

# Special Education Basics

## Assessments

The state must identify, locate, and evaluate all children with disabilities who need special education and related services

STEP  
01



## The I.E.P.

Annual meeting to review/develop: present levels of performance; goals; services; placement; classroom accommodations; transition.

STEP  
02

## Eligibility

Assessments determine eligibility for special education and related services

STEP  
03



## Related Services

Services your child may need in order to benefit from special education (speech therapy, occupational therapy, etc).

## L.R.E.

The placement option that is the best fit for the student to have meaningful access to an education

STEP  
04



STEP  
05



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## **Assessment Timelines -**

### **California Education Code §56321 and 56344**

1. Parent should receive a proposed assessment plan within 15 days of the school's receipt of the parents written request.
2. Parent has at least 15 days to consent to the proposed assessment plan.
3. Following receipt of parental consent, the district has 60 days to hold an IEP and discuss the results of the assessment and special education eligibility.

## **Eligibility -**

### **Title 5, California Code of Regulations, §3030**

A student shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of the student's impairment requires special education in one or more academic areas.

## **The Individualized Education Program (I.E.P.) -**

### **Title 20, United States Code §1401(b)(20)**

In developing each student's IEP, the IEP Team shall consider— the strengths of the child; the concerns of the parents for enhancing their child's education; the results of the initial evaluation or most recent evaluation; and the academic, developmental, and functional needs of the child.

## **Related Services**

### **Title 34, Code of Federal Regulations, §300.34(a)**

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. The qualified professional/therapist may provide services in a small group, individually, or in a consultative format.

## **Least Restrictive Environment**

### **Title 20, United States Code, §1412(a)(5)(A)**

Before a student with a disability can be placed outside of the regular educational environment, the full range of supplementary aids and services that if provided would facilitate the student's placement in the regular classroom setting must be considered.