



IEP 101: From Identification through Continuum of Services



October 23, 2025



➤ Agenda

01

Referral Process

Discussion of steps needed if a disability is suspected

03

Continuum of Services

Review of IEP services

02

Eligibility for Special Education

Review of assessment process, timelines, 14 categories of disability, and IEP process

04

My Student is Eligible for Special Education - What's Next?



01



Referral Process





Referral

**School site:
Student Study Team
(SST)**



Referral

**School site:
Student Study Team
(SST)**

**Parents:
Written request for
assessment**



Assessment Plan



[Blank Assessment Plan \(English\)](#)

[Blank Assessment Plan \(Spanish\)](#)





02



Eligibility for Special Education



➤ **Assessment Process**

- Assessment Plan signed in agreement
- 60 days to complete assessments
 - Observations
 - Teacher and Parent/Guardian Input
 - ✓ Rating Scales and Interviews
 - Student Assessments
 - ✓ Based on all areas of suspected disability
- IEP Meeting to review results of assessments/ discuss eligibility for special education



14 Disability Categories (California 2023-2024)

Autism (AUT): 169,430	Orthopedic Impairment (OI): 6,146
Deaf/Blindness (DB): 95	Other Health Impairment (OHI): 126,685
Deafness (DEAF): 2,815	Specific Learning Disability (SLD): 280,122
Emotional Disability (ED): 21,764	Speech or Language Impairment (SLI): 181,375
Hearing Impairment (HI): 9,534	Traumatic Brain Injury (TBI): 1,331
Intellectual Disability (ID): 40,298	Visual Impairment (VI): 2,528
Multiple Disability (MD): 8,872	Established Medical Disability (3-4 year olds) [California only]

(<https://www.cde.ca.gov/sp/se/sr/cefspeced.asp>)



IEP Process

- Student is found eligible
- Individualized Education Plan (IEP) is developed (Titled, "Initial IEP")
 - Goals will be proposed
 - Accommodations will be proposed
 - The Least Restrictive Environment (LRE) will be proposed
 - Student will have a case manager
- Data and team discussions will help to develop the IEP
 - Sent to parent/guardian for approval
 - ✓ Cannot be implemented until agreed upon

03



Continuum of Services

Overview of Programs in CVUSD

Special Education Parent Information and Resources



Placement Options



Continuum of Educational Placements



Least Restrictive Environment

A regular classroom with a general education teacher

Regular classroom with accommodations/modifications

Co-taught, co-lab, instructional aide, behavioral aide, push-in related services, and/or assistive tech

Students with disabilities & non-disabled peers educated together

Regular classroom with pull-out services

Specialized academic instruction, intervention, or related services: speech, OT, PT, ABA

Students with disabilities spend most of their day with non-disabled peers

Separate classroom (all students have IEPs)

Can be called SAI, Mild-Mod, Mod-Severe, SDC, Life Skills, Functional Skills

Students with disabilities spend little or no learning time with non-disabled peers

Separate school (all students have disabilities)

Non-public school, SELPA regional program or county program

No non-disabled peers available

Home education options

Independent study, home hospital, homeschool charter

No peers available

Most restrictive environments

Residential or institutional care, hospital, incarceration



www.undivided.io

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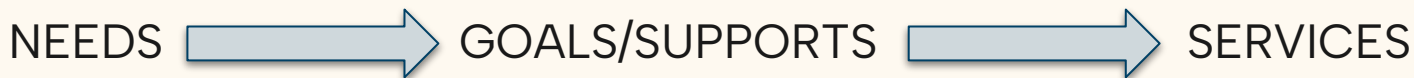
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➤ Related Services



- Related services are services required to assist a child with a disability to meet their IEP goals and make educational progress
- They are determined by the needs, goals, and supports identified in an IEP



- They are documented in the IEP

04



**My Student is Eligible
for Special Education -
What's Next?**



IEP Meetings



- ✓ Annual IEP meetings



IEP Meetings



- ✓ Annual IEP meetings
- ✓ Other Review IEP meetings



IEP Meetings



- ✓ Annual IEP meetings
- ✓ Other Review IEP meetings
- ✓ Triennial IEP meetings





IEP Team

Minimum membership shall include, but not be limited to:

- ✓ One or both of the student's parents, a representative selected by the parent/caregiver, or both (Education Rights Holder)



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- ✓ General education teacher, if the child is or may be participating in general education



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- ✓ Administrator or representative of the district (LEA).



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- ✓ Administrator or representative of the district (LEA).
- ✓ Special education teacher



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- ✓ General education teacher, if the child is or may be participating in general education
- ✓ Administrator or representative of the district (LEA).
- ✓ Special education teacher
- ✓ The student, if they will be at least sixteen years old by the next IEP

IEP Team



Additional team members if applicable/appropriate:

- ✓ The student with a disability (if fifteen or under)
- ✓ Any assessors
- ✓ Transition service participant, if transitional or postsecondary goals are being considered
- ✓ Any related service providers

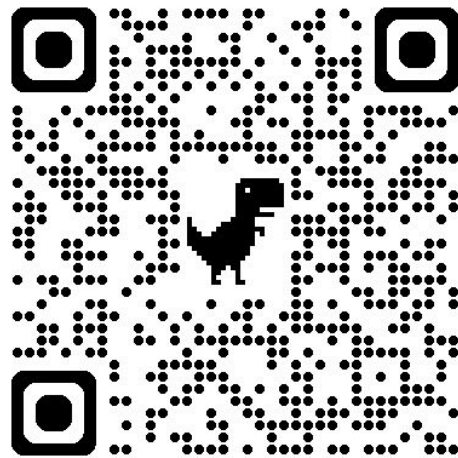




Meaningful Participation

The education of students with disabilities can be made more effective by:

- Strengthening the role and responsibility of parents/guardians
- Ensuring that families have meaningful opportunities to participate



What to Expect in the IEP Meeting



Collaborative IEP Teams:

- ✓ Keep an open mind
- ✓ Remain flexible
- ✓ Remain student centered and solution focused
- ✓ Ask questions
- ✓ Ask for a break if needed
- ✓ Participate!
 - What has worked well/what has not worked
 - Strengths/Concerns
 - Future goals





Pages of the IEP

- Student Information and Services
- Present Levels of Performance
- Transition to Adult Life
- Annual Goals
- Accommodations
- State Testing
- Comprehensive Behavior Intervention Plan
- Preschool Strategies
- English Language Development
- Least Restrictive Environment
- Supplementary Supports
- Emergency Conditions Provisions
- Meeting Participation
- Agreement Page



What to Expect After the IEP

- Links to sign in meeting participation
- Agreement link

TIPS:

- ✓ Review the IEP fully
- ✓ Ask clarifying questions if you have them (case manager)
- ✓ Keep in contact with the case manager
- ✓ Utilize Resources such as SELPA



Triennial IEP Meetings

A triennial IEP meeting, also known as a triennial assessment or review, is a meeting that takes place every three years to determine if a student's needs have changed and if they still qualify for special education services. The Individuals with Disabilities Education Act (IDEA) requires schools to reevaluate students with IEPs at least once every three years.

➤ Resources



- [Special Education Webpage](#)



- [SEDAC Meetings](#)



- [Parent Guide to Special Education](#)
- [Ventura County SELPA website](#)

Thank you!

Any questions?