**DUE PROCESS**
Special education term used to describe the rights and procedures that apply to deciding disagreements between parents and districts. Special education due process procedures occur over a period of time and include several steps; notification, mediation, and hearing.

**EDUCATIONAL BENEFIT**
A school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances (Endrew F, 2017). Educational benefit is defined as a student progress on IEP goals and/ or general education standards.

**FREE, APPROPRIATE PUBLIC EDUCATION (FAPE)**
An educational program “specially designed . . . to meet the unique needs of a child with a disability,” coupled with any additional “related services” that are “required to assist a child with a disability to benefit from [that instruction],” pursuant to an IEP (the Individuals with Disabilities Education Act).

**THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**
The federal law that provides students with disabilities the right to a free, appropriate public education (FAPE). The purpose of the IDEA is “to ensure that all students with disabilities have available to them a free appropriate public education that includes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**
A written document describing the educational program designed to meet a student with disabilities’ unique needs that is developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year.

**INDEPENDENT EDUCATIONAL EVALUATION (IEE)**
A school district is required by law to conduct assessments for students who may be eligible for special education. If the parent disagrees with the results of a school district’s evaluation, they have the right to request an IEE. The district must provide parents with information about how to obtain an IEE. An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district. The IEE must be provided at public expense, meaning that the school district pays for the full cost of the evaluation and that it is provided at no cost to the parent.

**INDIVIDUALIZED TRANSITION PLAN (ITP)**
This plan starts at age 16 (ideally by age 14) and addresses areas of post-school activities, post secondary education, employment, community experiences and daily living skills.

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**
The placement of a student with special needs in a manner promoting the maximum possible interaction with the general school population. Placement options are offered on a continuum determined based on the student’s individual needs. For example, a continuum may include a regular classroom with no support services, a regular classroom with support services, related services, special day classes and/ or separate special education schools.

**PARENT CONSENT**
Special education term used by IDEA that states a parent/guardian has been fully informed in their native language or other mode of communication, of all the information about the action for which they are giving consent and that the parent/guardian understands and agrees in writing to that action.
**Disability Categories**

1. Intellectual Disability (ID)
2. Deaf/Hard of Hearing (DHH)
3. Speech and Language Impairment (SLI)
4. Visual Impairment (VI)
5. Emotional Disturbance (ED)
6. Orthopedic Impairment (OI)
7. Other Health Impairment (OHI)
8. Established Medical Disability (EMD)
9. Specific Learning Disability (SLD)
10. Deaf Blindness (DB)
11. Multiple Disability (MD)
12. Autism (AUT)
13. Traumatic Brain Injury (TBI)

**Related Court Cases**

**ROWLEY V. HENDRICK HUDSON SCHOOL DISTRICT (1982)**
The Supreme Court held that children are not entitled to the “best” education or one that will “maximize” their potential. Instead, the Court determined that the Act was designed to:
1. Identify and evaluate children with disabilities; and
2. Provide children with disabilities access to specialized instruction and related services that are individually designed to provide educational benefit.

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT V. RACHEL HOLLAND (1994)**
The court ruled that in determining the appropriate placement, the educational benefits of the general education classroom with supplemental aids and services must be compared to the educational benefits of the special classroom. The nonacademic benefits of interaction with nondisabled students also must be considered. Further, the effect of the student’s presence on the teacher and on other students must be evaluated. Lastly, the cost of educating in an inclusive setting were not significantly more expensive than in a restrictive setting. These are often referred to as the “Holland Factors.” This case is the high-water mark of the inclusion movement.

**ENDREW F. V. DOUGLAS COUNTY SCHOOL DISTRICT (2017)**
To meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances. When a child is fully integrated in the regular classroom, providing a FAPE that meets the unique needs of a child with a disability typically means providing a level of instruction reasonably calculated to permit advancement through the general curriculum (Rowley standard). However, if progressing smoothly through the regular curriculum is not a reasonable prospect for a child, his IEP need not aim for grade-level advancement, but must be “appropriately ambitious in light of his circumstances.” This standard is markedly more demanding than a “merely more than de minimis” test for educational benefit.

**K.M. V. TEHACHAPI UNIFIED SCHOOL DISTRICT (2017)**
IEP goals do not have to specifically address each of a student’s areas of educational need, so long as the IEP goals as a whole adequately address these needs. In this case, the IEP for an elementary school student with autism addressed the child’s need to comply with directions. None of the goals specifically addressed the need to stay on task, but the court ruled that the goals as a whole (complying with 2-3 step directions; provision of a visual schedule, preferential seating, on-task reminders, and a 1:1 aide) adequately addressed this deficit area.
## IEP Timelines

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline Triggered By</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent receives copies of student records</td>
<td>Oral or written request by parent</td>
<td>5 school days</td>
</tr>
<tr>
<td>Proposal of Assessment Plan</td>
<td>Date of Referral</td>
<td>15 calendar days *</td>
</tr>
<tr>
<td>Initial IEP Meeting</td>
<td>Receipt of parent consent to assessment</td>
<td>60 calendar days</td>
</tr>
<tr>
<td>Plan Review (Annual) IEP Team Meeting</td>
<td>Date of last plan review IEP</td>
<td>364 days</td>
</tr>
<tr>
<td>Interim IEP</td>
<td>Incoming student's first day of instruction</td>
<td>30 Days *</td>
</tr>
<tr>
<td>Eligibility Evaluation (Triennial) IEP Meeting</td>
<td>Date of last initial or eligibility review</td>
<td>2 years and 364 days</td>
</tr>
<tr>
<td>Parent Request for IEP for child with existing IEP</td>
<td>Receipt of written request from parent</td>
<td>30 Days *</td>
</tr>
<tr>
<td>Notice of Meeting</td>
<td>The need for an Initial, Plan Review, Interim, Eligibility Evaluation, Transition, Pre Expulsion, Other IEP Meeting</td>
<td>Early enough to ensure opportunity to attend meeting</td>
</tr>
<tr>
<td>Individual Transition Plan</td>
<td>Student's age</td>
<td>In current IEP when the student turns 16</td>
</tr>
<tr>
<td>Manifestation Review</td>
<td>Tenth day of suspension within current school year or upon the decision to proceed to an expulsion hearing</td>
<td>Within 10 school days after the 10th day of suspension or the decision to proceed with expulsion hearings</td>
</tr>
</tbody>
</table>

* Excluding calendar days between regular school session or days of school vacation in excess of five school days.
Educational Benefit

Assessment

Student and classroom data are used to determine present levels, identify needs, and develop goals and objectives.

- Assessments are completed for each area of suspected disability.
- Baseline data is established.
- Assessments identify the student's needs.

1. Identify the age-appropriate, grade-level standard.
2. Determine the intent of the standard.
3. Describe what the standard entails and what the student must know and be able to do.
4. Chunk the standard into core skills required of the student.

Instruction

The grade level standard is the learning target for all students.

STANDARDS

The grade level standard is the learning target for all students.

In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

1. Measure and report progress toward IEP goals at least as often as general education progress reports are issued.
2. Supports are designed to help all students access the general education curriculum.
3. Progress reports indicate progress toward IEP goals.
4. IEP goals may be based on progress, student and family preferences.

Assessments

Assessments are the key to determining present levels of academic achievement and functional performance (PLAAFP) and are at the center of developing goals and objectives.

- Describes individual strengths and interests in relation to participation and progress in the general curriculum.
- Describes areas either not assessed or not a concern.
- Includes information about programs, supports, and/or interventions that have been successful in the past.

Goals and Objectives

Well-developed goals should provide:

- Baseline:
- Given under what condition?
- Who does what?
- When does the goal occur?
- Measured by what?

- Progress:
- Describe the level of mastery.
- Describe individual strengths and interests.
- Describe all areas of need.
- Identifies needs based on the student's disability.
- Includes all needs identified through assessments.

Services, Supports, and Placement

Support access to the general education classroom/curriculum and progress toward IEP goals and objectives.

- Supports are designed to support independent living, employability, and general education.
- Services support students at or above grade level.

Measure and report progress toward IEP goals at least as often as progress reports are issued.

- Services support independence.
- Placement is determined based on the program deemed most appropriate to allow the student to meet the goals in the general education classroom/curriculum.

Assessment

Complete each area/ domain as appropriate:

- Academic Achievement
- Cognitive
- Social/Emotional/Behavioral
- Communication
- Visual, Hearing, Motor, Health
- Daily Living/Adaptive Skills
- Vocational
- Describes needs and interests in relation to participation and progress in the general curriculum.

In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
1. INFORMATION / ELIGIBILITY

Information Needed to Complete

- Updated CALPADS and student information system (SIS) demographics
- Most recent assessment reports

Considerations for Educational Benefit

- Is all of the information complete and correct?
- How will your school’s SIS team be informed of any changes?
- Does the IEP clearly specify the student’s disability(ies)?
- Did the IEP Team identify how the student’s disability affects their involvement/progress in the general curriculum or participation in appropriate activities for the preschool child?
- Is the purpose for the meeting identified and clearly defined?
- Are all dates accurate and complete?
- Are demographics such as race, native language, and ethnicity properly identified, completed, and match CALPADS?

Outcomes

- Clearly identifies the appropriate eligibility category to serve the student’s needs
- Ensures student information is accurate across all school information systems
2. **PRESENT LEVELS**

**Information Needed to Complete**
- General education teacher Pupil Information Request (PIR), in SEIS document library
- Related service providers input
- Related assessments, if initial or triennial meeting
- Current statewide testing scores
- Current levels of proficiency on district and classroom benchmark tests
- Student work samples

**Considerations for Educational Benefit**
- Are the student’s strengths, preferences, and interests clearly identified?
- Are the concerns of the parent identified?
- Are all sections of the Present Levels of Academic Achievement and Functional Performance addressed, including documentation of “no concerns noted by the IEP team members at this time”?
- Do the Present Levels clearly reflect the student’s performance in the educational setting?
- Do the Present Levels of Academic Achievement and Functional Performance reflect all needs identified in the assessments?

**Outcomes**
- Establishes understanding of the student’s strengths and motivation
- Establishes the identified needs based on the student’s disability
- Identifies academic, behavioral, social-emotional, functional, vocational needs
- Drives development of goals
3. SPECIAL FACTORS

Information Needed to Complete
- Student’s current use of Assistive Technology or low incidence services, equipment and/or materials
- Assessment addressing educational need for assistive technology during initial or triennial meeting
- Updated information from site-based information management system as to student’s primary language and English Language Proficiency Assessments for California (ELPAC) scores
- Data supporting need for behavioral goal or development of behavior intervention plan
- Data supporting efficacy of current Behavior Intervention Plan (BIP)

Considerations for Educational Benefit
- Does assistive technology directly relate to the student’s disability?
- Was the need found through assessment?
- Are current assessments (within the year) in place to determine student’s English proficiency?
- Does data support the student’s need for a behavioral goal, or an assessment is complete to initiate a Behavior Intervention Plan (BIP)?
- Are specific positive behavior interventions, strategies, and supports clearly defined?
- Does the student require low incidence services, equipment, or materials? Were these needs determined by evaluation by appropriate personnel?
- What supports, services, and materials are necessary for the student who is blind or visually impaired to receive Educational Benefit?
- What supports, services, and materials are necessary for the student who is deaf or hard of hearing to receive Educational Benefit?

Outcomes
- Identifies the considerations and needs for the five areas of special consideration: assistive technology, communication needs or hearing loss, blindness or visual impairment, English Learner needs, behavioral considerations
- Drives goals to be written in each area to address the need
4. GOALS

Information Needed to Complete
- Present levels of proficiency on previous year’s goals, for plan review and eligibility evaluation meetings
- Areas of need identified in present levels
- Areas of need identified in special factors
- State standards

Considerations for Educational Benefit
- Are the goals and objectives/benchmarks measurable?
- Do the goals and objectives/benchmarks enable the student to be involved/progress in the curriculum?
- Are all other educational needs resulting from the disability addressed?
- If the student is an English Learner, are the goals and objectives/benchmarks linguistically appropriate?
- Is the person(s) identified who is primarily responsible for implementing the goals and objectives/benchmarks, and monitoring progress?

Outcomes
- Measurable description of the student’s response to academic instruction in the areas of identified need
- Short-term objectives allow the IEP team to monitor the appropriateness of goals throughout the year

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EL DORADO COUNTY TRAINING SELPA
ANNUAL GOALS AND OBJECTIVES

Student Name: Sample, Stephanie
Birthdate: 8/15/2011
IEP Date:

<table>
<thead>
<tr>
<th>Area of Need:</th>
<th>Measurable Annual Goal #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goal:</td>
</tr>
<tr>
<td></td>
<td>Enables student to be involved/progress in general curriculum/state standard</td>
</tr>
<tr>
<td></td>
<td>Addresses other educational needs resulting from the disability</td>
</tr>
<tr>
<td></td>
<td>Linguistically appropriate</td>
</tr>
<tr>
<td></td>
<td>Transition Goal: Education/Training Employment Independent Living</td>
</tr>
<tr>
<td>Person(s) Responsible:</td>
<td></td>
</tr>
</tbody>
</table>

Short-Term Objective:

Short-Term Objective:
5. SERVICES

Information Needed to Complete

- Areas of need determined by the present levels of performance and special factors
- Goal areas to be addressed
- Recommendations by service providers

Considerations for Educational Benefit

- Was the determination of the appropriate supplementary aids and services, and special education and related services completed after the goals were finalized?
- Are the appropriate services identified to support progress toward all goals including: progress in the general curriculum, participation in extracurricular activities, and other nonacademic activities?
- Are the special education, related services, and supplementary aids and services based on peer-reviewed research to the extent practicable?
- Are the start/end dates, provider, frequency, duration, and location specified for supplementary aids and services as well as special education and related services?

Outcomes

- Decisions about services are aligned with least restrictive environment
- The services support the goals/objectives
- Services and supports are structured in such a way as to progress a student towards higher levels of independence
- The services and supports allow the student to be educated with typically developing peers and have access to the general curriculum, to the maximum extent appropriate
6. EDUCATIONAL SETTINGS

Information Needed to Complete

☐ Student’s services
☐ Availability of programming options, if considering placement beyond what Local Education Agency (LEA) can provide

Considerations for Educational Benefit

- Is there a clear description of the location of services, including why some services may not be provided at the child’s school of residence, if appropriate?
- Is there a clear description of the amount of time the student is outside the general education environment, including an explanation of why the student will not participate in general education for all or part of the day?
- If appropriate, are the activities clearly identified to support transition from preschool to kindergarten, from special education and/or NPS to general education, 8th to 9th grade, etc.?
- If appropriate, is the graduation plan identified for students Grade 8 or higher?

Outcomes

- Decisions about Educational Setting are aligned with Services
- The Educational Setting supports the goals/objectives
- The decision for a student to be working for a diploma or certificate of completion is made by the IEP team analyzing the student’s present levels, assessment data, and goals
7. INDIVIDUAL TRANSITION PLAN

Information Needed to Complete

☐ Student’s birthdate, as the Individual Transition Plan (ITP) is utilized during the year the student will turn 16 years old
☐ Age-Appropriate Assessments
☐ Student Interest Surveys
☐ Student Interviews

Considerations for Educational Benefit

• Is there an appropriate measurable post-secondary goal or goals that covers education or training, employment, and as needed, independent living?
• Are the post-secondary goals updated annually?
• Are the post-secondary goals based on age-appropriate transition assessments?
• Are there transition services in the IEP that will reasonably enable the student to meet his/her post-secondary goals?
• Does the course of study reasonably enable the student to meet their post-secondary goals?
• Is there one or more annual IEP goals related to the student’s transition service needs?
• Was the student invited to and involved in their transition planning?
• Was a representative of any participating agency invited to the IEP Team meeting with prior consent from parent, guardian, or student?

Outcomes

• Ensures ITP connects to goals and services of annual IEP
• Develops long-term goals towards course study completion
• Involves pertinent outside agencies that will also support student as they transition into post-secondary goals

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EL DORADO COUNTY SELPA
INDIVIDUAL 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

Transition Service Code as Appropriate:

Activities to Support Post Secondary Goal:
8. BEHAVIOR INTERVENTION PLAN

Information Needed to Complete
- Data must be collected in a variety of ways before developing the Behavior Intervention Plan (BIP). There are several ways to collect data.
  - Frequency Data – How often does the behavior occur?
  - Duration Data – How long does the behavior last?
  - Scatterplot Data – When does the behavior occur?
  - A-B-C Data – Why does the behavior occur?

Considerations for Educational Benefit
- Is the targeted behavior clearly described in specific, observable and measurable terms?
- Does the replacement behavior determined serve the same need for the student as the problem behavior?
- Are member(s) of the IEP Team clearly identified who will be responsible for taking data related to the BIP?
  - How will the data be communicated to the team?
- What services will the student need to successfully implement the Behavior Intervention Plan and meet their goal?
  - Note: Consider the time it will take to teach replacement behaviors and monitor progress.

Outcomes
- Support to help a student with behavioral problems remain in the Least Restrictive Environment (LRE)
- Guides the team in consistently providing the appropriate interventions when behaviors occur
9. PARENT CONSENT

Information Needed to Complete

☐ List of team members attending
☐ Copy of Notice of Parents Rights to give to family
☐ Parent signature in agreement, disagreement, or agreement with the exceptions
  ☐ Note: Parent will sign regardless of if they agree or disagree to implementation of the IEP.

Considerations for Educational Benefit

• Did all IEP Meeting participants sign and date, if required?
• Do the parent(s)/guardian/surrogate/adult student consent to all components of the IEP?
  • Note: If not consented, are areas of agreement and/or disagreement clearly specified?
• Are the next steps identified for reaching resolution, if appropriate?
• Are all required notifications marked for compliance?

Outcomes

• Documentation of IEP Team Meeting attendance
• Documentation of parent receipt of paperwork
• Documentation of parental consent or disagreement to the IEP
10. IEP MEETING NOTES

Information Needed to Complete
☐ Agenda of topics to be discussed during IEP

Considerations for Educational Benefit
• Is this information a summary of the meeting?
• Does everyone agree that the information accurately reflects what was discussed and the agreements that were made?
• Are next steps clearly identified, including individuals responsible, if needed?

Outcomes
• Provides context regarding information covered in the IEP meeting
• Documents conversations and input from the team as well as information that cannot be included anywhere else in the IEP, such as the rationale for a decision
• Documents all concerns were considered and all parties had an opportunity to provide meaningful participation during the meeting