

Special Education is not a place!!!

It is a continuum of services needed to provide appropriate and individualized instruction and supports to students with a qualifying disability.

A process by which special education eligibility is determined and specific deficits are identified in order to provide FAPE

*Free*- at public's expense  
*Appropriate*- Education is tailored to meet individualized needs as determined by the team  
*Public*- Children with IEPs have the right to be educated under public supervision  
*Education*- Must be provided to every eligible school-aged child with a disability.

.Present Levels- Include related strengths and areas of concerns. Looks at data over last 12 months; grades, assessments, attendance, behavior. Covers academics, social/emotional concerns, communication, functional performance, motor skills.

IEPs must include a Transition Plan for every student aged 14 ½ or older;  
\*Postsecondary goals/outcomes,  
\*Vocational/post-secondary assessments  
\*Coordinated set of activities that leads to informed decision making

Annual goals are based on identified deficit areas listed in EDC. SMART- Specific, Measurable, Attainable, Realistic, Timely

These must be written to address deficit areas and should justify placement. Cannot be written for "what if" or "As Needed"

Can include categories such as:

Environment  
Instruction  
Assignment  
Assessment  
(Behavior- only if BIP)  
Must include, what, where, when and how accommodations are to be used.



Case Study  
• Psychological Report

FAPE

PLAAFP

Transition Plan

Annual Goals

Supplementary Aids and Supports

Placement