

WarmLine Family Resource Center



Supporting Families of Children with Special Needs in
Sacramento, Placer, Yolo, El Dorado, Nevada and Alpine
Counties Since 1993.

~ Special Education ~

Individual Education Plan (IEP)



Giving you the tools to
understand:

The Special Education (IEP) process
&
The important role
parents/caregivers/family play in
planning their child's education plan.

Introductions

If you would like, please share:

- Your name
- Your child or children's names
- Their age or ages
- The nature of your child's special needs



Details, Details, Details...

- What other parents share here today should be held in confidence!
- Complete your evaluation before you leave.

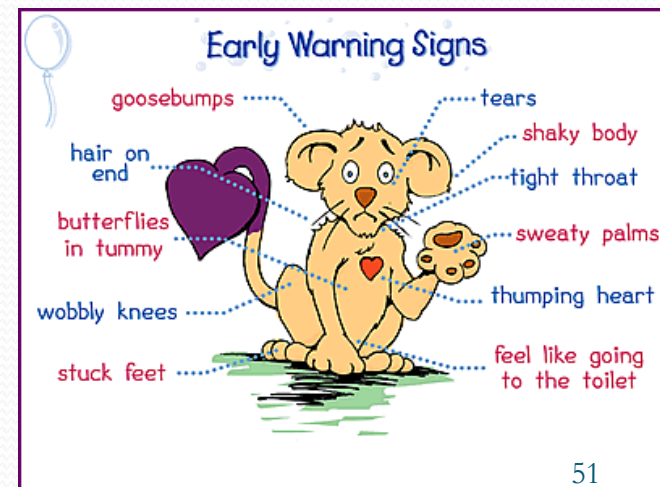


Let's get started on this adventure!

Parents may feel:

- "Swept along by everyone in the meeting."
- "They're professionals - I'm "just" the parent."
- "I was not prepared to make a decision."
- "I don't know what to ask for."
- "I'm afraid to ask for services."
- "They don't listen to me."

Sound familiar?
It doesn't have to.
Let's begin with some tips.



Tips for Parents

We'll review these at the end as we "prepare for the IEP meeting".

- In a binder, **keep records** of your child's assessments, evaluations, IEPs, etc. and bring it to meetings. (When seeing a new medical, etc. provider, ask to be sent a copy of their initial assessment/evaluation and place it in the binder).
- **Know what services and goals** are on your child's IEP.
- **Monitor the IEP.** Know if your child is making progress on goals. (Is it adequate?)
- **Prepare for meetings** by getting assessments before hand, writing parent goals and parent report.
- **Dress like a professional** for meetings and take snacks to share.
- **Recruit allies**
- **Ask "targeted questions"** (see next slide) about proposed services

Tips for Parents

“Targeted Questions” to ask about services/interventions:

- **What** is being recommended?
- **Why** is it being recommended?
- **What** is the goal? / **What** will it look like?
- **Who** will provide it?
- **When** will it be provided?
- **Where/How** will it be provided?
- **How** will I know it is effective?

Tips for Parents

The IEP meeting is an **opportunity** to:

- **MEET** the members of your child's team
- Provide **INPUT** into the design of a program tailored to your child's needs
- **SHARE** the special perceptions and knowledge you have about your child
- Work **CREATIVELY** with your child's teachers and other providers



Support is Important!



An IEP can be emotional for us as parents.

It will be helpful to have a support person to assist you in preparing for the meeting.

Your support person can also attend the meeting to take notes and give you feedback on the information that is presented.

(Sometimes it is best to have a support person at the meeting who is *not* emotionally attached to your child.)

We're Going to Discuss

- A Brief Summary of IDEA (Special Education Law)
- Parent's Rights and Responsibilities
- Assessment and Evaluation
- The IEP document and the requirements
- How to prepare for the IEP meeting

What Is Special Education?

- Specially designed instruction provided at no charge to parent
- Written into an Individual Education Program (IEP)
- Includes Related Services, which assist the student to access special education services
- Mandated under IDEA: Individuals with Disabilities Education Act

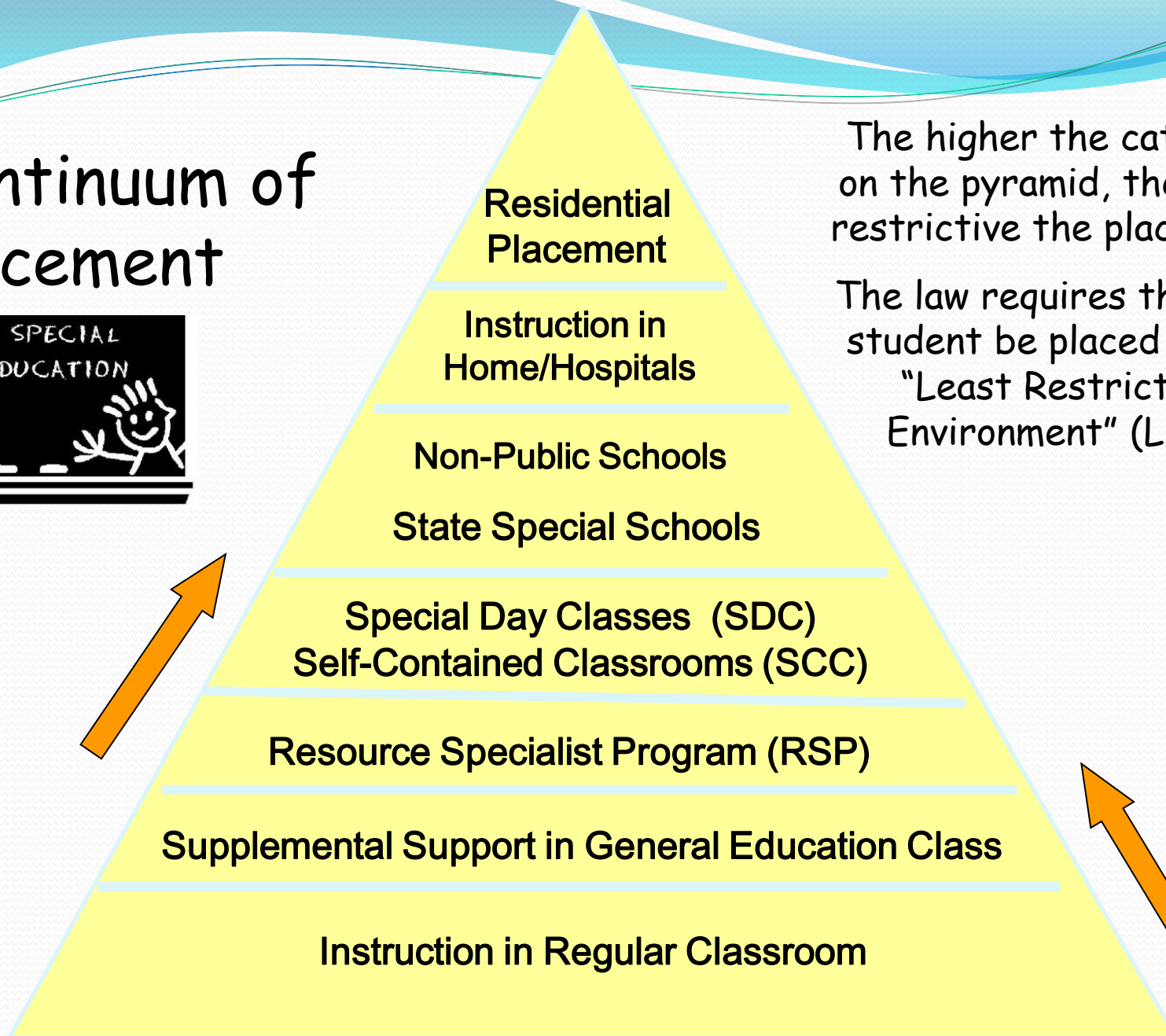


Six Main Principles of IDEA

1. Free Appropriate Public Education (FAPE)
2. Least Restrictive Environment (LRE)
(see next slide)
3. Appropriate Evaluation or Assessment to establish eligibility and guide services
4. Individualized Education Program (IEP) -
Plan for delivery of services
5. Parent (and Student) Participation in the Decision Process
6. Due Process and Procedural Safeguards



Continuum of Placement



Residential Placement

Instruction in Home/Hospitals

Non-Public Schools

State Special Schools

Special Day Classes (SDC)
Self-Contained Classrooms (SCC)

Resource Specialist Program (RSP)

Supplemental Support in General Education Class

Instruction in Regular Classroom

The higher the category on the pyramid, the more restrictive the placement.

The law requires that the student be placed in the "Least Restrictive Environment" (LRE).

★ Federal Law: **IDEA: Individuals with Disabilities Education Act.** (Updated in 2004)

★ State Law: IDEA defined in the *Composite of Laws*.
<http://www.specedlawsregs.org/download.aspx>

★ Local: SELPAs = Special Education Local Plan Areas.
A SELPA can consist of one school district ("single district" SELPA) or several ("multi-district" SELPA).

(The SELPA has a CAC- Community Advisory Committee or SEPAC -Special Education Parent Advisory Committee. Participating in your CAC provides valuable educational opportunities and the chance to meet other parents and get acquainted with special education administrators.

The SELPA has policies that translate how it will follow IDEA.
(Called **the Local Plan.**)

Resource for IDEA

Special Education Rights Responsibilities

Available online or through
Disability Rights California

Disability Rights of California

1831 K Street, Sacramento

916-504-5800

www.disabilityrightsca.org



Questions ???



Student Study Team (SST)

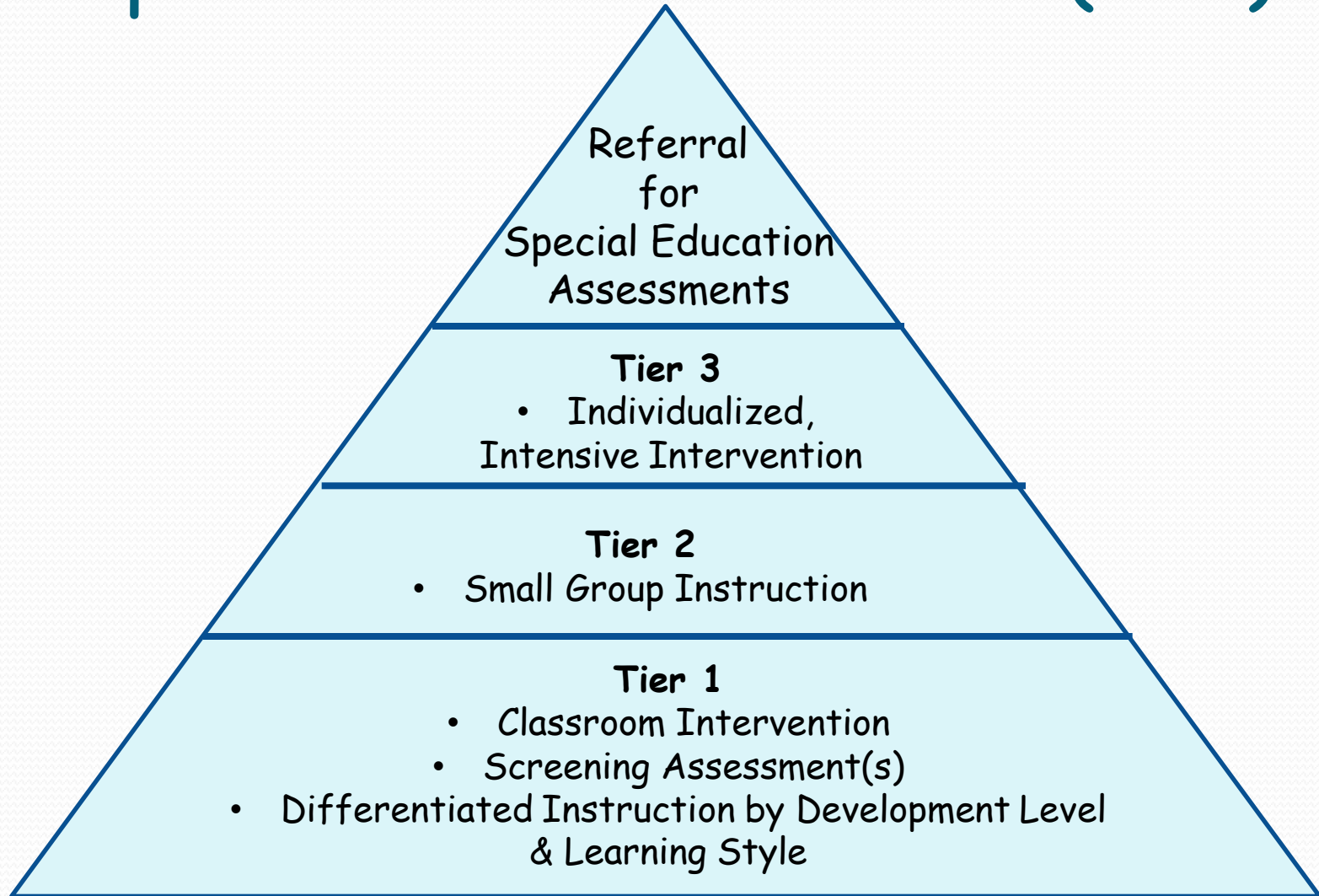
- General education team which meets when there is concern about student's academic or behavioral performance.
- Anyone, including parent can request SST.
- Examines possible causes of problems, reviews interventions that have been tried.
- Proposes strategies/plans to help student. (Called Response to Intervention or RtI)
- Meets again to assess success.
- Successful? Great!
- Not successful? Plan next step, including possible special education evaluation.

Response to Intervention (RtI)

From National Center on Response to Intervention

- Provides evidence-based intervention(s) and adjusts intensity and nature depending upon student's response (see next slide).
- Identifies students with learning disabilities or other disabilities.
- Parent can still make request for special education assessments, but advantage is that RtI can be started immediately (special education timeline may be up to 75 days).

Response to Intervention (RtI)



"504"

- Section 504 of the Rehabilitation Act of 1973.
- Student must be 3-22 years old and have a disability.
- "An individual with a disability means any person who:
 - (1) has a mental or physical impairment that substantially limits on or more major life activities;
 - (2) has a record of such an impairment; or
 - (3) is regarded as having such an impairment."
- Provides accommodations to "level the playing field" and make educational services accessible to child with disability.

"504"

- Accommodation examples:

Highlighted textbooks

Extended time on tests or assignments

Peer assistance with note taking

Extra set of textbooks for home use

Computer aided instruction

Enlarged print

Positive reinforcements & frequent feedback from teacher

Behavior intervention plans

Visual aids

Preferred seating arrangements

Taping lectures

Oral tests

Etc.





Questions?



Parent's Rights and Responsibilities

Parent's Rights and Responsibilities

Parents are fully participating members of the IEP team and parent input is considered part of the information required to develop an IEP.

- Parental consent is required:
 - Before all assessments
 - Changes in placement
 - For an IEP to go into effect.



(Parents are not required to sign the IEP at the end of the meeting. They may take it home for review before signing.)

Parent's Rights and Responsibilities

Parents have the right:

- To obtain assessments prior to the IEP meeting
- To obtain copies of their child's school records (general education and special education) with five day's written notice.
- To receive notice "early enough to ensure that they will have the opportunity to attend" of time and location of the meeting and who is expected to attend.



Parent's Rights and Responsibilities

Parents have the right:



- To have the IEP scheduled at a mutually agreed upon time and are responsible to notify the school if unable attend the IEP at the scheduled time. (It is legally permissible for the parent to take part in the meeting by conference call or video feed, if necessary.)
- To be accompanied by a relative, friend or support person to the IEP. (Including someone with specific knowledge of the student.)
- To have an independent language or sign interpreter present if needed.

Parent's Rights and Responsibilities

Parents have the right:

- To have a copy of the IEP and all assessments/reports at no cost
- To an annual review of their child's IEP.
(The student's eligibility for special education will be reevaluated every 3 years.)
- To have the IEP implemented as soon as possible after it is signed by the participants.





Questions?



Transition to Preschool

Transition to Preschool

When your child is 27-33 months, Service Coordinator of Lead Agency MUST :

- Notify you that transition from early intervention will occur @ 36 months.
- Get your permission to share your child's information with school district (Local Education Agency - LEA).
- Notify the LEA (and State Education Agency - SEA) that your child will be transitioning and may be eligible for special education services.
- Plan a transition conference (meeting) with you, the LEA and Lead Agency. (Parents may invite anyone else they choose.)
- Write a transition plan, which is part of the IFSP. (Individual Family Service Plan.)

Transition to Preschool

For children referred for Early Start between 33-34 months:

<p>If a toddler is found eligible for Early Start 45-90 days before 3rd birthday:</p>	<p>Lead Agency notifies LEA & SEA as soon as possible after eligibility is determined.</p>
<p>If a toddler is referred to the Lead Agency less than 45 days before 3rd birthday:</p>	<p>No evaluation/assessment/IFSP is required by Lead Agency.</p> <p>Lead Agency MUST notify LEA & SEA (with parent consent) if the child may be eligible for special education.</p>

Transition to Preschool

When your child is 27-33 months:

- **Transition Plan - Part of the IFSP & written with YOUR input:**
 - * Steps for your child (and your) exit from Early Start,
 - * Transition services that IFSP team identifies as needed,
 - * Steps to support transition into whatever program is appropriate and which you desire for your child; i.e., special education, Head Start, etc.
- **To prepare, think about:**
 - * Will your child require special education services between 3-5 years?
 - * Do you want your child to attend preschool or stay at home/child care?

Transition to Preschool

- **Transition Conference (Meeting):**
(May occur at same time as final ISFP Transition Plan Meeting.)
- Discuss your vision for your child from 3-5 years old i.e., preschool (public or private), child care, home with parent, etc.
- Determine assessment(s) which school district will require in order to determine needed special education services and obtain your consent
- IEP must be completed by child's 3rd birthday

Transition to Preschool

- Referral to the school district **must** occur by **33 months** or before the school district breaks for summer vacation (if the child will turn 3 during the break).
- If the child will turn 3 during the break, the IEP team **must** determine the date when services will begin.
- If the child would have significant regression of skills or behavior without services during the summer, he/she can be provided with Extended School Year (ESY) services.

How Early Intervention Programs and Special Education Preschool Programs are **DIFFERENT**

Early Intervention	Special Education
<p data-bbox="112 496 722 596">Early Start services are DEVELOPMENTALLY based.</p> <p data-bbox="112 674 909 816">EI is concerned with all the basic skills that babies typically develop during the first three years of life, such as:</p> <ul data-bbox="112 825 929 1273" style="list-style-type: none"><li data-bbox="112 825 929 916">• Physical (reaching, rolling, crawling, and walking);<li data-bbox="112 925 929 1016">• Cognitive (thinking, learning, solving problems);<li data-bbox="112 1025 929 1116">• Communication (talking, listening, understanding);<li data-bbox="112 1125 929 1216">• Social/emotional (playing, feeling secure and happy); or,<li data-bbox="112 1225 929 1273">• Self-help (eating, dressing).	<p data-bbox="981 496 1599 596">Special education services are EDUCATIONALLY based.</p> <p data-bbox="981 674 1754 816">Services are provided in order to help the student access the school curriculum.</p>

Regional Center Services After Age Three

Criteria for Eligibility:

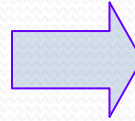
- Intellectual Disability
- Cerebral Palsy
- Epilepsy
- Autism
- "Other handicapping condition found to be closely related to intellectual disability or to require treatment similar to that required to intellectually disabled individuals...can be expected to continue indefinitely and constitute a substantial handicap which results in major impairment of cognitive and/or social functioning."



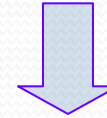
Assessment & Evaluation

Timelines for Assessment and IEP

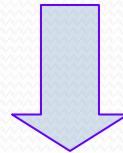
REFERRAL
(Request for Assessment)



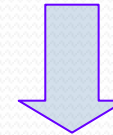
ASSESSMENT PLAN
15 days



PARENTS REVIEW/APPROVE ASSESSMENT PLAN (15 days)

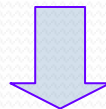


ASSESSMENT COMPLETED & IEP HELD (60 days)



IEP IMPLEMENTATION

Immediately after being signed by the parents.
(You may take the IEP home to review it before signing it.)



ANNUAL IEP REVIEW (At least once per year)
(Special Education eligibility reviewed every three years.)

Assessment & Evaluation

Request for Assessment – In writing to director of special education or program specialist.

Dear _____,

Regarding (child's name), birthdate.

I am writing to request assessment(s) for my child, (**your child's name**) to determine if **he/she** is eligible for special education services. **He/she** is (**age**) years old and attends (**name of school**).

I am requesting assessments in the areas of (**speech, occupational therapy, academics, behavior**) for the following reason(s): (**Be as specific as possible-such as “he/she is not clear when speaking and no one else can understand”; “his/her handwriting is very poor for her age”; “he/she cannot copy a line that I draw as an example”; “he/she becomes angry easily and sometimes lashes out physically”.**)

(If you believe your child may be eligible in particular categories, especially Other Health Impaired, Emotional Disturbance or Autistic-Like, you should specifically say so and ask that the assessments address those conditions. If your child has a diagnosis, include it here, i.e. “My child has been diagnosed with autism.”)

Following the assessment and team review of the results, should my child be found to have a disability but not qualify for special education services under IDEA, I request that the Section 504 Coordinator for (**your district**) or his/her designee be present at the IEP meeting to discuss accommodations and a 504 Plan.

I would like copies of the assessment report(s) at least five days prior to the IEP meeting so that I may review them in order to be better prepared for the meeting.

Assessment & Evaluation

- ❑ Evaluations (assessments) help determine if a child is eligible for special education services and what services are needed to provide access to the curriculum.
- ❑ No **one** assessment tool can be used to assess eligibility.
- ❑ Child must be assessed in all areas of suspected disability.
- ❑ The assessment plan tells what areas will be assessed and the title of the examiner, e.g. school psychologist.
- ❑ If parents disagree with assessment results, they can request an Independent Education Evaluation (IEE) at public expense. (Only one IEE each time the school conducts an evaluation.)



Assessment & Evaluation

There must be on-going assessment which monitors progress on IEP goals

Progress needs to be reported as often as students receive report cards; at least 2-3 times a year! (Including providers of related services.)

("Offer of FAPE Educational Settings" page.)



Assessment & Evaluation

Common Core Standards

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state.

California is planning to begin implementing CCSS in 2014-2015.

Standardized Tests

(On "State-wide Assessments" page)

- **CST: California Standards Test**
 - *Assessment in which most students participate.
 - *Designed to assess students' knowledge of the
 - *California content standards.
- **CMA - California Modified Assessment**
 - *Covers the same content as CST
 - *Modifications are not allowed because test is already modified.
 - *For grades 3-8
- **CAPA - California Alternated Performance Assessment**
 - *Intended for students with significant cognitive disabilities to have access to grade content
 - *Linked to grade-level standards.

www.cde.ca.gov/ta/tg/sr/participcriteria.asp

Preschool Assessment: DRDP & DRDP-A

- Stands for Desired Results Developmental Profile. For children with disabilities there is DRDP-A. The "A" stands for Access.
- Assessments done twice yearly on preschool students ages 3-5 years.
- Documents progress in learning, getting along with other, being safe and healthy.
- DRDP-A is based on observations of the child in typical, everyday activities with familiar people.

<http://www.draccess.org>



Questions?



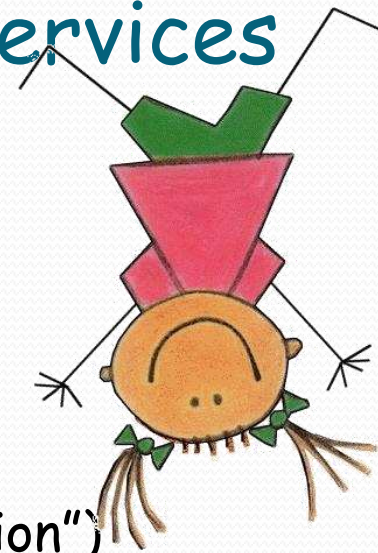
THE IEP

Individual Education Program

Legally binding document describing school district's plan to provide educational services to eligible child with disability.


Eligibility for Special Education Services

- Autism (AUT)
- Deaf-Blindness (DB)
- Deaf/Hard of Hearing (DEAF/HH)
- Emotional Disturbance (ED)
- Established Medical Disability (birth-5)
- Intellectual Disability (ID) (formerly "Mental Retardation")
- Hearing Impairment (HI)
- Multiple Disabilities (MD)
- Orthopedic Impairment (OI)
- Other Health Impaired (OHI)
- Specific Learning Disability (SLD)
- Speech/Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)



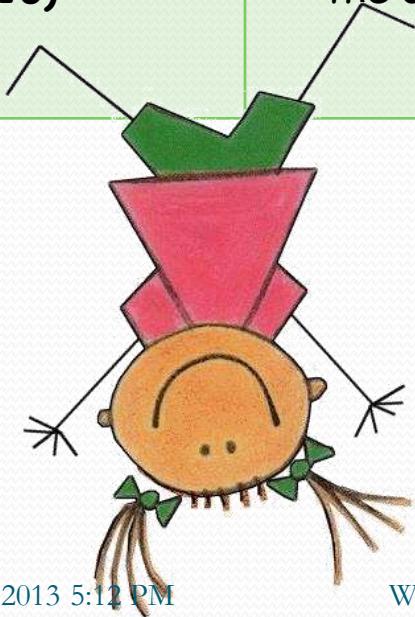
Disability must also impair the student's ability to access the curriculum.

Components of IEP


Requirements	Questions for Parents to Consider/Ask
Eligibility	<ol style="list-style-type: none"> 1. How is my child eligible for special education?
<p data-bbox="79 425 426 572">Present Levels of Performance (PLOP)</p> <ul style="list-style-type: none"> • Reading • Writing • Math • Communication Dev. • Gross/Fine Motor Dev. • Social/Emotional/Behavioral Health • Vocational (prevocational) • Adaptive/Daily Living Skills 	<ol style="list-style-type: none"> 1. Do they describe how my child's disability affects his/her involvement and progress in the general curriculum? 2. Are they based on current information & state more than test scores? 3. Do the assessment results correspond to my knowledge of my child's ability? 4. Do the results describe my child's abilities as well as specific areas of need?
Parent Concerns	<ol style="list-style-type: none"> 1. Is the team addressing my concerns in the IEP?
Student's Strengths	<ol style="list-style-type: none"> 1. Does the team know my child's strengths and learning style? 2. Has my input been used?

Components of IEP

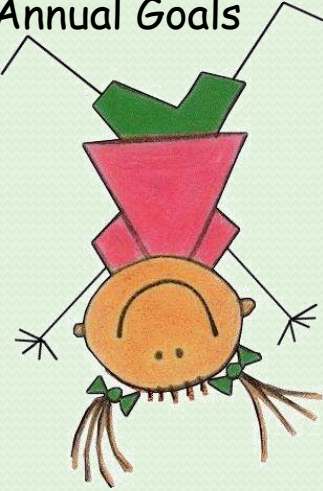
Requirements	Questions for Parents to Consider/Ask
Individual Transition Plan/ High School Graduation Statement of Needed Transition Services (age 16)	<ol style="list-style-type: none">1. Will my child graduate with a diploma (which will end special education services) or receive a certificate of completion (which will allow special education services to continue until age 22)?2. What is my child's projected graduation date?3. How many credits will he/she need to graduate?4. If my child is on the diploma track, will he/she be required to take the California High School Exit Exam (CASHEE)? Accommodations?



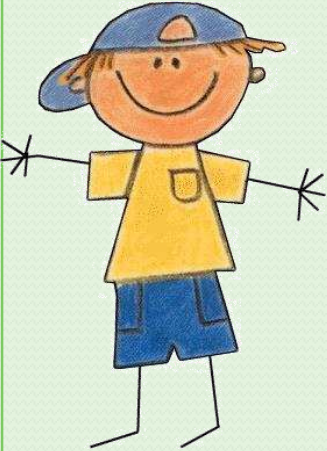
Components of IEP

Requirements	Questions for Parents to Consider/Ask
<p data-bbox="63 332 378 515">Individual Transition Plan/ High School Graduation</p> <p data-bbox="63 572 324 805">Statement of Needed Transition Services (age 16)</p> 	<ol style="list-style-type: none"> <li data-bbox="434 332 1348 379">5. Are there appropriate post secondary goals? <li data-bbox="434 429 1398 476">6. Are the post secondary goals updated annually? <li data-bbox="434 525 1740 572">7. Are the goals based on age appropriate transition assessment(s)? <li data-bbox="434 621 1464 668">8. Do the services enable my child to meet the goals? <li data-bbox="434 716 1566 763">9. Does my child's course of study align with his/her goals? <li data-bbox="434 812 1263 859">10. Are the goals related to his/her needs? <li data-bbox="434 908 1798 999">11. Is there documentation that my child was invited to the meeting and involved in transition planning? <li data-bbox="434 1048 1379 1095">12. Were outside agencies identified and invited? <li data-bbox="434 1143 1734 1190">13. Who will provide transition services and what will they look like? <li data-bbox="434 1239 1837 1330">14. On or before his/her 17th birthday, has he/she been advised of rights at age 18?

Components of IEP

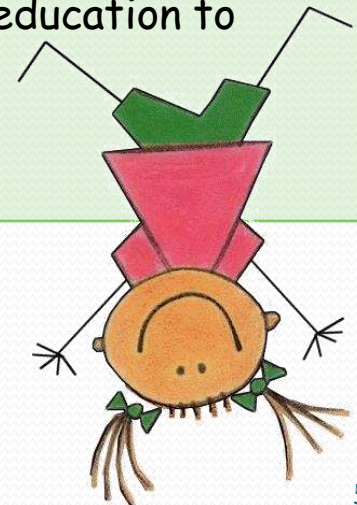
Requirements	Questions for Parents to Consider/Ask
<p data-bbox="67 389 318 429">Annual Goals</p> 	<ol data-bbox="434 389 1864 892" style="list-style-type: none">1. Are they based on assessment(s) of my child's present performance?2. What, if any changes are expected in my child's behavior?3. Are positive behavior supports needed and if so, are they included?4. Given my knowledge of my child, are the goals appropriate?5. Do I think additional goals should be addressed?
<p data-bbox="67 918 299 1011">Short-term Objectives</p>	<ol data-bbox="434 918 1738 1206" style="list-style-type: none">1. Will they help my child progress on the stated goals?2. Can my child's progress on each goal be measured?3. Will I be able to tell if my child has mastered an objective or reached a benchmark?

Components of IEP

Requirements	Questions for Parents to Consider/Ask
<p data-bbox="92 368 403 615">Offer of FAPE (Free Appropriate Public Education)</p> 	<ol style="list-style-type: none"> <li data-bbox="436 368 1769 494">1. What services/supports (including related services such as speech, OT) are going to be provided to help my child access/benefit from the curriculum? <li data-bbox="436 544 1074 586">2. When? Where? By whom? <li data-bbox="436 636 952 679">3. How long is each session? <li data-bbox="436 729 797 772">4. How frequently? <li data-bbox="436 822 1499 865">5. What makes this an appropriate placement for my child? <li data-bbox="436 915 1466 958">6. What supplementary aids/services should be included? <li data-bbox="436 1008 1590 1079">7. What accommodations/modifications should be included? Will modifications affect his/her ability to obtain a diploma? <li data-bbox="436 1129 1667 1200">8. Does my child need Extended School Year (ESY) (Summer School) services? <li data-bbox="436 1258 1760 1300">9. Will my child need transportation? How long will he/she be on the bus?

Components of IEP

Requirements	Questions
Offer of FAPE Educational Settings	<ol style="list-style-type: none">1. What percentage of the day will my child be included/segregated from typically developing children? What does that look like?2. Does my child need mental health services and are they included in the IEP?3. How and when will I be informed of my child's progress ?4. What will be done to support my child's transition (i.e., kindergarten, middle/high school, special education to general education, etc.)?

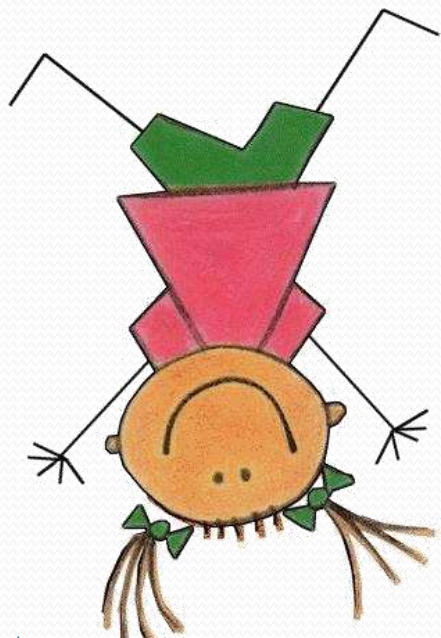


Components of IEP

Requirements	Questions
Special Factors	<ol style="list-style-type: none"> 1. Does my child require assistive technology or services/materials to meet his/her education goals? 2. If my child is an English language learner, how will his/her IEP needs be met and measured? 3. If my child has behaviors that impede his/her learning (or that of other students), are there positive behavior supports/interventions included in the IEP? 4. Regarding participation in state/district wide assessment programs (tests). Which tests will my child take? With accommodations? With modifications?
Signature & Parent Consent	<ol style="list-style-type: none"> 1. Are the meeting attendees listed? If I need to follow up with someone, do I have their contact information? 2. If I disagree with any parts of the IEP, have I written a short statement on this page about what I disagree with and why?
<p>You do not have to sign the consent immediately after the meeting. You may take it home to review. Find out who you should contact (and how) if you have questions.</p>	

What are Related Services?

Related services, known as **Designated Instruction and Services (DIS)** in California, are “any services necessary to help a student benefit from a special education program”.



Examples of Related Services

(From California Department of Education, Special Education Division)
(On "Offer of FAPE" page)

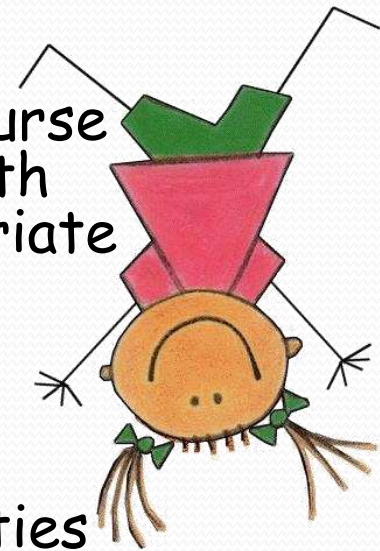
- Language and Speech Development and Remediation
- Audiology
- Orientation and Mobility
- Instruction in the Home and Hospital
- Adapted Physical Education
- Physical Therapy
- Occupational Therapy
- Vision Services
- Specialized Driver Training Instruction
- Counseling and Guidance Services
(Including rehabilitation counseling.)



Examples of Related Services

(From California Department of Education, Special Education Division)
(On "Offer of FAPE" page)

- Psychological Services (Other than assessment and development of the IEP.)
- Parent counseling & training
- Health and Nursing Services (Including school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the IEP.)
- Social Work Services
- Recreation Services
- Specialized Services for Low-Incidence Disabilities (Such as readers, transcribers, vision and hearing services.)
- Interpreting Services
- Transportation



Goals



Educational goals are statements that tell what skills (academic or behavioral) the teacher and student are aiming for.

- Goals are major milestones.
- Short-term objectives are measureable, intermediate steps that move the student toward achieving the (annual) goals

Goals

- **Specific**
- **Measurable & Observable**
- **Attainable**
- **Relevant**
(Provide access to core curriculum.)
- **Time-bound**
(Accomplished over the course of one year.)



Write you own goals for the meeting!



Parent's Goal Worksheet-

Fill out and provide copies for other team members.

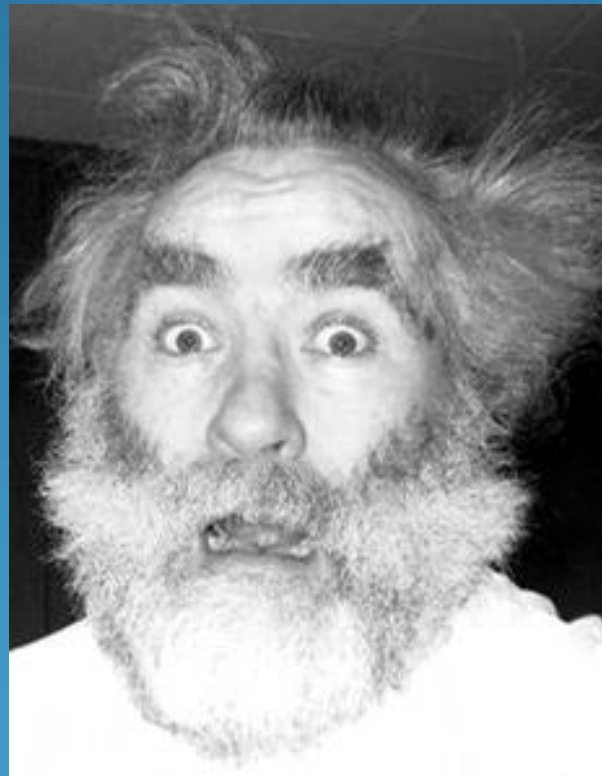
Area of Need	PLOP (Pres. Levels of Performance)	Goal
Math	Assessed PLOP	Progress toward grade level work
Language Arts	Assessed PLOP	Progress toward grade level work
Self-Help/Independent Living Skills (i.e., dressing grooming, organizing personal belongings, money management, mobility in community.	Can pull up pants	Button/zip pants
	Can identify coins	Learn monetary value of coins
	Can take public transportation w/ help	Take public transportation independently
Communication Skills	Non-verbal	Assess for and begin instruction of a augmentative communication device
	Age appropriate receptive language	Work on expressive language skills
Social/Behavioral Skills	Friendly	Work on maintaining personal space w/ peers
	Anxious during lunch (cafeteria noise)	Work with OT to decrease sensitivity to loud noise

Parent's Goal Worksheet-

Fill out and provide copies for other team members.

Area of Need	PLOP (Pres. Levels of Performance)	Goal
Pre-vocational/Vocational (Incl. following directions, task completion, organization of work.)	Interested in working in food service	Enroll in Workability program for food service
	Difficulty completing class assignments	Create strategy to organize and reward completion of class assignments
Recreational Skills (Leisure time, games, sports)	Wants to socialize with peers, but does not understand games	Teach skills and rules of playground games. Assign peer to support during resource.
Physical Activity/Motor Skills	Can skip	Teach to run and dribble ball (see above)
Medical (Medication administration, equipment use, etc.)	Knows that he has diabetes	Support independent blood sugar testing per doctor's schedule. (Generally written under "special factors", but important to be noted in IEP)

Preparing for the IEP Meeting... Or How NOT to Go Crazy!



Steps to Prepare for the IEP Meeting

- Create and keep up-to-date a binder that contains ALL of your child's
 - Assessments
 - Progress Reports/Report Cards
 - IEPs
 - Communication Logs
 - Educationally related medical information
 - Review your child's current IEP



Know:

- Why your child is eligible for special education
- What services are currently being provided
- What the current goals are.

Steps to Prepare for the IEP Meeting



- Find out which professionals are expected to participate in the meeting. The teacher or program manager can give you this information.

Note: The professional is **not required** to attend an IEP meeting if the member's area of the curriculum or related services is **not being modified or discussed at the meeting**. (The parent and LEA must agree.)

A member of the IEP team **may be excused** from attending an IEP meeting in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services **(if the parent and the LEA consent to the excusal) and the member submits, in writing, input into the development of the IEP prior to the meeting.** (["IEP Team Member Excusal" page](#))

Steps to Prepare for the IEP Meeting

- Monitor your child's current IEP throughout the year. Know what he/she is working on and if progress is being made on goals.
- Talk to your child, teachers and other professionals who provide services. Ask how things are going with the current plan and what recommended changes might be.
- Prepare your Parent Report with the goals you have written. Keep it short and focus on your primary concerns.
- Visit the classroom.



Parent Report

Incorporates Goals from Worksheet

Parent Report for: Carl Vespoli

IEP date:

Primary concerns:

- Completing tasks/following directions
- Social interactions with peers
- Behaviors associated with stress at school

Goals:

- Task completion/following directions
- Appropriate communication/social skills with female peers
- Identify stressful situation(s) at school and plan day to avoid them when possible
- Behavior plan to assist with coping strategies when stressors cannot be avoided
- Work on finding job placement which involves food service

Steps to Prepare for the IEP Meeting

- Obtain copies of new assessments prior to the meeting. If you need help understanding them, contact the person who did the assessment.
- Don't go to the meeting alone. Take someone to take notes for you and provide moral support.
- You may tape record the meeting, but only openly and with 24 hours notice.



At the IEP Meeting

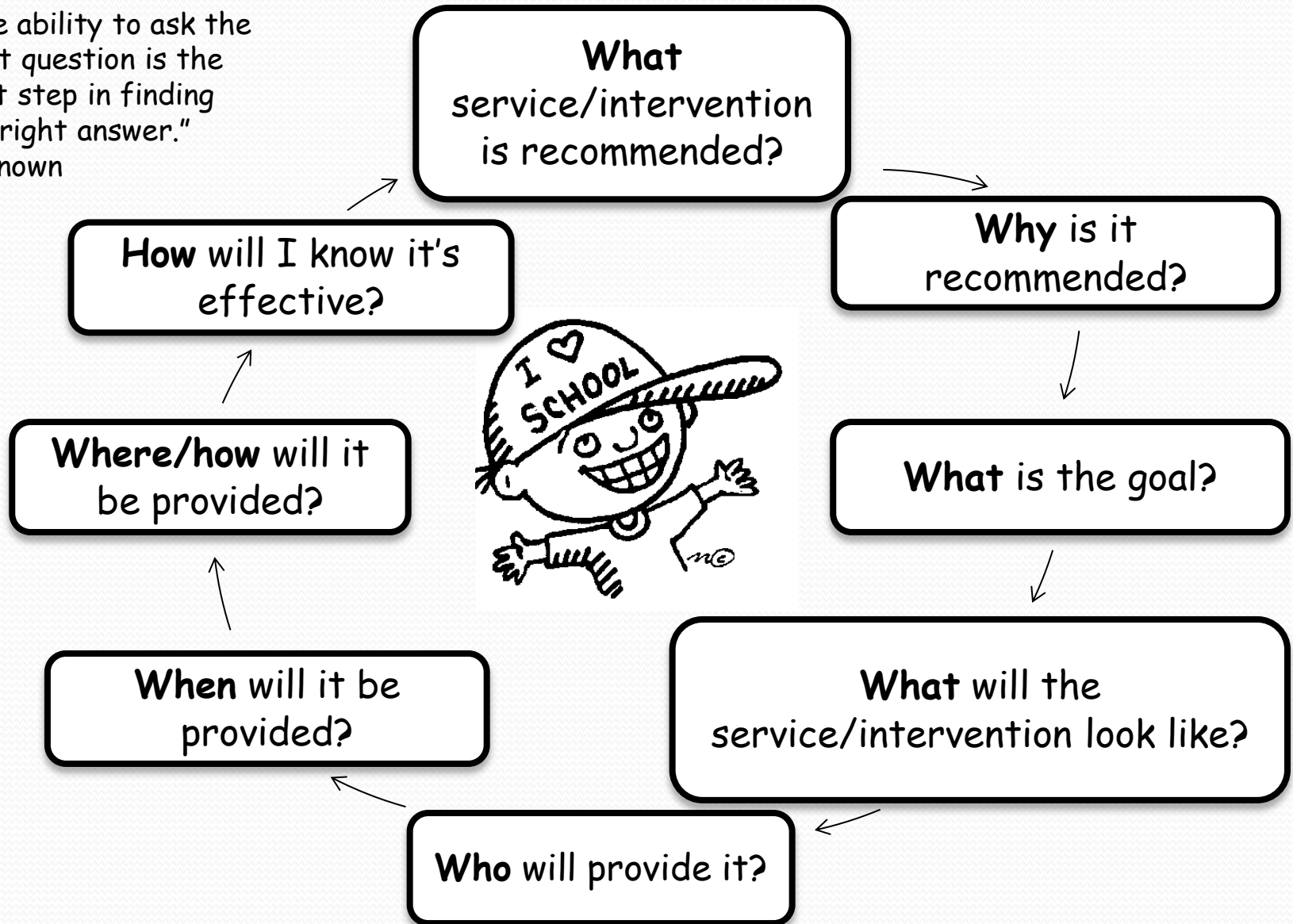
- Team members may write drafts of goals prior to the meeting, but you do not have to accept goals that you had no part in developing. You are part of the team.
- If the district refuses to include something you feel is necessary, ask them clarify WHY it is being refused i.e., is it not needed or unavailable. Request that the refusal be put in writing. Try to get supportive participants to state their opinion and take detailed notes of the conversations.
- Placement or related services should not be discussed until the goals and objectives are completed.



At the IEP Meeting

"The ability to ask the right question is the first step in finding the right answer."

Unknown



At the IEP Meeting

- ❑ If you disagree with the school district, you may write a dissenting statement and attach it to the IEP. (The "Signature and Parent Consent" page provides a section for this.) Only components with which you agree can be implemented.
- ❑ Discuss (only) your child's education needs. Never discuss district budget, availability of services or the schedules of district personnel.
- ❑ **Always, always, always** ask questions if you don't understand something!
- ❑ Do not sign the IEP until you have considered it carefully. You may take it home consider it before signing, but should return it in a timely manner.



At the IEP Meeting

- You are the expert on your child, however, the members of the team have worked with many children and have a global view of issues and services. (You're a TEAM!)
- Dress as though you are attending a business meeting. Rightly or wrongly, the members of the team will take you more seriously if you look professional.
- Take snacks to share. It helps relieve anxiety and lets the members of the team know that you appreciate their efforts for your child.



Questions?



Compliance and Due Process

There are two formal methods for resolving disagreement:



**COMPLIANCE COMPLAINT
AND
DUE PROCESS**

Compliance and Due Process

The goal of this training is that by giving you information about the systems and laws and how they work, you will be able to build cooperative relationships with the members of your child/student's team.

Although team members need to work together to ensure the needs of students are met, there are times when things do not work and use of due process is necessary.



What are

Compliance Procedures/Due Process?

Compliance and Due Process are more complex than time allows here.

****For more information on Compliance Complaints, go to California Department of Education:**

<http://www.cde.ca.gov/sp/se/qa/cmplntproc.asp>

****For more information on Due Process, go to California Office of Administrative hearings**

<http://www.dgs.ca.gov/oah/SpecialEducation.aspx>

Compliance and Due Process

Compliance Complaint is used when special education law has been broken or when components of the IEP have not been implemented.

(For example, if the school district has not followed legal timelines or provided something that was written into the IEP.)

Compliance complaints may be filed in writing to:

California Department of Education Special Education Division
Procedural Safeguards Referral Service
1430 N Street Suite 2401
Sacramento, California 95814
Attn: PSRS Intake
800-926-0648

Online: <http://www.cde.ca.gov/sp/se/qa/cmpltproc.asp>

Compliance and Due Process

Due Process Hearing is used when the parents of a student with a disability and the school disagree about the child's eligibility, placement, program needs or related services.
Either side can request a hearing.

To learn the details of how Due Process works or download the forms to make a complaint, go to the Office of Administrative Hearing website:
www.dgs.ca.gov/oah/SpecialEducation.aspx

Phone: (916) 263-0880



Questions?

- ❑ YOU are your child's best advocate!
- ❑ You are an important part of your child's IEP TEAM!
- ❑ You CAN participate in your child's IEP with confidence!



Thank you all for coming and please
call on us if you have any other
needs!

Please fill out your evaluation.
It lets us know if this training has
met your needs.

