

# ABC's of Individualized Education Plans

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Catie Williamson - Teacher on Special Assignment  
*Fullerton School District - Student Support Services*



# Goals for today's session...

Our goal is to familiarize you with...

- The special education process
- The continuum of placement and least restrictive environment
- What is an IEP and what does it cover?
- Placement Types



# Parent Handbook

- Available at the FSD Office or contact Catie Williamson
- [catie\\_williamson@myfsd.org](mailto:catie_williamson@myfsd.org)
- English, Spanish, Korean versions available
- [Parent Handbook Link](#)



## Special Education Parent Handbook

*A Practical Guide for Parents/Guardians About IEP's and Special Education Processes*

*First Edition  
October 2019*

# Procedural Safeguards - Parent Rights

- Available in every step of the IEP process
- Will be offered at every IEP meeting
- English, Spanish, Korean versions available
- Parent Rights Link



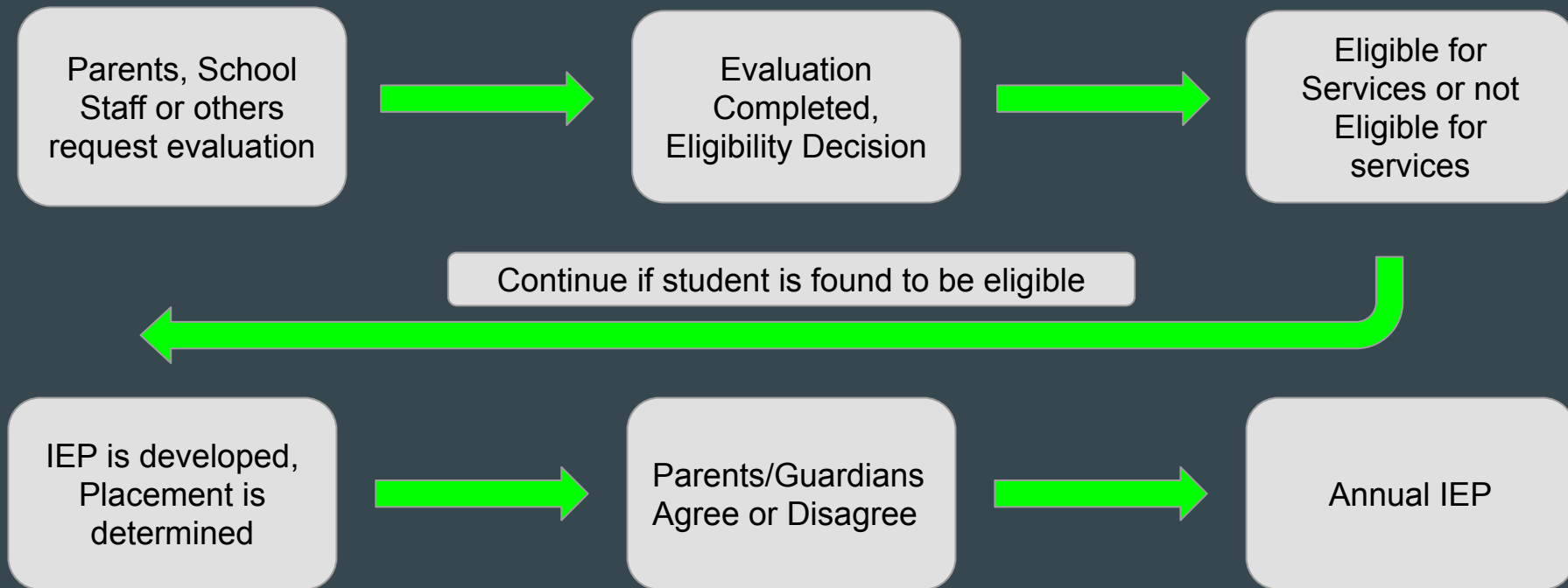
## Notice to Parent/Guardian/Surrogate Notice of Procedural Safeguards



This notice is provided to you as parents, legal guardians, surrogate parents or court appointed educational rights holder, because your child is receiving special education services or has been referred for possible placement in special education. This information is your Notice of Procedural Safeguards (Notice) as required under the Individuals with Disabilities Education Act (IDEA). The IDEA is a federal law that requires school districts to provide a "free appropriate public education" (FAPE) to eligible children with disabilities, as defined further below. This Notice will also be provided to students who are entitled to these rights at age eighteen (18). The purpose of this Notice is to explain to you your rights as a parent of a child with disabilities under federal and state laws. In California, special education is provided to disabled students between birth and the student's twenty-second (22<sup>nd</sup>) birthday. Federal and state laws protect you and your child throughout the procedures for evaluation and identification of special education placement and services. Parents of children with disabilities have the right to participate in the individualized education program (IEP) process, including development of the IEP, and be informed of the availability of FAPE and of all available alternate programs, including public and nonpublic programs.

A copy of this Notice will be given to you only one time a school year, except that a copy must also be given to you upon (1) initial referral or your request for evaluation; (2) upon the receipt of the first filing of a state complaint or due process complaint in a school year; (3) when a decision is made to make a disciplinary change of placement; or (4) upon your request. You have a right to receive this Notice in your primary/native language or other mode of communication, unless to do so is clearly not feasible. This Notice may also be translated orally to you if your primary/native language or other mode of communication is not a written language. The definitions below will help you understand the Notice of rights provided herein. (20 U.S.C. section 1415(d); 34 C.F.R. sections 300.29 and 300.504; Education Code sections 56021.1(a), 56301(d)(2), 56321(b), and 56506(a).)

# Understanding the Special Education Process



# Assessment Plans

Before assessment takes place, parent/guardian consent is required.

Areas assessed:

- Intellectual Development
- Health
- Academic Achievement
- Social/Emotional/Behavior
- Adaptive Behavior
- Motor Development
- Language/Speech Communication Development

## NORTH ORANGE COUNTY SELPA – ASSESSMENT PLAN

Page  of

Name:  Date of Birth:  Date:   
☐ Initial ☐ Annual ☐ Triennial ☐ Interim ☐ Other:   
To parent/guardian of:  Assessment Plan Date:   
LEA/District: **FULLERTON SCHOOL DISTRICT** School:  Grade:   
Native Language:  English Proficiency/CELDOT Level:

The local educational agency (LEA)/district proposes to assess your child to determine his/her eligibility for special education services or continued eligibility and present levels of academic performance and functional achievement. Your child will be assessed in all areas of suspected disability as needed.\* To meet your child's individual education needs, this assessment will consist of an evaluation in only the areas checked by the LEA/district. \*Tests and procedures conducted pursuant to these assessments may include, but are not limited to, classroom observations, rating scales, interviews, record review, one-on-one testing, or some other types or combination of tests.

### EVALUATION AREA

### EXAMINER TITLE

- |  |                      |
|--|----------------------|
| <input type="checkbox"/> Academic Achievement – These assessments measure reading, arithmetic, oral and written language skills, and/or general knowledge.   | <input type="text"/> |
| <input type="checkbox"/> Health – Health information and testing is gathered to determine how your child's health affects school performance.  | <input type="text"/> |
| <input type="checkbox"/> Intellectual Development – These assessments measure how well your child thinks, remembers, and solves problems.  | <input type="text"/> |
| <input type="checkbox"/> Language/Speech Communication Development – These assessments measure your child's ability to understand and use language and speak clearly and appropriately.                        | <input type="text"/> |
| <input type="checkbox"/> Motor Development – These assessments measure how well your child coordinates body movements in small and large muscle activities. Perceptual motor skills may also be measured.      | <input type="text"/> |
| <input type="checkbox"/> Social/Emotional – These assessments will indicate how your child feels about him/herself, gets along with others, takes care of personal needs at home, school and in the community. | <input type="text"/> |
| <input type="checkbox"/> Adaptive/Behavior – These assessments indicate how your child takes care of personal needs at home, school and in the community.  | <input type="text"/> |
| <input type="checkbox"/> Post Secondary Transition – These assessments related to training, education, employment and where appropriate independent living skills.   | <input type="text"/> |
| <input type="checkbox"/> Alternative Means of Assessment – (Describe alternative methods of assessing the child, if applicable)  | <input type="text"/> |
| <input type="checkbox"/> Other – <input type="text"/>  | <input type="text"/> |

Parents / Guardians have protections under state and federal procedural safeguard provisions. Please refer to the enclosed NOTICE OF PROCEDURAL SAFEGUARDS for an explanation of these rights. If you would like further information about your rights or the proposed action and / or referral please contact:

Case Manager:  Phone:  Email:

- ☐ I consent to the assessment. I understand that the results will be kept confidential and that I will be invited to attend the IEP team meeting to discuss the results. I also understand that no special education services will be provided to my child without my written consent.
- ☐ I do not consent to the proposed assessment described above.
- ☐ I would like the following assessment information to be considered by the IEP team: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

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. ☐ Yes ☐ No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

☐ Parent/Guardian/Student has received written notification of protections available to parents when LEA requests to access Medi-Cal benefits.

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
Date Received by District/LEA and Comments:

# What is an Individualized Education Plan?

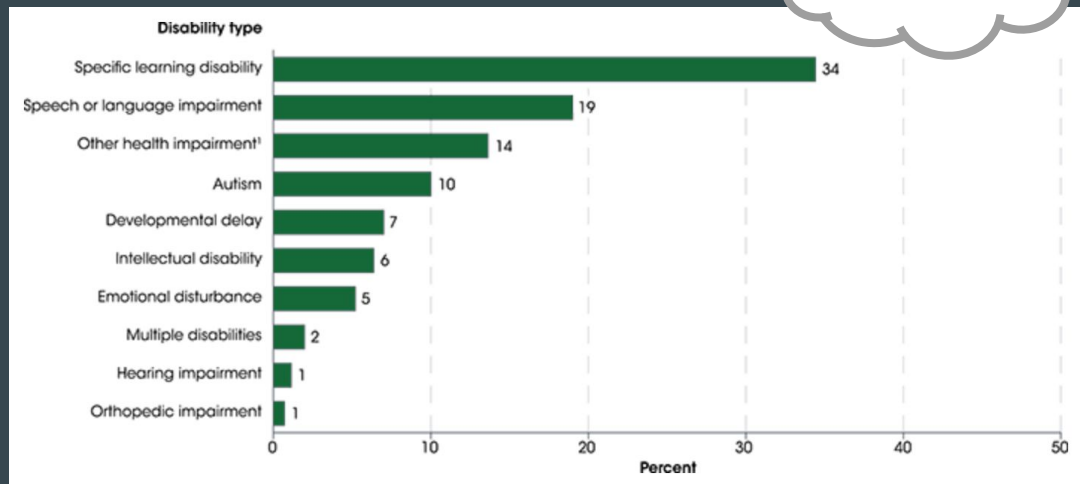
- An Individualized Education Plan (IEP) contains several sections of information relating the educational support that special education students receive
- Legally binding document that is fluid in nature
- Created by an IEP team
- Specific to a student's individual needs and their disability and is confidential



# Information/Eligibility

Page 1 of  
IEP

- This portion contains the following:
  - Meeting dates of current, past and future IEP's and assessments
  - Family and student demographic information
  - Eligibility criteria
    - Disability category
    - How disability affects student's ability to learn



Information from 2016/2017 School Year  
Nationwide



# Present Levels of Performance Page

## PLOP



### Functional

#### Academic- must answer 2 questions

1. Where does my child stand academically?
2. How does my child's disability affect his/her progress in the general education curriculum?

How does my child's disability impact routine activities of everyday living (social, vocational, adaptive, communication)

- Written in a narrative format
- All areas of **“Unique Need”** will be addressed with a goal or accommodation
- Strengths and Challenges Drive the IEP




# Special Factors



1. Assistive Technology
2. Limited English Proficiency
3. Braille and children with blindness or visual impairment
4. Communication needs (especially children who are deaf or hard of hearing)
5. Behavior

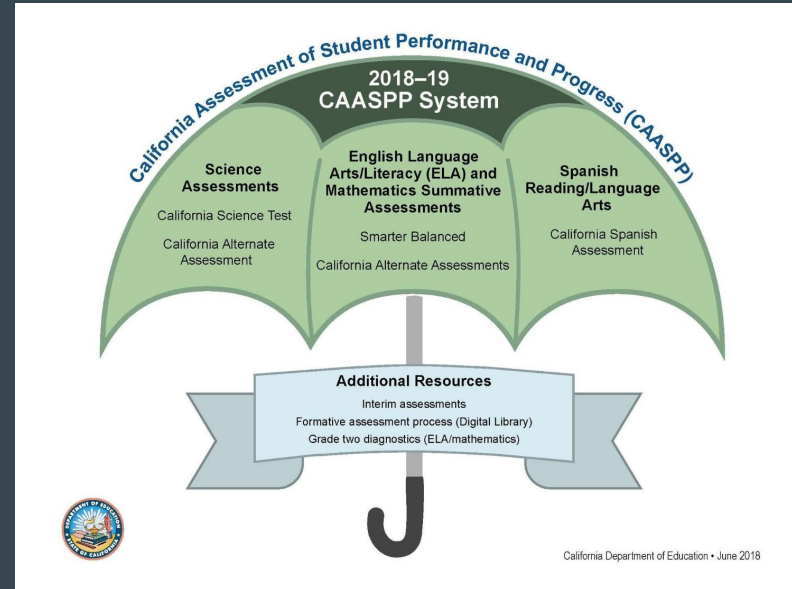
## Examples of Assistive Technology

NO TECH	LOW TECH	HIGH TECH
Pencil grip Post-it-notes Slanted surfaces Raised lined paper Covered overlays Tactile letters Magnifying bars Weighted pencils	Buzzers Portable word processors Talking Calculator MP3 player Electronic organizers Switches/Buzzers Lights	E-Readers Touch screen devices Computerized testing Speech Recognition Software Word Processors Text-to-Speech(TTS) Progress Monitoring Software



# Statewide Assessments

- Statewide testing (SBAC) (grades 3-8)
- Science (CAST) (grades 5 and 8)
- Cal Alternative Assessment (CAA)
- Physical Fitness (grades 5 and 7)
- District Benchmarks (iReady/Writing)
- ELPAC- All English Learners
  - Initial and Summative
- Standards Based Test in Spanish



## Online Practice Tests

<http://www.caaspp.org/practice-and-training/index.html>

# How IEP goals are determined

- If there is a “Unique Area of Need” determined by assessments, a goal must be drafted to address the need.
- The following areas are assessed
  - Academic
  - Social Emotional
  - Motor Skills
  - Communication
  - Vocational
  - Adaptive
  - Health

Goals must be SMART



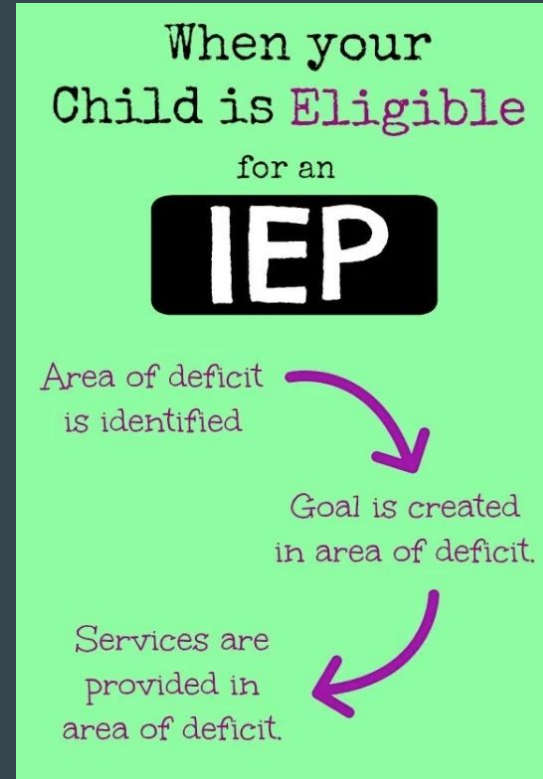
# Goals

- Measured by progress reports on 2 or 3 benchmark dates. You will get progress reports during the month of that benchmark.
- Goals, like all documents of an IEP, can be changed to meet evolving student needs as the school year progresses



# Goals Drive Services in **Least Restrictive Environment**

**LRE:** Most typical setting possible given your child's needs.



# Least Restrictive Environment and the Continuum of Services

- What is the continuum of services?
- What does Least Restrictive Environment mean?

## Least Restrictive Environment

A regular classroom with a general education teacher  
Tier 1 and Tier 2 interventions in the classroom with Gen Ed teacher

## Regular classroom with accommodations/modifications

Co-teach, immersive inclusion, classroom instructional aide, push in related services and/or assistive technology  
**Students with disabilities and typical peers educated together**

## Regular classroom with pull out services

Specialized academic instruction (RSP) or related services: Speech, Occupational Therapy, Adaptive PE, etc. **Students with disabilities spend most of their day in a general education setting with typical peers**

## Separate Classroom (All students have IEP's)

Can be called SAI, Mild-Mod, Mod - Severe, SDC, Functional Skills, Life Skills  
Students with disabilities spend minimal time learning with their non-disabled peers  
**Based on need and program location - may not be at school of residence**

## Separate School - Outside of School District Placement

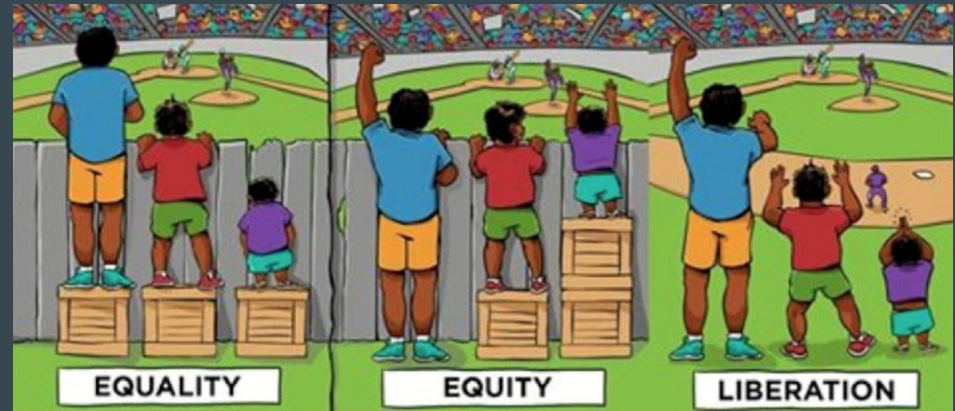
Non-public school (NPS), County Program or SELPA regional program  
**Typical peers may/may not be available due to program placement**

## Most Restrictive Environments/Supports

Independent study, home hospital, non-FSD home school charter, Home Education, Residential care, Institutional care, hospital, incarceration, TSNA (1:1 aide)  
**No peers available**

# General Education with no direct services

- The team will discuss accommodations and/or modifications needed so your child can be successful.
- Can be academic or behavioral
- Accommodations change the way in which the content is delivered while modifications change the actual content that is being delivered.
- Accessibility: Designing a learning environment with supporting systems in place that provide an equivalent user experience to ALL students.





# Related Services

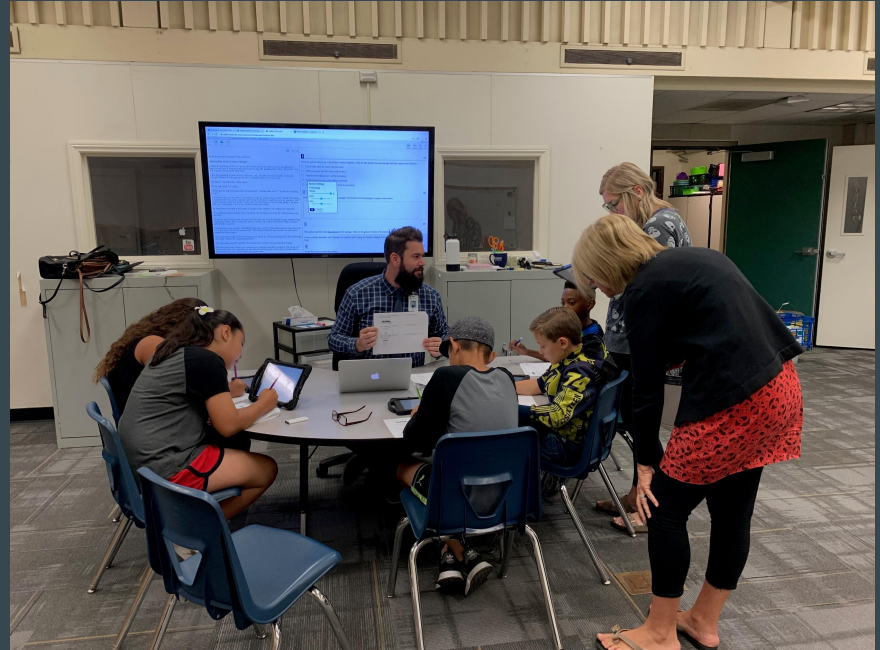
Helps your child meet his/her goals but not  
Specialized Academic Instruction

- Speech and Language Services
- Occupational Therapy
- Adaptive PE
- Counseling
- School health and/or nurses services
- Parent counseling and training



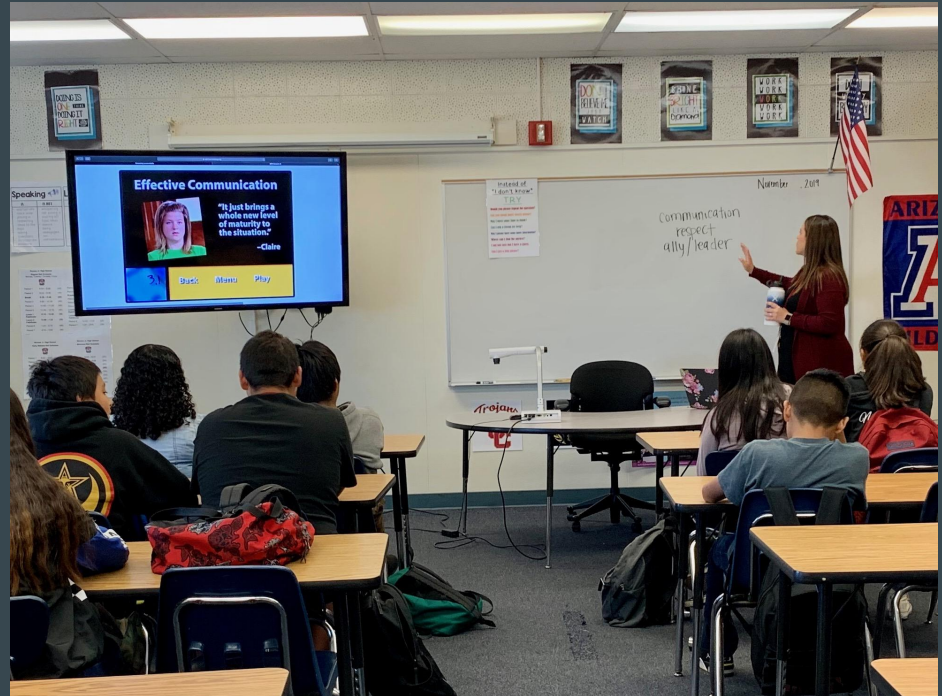
# Resource Specialist Program

- The Resource Specialist is the Case Manager
- Different Service Delivery Models for Specialized Academic Instruction (SAI)
  - **Push-in** (sometimes called Collaboration)- The RSP teacher provides SAI within the regular classroom
  - **Pull-out** - The RSP teacher provides SAI in a separate classroom (Resource Room)
  - **Consult Service** - The RSP teacher provides a consult service to the general education teacher
  - **Co-teach** - The RSP teacher and general education teacher work together to deliver instruction within the general ed. classroom



# Special Day Classroom

- Specialized Academic Instruction is delivered in a self-contained classroom
- The Education Specialist is the case manager and primary teacher
- Students are “mainstreamed” into general education classroom for a portion of their day
- Lower student teacher ratio
- Curriculum is often modified to the child’s level
- Student may be transported to a school with a SDC program



# Service Page - Accommodations/Modifications

## Supplementary Aids and Services and Other Supports

- Accommodations
- Modifications
- Other Supports
  - Consultation for student and/or personnel
  - Strategies
  - Specific Materials

### Accommodation vs Modification A Sampling of Options

#### Accommodations

- Provision of Extra Time
- Use of Calculator
- Preferential Seating
- Peer tutor
- Note taker
- Audio books

#### Modifications

- Change in Performance Criteria
- Change in Course Content (e.g., Complete 3 of 4 Units)
- Use of Calculator (when test measures memory of facts)

Many of these supports will be duplicated from Testing Accommodations and Special Factors

# Services/Free Appropriate Public Education

- Various types of services can include:
  - Specialized Academic Instruction
  - Speech and Language Therapy
  - Occupational Therapy
  - Adaptive Physical Education
  - Physical Therapy
  - Deaf and Hard of Hearing Services
  - Services for Visually Impaired
  - Group or Individual Counseling





## Parent/Guardian Consent

Consent from a parent/guardian allows the IEP team to begin services and to implement accommodations and goals.

- Do I need to consent right away?



# Time for Questions

