upon completion of school, student will live on their own with help from family.*

A. Make sure that there is a link to the post-secondary goal to an annual goal that will support the skills needed to reach the student's post-secondary goals.

B. Person/agency responsible: Put in the student's name and then whoever else will also be responsible.

6. Transition Services Codes:

The primary caseworker will know the transition service code that needs to be used.

7. Activities to Support Transition Service:

Identify different activities that will be employed to help the student achieve his/her post-secondary goals (ex. career research paper, college application, job applications, resume writing, self-help unit on cooking, workability training, etc.).

8. Community Experiences as Appropriate:

Identify any activities in the community in which the student will be participating (ex. Job shadowing, community-based instruction, service-learning, community service, youth group, scouts, and ballet).

9. Related Services/DIS as Appropriate:

Include any related services the student may need based on their disability that will help the student achieve his/her post-secondary goals (ex. Speech and Language, Deaf and Hard of Hearing Services, Orientation, and Mobility Transportation, Career Counseling, etc.).

10. Course of Study:

Courses of study are defined as a multi-year description of coursework that explicitly connects to the student's desired post-school goals, from the student's current to anticipated exit year. Transcripts are not considered a course of study unless they also contain the student's list of future required courses to be completed.

General Education Diploma vs. Certificate of Completion

A general education Diploma and a Certificate of Completion both demonstrate a minimum standard of mastery. However, the general education diploma focuses on academic rigor and college preparation while a Certificate of Completion focuses on daily living skills.

Example of General Education Diploma

Mild Disabilities:

Post-Secondary Goal is to attain work as a mechanic.

The course of study would then be:

Junior Year – Eng 3, PE, US History, Life Science, Algebra 1, Learning Center.

Senior Year – Eng 4, Work-based learning, Govt/Econ, Senior Project, Small Engines.

Example of Certificate of Completion

Severe Disabilities:

Post-Secondary Goal is to attain a Certificate Of Completion and supported employment.

The course of study would then be:

Junior Year – Cooking, Functional Math, Functional Communication, Work

Crew, PE. Senior Year – Cooking, Budgeting, WorkAbility Training, Functional Math, Vocational Skills.

11. Units/Credits:

Update the units/credits the student has completed up to this meeting and then the units/credits the student still has to complete or has pending for a diploma/certificate including what the student will take in the next IEP cycle.

12. Courses of Study leads to The IEP:

Team indicates by checking which option, either a Certificate of Completion or a Diploma. This determines the courses the student will need to take.

13. California High School Exit Exam:

The date and score on the ELA and Math section of the CAHSEE and indicate if the student passed or failed. In the CAHSEE Other section, you can put if the student is getting an exemption, waiver, or taking the CAPA.

14. Transfer of Rights:

On or before the student's 17th birthday, the teacher is to explain that he and/or she will assume all special education rights and protections upon turning 18 (unless a conservator has been appointed by the court). Review the Notice of Procedural Safeguards with the student. The student and parent sign this section.

Types of Transition Services

College Awareness & Vocational Assessment

This service involves counseling, guidance, and career assessment Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist students in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

Career awareness Transition Services

This service includes a provision for self-advocacy, career planning, and career guidance.

Work Experience Education

Work Experience means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Job Coaching

Job Coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job

that can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

Mentoring

Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as the acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.

Agency linkages (referral and placement)

Service coordination and case management that facilitates the linkage of individualized education programs.

Travel Training (Includes Mobility Training)

Travel training is instruction that enables students with disabilities to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within that environment.

Other Transition Services

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.
(Note: This code should be used with caution and only when appropriate)

Other Special Education/Related Services

Any other specialized service required for a student with a disability to receive educational benefit.

III. Present Levels of Academic Achievement and Functional Performance

Except for the Concerns of the Parent, a draft of this portion of the IEP may be prepared prior to the meeting. Each section should be discussed at the meeting and changes made as appropriate based on input by members of the IEP team.

1. Strengths, Preferences, and Interests:

What are the child's learning style strengths? Example: The student's long term memory retrieval, which is accompanied by accommodation, is a strength for the student. Then discuss the preferences and interests.

2. Parent Concerns related to Educational Performance:

This information should be discussed at the IEP Team meeting.

3. Test Scores:

Scores reflecting the student's performance on state, district-wide and other assessments may be gathered prior to the meeting. Review results of the assessments including (as appropriate):

- California Standards Test (CST) Advanced Far Below Basic
- California Modified Assessment (CMA) Advanced Far Below Basic
- CAT-6 Standard Score
- California Alternate Performance-Based Assessment (CAPA)
- CELDT: Write in the CELDT scores.
- Physical Fitness Test
- Other Assessment Data, including results of district-wide and/or individually administered assessments. For preschoolers include DRDP access.
- Hearing and Vision Screening: Enter the date and if the student passed or failed the hearing and vision screening. This data may be from a prior year IEP. Note the reason for "other," such as parent exemption.

4. Pre-academic/Academic/Functional Skills:

Summarize Pre-academic/Academic/ Functional skills, including the student's performance in the classroom, levels of mastery of the California content standards, progress in the curriculum, etc. Pre-academic and Functional skills should address the student's development of readiness concepts for continued academic progress in the general education curriculum, as appropriate. Include classroom performance in all academic areas.

5. Communication:

For the students with identified areas of need in communication. Describe the student's articulation, voice, fluency, and language needs. If none, indicate "no concerns noted at this time."

6. Gross/Fine Motor Development:

For a student, who has been identified with motor development concerns. Describe his or her specific skills and/or needs. If none, indicate "no concerns noted at this time."

7. Social/Emotional/Behavioral Development:

Describe the student's social/emotional/ behavioral strengths and needs. If the student's behavior is appropriate in the educational setting indicate "no concerns noted at this time."

8. Vocational:

Include strengths, interests, and needs related to pre-vocational/ vocational skills. Address traits, such as work habits, initiative, completion of classroom or school site jobs, etc.

9. Adaptive/Daily Living Skills:

For those students with needs in self-help. Specify skills such as dressing, toileting, feeding, etc. Indicate "age appropriate" if no concerns are noted.

10. Health:

Describe pertinent medical information that relates to the student's educational progress. If none, indicate "no concerns noted at this time."

11. Areas of Need:

Indicate areas of educational need that have been identified by the IEP Team based on assessments and present levels of academic achievement and functional performance and special factors. **For every identified area of need, there must be a goal.**

IV. Special Factors

Special Factors refer to any additional equipment the student may need in order to access their curriculum.

1. Assistive Technology:

Does the student require assistive technology devices and services or low incidence services, equipment, and materials to meet educational goals and objectives? Check yes or no. If yes, specify the type of *devices, services, equipment, and/or materials needed*.

2. Low Incidence:

This applies only to the students with the following eligibility categories: DB, VI, OI, HH, and Deaf. Low incidence equipment is indicated only if it is required to meet specific educational needs. Check yes or no. If yes, specify. Note: Best practice – assistive technology should be addressed in the Supplemental Aids and Services section and/or in a goal.

3. Blindness or Visual Impairment:

Is the student blind or visually impaired? If the student is visually impaired, indicate whether instruction in Braille will be provided, and if not, why? If the student will not be using Braille he/she may use large print text or other modified input.

4. Deaf or Hard of Hearing:

If the student is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and the full range of needs including opportunities for direct instruction in the student's language and communication mode. If the student is not deaf or hard of hearing, indicate "N/A."

5. English Learner:

The IEP Team needs to decide which of the three program options the student needs: Structured English Immersion (SEI), English Language Mainstream (ELM) or an alternative program (native language instruction). If the student is an English Learner complete the sections listed below:

- Will the student need primary language instruction (preview/review or directions given). If yes, indicate the title of the staff member(s) who will provide this support.
- Indicate what the language of instruction will be. It must be English unless the IEP team has designated it otherwise.

- Indicate who by title (such as general education teacher, special education teacher, etc.) will provide the student's ELD services. All EL students MUST receive ELD services unless a parental exception waiver has been submitted.
- EL students get either English language Mainstream (ELM) or Structured English Immersion (SEI) services depending on their CELDT scores or proficiency in English. It is recommended that a student get SEI if they score at the beginning or early intermediate level on CELDT or have "less than reasonable fluency" in English.

6. Behavior:

Does the student's behavior impede learning? Check yes or no. If yes, describe how the behavior impedes learning. Specify positive behavior interventions, strategies, and supports to address the behaviors. Check if there is a Behavior Support Plan or Behavior Intervention Plan and attach a copy. If there is a behavior goal check the box to indicate a goal is in the IEP. Check which type of plan is attached.

V. Statewide Assessments

Participation in the California Assessment of Student Performance and Progress (CAASPP):
Indicate how the student will participate in CAASPP:

1. All required Grade Levels

For each test are specifically identified after the title of each test subject.

2. Outside of Testing Range

For outside of testing range it needs to be noted under the options for each test category.
Check this box if applicable to the student.

3. English Language Arts, and Math

Documentations need to be noted if there any allowable Designated Supports or Accommodations. Check the appropriate boxes for Designated Supports or Accommodations and determine if these are Embedded or Non-Embedded. In the area provided fully describe any Designated Supports or Accommodations necessary for student participation. If the student has a significant cognitive impairment, indicate participation in the Alternative Assessment.

4. Science

Documentation needs to be noted if the student will be taking the assessment using the CST or CMA. Document if the student also needs Designated Supports or Accommodation. In the area provided, fully described any Designated Supports or Accommodations necessary for student participation. California Alternate Performance Assessment (CAPA). If the student has a significant cognitive impairment, indicate the CAPA Level that is most appropriate to measure student progress.

5. Students that are taking the CMA, CAPA, or ALTERNATIVE ASSESSMENT

For these students, a written description of the reasons why the student is not participating in SBAC. The second area is provided to describe why the IEP team believes that alternate assessment is appropriate for the student.

6. Physical Fitness Test (Grades 5, 7, & 9 only):

Specify if the student will be taking the Physical Fitness Test with accommodations or modifications.

7. California High School Exit Exam (CAHSEE):

Documentation needs to be provided if the student will be taking CAHSEE with or without accommodations. If the student will participate in CAHSEE using modifications, a waiver is required after the student takes CAHSEE with modifications and passes. Currently, there is

an exemption for students with disabilities. Check the exemption box if the student will be using the exemption. Document the reason for an exemption. If the student is taking CAPA, check the appropriate box. If the student is outside the testing range, check the appropriate box.

8. Specify the name of any assessment and accommodations or modifications

If a student with disabilities is taking any type of assessment that is unable to be modified or has accommodations, the student may need to participate in Other State/District-Wide Assessments/Alternative Assessments.

9. For 3, 4, & 5 preschoolers

Note if the child will take DRDP (Desired Results Developmental Profile). If the child needs adaptations in the preschool setting, then the IEP Team should document the adaptations (Refer to <http://www.draccess.org> website for a list of adaptations).

VI. Annual Goals

Annual Goals and Objectives are goals that have been identified, through the Present Levels of Performance, as academic and functional weaknesses.

Please note: If the student takes the CAPA, goals AND objectives are required (SMART).

1. Areas of Need:

Indicate areas of educational need that have been identified by the IEP Team based on assessments and present levels of academic achievement and functional performance and/or special factors. For every identified area of need, there must be a goal.

2. Baseline:

Specify the student's baseline performance. The baseline should describe the child's current performance on the skills identified in the goal. The baseline should be a quantifiable description of classroom performance in the specified area (i.e., reads 20 sight words, writes a simple paragraph of 2-4 sentences, etc.).

3. Measurable Annual Goal #:

Enter the number of the annual goal.

4. Standard:

First consider standards at the student's chronological grade level. Also consider pre-requisite skills, levels of the cognitive domain, accommodations, modifications, and assistive technology. *NOTE: If the student is taking CMA there must be a grade-level standards-based goal for each area where the student is taking the CMA.*

5. Annual Goal:

Annual goals must be measurable and relate to the *baseline data*. Goals must include:

- Who - student
- Does What - observable behavior (ex. will add single-digit numbers)
- When - by the reporting date
- Given What - conditions (ex. when given a paragraph to read)
- How Much mastery - criteria (ex. 90% accuracy, 3 consecutive days)
- How Will It Be Measured - performance criteria (ex. as measured by teacher data)

6. Enables the student to be Involved and Progress in the General Curriculum:

Select if the student is working on the goal written to California content standards.

7. Addressed other Educational Needs Resulting from Disability:

Select if the student is working on other educational needs (i.e., behavior, social skills, self-help, etc.). Remember, to be linguistically appropriate, the goals should align to the

student's assessed level on the CELDT (if appropriate) and the CDE English Language Standards.

8. Secondary Transition Goal:

If the goal is related to secondary transition, check the box, and then check the appropriate area: Education/Training, Employment, or Independent Living.

9. Progress Reports: Document the date and the summary of the progress.

VII. Services

Special education and related services are determined at the IEP meeting only after goals and if appropriate, objectives/benchmarks have been finalized. Placement decisions must be made in conformity with the least restrictive environment (LRE) provisions. These provisions direct that to the maximum extent appropriate, students with disabilities are educated with typically developing peers, and that special classes, separate schooling, or other removals of students from the general education environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The placement must be made in the school that the student would attend if the student did not have a disability unless unique circumstances prevent this placement. Special education and related services and supplementary aids and services should be based on peer-reviewed research to the extent practicable.

1. Service Delivery Options Considered:

Discuss and document service delivery options considered. The team must first consider placement in the general education classroom with supports prior to recommending a more restrictive setting for all or part of the day.

Note: "In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that ... in selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs." *Reference: 34 C.F.R. Section 300.116(d)*. Describe the consideration discussed regarding any harmful effect on the child or on the quality of services he or she needs. NOTE: The statement for describing harmful effects is now located directly after the listing of service options.

Follow the continuum of services below as a guide to determining LRE:

- General Education Class
- General Education Class – Supplemental aids or services
- General Education Class – Some direct instruction by special education staff. Less than 21% of the time out of the classroom for special education services.
- General Education Class – 21% to 60% of the instructional day in a separate classroom.
- Some/or no instruction in General Education Class – 60% or more of the instructional day in a separate classroom (intensive services).
- Special day school – Separate facility (public or nonpublic) with no general education students on campus.

- Residential School.
- Hospital Program.
- Home Instruction.

2. Supplementary Aids, Services:

Delineate the specific supplementary aids and services and/or supports offered for the student and offered for school personnel (consultation to teachers, preferential seating, enlarged text, etc.). Indicate if the supports are for the student or for school personnel by checking the appropriate box in the grid, along with the specific start and end dates for each area.

The team must also document modifications and/or accommodations that will be needed in order for the student to progress toward annual goals while participating in the general curriculum. Accommodations do not fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria (extended time on a timed task, enlarged text, etc.). Modifications fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria (alternate math Revised assignment, etc.). Indicate who will be responsible for the supplementary aids and services, the start and end date, duration, frequency, and location.

3. Transportation:

Check “No” if the IEP team determines that the student does not need special education transportation. Check “Yes” if the student will require special education transportation and specify the type of transportation (e.g. door to door, wheelchair bus, etc.)

4. Special Education and Related Services:

The team needs to determine the special education and related services that will provide educational benefit and facilitate progress on the goals for the student (e.g. specialized academic instruction, health, and nursing, language and speech, etc.). Identify the type of service. Indicate if the service will be an individual or group. NOTE: Specialized Academic Instruction (SAI) is the core special education service that most students receive. The duration and frequency for SAI are based on the amount of time the Special Education Specialist/Full Inclusion Specialist is adapting curriculum and/or working with the student. SAI is not based on the amount of time a general education teacher may spend adapting curriculum for a student. SAI is a service, not a location. If the service is to support the secondary transition, check the secondary transition box.

5. Start and End Date:

This will often be the same start/end dates for the primary service on the IEP.

6. Provider:

Note the title of the provider of the service (do not put the person's name).

7. Frequency:

Indicate the frequency of the service being provided, such as daily, weekly, monthly, yearly, or any other frequency.

8. Duration:

Indicate the number of times per frequency.

9. Location:

The location of where the service is provided to the student from the following:

- Home instruction based on IEP team determination (not medical)
- Hospital
- Head Start center
- Child development or childcare facility
- Public preschool
- Private preschool
- Extended daycare
- Residential facility
- Regular classroom/public day school includes students who are fully included in general education classrooms. Also includes students who are seen under a "push-in" model in the general education classroom and students who receive DIS services in the general education classroom. Additionally, students who receive services in a setting that includes other students with special needs are included here if there are general education students who are "reverse mainstream" students in that class for that portion of the day.
- Separate class in a public integrated facility includes students receiving special education "pullout" services, including RSP and DIS, or in a "special day class" model," etc.
- State Special School
- Separate school or special education center or facility
- Public residential school
- Other public schools or facility
- Charter school operated by an LEA/district
- Charter school operated as an LEA/district
- Continuation school
- Alternative work education center/work-study facility
- Juvenile court school

- Community school
- Correctional institution or facility
- Community college
- Adult education facility
- Nonpublic day school
- Nonpublic residential school in California
- Nonpublic residential school-outside California
- Private day school (not certified by CDE Special Education Division)
- Private residential school (not certified by CDE Special Education Division)
- Parochial school
- Service provider location. This would include CMH Outpatient Services provided at a clinic or other outside medical/therapeutic setting.
- Any other location or setting

10. Extended School Year (ESY)

A discussion needs to take place in determining if the student needs ESY to receive FAPE. If yes, specify in the grid the services the student will receive, the start and end date, provider, frequency, duration, and location. An explicitly defined rationale must be included in determining whether a student does or does not need ESY. Attaching the ESY form provides this rationale. If the ESY form is not attached a written description must be contained in the text box following “Rationale”.

Note: ESY shall be provided to a student with a disability who the IEP team deems requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period of time, and interruption of the student’s educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disability (5 CCR 3043).

Types of Special Education Services

1. Specialized Academic Instruction

Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children (RSP- school-based, RSP, SDC inclusion services, SDC-public integrated, SDC-public segregated, SDC-non-public school).

2. Intensive Individual Instruction

IEP Team determination that a student requires additional support for all or part of the day to meet his or her IEP goals. Such as the use of a one-on-one instructional assistant.

3. Individual & Small Group Instruction

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

4. Language and Speech

Include receptive and expressive language, articulation, voice, and fluency.

5. Adapted Physical Education

Direct physical education services provided by an APE.

6. Specialized Physical Health Care Services (SPHCS)

SPHCS mean those health services prescribed by the child's licensed physician and surgeon requiring medically-related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school. SPHCS include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

7. Health & Nursing

This includes services that are provided to students by qualified personnel pursuant to an IEP when a student has health problems, which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group & individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers.

8. Assistive Technology Services (AT)

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students.

9. Occupational Therapy (OT)

OT includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social play abilities, and fine motor.

10. Physical Therapy Services (PT)

Pursuant to an IEP when assessment shows a discrepancy between gross motor performance and other educational skills.

11. Individual Counseling/ One-to-one counseling

Provided by a qualified individual pursuant to an IEP.

12. Counseling & Guidance

Counseling in a group setting, provided by a qualified individual pursuant to an IEP.

13. Parent, Individual or Group Counseling

Parent, individual or Group Counseling is provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs.

14. Social Work Services

Include services provided pursuant to an IEP by a qualified individual.

15. Psychological Services

These services provided by a credentialed or licensed psychologist pursuant to an IEP.

16. Behavior Intervention Services

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the LRE.

17. Day Treatment Services

Structured education, training, and support services to address the student's mental health needs.

18. Residential Treatment Services

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.

Low Incidence Disabilities

Low incidence services are defined as those provided to the student population of orthopedic impairment (OI), visual impairment (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed.

1. Specialized Deaf and Hard of Hearing Services

These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.

2. Interpreter Services

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.

3. Audiological Services

These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use.

4. Specialized Vision Services

This is a broad category of services provided to students with visual impairments. It includes an assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.

5. Orientation and Mobility

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are introduced to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

6. Braille Transcription

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by the appropriate agency.

7. Specialized Orthopedic Services

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

8. Reading Services/ Note-taking Services

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes.

9. Transcription Services

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

10. Recreation Services

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when feasible and appropriate, facilitate the pupil's integration into general education programs.

VIII. Educational Setting - Offer of FAPE

The Educational Settings page is where your student is going to be educated in order for them to reach their educational and functional goals.

1. Physical Education

Check the type of physical education, if applicable.

2. District of Service

Specify the district providing the majority of services to the student.

3. School of Attendance

This is the school where the student is enrolled.

4. School Type:

- No school (0-5)
- Public day school
- Public residential school
- Special education center or facility
- Other public school or facility (i.e., storefront transition program)
- Continuation school
- Alternative work education center/work-study program
- Independent study
- Juvenile court school
- Community school
- Correctional institution or facility
- Home instruction based on IEP team determination
- Hospital facility
- Community college
- Adult education program
- Charter school operated by an LEA/district
- Charter school operated as an LEA/district
- Head Start program
- Child development or childcare facility
- State preschool
- Private preschool
- Extended daycare
- Nonpublic day school
- Nonpublic residential school in California

- Non-public residential school- outside California
- Private day school (not certified by CDE Special Education Division)
- Private residential school (not certified by CDE Special Education Division)
- Nonpublic agency
- Parochial school

5. Federal Setting (ages 6-22)

Indicate the type of school setting the student attends. If the student turns 6 years old on or before December 2 of the current school year, this category is completed.

- Regular classroom/public day school - Select if the student attends classes on a general education school campus regardless of the type of program
- Separate school
- Residential facility
- Homebound/hospital
- Correctional facility
- Parentally placed in private school

6. Federal Preschool Setting (ages 3-5)

If the student turns 6 years after December 2 of the current year, this category is completed. If the student is dually or concurrently enrolled in general education and a special education program for an equal amount of time, consider the student as being in a regular early childhood or kindergarten program.

- Regular early childhood or kindergarten program- more than ten hours per week majority of special education services provided in the regular early childhood program or kindergarten.
- Regular early childhood program or kindergarten-more than ten hours per week majority of special education services provided in some other location than the regular early childhood program or kindergarten.
- Regular early childhood program or kindergarten-less than ten hours per week majority of special education services provided in the regular early childhood program or kindergarten.
- Regular early childhood program or kindergarten-less than ten hours per week majority of special education services provided in some other location than the regular early childhood program or kindergarten.
- Separate class
- Separate school
- Residential facility
- Home
- Service provider location

7. All Special Education Services Provided at Student's School of Residence

Check yes or no to the question "all special education services provided at the student's school of residence." If the team determines "no," the rationale must be documented.

8. Percentage of Time Outside and In-Class & Extracurricular & Non-Academic Activities

Documentation of the percentage of time the student is **outside the regular environment** and document the percentage of time the student is **in the regular education environment**. Consider the full day including lunch, recess, passing periods, etc.

9. Students Will Not Participate in the Regular Class & Extracurricular & Non-Academic Activities

Documentation of the regular education environments where the student will not participate with typically developing peers: Provide a rationale for non-participation.

10. Other Agency Services

Document and note other agency services the child is receiving.

11. Promotion Criteria

District criteria are the same for students without disabilities. Progress on goals or 'other' should be noted if the child's curriculum has been modified to meet his/her unique needs.

12. Parents will Be Informed of Progress and How

Documentation of the frequency and how the progress needs to be reported.

NOTE: Progress reporting should match the frequency of the report card schedule.

13. Activities to Support Transition

If the student is going through a transition (preschool to kindergarten, special education to general education, etc.), document the activities to support the transition.

14. Graduation Plan

This needs to be done for students in grade 7 and higher. NOTE: The IEP Team must use caution when determining if the student will be working towards a diploma or a certificate of completion. Students must have the opportunity to work toward a diploma if he/she has the ability to do so. This must be considered on an annual basis. Check the appropriate box.

IX. Signature and Parent Consent

1. IEP Meeting Participants:

Have all meeting participants sign and date that they were in attendance. Make sure to include the titles of each participant.

2. Consent

Have the parent(s)/guardian/surrogate/adult student initial, if they agree in whole or in part to the IEP. If they agree only in-part, document the areas they are not in agreement with. Steps to resolve the disagreement should be documented.

3. Not Eligible

If the team determines the child is not eligible for special education, check the appropriate box.

- a. If the parent(s)/guardian/surrogate/adult student declines the initiation of special education and related services, check the box.

4. No Longer Eligible

If the team determines the child is no longer eligible for special education, check the appropriate box.

5. Did the school facilitate parent involvement?

When in the "Future IEP" be sure to uncheck the box prior to the IEP meeting. During the IEP meeting, check the appropriate box. This is a required CASEMIS data field. One of the boxes must be checked. Note: you need to ask this question annually, and the parent needs to check the box.

- b. No response does not mean "we forgot to ask". If the parent(s)/guardian/surrogate/adult student checks "no", then the team needs to agree on a plan to address the issue in the coming year.

6. Parent(s)/guardian/surrogate/adult student received a copy of the assessment

Check this box if the parent(s)/guardian/surrogate/adult student received a copy of the assessment report.

7. Parent(s)/guardian/surrogate/adult student received a copy of the IEP.

Check this box if the parent(s)/guardian/surrogate/adult student received a copy of the IEP..

8. Signature

Have parent(s)/guardian/surrogate/adult student sign and date.

9. Public Benefits

If a parent/guardian/surrogate/adult student agrees to authorize district access to health insurance benefits provided by Medi-Cal.

10. Students Enrolled in Private Schools by Their Parents

If the student is enrolled in a private school by his/her parent(s)/guardian/surrogate/adult student, check the box and develop a Services Plan, if appropriate.

X. IEP Team Meeting Notes

This is not a required component. It is used by most districts to document key points of agreement and/or areas of disagreement. It should be a summary of what was discussed. The document that the parent received a copy of the IEP. Document if there needs to be further clarification on the Offer of FAPE. Document parent participation.

XI. IEP Amendment(s) / Addendum Page

IDEA Section 614(d) (3) (D)- “In making changes to a child’s IEP after the annual IEP meeting for a school year, the parent(s)/guardian/surrogate/adult student of the child with a disability and the LEA may agree not to convene an IEP meeting for the purposes of making such changes, and instead develop a written document to amend or modify the child’s current IEP.”

IDEA Section 614(d) (3) (F) “Changes to the IEP may be made either by the entire IEP Team by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent(s)/guardian/surrogate/adult student shall be provided with a revised copy of the IEP with the amendments incorporated.”

- Serves as the option for making minor amendments to the IEP if the parent(s)/guardian/surrogate/adult student and district agree that a meeting is not needed (adding additional DIS LSH minutes after a phone conversation with the parents and agreement with school staff, etc.)
- Attach the form to the current IEP after getting a signature from parent(s)/guardian/surrogate/adult student.
- Districts need to designate who can serve as the LEA representative. LEA representatives are authorized to approve the amendments.
- Parent(s)/guardian/surrogate/adult student may request a copy of the IEP with the amendments incorporated.

Appendixes

State SELPA IEP Templates

The following pages are State SELPA IEP Templates that are meant as a guide for school districts to follow. The actual page appearance may vary slightly from district to district but the information will be the same.

1. Individualized Education Program

Student Name _____ Date of Birth ___/___/_____ IEP Date ___/___/_____
Original SpEd Entry Date ___/___/_____ Next Annual IEP ___/___/_____
Last Eval ___/___/_____ Next Eval ___/___/_____

Purpose of Meeting Initial Annual Triennial Transition Pre-Expulsion Interim Other _____
Age _____ Gender _____
Grade _____ Migrant Yes No Native Language _____ EL Yes No
Redesignated Yes No Interpreter Yes No Student ID _____ SSN _____ SSID _____

Residency Parent/Guardian Foster LCI ___ Adult Student Other

Parent / Guardian _____ Home Phone
_____ Home Address _____ Work
Phone _____ City _____ Cell
Phone _____ State, Zip _____
Email Address _____

Parent / Guardian _____ Home Phone
_____ Home Address _____ Work
Phone _____ City _____ Cell
Phone _____ State, Zip _____
Email Address _____

District of Residence _____ Residence School _____

Ethnicity (Select One) Hispanic or Latino Not Hispanic or Latino
Race (Enter Code, must select one or more, regardless of Ethnicity): Race 1 _____ Race 2 _____ Race 3 _____

INDICATE DISABILITY/IES (P = Primary, S = Secondary) *Note: For Initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility.*

_____ 210 ID _____ 220 HH * _____ 230 Deaf * _____ 240 SLI _____ 250 VI *
_____ 260 ED _____ 270 OI* _____ 280 OHI _____ 290 SLD _____ 300 DB *
_____ 310 MD _____ 320 AUT _____ 330 TBI _____ 281 Est. Med. Dis. (0-5) *

Low Incidence Disability

_____ Not Eligible for Special Education _____ Exiting from Sp. ED. (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in the general curriculum (or for preschoolers, participation in appropriate activities)

FOR INITIAL PLACEMENTS ONLY

Has the student received IDEA Coordinated Early Intervening Services (CEIS) Yes No using 15% of IDEA funding in the past two years?

Date of Initial Referral for Special Education Services ____/____/____ Person Initiating the Referral for Special Education Services _____ Date District Received Parent Consent ____/____/____ Date of Initial Meeting to Determine Eligibility ____/____/____

2. Transition Plan (ITP)

Student Name _____ **Date of Birth** ___/___/_____ **IEP Date** ___/___/_____

Student Invited Yes No If appropriate, and agreed upon, agencies invited Yes No N/a

Describe how the student participated in the process Present at meeting:

Interview Prior Interest Inventories Questionnaire

Age-appropriate transition assessments/instruments were used Yes No

Describe the results of the assessments _____

Student's Post Secondary Goal Training or Education (Required)

Upon completion of school I will _____

Activities to Support Post Secondary Goal _____

Community Experiences as Appropriate _____ Linked to Annual Goal # _____

Person / Agency Responsible _____ Related Services as Appropriate _____

Student's Post Secondary Goal Employment (Required)

Upon completion of school I will _____

Activities to Support Post Secondary Goal _____

Community Experiences as Appropriate _____ Linked to Annual Goal # _____

Person / Agency Responsible _____ Related Services as Appropriate _____

Student's Post Secondary Goal Independent Living (As appropriate)

Upon completion of school I will _____

Activities to Support Post Secondary Goal _____

Community Experiences as Appropriate _____ Linked to Annual Goal # _____

Person / Agency Responsible _____ Related Services as Appropriate _____

3. Transition Plan (ITP)

Student Name _____ Date of Birth ___/___/_____ IEP Date ___/___/_____

District Graduation Requirements

Course of Study A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post-secondary goal Yes No

Units / Credits Completed _____ Units / Credits Pending _____

Student's Course of Study leads to: (Select one option below) Anticipated Completion Date ___/___/_____

Certificate of Completion Diploma

Age of Majority

On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)

By whom _____ Date ___/___/_____

When you reach the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

Is there an appropriate measurable postsecondary goal(s) that covers education or training, employment, and, as needed, independent living? Yes No

Is the post-secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP. Yes No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post-secondary goals. Yes No

Are there annual goal(s) included in the IEP that are related to the student's transition service needs. Yes No

4. Present Levels of Academic Achievement and Functional Performance

Student Name _____ Date of Birth ___/___/_____ IEP Date ___/___/_____

Strengths/Preferences/Interests _____

_____ Concerns of parent relevant to educational progress _____

SBAC

English/Language Arts: Exceeded Standard/ Met Standard /Nearly Met Standard/Not Met

Reading: Above Standard/ At or Near Standard /Below Standard

Writing: Above Standard /At or Near Standard /Below Standard

Speaking and Listening: Above Standard /At or Near Standard /Below Standard

Research/Inquiry: Above Standard /At or Near Standard/ Below Standard

Math Overall Standard Exceeded Standard/ Met Standard/ Nearly Met Standard/ Not Met

Concepts and Procedures Above Standard/ At or Near Standard /Below Standard

Problem Solving and Data Analysis Above Standard/At or Near Standard/ Below Standard

Communication Reasoning Above Standard /At or Near Standard/ Below Standard

CAA (Scores Not Available for 2015) Standard Exceeded/ Standard Met/ Standard Nearly Met /Standard Not Met

CA Standards Test

Science: Adv/ Proficient/ Basic/ Below Basic/ Far Below Basic

CMA

Science Adv./ Proficient/ Basic /Below Basic /Far Below Basic

CAPA

Science Adv. /Proficient/ Basic Below Basic/ Far Below Basic

CELDT

Listening _____ Speaking _____ Reading _____ Writing _____ Physical

Education Testing (grades 5, 7 &

9): _____ Other Assessment Data (e.g.,

curriculum assessment, other district assessment, etc.) _____

Hearing Date ___ / ___ / _____ Pass Fail Other _____ **Vision** Date
___ / ___ / _____ Pass Fail Other _____

4. Present Levels of Academic Achievement and Functional Performance

Preacademic/Academic/Functional Skills

Communication Development _____

Gross/Fine Motor Development _____

Social Emotional/Behavioral _____

Vocational _____

Adaptive/Daily Living Skills _____

Health _____

For student to receive educational benefit, goals will be written to address the following areas of need:

5. Special Factors

Student Name _____ **Date of Birth** ___/___/_____ **IEP Date** ___/___/_____

Does the student require assistive technology devices and/or services? Yes No

Rationale _____

Does the student require low incidence services, equipment and/or materials to meet educational goals?

Yes No (if yes, specify)

Considerations if the student is blind or visually impaired:

Considerations If the student is deaf or hard of hearing:

If the student is an English Learner, complete the following section:

Does the student need primary language support? Yes No If yes, how will it be

provided? _____ What will be the language of instruction for the student?

_____ Who will provide ELD services to student? General Education Special Education What type of classroom setting will the student attend?

English Language Mainstream Structured English Immersion Alternative Program (primary language instruction)

Comments:

Does the student's behavior impede learning of self or others? Yes No (describe)

If yes, specify positive behavior interventions, strategies, and supports

Behavior Goal is part of this IEP Behavior Intervention Plan (BIP) Attached

6. Statewide Assessments

Student Name _____ Date of Birth _____ IEP Date ___/___/_____

Indicate student's participation in the California Assessment of Student Performance and Progress

(CAASPP) below:

English Language Arts (Grades 3-8, & 11)

Out of testing range

SBAC without Designated Supports or Accommodations

SBAC with Designated Supports Embedded _____

SBAC with Designated Supports Non-embedded _____

SBAC with Accommodations Embedded _____

SBAC with Accommodations Non-embedded _____

SBAC with Accessibility Support (requires CDE Approval) _____

Alternate Assessment without Designated Supports or Accommodations

Alternate Assessment with Designated Supports
Embedded _____

Alternate Assessment with Designated Supports
Non-embedded _____

Alternate Assessment with Accommodations Embedded

Alternate Assessment with Accommodations Non-embedded

Alternate Assessment with Accessibility Support (requires CDE Approval)

Math (Grades 3-8, & 11)

Out of testing range

SBAC without Designated Supports or Accommodations

SBAC with Designated Supports Embedded _____

SBAC with Designated Supports Non-embedded _____

SBAC with Accommodations Embedded _____

SBAC with Accommodations Non-embedded _____

SBAC with Accessibility Support (requires CDE Approval) _____

Alternate Assessment without Designated Supports or Accommodations

Alternate Assessment with Designated Supports Embedded _____

Alternate Assessment with Designated Supports Non-embedded _____

Alternate Assessment with Accommodations Embedded

Alternate Assessment with Accommodations Non-embedded

Alternate Assessment with Accessibility Support (requires CDE Approval) _____

Science (Grades 5, 8 & 10)

Out of testing range

CST without Accommodations

CST with Accommodations _____

CMA without Accommodations

CMA with Accommodations _____

CAPA Level 1. 2. 3. 4. 5.

If a student is taking the CMA or Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.

The student will not participate in the SBAC because _____

Participation in an alternate assessment is appropriate because _____

7. Statewide Assessments

Physical Fitness Test (Grades 5, 7 & 9)

Out of testing range

Without Accommodations

With Accommodations _____

With Modifications (Check with PFT Office prior to use) _____

Other State-Wide/ District-Wide Assessment(s)/Alternate

Assessment(s) _____

Desired Results Developmental Profile (DRDP) – (Preschoolers Ages 3, 4 and 5 years)

Adaptations Not Applicable Sensory support Functional positioning

Alternative response mode Assistive equipment or device Visual support

Alternative mode for written language Augmentative or alternative communication system

CELDT (English Learners Only)

Listening without Accommodations

Listening with

Accommodations _____

Listening with Modifications _____

Speaking without Accommodations

Speaking with Accommodations _____

Speaking with Modifications _____

Reading without Accommodations

Reading with Accommodations _____

Reading with Modifications _____ - _____

Writing without Accommodations

Writing with Accommodations _____

Writing with Modifications _____

Alternate Assessment to CELDT

If yes, areas of alternate assessment: Listening Speaking Reading Writing

Name of alternate assessment(s) _____

Person responsible to administer alternate assessment(s) _____

Standards based Tests in Spanish (STS)

Math without Designated Supports or Accommodations

Math with Designated Supports _____

Math with Accommodations _____

Reading, Language, Spelling without Designated Supports or Accommodations

Reading, Language, Spelling with Designated Supports _____

Reading, Language, Spelling with

Accommodations _____

8. Annual Goals

Student Name _____ **Date of Birth** ___/___/____ **IEP Date** ___/___/____

Area of Need _____

Baseline _____

Measurable Annual Goal # _____

Goal # _____

Enables student to be involved/progress in general curriculum/state standard _____

Addresses other educational needs resulting from the disability _____

Linguistically appropriate _____

Transition Goal: Education/ Training Employment Independent Living

Person(s) Responsible _____

Progress Report 1 Date ___ / ___ / _____

Summary of Progress _____

Comments _____

Progress Report 2 Date ___ / ___ / _____

Summary of Progress _____

Comments _____

Progress Report 3 Date ___ / ___ / _____

Summary of Progress _____

Comments _____

Annual Review Date ____ / ____ / ____

Goal Met Yes No

Comments

9. Offer of FAPE - Services

Name _____ Birthdate ____/____/____ IEP Date ____/____/____

The service options that were considered by the IEP team (List all): _____

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs:

SUPPLEMENTARY AIDS, SERVICES & OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT AIDS, Services, Program Accommodation/modification, and/or Support

Personnel/Student	Start Date	End Date	Frequency	Duration

Special Education Transportation No Yes _____

SPECIAL EDUCATION and RELATED SERVICES

Service _____ Start Date _____ End Date _____

Provider _____ Ind _____ Grp _____ Sec Transition _____

Frequency _____ Duration _____ Location _____

Comments: _____

Service _____ Start Date _____ End Date _____

Provider _____ Ind _____ Grp _____ Sec Transition _____

Frequency _____ Duration _____ Location _____

Comments: _____

10. Offer of FAPE - Services (ESY)

Yes	No	Rationale _____			
		Service _____	Start Date _____	End Date _____	
		Provider _____		Ind _____	Grp _____
		Frequency _____	Duration _____	Location _____	
		Service _____	Start Date _____	End Date _____	
		Provider _____		Ind _____	Grp _____
		Frequency _____	Duration _____	Location _____	
		Service _____	Start Date _____	End Date _____	
		Provider _____		Ind _____	Grp _____
		Frequency _____	Duration _____	Location _____	

Sec Transition

Sec Transition

Sec Transition

Programs and services will be provided according to where the student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

11. OFFER OF FAPE - EDUCATIONAL SETTING

Student Name _____ **Date of Birth** ___/___/_____ **IEP Date** ___/___/_____

Physical Education General Specially Designed Other _____ District of Service _____ School of
Attendance _____ School Type _____ Federal Setting _____ Federal
Preschool Setting _____

All special education services provided at the student's school of residence? Yes No (rationale) _____

_____ **% of time student is outside the regular class & extracurricular & non academic activities**

_____ **% of time student is in the regular class & extracurricular & non academic activities**

(Note: Percentage of time is required for those that will be age 6 and older within the duration of this IEP)

Student will not participate in the regular class and/or extracurricular and/or non academic activities _____
because _____

Other Agency Services

California Children's Services (CCS) Regional Center

Probation Department of Rehabilitation

Department of Social Services (DSS) County Mental Health (CMH)

Other

Promotion Criteria	District	Progress on Goals	Other _____
Parents will be informed of progress	Quarterly	Trimester Semester	Other _____
How?		Progress Summary Report	Other _____

ACTIVITIES TO SUPPORT TRANSITION (e.g., preschool to kindergarten, special education and/or NPS to general education class, 8-9 th grade)

GRADUATION PLAN (Grade 7 and Higher)

Projected graduation date and/or secondary completion date ___/___/_____ To participate in curriculum leading to a Diploma ___
To participate in curriculum leading to a Certificate of Completion___

12. Signature(s) and Parent Consent

Student Name _____ **Date of Birth** ___/___/_____ **IEP Date** ___/___/_____

IEP MEETING PARTICIPANTS

Parent / Guardian / Surrogate Date _____	Date ___/___/_____
Student / Adult Student _____	Date ___/___/_____
General Education Teacher Date _____	Date ___/___/_____
LEA Representative/Admin. Designee _____	Date ___/___/_____
Special Education Specialist _____	Date ___/___/_____
Additional Participant/Title _____	Date ___/___/_____
Additional Participant/Title _____	Date ___/___/_____
Additional Participant/Title _____	Date ___/___/_____
Additional Participant/Title _____	Date ___/___/_____

CONSENT

- _____ I agree to all parts of the IEP.
- _____ I agree with the IEP, with the exception of _____
- _____ I decline the offer of initiation of special education services.
- _____ I understand that my child is not eligible for special education.
- _____ I understand that my child is no longer eligible for special education

As a means of improving services and results for your child did the school facilitate parent involvement?

Yes No No Response

Signature below is to authorize and approve the IEP.

Signature _____ Date ___/___/_____

Student Parent Guardian Surrogate Adult

Signature _____ Date ___/___/_____

Student Parent Guardian Surrogate Adult

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services.

Signature _____ Parent Guardian Surrogate Adult Student

- _____ Parent /Adult student has received a copy of the Procedural Safeguards
- _____ Parent /Adult student has received a copy of assessment report (if applicable)
- _____ Parent/Adult student has received a copy of Individualized Education Plan (IEP)
- _____ Parent/Adult student has received written notification of protections available to parents when LEA requests to access Medi-cal benefits
- _____ Student enrolled in private school by their parents. Refer to the Individual Service Plan, if appropriate.

_____ Parent/Adult student has received a copy of IEP Amendments/Addendum Page

Eligibility Categories

Specific Learning Disability (SLD)

The umbrella term “SLD” covers a specific group of learning challenges. These conditions affect a student’s ability to read, write, listen, speak, reason, or do math. Here’s what could fall in this category:

- Dyslexia
- Dysgraphia
- Dyscalculia
- Auditory processing disorder
- Nonverbal learning disability

SLD is the most common category under IDEA. In 2018, 34 percent of students who qualified did so under this category.

Other Health Impairment (OHI)

The umbrella term “other health impairment” covers conditions that limit a child’s strength, energy, or alertness. One example is ADHD, which impacts attention and executive function.

Autism Spectrum Disorder (ASD)

ASD is a developmental disability. It covers a wide range of symptoms, but it mainly affects a child’s social and communication skills. It can also impact behavior.

Emotional Disturbance (ED)

Various mental health issues can fall under the “emotional disturbance” category. They may include anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and depression. (Some of these may also be covered under “other health impairment.”)

Speech or Language Impairment (SLI or SLP)

This category covers difficulties with speech or language. A common example is stuttering. Other examples are trouble pronouncing words or making sounds with the voice. It also covers language problems that make it hard for kids to understand words or express themselves.

Visual impairment, including blindness (VI)

A student who has eyesight problems is considered to have a visual impairment. This category includes both partial sight and blindness. If eyewear can correct a vision problem, then it doesn’t qualify.

Deafness

Students with a diagnosis of deafness fall under this category. These are kids who can't hear most or all sounds, even with a hearing aid.

Hearing Impairment(HI)

The term "hearing impairment" refers to a hearing loss not covered by the definition of deafness. This type of loss can change over time. Being hard of hearing is not the same thing as having trouble with auditory or language processing.

Deaf-blindness (DB)

Kids with a diagnosis of deaf-blindness have both severe hearing and vision loss. Their communication and other needs are so unique that programs for just the deaf or blind can't meet them.

Orthopedic Impairment (OI)

An orthopedic impairment is when kids lack function or ability in their bodies. An example is cerebral palsy.

Intellectual Disability (ID)

Students with this type of disability have below-average intellectual ability. They may also have poor communication, self-care, and social skills. Down syndrome is one example of an intellectual disability.

Traumatic Brain Injury (TBI)

This is a brain injury caused by an accident or some kind of physical force.

Multiple Disabilities (MB)

A student with multiple disabilities has more than one condition covered by IDEA. Having multiple issues creates educational needs that can't be met in a program designed for any one disability.

Glossary of Special Education Terms

“A Child with a Disability”:

A student who has been properly evaluated in accordance with regulations who is found to have a disability which results in the need for special education and related services.

Adapted Physical Education (APE):

This related service is for students with disabilities who require developmental or corrective instruction.

Administrative Law Judge (ALJ):

Independent Administrative Law Judges who preside over special education due process hearings in California.

Administrative Unit (AU):

The responsible local education agency where the SELPA office is located and where the state and federal funding is allocated.

Age of Majority:

Rights are transferred from the parent to the student on the student’s 18th birthday. This must be addressed by the IEP team prior to the student reaching age 18.

At-Risk:

An infant or child who has a high probability of exhibiting delays in development or of developing a disability.

Augmentative and Alternative Communication (AAC):

Communication by means other than speech

Alternative Dispute Resolution (ADR):

ADR is an informal process for resolving conflicts between districts and parents of students with disabilities.

American with Disabilities Act (ADA):

This act prohibits discrimination of individuals based on disability. It requires public transportation services to be accessible to individuals with disabilities and prohibits discrimination in employment of qualified individuals with disabilities.

Applied Behavioral Analysis (ABA):

The design, implementation, and evaluation of systematic environmental modifications for the purpose of producing socially significant improvements in and understanding of human behavior based on the principles of behavior identified through the experimental analysis of behavior. It includes the identification of functional relationships between behavior and environments. It uses direct observation and measurement of behavior and environment. Contextual factors, establishing operations, antecedent stimuli, positive reinforcers, and other consequences are used, based on identified functional relationships with the environment, in order to produce practical behavior change.

Assistive Technology Device:

Any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

Board Certified Behavioral Analyst (BCBA):

The BCBA is responsible for the ongoing training of teachers/school personnel in the implementation of the school based treatment plan which focuses on social skills and/ or behavioral modification, dependent on the child’s individual needs.

California Children Services (CCS):

Agency which provides medically necessary physical and occupational therapy for students eligible under CCS criteria.

California Longitudinal Pupil Achievement Data System (CALPADS):

A longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

California Special Education Management Information System (CASEMIS):

This is an information and retrieval system in special education, developed by the CDE Special Education Division. The system provides the LOCAL EDUCATION AGENCY a statewide standard for maintaining a common core of special education data at the local level. The SELP A assists districts with the collection of this data.

Communication Severity Scales (CSS):

The CSS are guidelines for the IEP team to consider in determining the type, frequency, duration, and location of speech/language services. The guidelines were developed by North Inland SELPA.

Community Based Instruction (CBI):

A model for delivery of instruction in which the IEP goals are met in a “natural” age-appropriate setting. For example, math, sequencing, travel, and social skills may all be developed in a trip to the grocery store.

Community Advisory Committee (CAC):

A committee composed of parents of students with disabilities appointed by each district board. The CAC serves in an advisory capacity to the SELPA Governing Board.

Coordinated Early Intervening Services (CEIS):

The IDEA allows and sometimes requires, LEAs to use funds provided under Part B of the IDEA for CEIS. This provision permits LEAs to use Part B funds to develop and provide CEIS for students who are currently not identified as needing special education.

Compliance Complaint:

Complaint filed with the California Department of Education by a person who feels that a special education law has been violated. Most common would be a service as specified in an IEP that is not being implemented.

Date Identified Noncompliance (DINC):

Data from the CASEMIS system related to:

initial evaluation, transition from Part C to Part B, post-secondary transition and annual and triennial review timelines.

Desired Results Developmental Profile (DRDP):

DRDP Assessment System is used for preschool school children and includes the process of making naturalistic observations, maintaining documentation, rating the DRDP instruments, and reporting data. The DRDP focuses on 4 areas: children are personally and socially competent, children are effective learners, children show physical and motor competence and children are safe and healthy.

Discrete Trial Training (DTT):

A method of breaking down functions into single steps which are rewarded on a trial-by-trial basis.

Due Process:

Due process is a formal way to resolve disputes with a school about your child's education. You have the right to an impartial hearing officer and to present evidence and witnesses at the due process hearing

Procedural Safeguards:

To ensure the protection of the rights of the parent, guardian and the student under IDEA and related state and federal laws and regulations.

Dynamic Indicators of Basic Early Literacy (DIBELS):

The DIBELS measures were specifically designed to assess 3 of the 5 Big Ideas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text.

Early Childhood Education (ECE):

Early identification and special education and related services that are provided to children ages 0-5.

English Language Proficiency Assessment in California (ELPAC):

The ELPAC is replacing the CELDT in 2018-19. It will consist of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP

Evaluation:

Procedures used by qualified personnel to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

Expedited Due Process Hearing:

A hearing that results in a written decision being mailed to the parties within 45 days of the request for the hearing, without exceptions or extensions.

Extended School Year (ESY):

Special Education and Related Services,(a) Are provided to a child with a disability; (b) Beyond the normal school year; (c) In accordance with the child's IEP; and, (d) Meets the standard of the State Educational Agency.

Facilitated IEP:

A facilitated IEP is a component of the SELPA ADR process. District or parents may request to have a facilitated

IEP by contacting the SELPA. A facilitated IEP is developed by a collaborative team whose members share responsibility for the meeting process and results. Decision making is managed through the use of essential facilitation skills.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education records.

Focused Monitoring and Technical Assistance (FMTA):

The FMTA Consultants are assigned geographically. They are responsible for coordinating all monitoring and technical assistance activities for the districts and Special Education Local Plan Areas in their assigned counties, providing information, and facilitating access to technical assistance related to program monitoring and program implementation.

Regional Center (RC):

Regional centers are nonprofit private corporations that have offices throughout California to provide a local resource to help find and access the many services available to individuals with developmental disabilities and their families.

Health Insurance Portability and Accountability Act (HIPAA):

This is a medical privacy act that established national standards to protect the privacy of personal health information.

Inclusion:

Inclusion is a philosophy and /or practice focused on educating each child with a disability to the maximum extent appropriate, in the school and/or classroom he or she would otherwise attend if he or she did not have a disability. It involves bringing the support services to the child (rather than moving the child to the services).

Individualized with Disabilities Education Act (IDEA):

Federal law that ensures that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet the unique needs and prepare them for employment and independent living. The Act was reauthorized in 2004.

Individual Program Plan (IPP):

An annual-reviewed record of program and service needs provided by the Regional Center (i.e.; respite care, behavior management training, etc.)

Inclusion:

Inclusion is educating each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

Independent Educational Evaluation (IEE):

An evaluation conducted by a qualified examiner who is not employed by the district responsible for the education of the child.

Individualized Educational Program (IEP):

Plan which describes the child’s present level of educational performance, sets annual goals and instructional objectives, and describes the special education program and related services needed to meet those goals and objectives if appropriate.

Individual Services Plan (ISP):

The plan that is used for students who are enrolled in private schools by their parents that describes the specific special education and related services that the LEA will provide to the child.

Individual Family Service Plan (IFSP):

Each eligible infant or toddler has an IFSP. The individual family service plan is in place of the IEP.

Individual Transition Plan (ITP):

Plan that is included in the student’s IEP beginning at age 16 or younger that addresses transition needs and interagency responsibilities or linkages that are needed for the student to successfully transition from school to adult life.

Individual with Exceptional Needs (IWEN):

A student who is eligible for special education and related services under the Individual with Disabilities Education Act (IDEA).

Informed Consent:

In accordance with 34 Code of Federal Regulations and Education Code: (1) Parent has been fully informed of all information relevant to the activity for which consent is sought, in his/her primary language or other mode of communication, (2) The parent understands and agrees in writing to the carrying out of the activity for which his. /her consent is sought, and the consent describes the activity and lists the record (if any) which will be released and to whom, and (3) the parent understands that the granting of consent is voluntary on his/her part and may be revoked at any time.

Interim Alternative Educational Setting (IAES):

AESs are intended to serve short-term, transitional purposes. With few exceptions, IAESs serve as settings in which students with disabilities are placed pending either a return to the student’s current educational placement or a change in educational placement.

Least Restrictive Environment (LRE):

In accordance with State and Federal law students with disabilities will be provided special education and related services in a setting which promotes interaction with the general school population, to a degree appropriate to the needs of both. The concept of LRE includes a variety of options designed and available to meet the diverse and changing needs of students. The least restrictive environment is determined by the IEP team on an individual student basis. The principle of LRE is intended to ensure that a child with a disability is served in a setting where the child can be educated successfully.

Low Incidence Disability:

Severe disability with an expected incidence of less than one percent of the total statewide enrollment. The conditions are hearing impairment, vision impairment, severe orthopedic impairment, or any combination

thereof.

Manifestation Determination:

If a disciplinary action is taken that involves a removal of a student with a disability that constitutes a change in placement then a review must be conducted of the relationship between the child's disability and the behavior subject to the action.

Maintenance of Effort (MOE):

The general rule under MOE requirements is that districts must spend the same level of state and local funds (or local funds only) on special education as in the prior year, either in terms of total or per-pupil expenditures.

Medical Therapy Unit (MTU):

Space provided by local educational agencies for the provision of medically necessary occupational and physical therapy provided by CCS therapists.

Multi- Systems of Supports (MTSS):

In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Non-Public Agencies (NPA):

A private, nonsectarian establishment certified by the CDE that provides contracted, related services to students with disabilities.

Non-Public Schools (NPS):

A private, nonsectarian school certified by the CDE that enrolls students with disabilities pursuant to an IEP.

Notice of Insufficiency (NOI):

If a due process hearing request notice is not does not meet all of the requirements as specified in IDEA, the district may file a notice of insufficiency with OAH so that the issues of the complaint are more specific.

Occupational Therapy (OT):

Services provided by a qualified occupational therapist that includes improving ability to perform tasks for independent functioning.

Office of Administrative Hearings (OAH):

The Office of Administrative Hearings is the public agency that handles due process hearings in California.

Office of Civil Rights (OCR):

Agency that ensures equal opportunity and accessibility for users of programs and services that receive federal funding.

Orientation and Mobility:

Services provided by qualified personnel to students who are blind or have a visual impairment to enable those students to attain systematic orientation to and safe movement within their environments in school, home and community.

Office of Special Education Programs (OSEP):

The Office of Special Education Programs (OSEP) is a component of the Office of Special Education and Rehabilitative Services (OSERS), which is one of the principal components of the U.S. Department of Education (ED). OSEP's mission and organization focus on the free appropriate public education of children and youth with disabilities from birth through age 21.

Patterns of Strengths and Weaknesses (PSW):

The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 C.F.R. sections 300.304 and 300.305; and exclusionary criteria are ruled out (extrinsic factors)

Picture Exchange Communication System (PECS):

A form of alternative and augmentative communication (AAC) that uses pictures instead of words to help children communicate. PECS was designed especially for children with autism who have delays in speech and language development.

Procedural Safeguards and Referral Service (PSRS):

This is the unit in the special education division of the CDE that handles complaints.

Prior Written Notice (PWN):

A written notice that must be given to the parents of a child with a disability a reasonable time before an LEA (a) Proposes to initiate or change the identification, evaluation or educational placement of the child or a the provision of FAPE to the child; or (b) Refuses to initiate or change the identification, evaluation or educational placement of a child or the provision of FAPE to the child.

Procedural Safeguards and Referral Service (PSRS):

This division of the California Department of Education, Special Education Division provides technical assistance information and resources for parents, school districts, advocates, agencies and others of procedural safeguards regarding students between ages 3 and 21 with disabilities and their educational rights.

Procedural Safeguards:

This is also known as Parent Rights. Procedural Safeguards must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; and (d) Upon receipt of a request for due process.

Program Specialist (PS):

A specialist who holds a valid special education credential and has advanced training and related experience in the education of students with disabilities.

Related Services:

Transportation and such developmental, corrective and other supportive services as are required to assist the child with a disability to benefit from special education, and to include and not limited to: speech/language therapy and audiological services, psychological services, physical and occupational therapy, recreation including therapeutic recreation, counseling services, orientation and mobility services.

Referral:

Written request that a student be assessed to determine whether he/she has a disability that may require special education and/or related services to benefit from his/her educational program.

Response to Intervention (RtI2):

The response to instruction and invention (RtI2) model is also often called the Three-Tiered Model.

Results Driven Accountability (RDA):

The Office of Special Education Programs' (OSEP) vision for Results-Driven Accountability (RDA) is that all components of accountability will be aligned in a manner that best supports States in improving results for infants, toddlers, children and youth with disabilities, and their families.

Section 504:

Section 504 is a component of the Rehabilitation Act of 1973. It is a civil rights law that prohibits discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance. Any person is protected who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

Search and Serve:

Active and systemic involvement by the educational community to locate children who may need special education services beyond the regular curriculum and program options. This is also referred to as "child find".

Special Education:

Specifically designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.

Specialized Academic Instruction (SAI):

Specialized Academic Instruction (SAI) is defined as: "Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children."

Summary of Performance (SOP):

This is provided to students upon graduating with a diploma or aging out.

Supplementary Aids and Services:

Aids, services and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with typically developing peers to the maximum extent appropriate. These aids and services must be noted on the IEP.

Surrogate Parent:

Individual who is assigned by the SELPA to act as a surrogate for the parents, when no parent can be identified and the district, after reasonable efforts, cannot discover the whereabouts of a parent, or the child is a ward of the state under the laws of that state. The surrogate may represent the child in all matters relating to the identification evaluation, and educational placement and the provision of a free appropriate public education to the child.

Special Education Local Plan Area (SELPA):

Individual district, group of districts, or districts and County Office of Education which forms a consortium to ensure that a full continuum of special education services is available to all eligible students within its boundaries.

Specialized Physical Health Care Services:

Health services prescribed by the child’s licensed physician and/or surgeon which are necessary during the school day to enable the child to attend school and are written into the IEP. Designated providers are appropriately trained and supervised as defined in Ed code.

State Operated Programs (SOP):

Special schools operated by the California Department of Education for the education of students with disabilities including individual assessment services and the development of individualized education programs for students who are deaf and/or blind.

State Performance Plan (SPP):

The IDEA requires that each state submit a performance plan that evaluates the state’s efforts to implement the requirements and purposes of Part B of IDEA and describes how the state will improve such implementation. This plan is called the Part B State Performance Plan.

“Stay Put”:

During the pendency of a hearing a child with a disability must remain in his or her current educational placement unless the parents of the child agree otherwise.

Transition:

Process of preparing a student to function in future environments and emphasizing movement from one educational program to another (e.g., infant program to preschool) or from school to work.

Transition Services:

A coordinated set of activities for a student with a disability that (1) is designed with an outcome-oriented process that promotes movement from school to post-school activities. (2) Is based on the individual student’s needs, taking into account the student’s preferences, and interests.

Unilateral Placement:

When a parent removes their child from a public educational placement into a private placement outside the IEP process.

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