



WarmLine was founded by and is staffed by parents who share the common experience of parenting a child with developmental delays or disabilities. Our vision is to cultivate and grow a culture where all children have dreams for the future.



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Understanding Special Education and Your IEP

We are going to discuss:

- Special Education Fundamentals
- The Special Education (IEP) process from start to initiation of the IEP
- The important role parents/caregivers/families play in planning their child's education plan.
- The major components of the IEP document and how they connect
- How to prepare for and make the most of the IEP meeting
- Important Special Education resources and opportunities to participate through your SELPA and CAC.

What does WarmLine FRC/FEC do?

WarmLine serves 6 counties: Sacramento, Placer, Yolo, El Dorado, Nevada, Alpine

- Parent-to-parent support
- Information dissemination - website, social media, e-Newsletter and monthly calendar
- Early start to special education transition assistance - Identify next steps when a child turns 3 years old.
- Assist families in understanding the Special Education process - Family Empowerment Center (FEC)
- Fun family events that are Free
- Form partnerships with multifaceted agencies such as: Alta California Regional Center, California Department of Education, Department of Developmental Services, UC Davis Mind Institute, Local County Offices of Education, and School Districts.

What Is Special Education?

- IDEA = Individuals with Disabilities Education Act (Federal law 1975)
- Specially designed instruction provided at no charge to parents
- Includes Related Services and supports which assist the student to access the curriculum



Six Main Principles of IDEA

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

Least Restrictive Environment (LRE)



Instruction in General Education Classroom

Gen. Ed., with some supports

Resource Specialist Program

SDC/SCC, Special Day Class Self-Contained Class

NPS, Non-Public School and State Special School

Home/Hospital Instruction

Residential Placement

IDEA requires that the student be placed in the “Least Restrictive Environment” (LRE), to the maximum extent appropriate.

Parent's Rights

Parents (students) have the right to:

- **Participate** in the IEP process (we'll tell you how)
- Receive "Prior Written Notice" (PWN - If the district refuses or proposes a change)
- Consent, Withhold Consent, or Partial Consent for assessment & services
- Nondiscriminatory Assessments of child
- Independent Education Evaluations (IEE) if there is disagreement with assessment(s) results
- Access to Educational Records (IDEA and FERPA)

Assessment & Evaluation

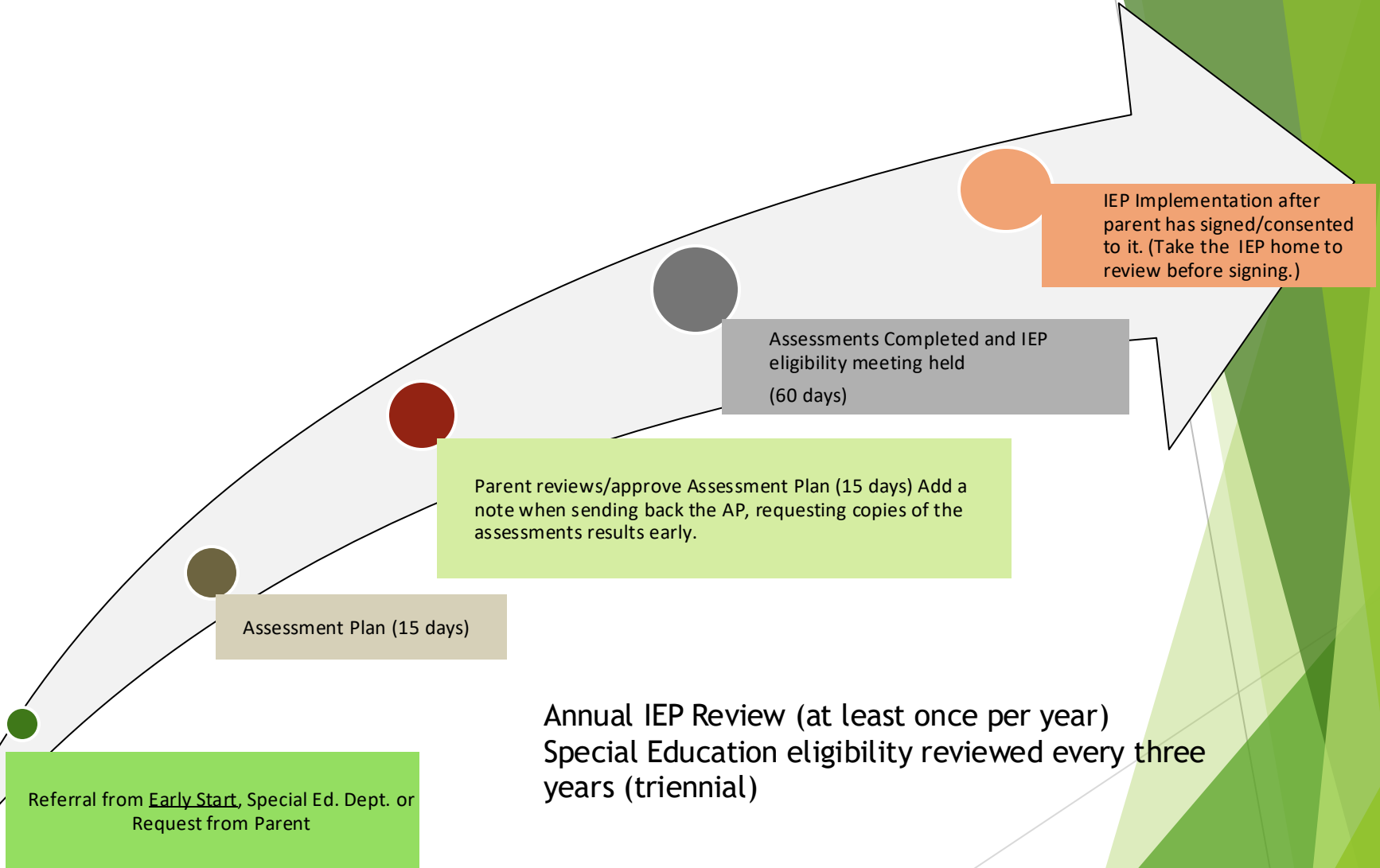
- Evaluations help determine if a child is eligible for special education services and what services are needed to provide access to the curriculum.
- No one assessment tool can be used to assess eligibility.
- Child must be assessed in all areas of suspected disability.
- The assessment plan tells what areas will be assessed and the title of the examiner, e.g., speech/speech-language pathologist.
- A medical diagnosis does not automatically qualify a child for special education

Pro Tip: You can contribute by observing your child at home, noting the areas of educational concern to you, writing them down (or video recording), and pointing out those areas to school personnel.

Requests for Assessment

- Should be addressed to Director of Special Education or Program Specialist (if student already has IEP)
- Should always be in writing (Email is O.K., but make sure it was received and note date.)
- Provide a copy to your school site principal
- Keep a copy for your records

Request for Assessment Timeline



Assessment & Evaluation

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.)

IEE: If a parent disagrees with a particular assessment, they can request (in writing) an IEE at public expense.

The district must (“without unnecessary delay”) either provide an assessment plan or file for due process, claiming that their assessment is “appropriate”.

The district may provide the parent with a list of assessors, but the parent is not required to use one of the assessors on that list.

Assessment & Evaluation

- There must be on-going evaluation which monitors progress on IEP goals
- Progress on goals must 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.*)



IEP = Individual Education Program



What does it all mean?

IEP

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

(FAPE = Free Appropriate Public Education.)

Can be amended without new meeting.

Parents can request IEP at any time in writing to the case manager or program specialist. District has 30 days to convene a meeting.

What are Related Services?

Related services are “any services necessary to help a student benefit from a special education program”.

Student must be assessed in order to be found eligible for the service



Examples of Related Services

(From California Department of Education, Special Education Division)

(On “Offer of FAPE” page)

There are many examples of Related Services , here are a few:

- Language and Speech Development & Remediation
- Music Therapy
- Orientation and Mobility
- Behavior Services
- Adapted Physical Education
- Physical Therapy
- Occupational Therapy
- Transcription (Braille)
- Transportation



Eligibility for Special Education Services

- Autism
- Deaf-Blindness
- Deaf
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment
- Established Medical Disability (3-5 years). (California)

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

The IEP Team

Who is on the IEP team?

- Parent(s)
- General ed. teacher if the child is or MAY BE in the general education environment.
- Special ed. teacher or service provider (i.e., speech therapist).
- School district rep. who is qualified to provide or supervise specialized instruction; knowledgeable about general curriculum and resources in the district.
- Assessor(s) or person knowledgeable about the assessment procedure used and the results.
- Others with specific expertise or knowledge of the student, at the parent or district's request.
- The student, when appropriate. (We'll talk about how even a 3-year-old can participate.)

Contents of the IEP document

- ▶ Eligibility
- ▶ Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- ▶ Individual Transition Plan
- ▶ Special Factors
- ▶ Annual Goals
- ▶ Offer of FAPE
- ▶ Meeting Notes
- ▶ Consent

Information / Eligibility

Why the child is eligible for Special Education.

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**SACRAMENTO COUNTY SELPA
INDIVIDUALIZED EDUCATION PROGRAM**

Student Legal Name: _____ Date of Birth: 5/7/2019 IEP Date: 5/7/2019
 Original SpEd Entry Date: 5/30/2018 Next Annual IEP: 5/6/2020
 Last Eval: 12/15/2017 Next Eval: 12/14/2020

MEETING TYPE: ☐ Initial ☒ Annual ☐ Triennial
Additional Purpose of Meeting (if Needed):
☐ Transition ☐ Pre-Evaluation ☐ Interim ☐ Other

Age: 8 Gender: Female
 Grade: 03 Third grade Migrant: ☐ Yes ☒ No
 EL: ☐ Yes ☒ No Redesignated: ☐ Yes ☒ No Native Language: 00 English
 Student ID: _____ SSID#: _____ Interpreter? ☐ Yes ☒ No

PRIMARY RESIDENCE: Parent or Legal Guardian and/or Homeless

Parent/Guardian:	Home Phone:
Home Address:	Work Phone:
City: <u>Sacramento</u>	Cell Phone:
State/Zip: <u>CA</u>	Email:

Parent/Guardian:	Home Phone:
Home Address:	Work Phone:
City:	Cell Phone:
State/Zip: <u>CA</u>	Email:

District of Special Education Accountability: _____ Residence School: _____

Ethnicity: ☐ 500 Hispanic ☒ 501 Non-Hispanic ☐ 900 Intentionally Blank
Race: (Enter Code; must select one or more, regardless of Ethnicity): 1. 200 White 2. 3.

INDICATED DISABILITIES (Note: For initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility. *
 Low Incidence Disability
Primary: Other Health Impairment (OHI) **Secondary:** Emotional Disturbance (ED)

☐ Not Eligible for Special Education ☐ Exiting from Special Education (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities) social, emotional, and behavioral challenges along with her difficulty in school maintaining focus on her school work.

FOR INITIAL IEP PLACEMENTS ONLY
 Has the student received IDEA Coordinated Early Intervening Services (CEIS) using 15% of IDEA funding in the past two years? ☐ Yes ☒ No

Date of Initial Referral for Special Education Services: 3/8/2018
 Person Initiating the Referral for Special Education service: 10 Parent
 Date District Received Parent Consent: 3/9/2018
 Date of Initial Meeting to Determine Eligibility: 5/15/2018

Present Levels of Academic Achievement & Functional Performance (PLAAFP)

Student strengths/Preferences/ Interests.

Parent concerns related to educational performance.

Standardized Test Scores

Pre-academic/Academic/Functional Skill

Communication Development

Gross/Fine Motor Development

Social Emotional/Behavioral

Vocational

Adaptive/Daily Living Skills

Health

9. Area(s) of Need *(There must be a corresponding goal for every area of need identified. Parent participation is important here. For example, "You have sent me several notes about Carl not completing tasks. It seems that you have identified that as an area of need that needs a goal.")*

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SACRAMENTO COUNTY SELPA
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Student Name: _____ Birthdate: _____ IEP Date: 5/7/2019

Strengths/Preferences/Interests
_____ is very bright and intuitive. She is humorous, helpful, and caring. _____ is a very creative student, who is eager to please adults and seems to find great reward in project-based activities. She has made great improvement with working with others this year and really building strong friendships. She is very compassionate towards others, especially the elders who she visited from Eskaton, as well as the younger students during recess. She loves to feel needed and helpful. She is an avid nature and animal lover. She enjoys music, reading, dancing, and performing. Any and all opportunities to engage in activities that involve these things is a great opportunity for her to develop her strengths. _____ enjoys participating in mindfulness activities.

Her classroom teacher reports that she is an "outside the box thinker" and thinks very deeply. She always makes connections between concepts she is learning in class, and applies them to real-life situations. Classroom teacher also shared that _____ has improved greatly with participating in class, engaging with lessons and peers, and persevering when things are difficult. She has improved at showing respect, making good decisions, and solving problems independently.

_____ shared that her strengths are coloring, painting, jumping, dancing. She shared that she needs to work on slowing down and that she doesn't always take her time. She loves dragons, eating, Moon sand, and watching Wheel of Fortune.

Concerns of parent relevant to educational progress
Mother expressed concerns regarding _____ academic performance in the areas of math, writing, and reading. She is also concerned about the supports for summer school, as well as the fading of the aide.

Smarter Balanced Assessment Consortium (SBAC)

☒ Not Applicable

English Language Arts Overall

<input type="checkbox"/> Standard Exceeded	<input type="checkbox"/> Standard Met	<input type="checkbox"/> Standard Nearly Met	<input type="checkbox"/> Standard Not Met
Reading	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Writing	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Speaking and Listening	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Research/Inquiry	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard

Math

☒ Not Applicable

Math Overall

<input type="checkbox"/> Standard Exceeded	<input type="checkbox"/> Standard Met	<input type="checkbox"/> Standard Nearly Met	<input type="checkbox"/> Standard Not Met
Concepts and Procedures	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Problem Solving and Data Analysis	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Communication Reasoning	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard

California Alternate Assessments (CAA)

☒ Not Applicable

English Language Arts	<input type="checkbox"/> Understanding	<input type="checkbox"/> Foundational Understanding	<input type="checkbox"/> Limited Understanding
Math	<input type="checkbox"/> Understanding	<input type="checkbox"/> Foundational Understanding	<input type="checkbox"/> Limited Understanding
Science	<input type="checkbox"/> Understanding	<input type="checkbox"/> Foundational Understanding	<input type="checkbox"/> Limited Understanding

English Language Development Test (English Learners Only)

_____ contents of the IEP

☐ NotApplicable☐ CELDT

Overall Score:

Listening

Speaking

Reading

Writing

☐ ELPAC

Overall Score:

Overall Performance Level:

Oral Language Score/Level:

Written Language Score/Level:

Listening

Speaking

Reading

Writing

☐ Alternate Assessment

Overall Score/Level:

Listening

Name:

Speaking

Reading

Writing

Physical Education Testing (grades 5, 7 & 9): N/A

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.): Weekly Reading Tests: 76%, 81%, 86%

STAR Test: Grade equivalent 3.0

Math Test Scores: 92, 100, 67, 100

Writing: 75%

F&P: Instructional Level Q

Hearing Date: 12/11/2017 ☒ Pass ☐ Fail ☐ OtherVision Date: 12/11/2017 ☒ Pass ☐ Fail ☐ Other**Preacademic/Academic/Functional Skills**

Since the beginning of the 2018-2019 school year, _____ has improved greatly, behaviorally and academically. _____ is at grade level in Reading, Writing, and Math. At this time, there are no academic concerns. With the appropriate accommodations and necessary breaks, _____ is very successful.

In reading, _____ understands grade level text and is working towards citing evidence and other text standards. She is a fluent reader and able to decode multi-syllabic words. Her reading instructional level is above grade-level. _____ has strong reading comprehension skills. She is able to go back into the text to find an answer, as well as being able to recall important facts that happened in the story.

In writing, _____ is working on composing multi-paragraph pieces. She is working on taking her time when completing her work. Writing is typically an unpreferred task, but she has access to a computer to type her assignments, which she prefers. She is continuing to improve her writing skills, as well as citing evidence when explaining her thinking. She will typically rush through her work, but is beginning to slow down and reread her assignments.

In math, _____ understands grade-level math concepts and procedures. _____ is improving greatly on her mathematical understanding. She is working on explaining her thinking, interpreting and solving word problems. _____ is able to add and subtract multi-digit numbers with 85% accuracy. There are times where she would need reminders to carry over the number or to regroup, but she has strong mathematical concepts. During math, she will fold her paper in half, to limit the visual field, as the whole page is overwhelming for her. This has been reducing behavior and helping her concentrate on lesser problems. She will complete half of the page, but will typically want to complete the entire page. _____ is currently working on solving word-problems and multi-steps problems at home. She also can benefit from more practice with her multiplication fluency.

When _____ frustration level is increasing, she does very well working with putty. This reduces her tension and increases her ability to concentrate. She will typically have the putty in her right hand, and working with her left. _____ does well with a lot of positive engagement and reinforcement! Whether it is merely congratulating her for handling a situation well or for advocating for herself appropriately when she feels something is unjust. She loves to please others.

Communication Development

_____ communication appears to be age appropriate. _____ is able to articulate, converse with peers, advocate for herself, and express needs and wants intelligibly. _____ shows great participation in class by showing her work and explaining her thinking. _____ is able to converse with peers socially. She is very social with her peers and has improved greatly with building relationships with other students. She enjoys being included in groups and has advocated her opinion well among her peers. She notices everything around her, including the attitude of the adults she interacts with. She is

keenly aware of conversations taking place regarding her even when they are out of earshot.

_____ verbal expression of her needs and emotions are emerging tremendously since the beginning of the school year. _____ has been working on reparations. When _____ has made a poor choice, for example ripping up a paper impulsively, she goes back and recreates it after deescalation. She takes great comfort in the opportunities for forgiveness. After the situation, it is discussed how the situation could have been handled better. She has been working on self-regulation by labeling her frustrations and to take sensory breaks as needed. She is also continuing to ask for help and to recognize when she needs to take a break.

Gross/Fine Motor Development

OT report, May 2019

Fine Motor: _____ holds a pencil with a functional grasp, using a left handed grasp with thumb wrap. handwriting is legible overall. However, it can sometimes be difficult to read due to poor word spacing and baseline orientation. Her letter formation and letter size is good. In class, _____ is able to type three sentences on her laptop in a timely manner to complete writing assignments, given minimal (25% of the time or less) verbal prompts. She prefers typing to handwriting and types about 50% of her writing assignments in class. _____ is able to independently position scissors in her hand and cut out various shapes with good accuracy.

Gross Motor:

_____ demonstrates gross motor skills sufficient to move around the campus safely and to participate in playground activities. She is able to run, skip, jump, and maneuver the playground equipment with ease during recess. She participates with her peers during recess and PE activities.

Social Emotional/Behavioral

Results of FBA 5/7/19

_____ is a very energetic and social young girl. She enjoys music, playing with her friends, and being creative. Observations and data collection show that _____ is able to independently follow instructions on an average 97% of opportunities (individualized instruction 97% group instruction 97%). Additional prompts inside of the classroom were needed on 5 occasion and averaged one prompt every 177 minutes. On average, _____ was able to independently transition between activities both inside and outside of the classroom on an average 99% of opportunities. There were no discernible differences in performance regarding independent activities, group instruction, or less-structured activities. _____ was successful across activities throughout the day. Non-compliance behaviors observed included mild protest or verbal expressions of refusal but ultimately _____ would follow through and complete her work. Non-compliance behaviors ranged from less than one minute to eight minutes and averaged 3 minutes per episode. Results of the FBA suggest that _____ has met her behavioral goals and the current supports have been effective to address previous behaviors in the classroom.

Data Collection 2018-2019 School Year

Data collected throughout the year suggest that a significant reduction in behaviors has occurred since October 2018. Challenging behaviors have been more stable since February 2018. Since February 2019, _____ has earned on average 95% of her daily behavior contract points. Since March 2019, _____ has only had 2 days of earning less than 100% of her contract points (3/5/19 92%, 3/12/19 83%). In the classroom, she is completing on an average 83% of her work without additional support. There have been 0 non-compliance behaviors since 3/20/19. She is appropriately engaged during instruction on an average 95% of opportunities. Collected data throughout the year suggests that changes in routine can be more challenging for _____. Recent data suggests that significant behavioral progress has been made and staff indicate mild to no concerns regarding behavior.

Vocational

_____ vocational skills appear to be age-appropriate. She is able to advocate for herself and can express her wants and needs. She is continuing to work on identifying her feelings and indicating when she needs a break. _____ would like to be a baker when she gets older and to "decorate cakes and cupcakes".

Adaptive/Daily Living Skills

_____ adaptive daily living skills appear to be age-appropriate at this time. _____ can perform adjunct class responsibilities (e.g. lining up chairs/desks, staple items, etc.) with reminders from the teacher. _____ may need some fidgets or extra reminders to stay on task, but she can independently complete her work.

Health

ITP - Individual Transition Plan

Transition planning **MUST** start & student **MUST** be invited beginning at age 16. (Sooner is better.)

Goals based on: Age-appropriate transition assessments

Postsecondary goals must be appropriate, measurable, include activities to support transition services and address:

Education/Training: "Upon completion of school, I will join the Army."

Employment: "Upon completion of school, I will work at an animal shelter."

Independent Living: "Upon completion of school, I will live with friends in an apartment."



PLACER COUNTY SELPA
INDIVIDUAL TRANSITION PLANNING (ITP)

Student Name: _____

Date of Birth: _____

IEP Date: _____

Student Invited: ☒ Yes ☐ NoIf Appropriate, and agreed upon, agencies invited: ☐ Yes ☐ No ☒ NA

Describe how the student participated in the process:

☒ Present At Meeting ☐ Interview Prior ☐ Interest Inventories ☐ QuestionnaireAge-appropriate transition assessments/instruments were used: ☒ Yes ☐ No

Describe the results of the assessments:

_____ was unable to complete an interest inventory. _____ He will meet with her in the Spring to complete.

ITP- Individual Transition Plan

- **Diploma or Certificate:** Diploma ends Special Education services. Certificate of Completion provides Special Education until age 22.
- Alternative Pathway to Diploma
- **Outside agencies:** Providing postsecondary services ID'd and invited? (i.e., Regional Center, Dept. of Rehabilitation)
- **Adulthood:** On or before 17th birthday, student has been advised of rights at age 18

Student's Post Secondary Goal Training or Education (Required):

Upon completion of school I will <i>attend a four-year university or a community college and take classes related to writing</i>	Transition Service Code as Appropriate: <u>330 Specialized Academic Instruction</u> Activities to Support Post Secondary Goal: <i>Attend Career Center activities to explore college/career choices;</i> _____ <i>explore Creative Writing _____ on campus</i> Community Experiences as Appropriate: <i>Daily mainstreaming activities; community access and participation opportunities; opportunity to participate in school clubs and sports (extra-curricular activities)</i> Related Services as Appropriate: <u>830 Vocational assessment, counseling, guidance, and career assessment</u>
Linked to Annual Goal # <u>1, 2</u> Person/Agency Responsible: <u>IEP team members</u>	

Student's Post Secondary Goal Employment (Required):

Upon completion of school I will <i>get a job as a writer</i>	Transition Service Code as Appropriate: <u>330 Specialized Academic Instruction</u> Activities to Support Post Secondary Goal: <i>Attend Career Center activities to explore college/career choices;</i> _____ <i>explore Creative Writing _____ on campus</i> Community Experiences as Appropriate: <i>Daily mainstreaming activities; community access and participation opportunities; opportunity to participate in school clubs and sports (extra-curricular activities)</i> Related Services as Appropriate: <u>830 Vocational assessment, counseling, guidance, and career assessment</u>
Linked to Annual Goal # <u>1, 2</u> Person/Agency Responsible: <u>IEP team members</u>	

Student's Post Secondary Goal Independent Living (As appropriate):

Upon completion of school I will	Transition Service Code as Appropriate: Activities to Support Post Secondary Goal: Community Experiences as Appropriate: Related Services as Appropriate:
Linked to Annual Goal #	

Special Factors

- Does the student require assistive technology?
- Does the student require low incidence equipment/services? (If deaf, blind and/or orthopedically impaired.)
- Considerations if student is blind/visually impaired or deaf/hard of hearing
- If student is English Language Learner, how will services be delivered/measured?
- Does student's behavior impede learning of self or others?
- If yes, specify positive behavior interventions, strategies, supports.
- Behavior Goal is part of IEP?
- Behavior Intervention Plan (BIP) attached?

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SACRAMENTO COUNTY SELPA
SPECIAL FACTORS

Student Name: _____ Birthdate: _____ IEP Date: 5/7/2019

Does the student require **assistive technology** devices and/or services? ☒ Yes ☐ No

Rationale: Student requires access to a computer for writing tasks.

Does the student require **low incidence services**, equipment and/or materials to meet educational goals? ☐ Yes ☒ No
(If yes, specify)

Considerations if the student is blind or visually impaired: NA

Considerations if the student is deaf or hard of hearing: NA

If the student is an **English Learner**, complete the following section:

Does the student need primary language support? ☐ Yes ☐ No If yes, how will it be provided?

Where will ELD services be provided to the student? ☐ General Education ☐ Special Education

The student will participate in the following type of program:

☐ Structured English Immersion ☐ Alternative Language Program (type or description)

Comments:

Does student's behavior impede learning of self or others? ☒ Yes ☐ No
(describe) Non-compliance such as ignoring/walking away from directions, Refusal to complete work (e.g. head on desk, rocking in chair, arms crossed), Verbal refusal to follow instruction (e.g. "no", "I don't want to" etc), Ripping up personal papers, inappropriate language (e.g. profanity, name calling, etc)

Can escalate to include aggression, elopement and property destruction (not observed since Feb 2018)

If yes, specify positive behavior interventions, strategies, and supports:
behavior contract, visual schedule, priming, etc.

☒ Behavior Goal is part of this IEP ☒ Behavior Intervention Plan (BIP) Attached

Annual Goals

Baseline: Must be specific/quantifiable. i.e., Reads 20 sight words, writes simple paragraph of 2-3 sentences.

S.M.A.R.T.

Specific,
Measurable,
Attainable/Action Words,
Relevant,
Time-bound

Based on grade level standards

Goals are major milestones.

Short-term objectives are measurable, intermediate steps that move the student toward achieving the (annual) goals.

See next slide for example.

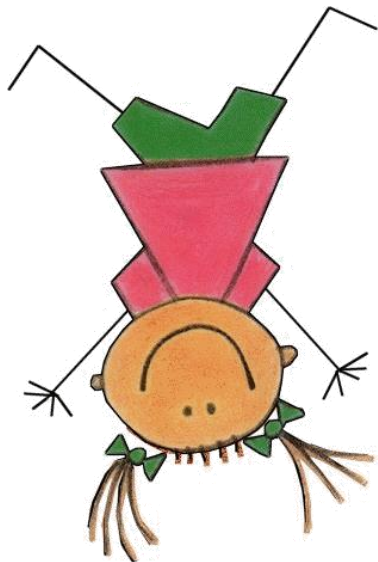
Parents can participate by **drafting their own goals** prior to the meeting.
More on that later.

Goal Example

Area of Need: Task Completion

Baseline: Theo is completing his work without support 0% of the time.

IEP date: 3/20/23



Goal: By 3/2024, Theo will independently complete academic work 80% of the time as observed for 4/5 opportunities for two consecutive weeks.

By 5/2023, Theo will independently complete academic work 20% of the time as observed for 4/5 opportunities for two consecutive weeks.

By 9/2023, Theo will independently complete academic work 40% of the time as observed for 4/5 opportunities for two consecutive weeks.

By 12/2023, Theo will independently complete academic work 60% of the time as observed for 4/5 opportunities for two consecutive weeks.

SACRAMENTO COUNTY SELPA
ANNUAL GOALS AND OBJECTIVES

Student Name: Birthdate: IEP Date: 5/7/2019

Area of Need: Behavior	Measurable Annual Goal #: <u>Behavior Goal #1</u>
Baseline: engages in non-compliance behaviors on a daily basis, she follows instructions with prompting on average 40% of opportunities.	Goal: By May 2019, will follow instructions instead of engaging in non-compliance behaviors across her settings throughout the day on average 70% of opportunities across 3 consecutive days as measured by staff charting. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: classroom staff, special education staff, behavior specialist

Short-Term Objective: By November 2018, will follow instructions instead of engaging in non-compliance behaviors across her settings throughout the day on average 50% of opportunities across 3 consecutive days as measured by staff charting.

Short-Term Objective: By February 2019, will follow instructions instead of engaging in non-compliance behaviors across her settings throughout the day on average 60% of opportunities across 3 consecutive days as measured by staff charting.

Short-Term Objective:

Progress Report 1: 11/9/2018

Summary of Progress: Benchmark met

Comment: is following instructions on average 90% of opportunities. Non-compliance behaviors occur on a weekly basis and range in duration. Afternoons tend to be more challenging for

Progress Report 2: 2/21/2019

Summary of Progress: benchmark met

Comment: is following instructions on average 78% of opportunities. Recently, there has been a slight regression in overall following instructions. is requiring prompting to request a break. Staff are working to increase reinforcement during academic times.

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 5/7/2019

Goal met: Yes No

Comments: According to FBA results, is independently following instructions on average 97% of opportunities. She requires an additional prompt from staff on average once every 177 minutes. Non-compliance behaviors are generally mild and were observed to occur on average 1 time per day lasting on average 3 minutes.

SACRAMENTO COUNTY SELPA
ANNUAL GOALS AND OBJECTIVES

Student Name: Birthdate: IEP Date: 5/7/2019

Area of Need: Task behavior	Measurable Annual Goal #:
Baseline: She attends to non preferred task about 3-5 minutes if she agrees to participate. Is the baseline measurable?	Goal: By 5/19 using sensory strategies as needed, will improve her on task behavior in class to 20 minutes of table top other directed (non preferred) task 3 out of 4 trials as measured by teacher / OT observation and report. Does the goal align w/ the baseline? <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible:

Short-Term Objective: By Nov. 2018 using sensory strategies as needed, will improve her on task behavior in class to 5-7 minutes of table top other directed (non preferred) task 3 out of 4 trials as measured by teacher / OT observation and report.

Short-Term Objective: By Feb. 2019 using sensory strategies as needed, will improve her on task behavior in class to 10-15 minutes of table top other directed (non preferred) task 3 out of 4 trials as measured by teacher / OT observation and report.

Short-Term Objective:

Progress Report 1: 11/15/2018

Summary of Progress: demonstrates good improvement on task behavior. She uses sensory strategies when given given 5-7 non-preferred task by sitting on legs and leaning elbow on tabletop for sensory processing. Overall, is progressing towards her goal.

Comment:

Progress Report 2: 3/14/2019

Summary of Progress: continues to use sensory strategies by sitting on legs, leaning elbows and upper body on tabletop for joint pressure sensation to improve task behavior in class and during OT. Overall, is showing progress towards her goal.

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 5/3/2019

Goal met: Yes No, is able to attend to a non-preferred, tabletop task for 20 minutes in the classroom in 3 out of 4 trials.

Offer of FAPE (Free Appropriate Public Education)

Classroom placement in Least Restrictive Environment (LRE) - Remember the continuum of placement?

Specialized Academic Instruction (SAI) and related services:
i.e., speech, OT, etc. needed to benefit from Special Education

- Who will provide? (i.e., District of Service)
- Where? (i.e., Separate Classroom)
- Individual or Group?
- How often? How long? (i.e., 30 min x4 totaling 120 min/month)
- Beginning and end dates? (Typically, date of IEP to following year.)

Transportation: Yes/No

Extended School Year (Special education “summer school”): If child will have significant regression/recoupment period.

Offer of FAPE: Free Appropriate Public Education

- **Accommodations, Modification, Supplementary Aids/Services**
- Aids, services, and other supports provided to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate ...
 - Shortened reading or writing assignments
 - Test questions read/explained (if appropriate)
 - Dictating answers (i.e., essay questions, spelling words)
 - Extra time on tests
 - Quiet place to do assignments/tests
 - Audio books/lectures
 - Use of computer for written work
 - Use of calculator (if appropriate)
 - Planning time for staff collaboration
 - And more...
- Accommodations do not fundamentally alter or lower expectation of standards.
- Modifications do fundamentally alter or lower expectation of standards.

Program/Modifications	Start Date	End Date	Frequency	Duration	Location
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- ☐ The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.
- ☒ The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed:

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
Additional paraprofessional for behavioral support within the general education classroom (to be reviewed and faded as appropriate based upon data) (Fade criteria - 1 or less episodes of non-compliance behaviors weekly the team would increase the fade plan to the next step. Step 1: support in the back of the classroom Step 2: Support faded outside of the classroom during targeted time Step 3: Increase time outside of the classroom by 30 minutes weekly when behavior criteria met)	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	1/29/2019	5/14/2019	Daily	337 minutes	Public Day School
Consultation between IEP team and behavior specialist regarding behavioral supports and monitoring of data	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	5/7/2019	5/6/2020	60	monthly	regular classroom and campus

SPECIAL EDUCATION and RELATED SERVICES

Service: Specialized Academic Instruction	Start Date: 6/9/2018	End Date: 5/29/2019
Provider: District of Service	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Gp <input type="checkbox"/> Sec Transition	
Duration/Freq: 30 min served Daily	Location: Regular classroom/public day school	
Comments: Maybe individual or small group instruction, either in the Learning Center of the Regular Classroom.		
Service: Behavior Intervention Services	Start Date: 5/15/2018	End Date: 5/14/2019
Provider: District of Service	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Gp <input type="checkbox"/> Sec Transition	
Duration/Freq: 120 min served Monthly	Location: Regular classroom/public day school	
Comments: Services to include observation, data collection, staff training, progress monitoring, and modifications to behavioral supports as needed. At the start of next year minutes may initially exceed allotted amount in order to assist in the initial implementation of the BIP. The minutes that it may exceed the 120 minutes monthly service may be up to but not more than 180 minutes monthly.		
Service: Occupational therapy	Start Date: 5/15/2018	End Date: 5/14/2019
Provider: District of Service	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Gp <input type="checkbox"/> Sec Transition	
Duration/Freq: 30 min served Weekly	Location: Regular classroom/public day school	
Comments:		
Service: Specialized Academic Instruction	Start Date: 10/3/2018	End Date: 5/14/2019
Provider: District of Service	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Gp <input type="checkbox"/> Sec Transition	
Duration/Freq: 60 min x 1 Totaling: 60 min served Weekly	Location: Regular classroom/public day school	
Comments: 15 minutes of pull out direct individual service		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Special Education Transportation ☐ Yes ☒ No

EXTENDED SCHOOL YEAR (ESY)

☐ Yes ☒ No

Rationale: does not display a loss of previously taught skills or an inability to regain those skills following interruptions in instruction during the regular school year.

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

SACRAMENTO COUNTY SELPA Offer of FAPE - SERVICE

Student Name:

Birthdate:

IEP Date: 5/7/2019

The service options that were considered by the IEP team (List all): General Education classroom; General education classroom with Resource Specialist services; OT, and behavioral services.

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs: Decreased access to instructional opportunities with typical peers.

SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

- ☐ The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.
- ☒ The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings:

Program Accommodations	Start Date	End Date	Location
Please See Behavior Intervention Plan (BIP) for specific supports to include: - Individualized behavior contract - Cues/prompts for following directions and utilizing replacement behaviors - Reinforcement for replacement behaviors	5/7/2019	5/6/2020	Public Day School
Allow extra time on assignments and tests	5/7/2019	5/6/2020	Public Day School
Break up tests and lessons into several sections and to allow the student to complete each section with short breaks in between and to move around and refocus.	5/7/2019	5/6/2020	Public Day School
Option to take assessments in separate setting with low distractions	5/7/2019	5/6/2020	Public Day School
Allow access to a multiplication table	5/7/2019	5/6/2020	Public Day School
Provide student with a worksheet of clear steps and procedures to follow multi-sequence computations, as well as models of sample problems. Provide written directions or to write them down herself with oral instructions. Provide directions short and simple.	5/7/2019	5/6/2020	Public Day School
Calculator available to check homework and classwork	5/7/2019	5/6/2020	Public Day School
Decrease the number of math problems (e.g. solving odd problems only)	5/7/2019	5/6/2020	Public day school
Provide frequent feedback about progress and checking work. Check work throughout the day to make sure she has addressed all objectives.	5/7/2019	5/6/2020	Public day school
Graph paper available during mathematical computations.	5/7/2019	5/6/2020	Public Day School
Encourage student to ask for assistance and self-advocate for herself if she lacks understanding of information read.	5/7/2019	5/6/2020	Public Day School
Provide positive reinforcement and encouragement	5/7/2019	5/6/2020	Public Day School
Provide clear expectations of (1) what work is to be done (2) how much work is to be done in each setting (3) how she will know when she is finished (4) what happens after she has completed her work	5/14/2019	5/6/2020	Public day school
Student should be encouraged to take breaks when she begins to feel overwhelmed	5/7/2019	5/6/2020	Public day school
Pick reading and writing topics that stimulate her interest and motivate her. Use multiple mediums for academic tasks	5/7/2019	5/6/2020	Public day school
Highlight important words, facts, numbers	5/7/2019	5/6/2020	Public Day School
Allow student to sit at the front of the room and away from distractions	5/7/2019	5/6/2020	Public Day School
Provide structure throughout the day (e.g. visual schedule)	5/7/2019	5/6/2020	Public Day School
Provide use of sensory tools (e.g. fidgets, putty, wiggle chair)	5/7/2019	5/6/2020	Public Day School
Allow use of computer during writing assignments	5/7/2019	5/6/2020	Public Day School

- ☒ The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.
- ☐ The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings:

Offer of FAPE - Educational Settings

Percentage of the day will the child be outside/inside regular class, extracurricular & non-academic activities

Other agencies involved w/ student (i.e., Regional Center, County Mental Health, Dept. of Rehabilitation)

How and when parent will be informed of student's progress. Must be at least as often as report cards. If lack of progress, IEP meeting should be called.

Graduation Plan - projected date, graduate with Diploma or graduate with Certificate of Completion

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SACRAMENTO COUNTY SELPA
OFFER OF FAPE - EDUCATIONAL SETTINGS

Student Name: _____ Birthdate: _____ IEP Date: 5/7/2019

Physical Education: ☒ General ☐ Specially Designed ☐ Other

District of Service: _____ School of Attendance: _____ School Type: Public day school

All special education services provided at student's school of residence? ☒ Yes ☐ No (rationale)

(Note: Program Setting and Percentage of Time are required for students that will be age 6 and older within the duration of this IEP)
Program Setting: Regular Classroom/Public Day School (Ages 5-22)
8 % of time student is outside the regular class & extracurricular & non academic activities
92 % of time student is in the regular class & extracurricular & non academic activities

Preschool Program Setting (Ages 3-5):
(Note: Answer two items below for students ages 3-5 only if the Preschool Program Setting is in 201-Regular Early Childhood Program or Kindergarten Setting)
The location where the student receives the majority of their special education services:
☐ Same as above ☐ Different from above
Is the Regular Early Childhood Program or Kindergarten Program ten hours per week or greater? ☐ Yes ☐ No

Student will not participate in the regular class and/or extracurricular and/or non academic activities: during portions of general education because _____ will receive OT services to support her goals

Other Agency Services

☐ County Mental Health
☐ California Children's Services (CCS)
☐ Regional Center
☐ Probation
☐ Department of Rehabilitation
☐ Department of Social Services (DSS)
☐ Other

Promotion Criteria: ☐ District ☒ Progress on Goals ☐ Other

Parents will be informed of progress: ☐ Quarterly ☒ Trimester ☐ Semester ☐ Other

How? ☒ Progress Summary Report ☐ Other

ACTIVITIES TO SUPPORT TRANSITION (e.g. preschool to kindergarten, special education and/or NFS to general education class, 8th/9th grade, etc)
Collaboration between general and special education to ensure participation in the general education classroom

Meeting Notes

- Mandated when they add required content too complicated for the form.
- What was discussed and decisions made
- Team member participation. Member's recommendation, question, consent and disagreement.
- Show parent participation (requests, input, consent or disagreement)
- If other portions of the document do not provide sufficient detail or may not be easily understood by a parent, the notes should provide clarification.
- Ensure a clear and appropriate offer of FAPE was made
- Make sure that prospective services/supports are documented

Page _____ of _____
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**SACRAMENTO COUNTY SELPA
IEP TEAM MEETING NOTES**

Student Name: _____ Birthdate: _____ IEP Date: 5/7/2019

Date: 5/7/2019

Notes: The IEP team met for _____ annual IEP meeting. Those in attendance were the General Education Teacher, Occupational Therapist, _____, Special Education Coordinator, _____, School Principal, Behavior Coordinator, byphone, _____, Stanford Youth, _____, IEE evaluator, RSP teacher, _____, and parent.

A copy of procedural safeguards was presented to parent.

Present Levels of Academic and Functional performance were discussed.

Some of her strengths included, that she loves helping younger students, she is very bright, and fun to be around.

The classroom teacher reported that she seems happier and seems more grounded. Has friends that she plays with on the playground. The behavior coordinator also supported the discussion that she is making connections with her peers, and has made a lot of progress.

Parent inquired how she is doing academically in the classroom. The teacher reported that she is reading at a beginning 4th grade level. Her math is stronger, and her writing using the chromebook has improved a lot. She still has difficulty solving multi-step math problems. Remembering her multiplication facts, math fluency is something she can struggle with. Parent reported that she is working with a tutor and that she will practice over the summer.

Parent expressed concerns about her ability to do math, her reading, writing, supports for summer school, and what the plan will be for fading the aid.

The RSP teacher reported that she has made improvement both academically and behaviorally. Her latest reading assessment with the F and P she is scoring at a beginning 4th grade level. _____ has made a lot of improvement in writing. Parent reported that she has difficulty with spelling. Mom is concerned with her using spell check. Parent wants her to learn spelling and grammar skills. The team acknowledged that she has made a lot of growth, but she missed a lot of instruction last year, and is still not achieving up to her capability. Math is the least preferred academic subject for _____ now will share her thinking with the class and doesn't shut down when she makes an error. The RSP teacher reported that sometimes she can be snappy with adults but is doing much better with her peers.

The OT reported her present levels with her motor skills. _____ handwriting is legible, there are still some errors, but has improved this year. She prefers to type over writing.

The behavior Coordinator reviewed the FBA with the team. The behaviors have improved across the board. The severe behaviors that occurred last year and the beginning of this year are not present at this time. 3 behaviors were noted which were considered mild. Total duration was an average of 3 minutes. _____ can come back a lot quicker from a behavior than previously. The function of the behaviors were identified. The recommendation is to monitor her behaviors and monitored by the SAI.

Parent inquired about the transition for next year. The team will schedule a transition meeting before the end of the year to include the new teacher.

Health information was discussed with regards to her diet were noted.

Progress on goals were reviewed. _____
27/7/2021

Contents of the IEP

Draft goals were presented. Goals include math, writing, and self-regulation/sensory. It was noted that the outside

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Parent signature/Consent



California School for the Deaf, Fremont

IEP – Consent and Signatures

Student: [REDACTED] Date of Birth: [REDACTED] Date: [REDACTED]

IEP TEAM MEETING PARTICIPANTS

Signature	Position	Date
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

PARENT ACKNOWLEDGEMENTS AND REQUESTS

I have read the following boxes that apply:

I have been advised and received a copy of the *Notice of Procedural Safeguards*.

I have attended and participated in the IEP team meeting.

I have received notice of the IEP team meeting but did not attend.

If parent did not attend, specify the methods and dates of contact to encourage the parent to attend.

Method/Date: _____ c. Method/Date: _____

Method/Date: _____ d. Method/Date: _____

I request a copy of this IEP in my primary language/other mode of communication: _____

I have received a copy of the assessment report(s) reviewed in developing this IEP.

The school district facilitated parent involvement as a means of improving services & results for my child.

CONSENTS

I agree with the determination of my child's ☒ eligibility or ☐ ineligibility for special education.

I understand and consent to the contents of this IEP.

I understand and consent to the contents of this IEP except for: _____

If your child is eligible for special education, initial the box below, if applicable

N/A I approve the District's billing for MediCal related services.

I understand that services will not be made-up when my child is absent or when a normally scheduled session falls on a non-student day unless otherwise agreed upon and that services will not be provided during school holidays and breaks except for those provided during extended school year.

Signature below is to authorize implementation of this IEP.

Signature of Parent/Adult Student: [REDACTED]

Signature of Parent/Adult Student: [REDACTED] Date: _____

IEP 10 (4/14)

- **Signature/Parent Consent**

- Attendees sign and date that they were present.

- **Parent can agree to all, some, or none of the IEP.**



- If there is disagreement, include short explanation. I.e., “I disagree with the recommendation to decrease speech therapy from 30 minutes/week to consultation only.” You can also write a dissenting statement and attach it to the IEP. Only components with which you agree can be implemented.

- You do not have to sign the consent immediately after the meeting. You may take the IEP home to review. Ask who you should contact (and how) if you have questions & who you should return it to.

- Best practice - Let the team know when you’ll return it, i.e., “in 72 hours”, “next Thursday”.

Preparing for the IEP Meeting...

- Preparation for the IEP meeting does not have to be difficult or too time consuming!
- Being prepared will help you feel that you are a confident and competent member of the team.



- One way to participate is by writing your own goals & “Solution/Strategy Worksheet”



Parent Concerns - Solutions and Strategies

An important part of participation can be identifying/prioritizing parent concerns and thinking about possible solutions and strategies by using your “Solution/Strategy Worksheet”.

See the next slide for an example.

Parent Concerns - Solution/Strategy Worksheet

Area of Need Identified: Social/Emotional/Behavior

1. What are my concern(s)/issue(s) about my child's educational program?

Theo has aggressive behavior with peers at recess.

2. Why is it important to my child's education program?

He does not have friends. He has repeated suspensions which cause him to miss instruction.

3. What strategies/solutions do I propose?

- *Taking turns goals, Social Interaction goals?*
- *Functional Behavior Assessment (FBA)?*
- *Behavior Intervention Plan (BIP) to provide alternative behaviors when frustrated*

Be open to compromise or a trial period for new ideas; "Let's try _____ until _____." Then we'll meet to discuss if it is effective and any needed changes."

Steps to Prepare for the IEP Meeting

- Don't go to the meeting alone. Plan to take someone to take notes for you and provide moral support
- Make sure to alert the team to how many people you plan to bring, so that there is ample seating.
- You may tape record the meeting, but it must be openly and with 24 hours notice
- Write your goals, "concern/strategies" and parent report
- Ask for copies of new assessments prior to the meeting
- Ask for DRAFTS of the "Present Levels of Performance" and goals prior to the meeting
- Monitor your child's progress on goals throughout the year. If minimal or no progress is being made, consider requesting an IEP meeting.



Start Self-advocacy Early

Providing opportunities to participate in the IEP teaches your child valuable self-advocacy skills.

Children can:

- Sing song, recorded or at the meeting
- Color a picture of a favorite friend or activity
- Draw a picture of what they like about school
- Create a short video of what they want to be when they grow up
- Make a list of what works for them in school...or not.

Can you think of other ideas?

At the IEP Meeting

- If the district denies a service or support you feel is necessary, ask the reason for the denial, for example, are new or additional assessments needed to obtain the service?
- Ask that the denial and reason be written on a “Prior Written Notice” (PWN) so you have record of it.
- You can ask if it can be provided for a set amount of time, i.e., 10 weeks and that the team reconvene to discuss effectiveness and continuation or discontinuation.

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 items with which you agree can be implemented.
- Discuss (only) your child’s educational needs. Never discuss district budget, availability of services or the schedules of district personnel.
- **Do not sign the IEP until you have considered it carefully.** You may take it home to review before signing but should return it in a timely manner.
- **Always** ask questions if you don’t understand something!

Support is Important!

- It can 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 after the meeting.
- (Sometimes it works best to have a support person at the meeting who is **not** emotionally attached to your child.) Consider inviting your child's **Regional Center Service Coordinator** if applicable



Keeping Records

In a binder, **keep records** of your child's:

- Assessments/Evaluations
- Report Cards,
- Staff Communication,
- Relevant Medical Reports,
- IEPs, etc.

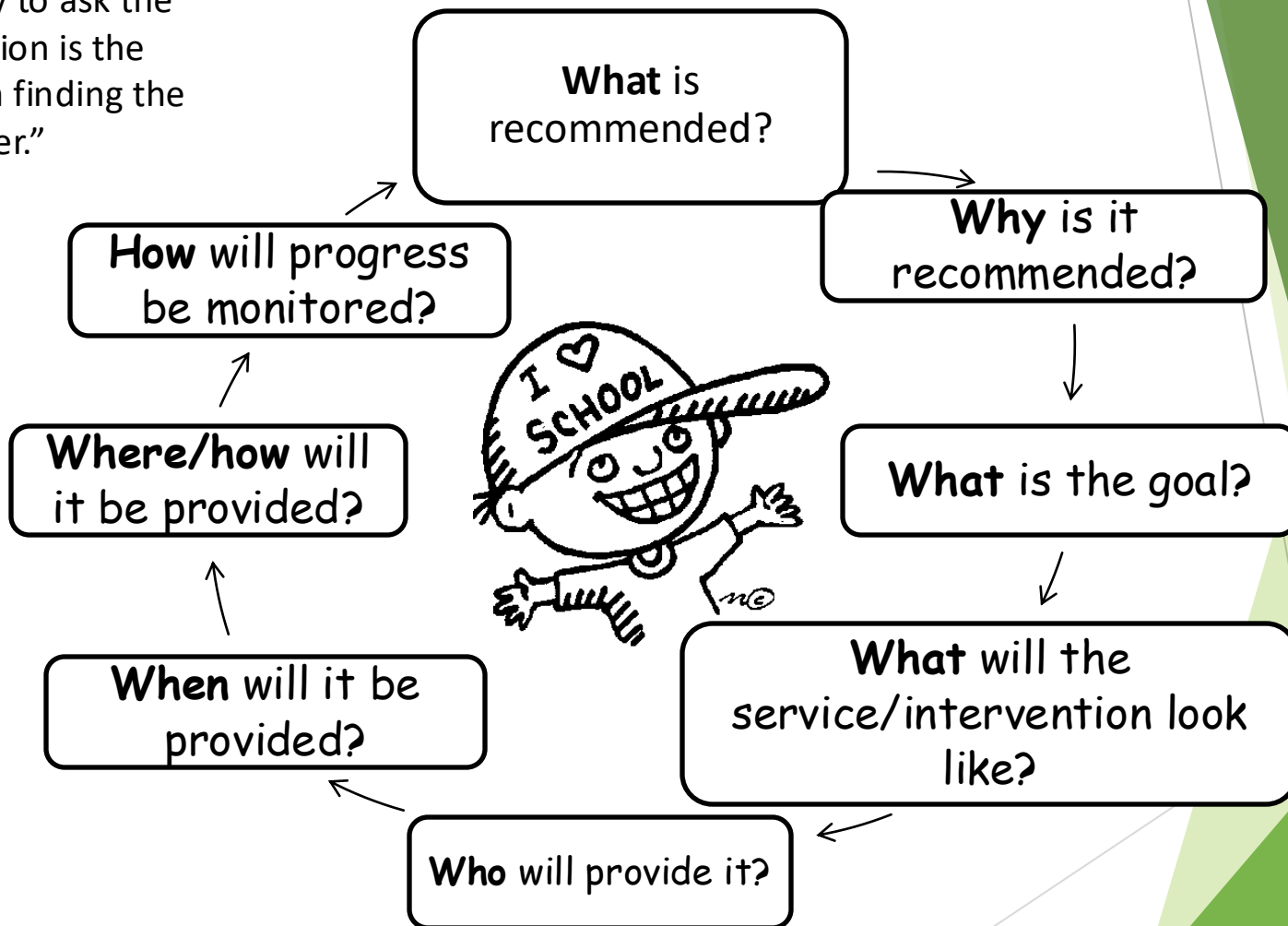
Bring it to all meetings.



(When seeing a new medical or other provider, ask to be sent a copy of their initial assessment/evaluation and place it in the binder).

Questions To Ask When You Don't Know What To Ask

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



Time Management of Meeting

- Find out how long the meeting has been scheduled to last. Tell the team that if the IEP isn't completed in that time, you'll want to plan another meeting before everyone leaves.
- Request to end meeting 10 minutes early to review what was written.

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 knowledge you have about your child
- Work **CREATIVELY** with your child's team to find solutions to challenges

- ❑ **You are the expert on your child;** however, the other members of the team have worked with many children and have a global view of issues and services. (You're a TEAM!)
- ❑ **Consider taking snacks to share.** It helps relieve anxiety and lets the members of the team know that you appreciate their efforts for your child.



What do you do if you are not happy with your child's IEP?
Where do you seek help?

- Call WarmLine!
- Reach out to your school district's SELPA
- Contact the California Department of Education's Constituent Office
- If your child is a client of the regional center, contact his or her Service Coordinator and inquire about RC's Special Education Resources

SELPA = Special Education Local Plan Area

- Resource “umbrella” for Special Ed. Department. (Calif. Only)
- A SELPA can consist of one school district (“single district” SELPA) or several (“multi-district” SELPA). The SELPA has policies that translate how it will follow IDEA, called the **Local Plan**.)
- Every SELPA has a CAC- Community Advisory Committee or SEPAC -Special Education Parent Advisory Committee. The CAC must have a majority of parents of children with IEPs.
- *Joining your CAC gives you valuable educational opportunities and the chance to meet other parents and the special education administrators.*

California SELPA association

<https://selpa.info/>



Contact the the CA Department of Education's Constituent's Office @
800-926-0648

Monday–Friday, 8 a.m. to 5 p.m.

The Constituent's Office may also be reached by email at SEDCO@cde.ca.gov.

Extra Resources!

<https://warmlinefrc.org/what-we-do/special-education-fec.html>

<https://serr.disabilityrightsca.org/>

<https://www.cde.ca.gov/sp/se/as/caselpas.asp> (Find your SELPA)

<https://dredf.org/>

<https://www.understood.org/>

[Alta CA Regional Center](#)

[UC Davis Mind Institute](#)

Questions?



Please feel free to call or email:

916-455-9500 or

(Spanish: 916-922-1490)

warmline@warmlinefrc.org

Pat Schreiber

Family Resource Specialist

pat@warmlinefrc.org

916-455-9500 Ext. 412