San Juan Unified
SCHOOL DISTRICT

Special Education

Parent and Family

Special Education and IEP Handbook

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Welcome to San Juan Unified Special Education

We would like to welcome you as a parent, family member or community member supporting a child with exceptional needs. Our goal in San Juan Unified is to support all students in their progression towards graduation, and specifically our students with exceptional needs, accessing their rightful educational experiences.

We hope this guidebook helps you navigate the IEP process, better understand your role in the process as well as provide information and clarification for any questions you may have regarding your child's special education experience.

Establishment of the IDEA

Congress enacted the Education for All Handicapped Children Act (Public Law 94-142), also known as the EHA, in 1975 to support states and localities in protecting the rights of, meeting the individual needs of, and improving the results for infants, toddlers, children, and youth with disabilities and their families. This landmark law's name changed to the Individuals with Disabilities Education Act, or IDEA, in a 1990 reauthorization. The law was last reauthorized in 2004, and the department has periodically issued new or revised regulations to address the implementation and interpretation of the IDEA.

Since the passage of EHA in 1975, significant progress has been made toward meeting major national goals for developing and implementing effective programs and services for early intervention, special education, and related services. The U.S. has progressed from excluding nearly 1.8 million children with disabilities from public schools prior to EHA implementation to providing more than 8 million children with disabilities with special education and related services designed to meet their individual needs in the 2022-23 school year.

In 2022-23, more than 66% of children with disabilities were in general education classrooms 80% or more of their school day (IDEA Part B Child Count and Educational Environments Collection), and early intervention services were provided to more than 441,000 infants and toddlers with disabilities and their families (IDEA Part C Child Count and Settings).

Other accomplishments directly attributable to the IDEA include educating more children in their neighborhood schools, rather than in separate schools and institutions, and contributing to improvements in the rate of high school graduation, post-secondary school enrollment, and post-school employment for youth with disabilities who have benefited from the IDEA.

Navigating the Initial IEP Process

If you feel your child may have a disability impacting their educational experience, you may request a Special Education Formal Assessment. The following information is intended to help you navigate this process.

Special Education Assessments are specifically designed to help identify students with Disabilities identified under IDEA. The following areas of eligibility are included in IDEA:

Other Health Impairment - OHI

Specific Learning Disability -SLD

Emotional Disability - ED

Intellectual Disability - ID

Speech and Language Impairment - SLI

Autism Spectrum Disorder - ASD

Developmental Delay - DD

Hearing Impairment and Deafness - HI/HD

Visual Impairment, Including Blindness - VI

Orthopedic Impairment - OI

Traumatic Brain Injury - TBI

Multiple Disabilities - MD

Deaf Blindness - DB

Requesting Assessment and 15 Day Response:

Under California Education Code 56300-56301, parents can submit a written request for their child to be assessed for special education eligibility and services. This can be done via email, or written letter. Either form of communication can be submitted to your child's school office, sent to your child's teacher, other school representative, or submitted to the specialist education department at:

4825 Kenneth Ave

Carmichael, CA 95608

Once you have submitted a written request to your child's school or the district Special Education Office, you shall receive contact and communication from a district representative (typically a school psychologist) in order to seek additional information and provide a district response to your request. You may also find Program Specialist and Special Education Administrator contact information at sanjuan.edu/academics/special-education .

The district is obligated to provide an Assessment Plan (AP) or Prior Written Notice (PWN) within **15 calendar days** of your request.

Initial Assessment Process:

Once you have received the assessment plan from the district, you will want to review its contents so that you are fully aware of the areas identified for evaluation/assessment, the details of that assessment and your parents procedural safeguards for due process. Once you have consented

(signed) the assessment plan to approve the district moving forward with testing, you will return it to SJUSD staff indicated on the provided assessment plan.

Under IDEA and California Education Code 56344, the District is required to fully assess your child, and hold an Initial IEP meeting to review these assessments within **60 calendar days** of receiving your assessment consent.

Initial IEP meeting expectations:

Once your child has been fully assessed by the district, you will be invited to participate in an Initial IEP meeting. This meeting is intended to include the following:

- Review of all assessments: Typically these reports are presented at the IEP meeting. If parents would like draft reports prior to the IEP meeting, they should request them from the site administrator. Draft reports can be made available up to 5 days prior to the IEP meeting.
- Discussion of the assessment findings
- District determination of

1) Does your child meet one of the 13 criteria areas of disability under IDEA (300.8)

2) And does your child require specialized services (not only related services under IDEA 300.8)

- If your child is found to meet 1 & 2 indicated in IDEA 300.8, then the team shall develop an Individualized Education Plan (IEP) to meet the individual needs of your child related to their identified areas of need.
- The initial IEP is usually developed during this fist meeting, but may also be developed in a follow up meeting if the full IEP team determines this planning time is needed to properly develop the IEP.

Once the IEP has been developed you will want to consider the offer of Free and Appropriate Public Education or FAPE (FAPE) - these are the specific services offered in the IEP - and consent to special education services if you agree. For an Initial IEP, your child is not identified as a student in “special education” unless you consent they are eligible. Additional information on options for consent are located in the ‘Parent Consent’ section of this guidebook.

Navigating the General IEP Process

The information provided in this section is intended to help families navigate the IEP process once their child has been found eligible for special education and has an operational IEP in place.

The IEP Team

Under IDEA (34 CFR 300.321) the district is required to facilitate IEP meetings with the appropriate and required team members. These members include:

- Parent/Guardian - Educational Rights Holder
- No less than 1 general education teacher
- Not less than 1 special education teacher or where appropriate 1 special education provider (speech only IEPs)
- 1 representative of the Local Education Agency (LEA) - typically a site administrator.
    - There may be other approved staff to fulfill the LEA role. These may include program specialist, assistant directors, directors, school psychs, or speech pathologist.
- Individual(s) who can represent any assessments reports being presented

**IDEA section 614(d)(1)(C)(ii) and (iii) (20 U.S.C. § 1414) outlines procedural requirements for Individualized Education Program (IEP) team attendance. Specifically, it allows team members to be excused from meetings if parents and the district agree in writing, and requires members with expertise (credentialed or licensed) in the child's area to submit input prior to the meeting.

Annual Plan Reviews:

The district is required to review each student's IEP periodically - not less than annually (34 CFR 300.324). Plan reviews should be held annually.

You will be asked to participate in an annual plan review IEP meeting. The following items shall be reviewed annually:

- Present Levels of Performance: This is a discussion and written discretion of the students present levels of development in the following areas:
    - Preacademic/Academic/Functional Skills
    - Communication Development
    - Gross/Fine Motor Development
    - Social Emotional/Behavioral Development
    - Vocational Skills
    - Adaptive/Daily Living Skills
    - Health
    - This page of the IEP also documents parent concerns.
- Special Factors:
    - English Learner needs
    - Deaf and Hard of Hearing needs

    - Vision and Low Incident needs
    - Assistive Technology needs
    - Behavior Needs
- Statewide Assessments: This includes ELA, Math, Science and PE.
    - Accommodations and modifications
    - Alternative Assessments
    - ELPAC Assessments
- Goals - in all areas of identified need
    - Goals should include:
        - Specific skill
        - Universal tool
        - Measurable outcome
        - Staff responsible for implementation
        - Data driven baseline
- Accommodations, Modifications and Supplemental Services:
    - Accommodations remove barriers so a student can access the same grade-level curriculum and meet the same academic standards as their peers. They do not lower expectations or water down the material
    - Modifications change the actual learning goal, content depth, or performance expectations. They are used when the general education curriculum is too advanced for a student's current skill level
    - Supplemental Services are supports provided in regular education classes and other school settings to help students with disabilities learn alongside their peers to the maximum extent appropriate
- Specialized Services (FAPE):
    - Direct services to student. This includes instructional and related services.
- Extended School Year (ESY):
    - An offer of FAPE for ESY is driven by specific criteria (ESY Worksheet forms).
- Transition Plans (as appropriate):
    - This is a two page document capturing educational and career goals, the services to support them and a 4 year course of study towards graduation/diploma.

Each IEP shall include discussion and information in all of the areas indicated in order for the team and the District to determine an appropriate Free and Appropriate Public Education (FAPE).

Triennial Eligibility Reevaluation Reviews:

The district is required to provide an eligibility reevaluation no less than every three years (34 CFR 300.303). Additional assessments can occur more frequently if appropriate and consented to. Parents must provide informed, written consent before their child is assessed or provided with any special education services. Parental consent must also be provided before any change in special education

services may occur. The district must ensure that parents understand proceedings of the IEP team meeting including arranging for an interpreter for parents with deafness or those whose native language is other than English.

You will be asked to consent to the district reevaluating your child no less than every three years. Once you consent to this assessment, your child will be assessed and you will be asked to participate in an Eligibility Review IEP meeting. The following areas will be reviewed no less than every three years:

- Assessments in all areas of suspected disability
- Review and discussion of all assessments and findings
- Determination of eligibility
- Determination of required services if the student continues to:

1) Meets one of the 13 criteria areas of disability under IDEA (300.8)

2) Require specialized services (not only related services under IDEA 300.8)

- Present Levels of Performance
- Special Factors
- Statewide Assessments
- Goals - in all areas of identified need
- Accommodations, Modifications and Supplemental Services
- Specialized Services (FAPE)
- Extended School Year (ESY)
- Transition Plans (as appropriate)

Under 34 CFR 300.300, parent consent is required for any and all parts of the student's IEP to be implemented. Additional information on options for consent are located in the 'Parent Consent' section, of this guidebook.

Additional IEP Meetings:

Both parents/families and the district can request an IEP meeting at any time deemed necessary (34 CFR 300/ 300.322). The following are a list of reasons you may want to ask for an IEP meeting (non exhaustive list):

- Review general progress or progress on goals
- New behavior concerns
- Concerns about contents of the IEP
- Concerns regarding IEP implementation
- General IEP questions
- New concerns regarding your child
- New medical or mental health information
- You want to hold a discussion with the IEP team regarding your child and or their IEP.
- You can request an IEP for any reason you deem is appropriate.

The Educational Rights Holder may call an IEP meeting at any time. Meetings can have many different purposes including, but not limited to:

- Progress review
- Discussion of a concern
- Recent behavior challenges
- Changes in medical or health conditions
- General progress discussion

When you request an IEP meeting the district is required to facilitate an IEP meeting within **30 calendar days** of your request (CA ED Code 56043/56043.5).

Contents of an IEP

Under California Education Code 56345, the district is required to develop an IEP for each student with exceptional needs. The required components of an IEP are as follows:

- **Present levels of performance:** this is a description of a student's current educational and developmental performance. It is where the team identifies potential areas of need.
- **Description of Disability:** This description should establish the manner in which the disability of the individual affects their involvement and progress in the general education curriculum.
- **Measurable annual goals:**A statement of measurable annual goals, including academic and functional goals, designed to do the following: **(A)** Meet the needs of the individual that result from the disability of the individual to enable the pupil to be involved in and make progress in the general education curriculum. **(B)** Meet each of the other educational needs of the pupil that result from the disability of the individual. **(C)** For individuals with exceptional needs who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.
- **Progress on goals:(1)** A description of the manner in which the progress of the pupil toward meeting the annual goals described in paragraph **(2)** will be measured and when periodic reports on the progress the pupil is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards, will be provided.
- **A statement of the special education and related services and supplementary aids and services:** based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided to enable the pupil to do all of the following: **(A)** To advance appropriately toward attaining the annual goals. **(B)** To be involved in and make progress in the general education curriculum in accordance with paragraph (1) and to participate in extracurricular and other nonacademic activities. **(C)** To be educated and participate with other individuals with exceptional needs and nondisabled pupils in the activities described in this subdivision.
- **Participation in GE and with typically developing peers:** An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils in the regular class and in activities.
- **Accommodations: (A)** A statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the pupil on state and districtwide assessments consistent with Section 1412(a)(16)(A) of Title 20 of the United States Code. **(B)** If the individualized education program team determines that the pupil shall take an alternate assessment instead of a particular state or districtwide assessment of pupil achievement, a statement of both of the following: **(i)** The reason why the pupil cannot participate in the regular assessment. **(ii)** The reason why the particular alternate assessment selected is appropriate for the pupil.
- **Modifications and services:** The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.
- **Transition Plan:** Pursuant to Section 1414(d)(1)(A)(i)(VIII) of Title 20 of the United States Code and Section 56345.1, if determined appropriate by the pupil's individualized education program team, beginning when the pupil starts their high school experience or not later than the first individualized education program to be in effect when the pupil is 16 years of age or younger, as appropriate, and updated annually thereafter, both of the following shall be included:(A) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments

related to training, education, employment, and where appropriate, independent living skills. (B) The transition services, as defined in Section 56345.1, including courses of study, needed to assist the pupil in reaching those goals.

- **Additional Components:** (A) A description of the means by which the individualized education program will be provided under emergency conditions, as described in Section 46392, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 schooldays. The description shall include all of the following: (i) Special education and related services. (ii) Supplementary aids and services. (iii) Transition services, as defined in Section 56345.1. (iv) Extended school year services pursuant to Section 300.106 of Title 34 of the Code of Federal Regulations.

Based on the required components indicated above the following titled pages of your child's IEP should be included in each annual plan review IEP:

- Information and Eligibility Page
- Present Levels of Performance Page
- Special Factors Page
- Goals Page(s)
- Services: Offer of FAPE Page
- Services: Ed Setting Page
- Extended School Year Worksheet
- Parent Consent Page
- Emergency Services Page
- Meeting Notice Page
- Excusal Page (if appropriate)
- Individual Transition Pages #1 & #2 (if appropriate)
- Behavior Intervention Plan (BIP) Page (if appropriate)

Procedural Safeguards Notice

In California, special education is provided to disabled students between birth and twenty-two years of age. Federal and state laws protect you and your child throughout the process of the evaluation and identification of special education placement and services. Parents of students with disabilities have the right to participate in the individual education program (“IEP”) process and be informed of the availability of a free appropriate public education (“FAPE”) and of all available alternative programs, including public and nonpublic programs.

You have the right to receive this notice in your primary/native language or other mode of communication (i.e., sign language or Braille), unless it is clearly not feasible to do so. These rights may also be translated orally to you if your primary/native language is not a written language. This handbook will be provided upon your initial request for a special education assessment, upon the first occurrence of the filing for a due process hearing under Section 56502, or upon your request for additional information or assessment.

You will find a full copy of your procedural safeguards at
https://www.cde.ca.gov/sp/se/qa/pssummary.asp

Should you need further information regarding the contents or use of this guide, you may contact a special education administrator at the following location:

San Juan Unified School District Special Education Field Office 4825 Kenneth Avenue

Carmichael, CA 95608

Tel: (916) 971-7525

Navigating your Role in the IEP Process

Participation in Making Decisions

You must be given opportunities to participate in any IEP meeting regarding your child's special education program. You have the right to participate in an IEP meeting about the identification (eligibility), assessment, educational placement of your child and other matters relating to your child's free appropriate public education. You also have the right to participate in the development of the IEP and to be informed of program options, and the availability of free appropriate public education.

Additionally, you have the right to electronically record the meeting on an audio tape recorder. The law requires that you notify the district at least 24 hours prior to the meeting if you intend to record the proceedings.

Prior Written Notice

You have the right to receive written notice from the school district before decisions affecting your child's special education are put into place. These include decisions to:

- Identify your child as a child with a disability or change your child's eligibility from one disability to another.
- Evaluate or reevaluate your child.
- Provide a free appropriate public education to your child or change a component of your child's free appropriate public education.
- Place your child in a special education program; or,

Change your child's special education placement

You also have the right to written notice from the school district if the district refuses your request to take these actions.

The Prior Written Notice must include the following (34 CFR 303.421):

- a description of the actions proposed or refused by the school district.
- an explanation of why the action was proposed or refused.
- a description of other options considered and the reasons those options were rejected.
- a description of each assessment procedure, test, record, or report used as a basis for the action proposed or refused.
- a description of any other factors relevant to the action proposed or refused; and
- a statement that parents of a child with a disability are protected by the procedural safeguards

Parent Consent

Parents' written approval is required for:

- Initial assessment
- Reevaluation/assessment
- Initial and continued placement in special education
- Surrogate Parent Appointment
- Age of Majority Notice
- Identification/Referral/Assessment
- Implementation of part or entirety of IEP

Parents have a right to consent to none, part or the entirety of an IEP (34 CFR 300.300). If you do not agree with part or all of the IEP you should not consent to it, until you are in agreement. If you 'consent with the exception of' the IEP can implement all parts you have consented to, until you are in full agreement.

Access To Educational Records

The parent shall have the right and opportunity to examine all school records of his or her child and to receive copies pursuant to this section and to Section 49065 within five business days after the request is made by the parent, either orally or in writing. The public agency shall comply with a request for school records without unnecessary delay before any meeting regarding an individualized education program or any hearing pursuant to Section 300.121, 300.301, 300.304, or 300.507 of Title 34 of the Code of Federal Regulations or resolution session pursuant to Section 300.510 of Title 34 of the Code of Federal Regulations and in no case more than five business days after the request is made orally or in writing.

To request special education records please contact:

Special Education Field Office 4825 Kenneth Avenue

Carmichael, CA 95608

Tel: (916) 971-7525

Programs, Services and SELPA Plan

Each Special Education Local Plan Area (SELPA) is required to have an annual review of their plan. This document contains information for the District Special Education Department, description of services provided within the SJUSD SELPA, description of these services and programs as well as fiscal accounting for special education expenditures.

The San Juan Unified SELPA Plan can be found at

https://www.sanjuan.edu/academics/special-education/local-plan or by contacting the Special Education Department at 916-971-7525.

How Do I Get Help?

The San Juan Unified Special Education department is committed to supporting parents, families, and community members with regards to special education programs, services and student needs. There are several ways to seek additional help understanding special education, the IEP process, or get answers to questions you have.

Contact your child's case manager or site administrator:

www.sanjuan.edu/connect/staff-directory

Contact the special education program specialist supporting your child's school and IEP Team:

https://www.sanjuan.edu/academics/special-education/communication-contacts

Contact the special education Assistant Director supporting your child's school and IEP Team:

https://www.sanjuan.edu/academics/special-education/communication-contacts

Contact the Special Education Department:

(916) 971-7525

sanjuan.edu/academics/special-education

Contact the SJUSD FACE department:

(916) 971-7929

How can Disputes be Resolved?

The special education department has several ways it can help parents and IEPs resolve conflicts and disagreements. Some of these options exist at the district level and some at the state level. The following resolution options can be accessed by any parent in order to help navigate disagreements during the IEP process:

- **Facilitated IEPs**: Parents can request a neutral party to facilitate the IEP meeting. This tends to help keep the meeting progressing toward the agenda goals and outcomes, as well as helps the discussion remain productive in nature. **Contact:** SJUSD SELPA 916-971-7149
- **Request for SELPA support:** Parents can ask for support from the SELPA director to play a neutral facilitator or mediator during IEP meetings or outside of IEP meetings to help navigate legal requirements and disagreements. **Contact:** Rebecca Foster 916-971-7149 or Rebecca.foster@sanjuan.edu
- **Alternative Dispute Resolution agreements:** This option includes discussion with special education directors outside of an IEP meeting to establish a formal agreement to resolve service and implementation challenges. **Contact:** Rebecca Foster 916-971-7149 or Rebecca.foster@sanjuan.edu
- **California Department of Education Constituent Services:**The Constituent Support Services Unit, within the CDE, SED, is dedicated to enhancing communications and support for families. At the California Department of Education, we are committed to ensuring that every family feels heard, valued, and supported. Constituent Support Services Unit staff are available to take your call and help you with any questions you may have, or refer you to appropriate department level staff, if necessary. To speak to someone in the Constituent Support Services Unit please call, 800-926-0648, Monday–Friday, 8 a.m. to 5 p.m. Outside those hours, calls will go to a voicemail. Please leave a message and your call will be returned within 24 hours. The Constituent Support Services Unit may also be reached by email at SEDCO@cde.ca.gov.
- **California Department of Education (CDE) complaint:** Parents have a right to file a formal complaint with the CDE for specific allegations or concerns. The CDE will review the complaint and investigate appropriately. The following link has more information regarding the CDE complaint process: https://www.cde.ca.gov/sp/se/qa/cmplntproc.asp

OR contact:

Email: speceducation@cde.ca.gov

Fax: 916-327-3704

U.S. Postal Mail or hand delivery:

California Department of Education
Special Education Division
Dispute Resolution Services Unit
1430 N Street, Suite 2401
Sacramento, CA 95814-5901

- **Office of Administrative Hearings (OAH) Due Process Complaints:** A due process complaint is a written complaint filed by a parent, adult student, LEA, or other public agency related to the identification, evaluation, placement, or provision of a FAPE for a child with a disability. Whenever a due process complaint is received, the parties involved in the dispute must have an opportunity for an impartial due process hearing [34 *CFR* 300.511(a)]. Links to these optional model form templates and available translations can be accessed in the Due Process Complaint Forms section listed below and on the DGS, OAH Request for Hearing Only web page.
- You can find additional details and information regarding dispute resolution at this CDE webpage.

Common IEP Vocabulary and Terms

*** These notes terms are the areas of disability identified under IDEA.

Term/Acronym	Definition
AB	Assembly Bill
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
Ad PE/APE	Adaptive Physical Education.
ADR	Alternative Dispute Resolution: An optional step in which the district works with the parents to come to a mutually agreeable compromise. This step does not need to include due process procedures or legal counsel.
AE/Age Equivalent Score	A way of reporting test scores in which the score is equal to that of an average child of that age. Example: 3.7 = 3 years 7 months.
AP	Assessment Plan
Aut/Autism***	Autism is defined as a developmental disability that significantly affects verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance
BD	Behavior Disorders
Behavior Modification	A technique of changing or controlling the way a person behaves by controlling the events that come before or after the behavior.
CAC	Community Advisory Committee: Parent and community members which function in an advisory capacity to the governing board of the Local Planning Agency.
CCS	California Children Services: This is a state agency which provides occupational and physical therapy to eligible physically disabled students.
CH	Communicatively Handicapped: Type of special education program/teacher certification serving students with language and or hearing impairments.
Compliance	The requirement to follow all state/federal laws.
COTA	Certified Occupational Therapist Assistant

Term/Acronym	Definition
DHoH***	Deaf and Hard of Hearing.
DIS	Designated Instruction and Services: related services required for the disabled child to benefit from their instructional program.
Due Process	The set of legal requirements that guarantees that the rights of the disabled child, the child's parents rights, and the school are protected.
Due Process Hearing	The part of due process in which disagreements between a parent and a school regarding identification, services, etc., for a student can be resolved.
Dyslexia	A disorder that results in difficulty in learning the written or symbol language skills or reading, writing, and spelling through conventional instruction.
ED*	Emotional Disability
Ed Rights Holder	The person who has the legal authority to make educational decisions and access school records for a minor or dependent student.
ERMHS	Educationally Related Mental Health Services.This service is supported by an ERMHS clinician.
ESL	English as a Second Language
Expressive Language Skills	The ability to communicate your thoughts, feelings, needs and wants through verbal and non verbal means.
Facilitated IEP	This is an optional step within the ADR continuum. The SELPA will arrange for a trained facilitator to run an IEP with a specific agenda and intended outcomes, based on all team members' consensus (Including parents). The facilitator plays a neutral role and their goal is to keep the IEP on track with agenda and ensure all parties have full and respectful participation.
FAPE	Free and Appropriate Offer of Public Education
FEP	Fluent English Proficient
Fine Motor Coordination	The ability to use the small muscles in the hands, wrists, and fingers to make exact, controlled movements.
Goals	Specific measurable targets written into an individualized Education Program that state what a student with a disability is expected to learn and achieve within one school year.

Term/Acronym	Definition
Gross Motor Coordination	The ability to use large muscle groups in the arms, legs, and torso to perform controlled, whole-body movements.
Guardian	A person who is permanently or temporarily appointed by a court to act in the place of a parent.
HH***	Hard of Hearing
Hyperactivity	A description of a physical or mental condition causing constant excessive movement.
ID***	Intellectually Disabled
IDEA	Individuals with Disability Education Act (Federal Special Education Law)
IEE	Independent Educational Evaluation.
IEP	Individual Education Plan
IFSP	Individual Family Service Plan (Infants and toddlers)
ILS	Independent Living Skills: Moderate to server (intensive needs) students
Impulsivity	Acting impulsively, without considering the outcome(s) of the action.
ISP	Individual Service Plan (non-profit private school students)
IN	Intensive Needs
IPP	Individual Program Plan
IWEN	Individual with exceptional needs
LEA	Local Education Agency: the local School District.
LEP/NEP	Limited English Proficacy/Non-English Proficancy
LH	Learning Handicapped: A type of special education program/teacher certification serving non-severally disabled students, such as those with learing disabilities.

Term/Acronym	Definition
LRE	Least Restrictive Environment: The program placement which is the most 'typical' that a particular child can work in and benefit from the educational program. This is generally considered General Education Classrooms.
LSH	Language, Speech and Hearing
Mainstreaming	Placing disabled individuals in as typical an educational setting as possible. (LRE)
Mediation	An optional step in the Due Process procedure in which a state appointed facilitator works with both parties to develop a mutually acceptable compromise.
MH/MD***	Multi-handicapped or Multi-disability
Multidisciplinary Report	Is a combined document that brings together findings, assessments, and expert opinions from multiple professional fields or specialties to evaluate a student.
Objective	A clear statement of what is expected of an individual. It should include conditions under which the behavior is to occur, a description of the behavior, and how the behavior is to be measured.
OHI***	Other Health Impairment
Reading Comprehension	The ability to process written text, understand its meaning and connect it to what you already know.
Regional Center	Publically funded, community based programs that coordinate lifelong care, assessments, and support for individuals with developmental disabilities.
Respective Language	The ability to understand and comprehend spoken, written, or non verbal communication.
RSP	Resource Specialist Program
SB	Senate Bill
SDC	Special Day Class/Self Contained Class: A class or program which includes only students who have an IEP.
SELPA	Special Education Local Plan Area
SH	Severely Handicapped

Term/Acronym	Definition
SI***	Speech Impairment
Speech Impairment	A condition that affects a person's ability to produce sounds or form words correctly, making it hard for others to understand them.
SLD***	Specific Learning Disability
SLP	Speech and Language Pathologist
SLPA	Speech and Language Pathologist Assistant
SST	Student Study Team - This is a school site based team to support students with challenges. This is not related to the IEP process.
TBI**	Traumatic Brain Injury
VI**	Visual impairment