



COMMUNITY ADVISORY COMMITTEE

2023-2024 Meeting Schedule*
10:00 a.m.

RESOURCE FAIR	AUG. 3, 2023
INTERNET SAFETY & SECURITY	SEPT. 5, 2023
IEP BASICS & KEY COMPONENTS	OCT. 12, 2023
PROCEDURAL SAFEGUARDS EXPLAINED	NOV. 2, 2023
ALTERNATIVE DISPUTE RESOLUTION(ADR) REVIEW	DEC. 7, 2023
SECONDARY TRANSITION	JAN. 11, 2024
MANAGING BEHAVIORS IN THE HOME	FEB. 1, 2024
MENTAL HEALTH	MARCH 7, 2024
PRESCHOOL TO KINDERGARTEN TRANSITION	APR 4, 2024
ART AND AWARD SHOW	MAY 23, 2024 4:30 – 6:00 P.M.

*SUBJECT TO CHANGE

Aug., 2023



South County SELPA Presents:

IEP Basics and Key Components

South County SELPA
Community Advisory Committee (CAC)
October 12, 2023





TODAY'S AGENDA

- Goals for our time together:
- ☐ Individuals with Disabilities Education Act (IDEA)
 - ☐ Procedural Safeguards
 - ☐ Referral
 - ☐ Evaluation
 - ☐ Eligibility
 - ☐ What is an IEP?
 - ☐ IEP Meeting
 - ☐ Parent Tips



CHECK-IN

How comfortable do you feel
with the IEP process?





Individuals with Disabilities Education Act (IDEA)



IDEA

Both early intervention and school-aged services are available through the **Individuals with Disabilities Education Act (IDEA)**.



PURPOSE OF IDEA

- To ensure that all children with disabilities have available to them a **free appropriate public education** that emphasizes special education and related services designed to meet their **unique needs** and **prepare** them for further education, employment, and independent living;
- To ensure that the **rights** of children with disabilities and parents of such children are **protected**;

U.S. Department of Education, Individuals with Disabilities Act



PURPOSE OF IDEA

- To assist States in the **implementation** of a statewide, comprehensive, **coordinated**, multidisciplinary, interagency system of **early intervention services** for infants and toddlers with disabilities and their families;

U.S. Department of Education, Individuals with Disabilities Act



PURPOSE OF IDEA

- Ensure that educators and parents have the necessary **tools to improve educational results** for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services;
- To **assess**, and ensure the effectiveness of, efforts to **educate** children with disabilities.

U.S. Department of Education, Individuals with Disabilities Act



PART C

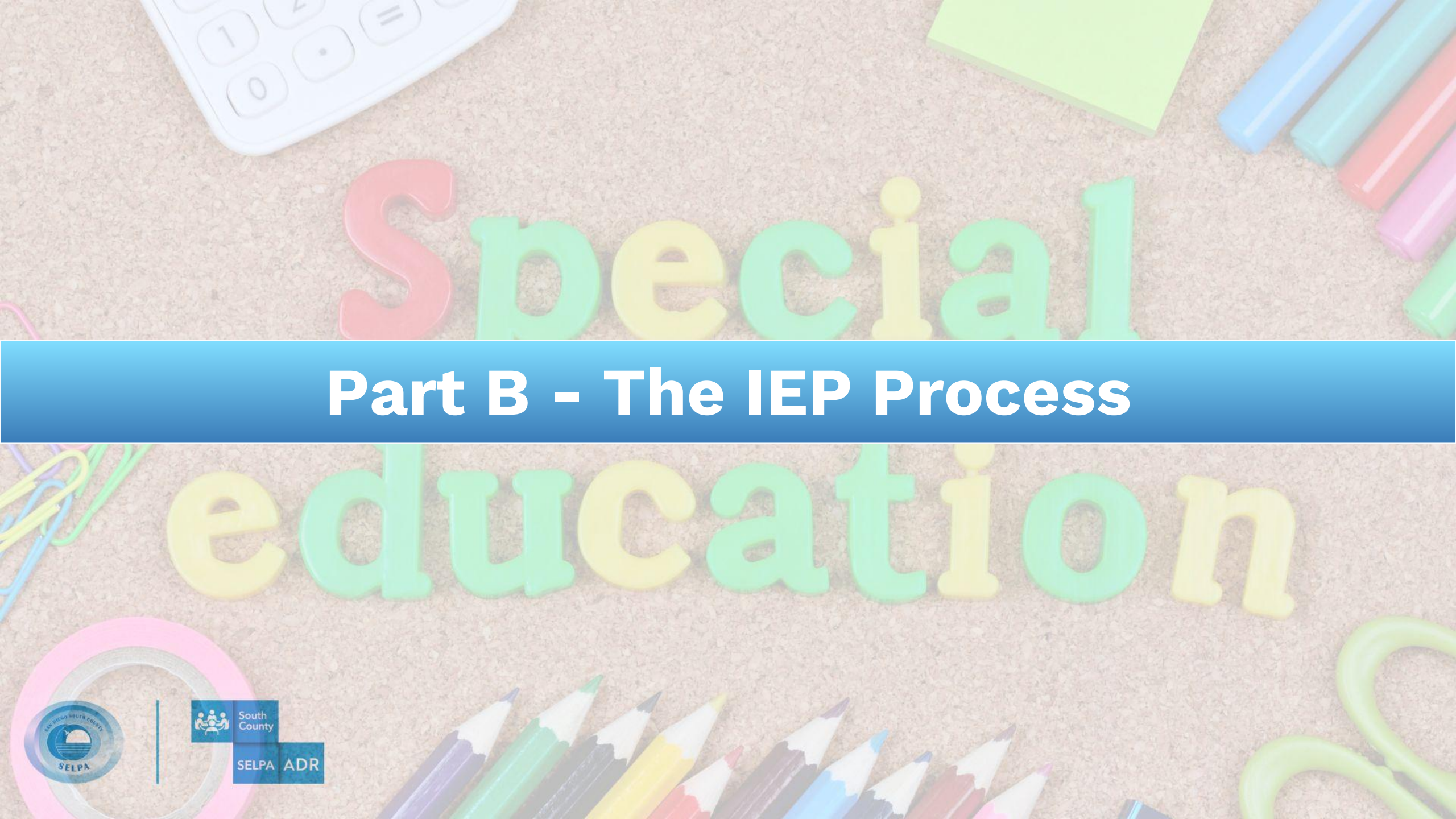
Part C of the Individuals with Disabilities Education Act (IDEA) is a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, birth to age 3, and their **families**.



PART B

Part B of the IDEA addresses special education and related services for **children** and young adults ages 3 to 22.





Special

Part B – The IEP Process

education



THE IEP PROCESS



Referral

- Parent, educator, agency, any person with concern
- Child find
- Preferably written
- District must respond within 15 calendar days
- Evaluation plan developed within 15 calendar days

34 CFR §300.8, 34 CFR §300.343



Evaluation

- Parent must consent
- Evaluation and IEP completed within 60 calendar days of evaluation plan
- Evaluations are conducted in all areas of suspected disability
- Assessments will determine eligibility and programing



PROCEDURAL SAFEGUARDS (RIGHTS)



Procedural Safeguards : Quick Guide

As a parent/guardian of a child with a disability, it is crucial for you to become familiar with your rights.
Use this sheet as a reference.

Your rights include:

To Participate		To Receive Mediation
To Receive Prior Written Notice		To Access Educational Records
To be Given a Nondiscriminatory Assessment		To be Informed of School Discipline and Alternative Placement
To Receive Independent Educational Evaluation, if appropriate		Receive assistance from your local SELPA or California parent organizations
To Give and Refuse Consent		To File a Complaint against your school District

Your Procedural Safeguards must be provided:

- Annually
- When you ask for a copy
- The first time your child is referred for special education assessment
- Each time you are given an assessment plan to evaluate your child

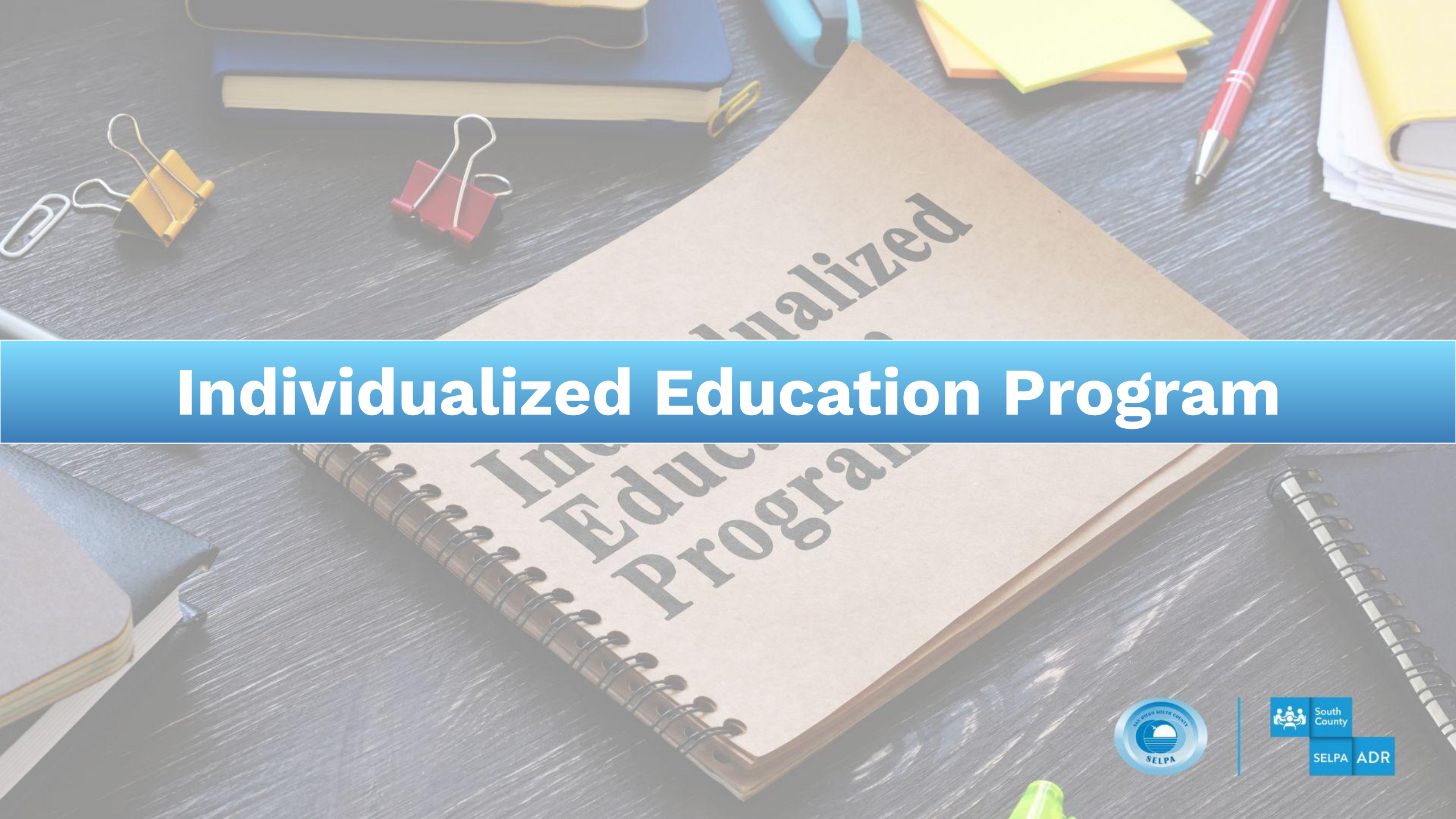
A full copy of your procedural safeguards can be found at :



Eligibility

Three Questions:

1. Meet - Does the student meet one of the 14 areas of disability?
2. Impact - Does the suspected disability significantly impact the student's education performance?
3. Need - Does the student need specialized academic instruction/related service in order to receive educational benefit?



Individualized Education Program



WHAT is an Individualized Education Program (IEP)?

- Living document
- Reviewed at least annually
- Developed to ensure a quality education program for a student with a disability
- Required by the Individuals with Disabilities Act (IDEA)

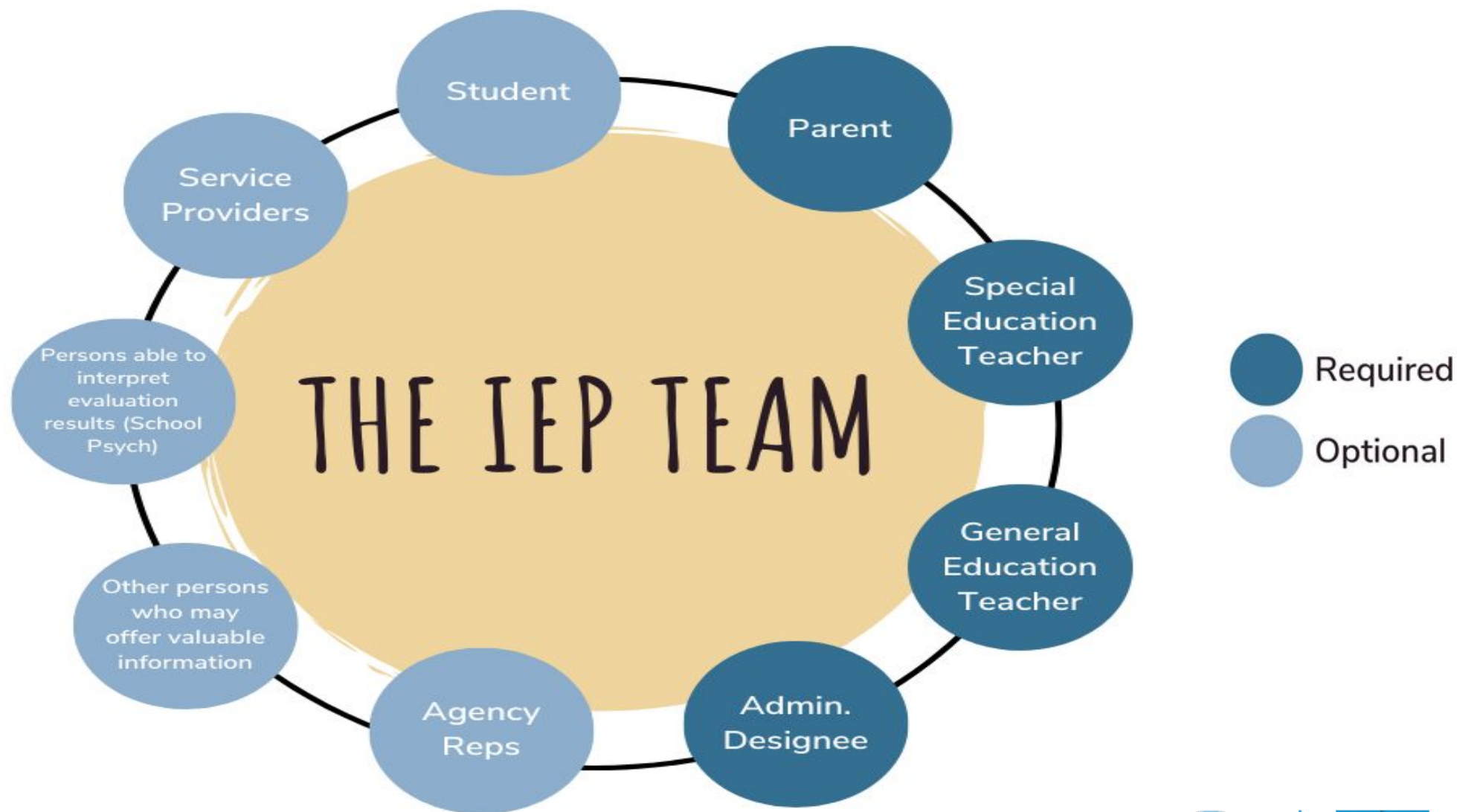
34 CFR §300.340

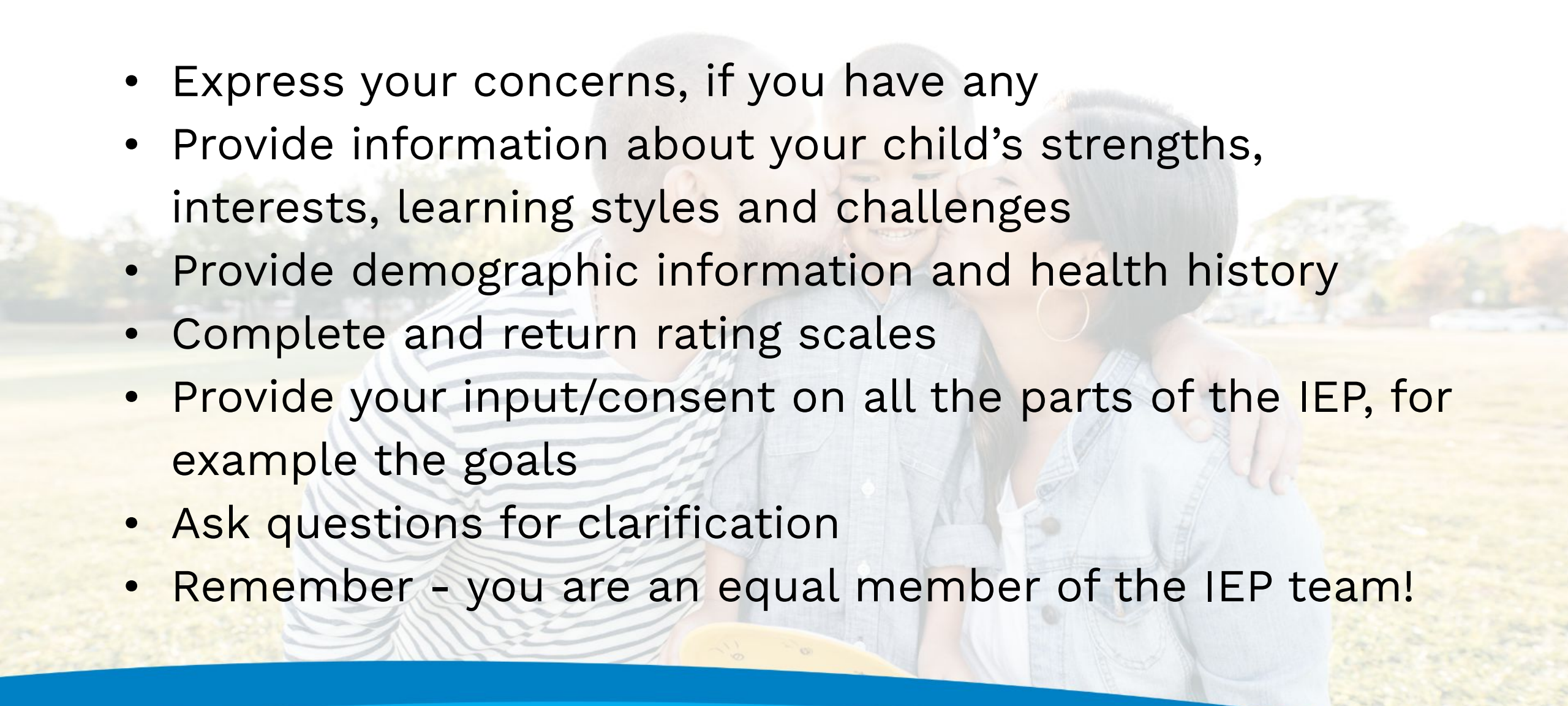


What is discussed in an IEP Meeting

- Results of assessments are reviewed
- Determine whether or not the student has qualifying disability
- Develop goals and objectives based on present levels and areas of need
- Agreement of services
- Agreement of offer of Free Appropriate Public Education (FAPE)
- Parent agreement to IEP

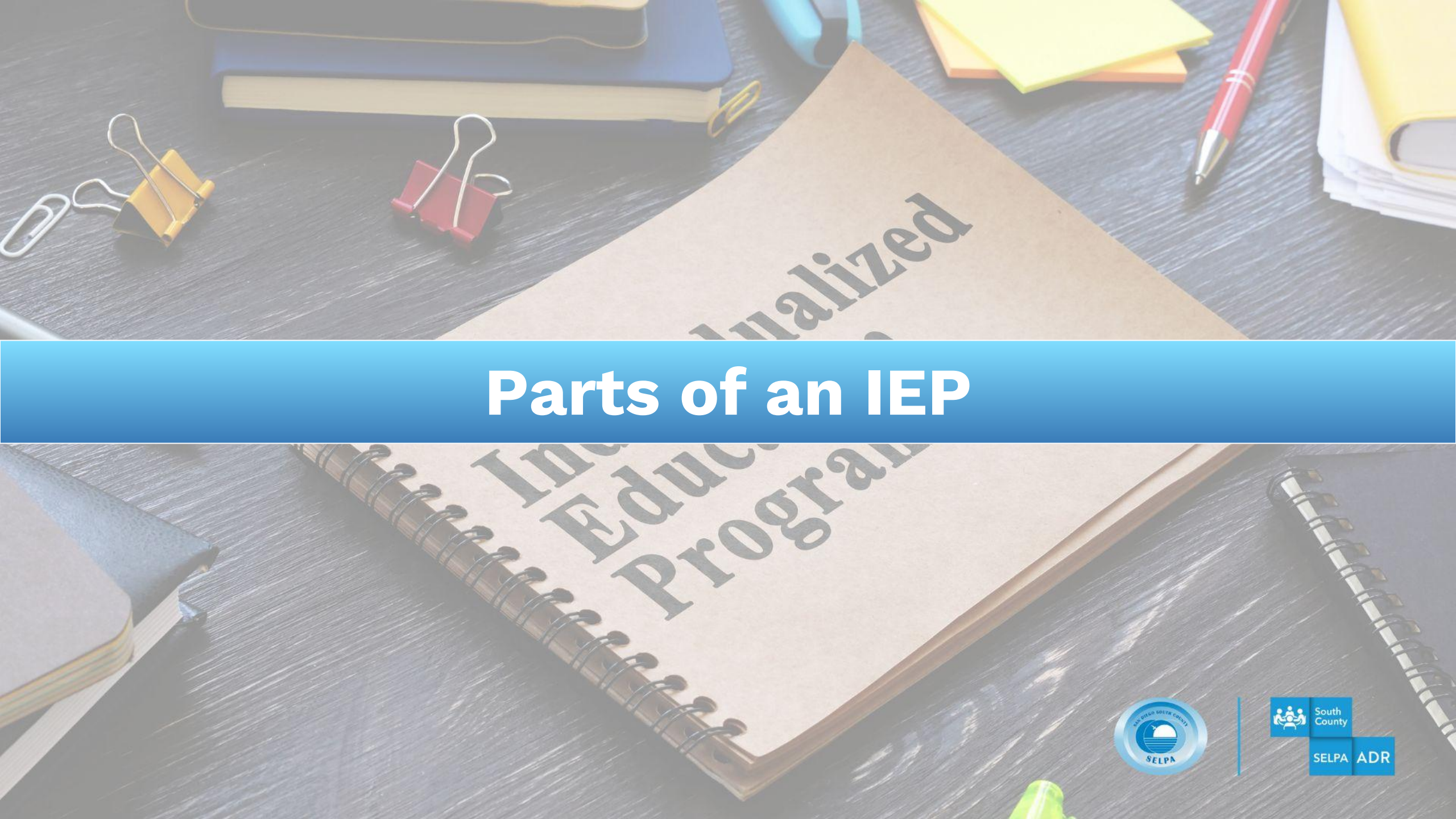
WHO Participates in the IEP Meeting?



- 
- Express your concerns, if you have any
 - Provide information about your child's strengths, interests, learning styles and challenges
 - Provide demographic information and health history
 - Complete and return rating scales
 - Provide your input/consent on all the parts of the IEP, for example the goals
 - Ask questions for clarification
 - Remember - you are an equal member of the IEP team!



Role of the Parent



Parts of an IEP



Main Parts of the IEP

- Present Levels
- Goals & Objectives
- Offer of Free Appropriate Public Education (FAPE)
 - Educational Placement in Least Restrictive Environment (LRE)
 - Accommodations, Modifications, and Supports
 - Services



Present Levels

- Strengths
- Parent concerns
- What a student can do
- Areas of need (should match the goals)
- Negotiated



Goals & Objectives

- Address child's unique area of needs
- At least one goal per area of need
- Ideally, includes objectives
- Progress reported as often as school provides grade reports
- Negotiated

Free Appropriate Public Education (FAPE)

- No cost to parent
- IEP that outlines a program for unique needs
- Students have same rights as non-disabled peers
- Guarantees students with disabilities receive services



Least Restrictive Environment (LRE)

- Continuum of Services provided by the District
- LRE isn't a place — it's the support that guides a child's education program.
- The LRE for each child will look different because kids are unique.
- Any services and placement must consider the potential harmful effects on the child.



Service Page

- Accommodations, Modifications and Supports
- Services
- Transportation
- Extended School Year (ESY)



Educational Setting

- Physical Education
- Program Setting
- Other Agency Services
- Promotion Criteria
- Informed of Progress (How and When)
- Transition Activities



Other Pages

- Notice of Meeting
- Information/Eligibility
- Special Factors
- Statewide Assessments
- Notes



Parent Consent

- Nothing will be done/started without parent/guardian permission
 - May consent to parts or all of IEP
- ★ Important: Sign for participation - you were there

I Agree ☐



Tips for Success

- Keep documentation
- Be proactive
- Get involved
- Stay in continual contact with teachers and other school staff
- NEVER be afraid to ask questions



How to request support?



Phone Call



Email



Walk-Up (Resource Fairs,
Conferences, School Events)



Website (Google Form)



Agency Referral



What is ADR?



I am right



Me too

Alternative Dispute Resolution (ADR) is a **voluntary** process for resolving special education conflict in a **neutral**, respectful, and caring environment. It uses clear communication, **collaboration**, negotiation, and mediation to produce a fair agreement that meets the interest of all parties involved. The ADR process allows the parties to come up with an **innovative** and jointly agreeable outcome.



Types of ADR

INFORMAL

Special Education Parent Liaison
Neutral SELPA Case Review
Neutral SELPA IEP Support

FORMAL

Facilitated IEP
Early Dispute Resolution Mediation
Facilitated Resolution Meeting



Special Education Parent Liaison

- ★ Parents of children with special needs
- ★ Over 45 combined years of experience
- ★ Bilingual
- ★ Neutral



**Laura
Cervantes**



**Liliana
Armenta**

Special Education Parent Liaison

- ✓ IEP Attendance and Support
- ✓ Assist Parent in the following:
 - Understanding IEP process
 - Educating on Student's disability
 - Understanding parent/student's rights
 - Encouraging parent participation at school
 - Utilizing community services available
- ✓ Provide other resources
- ✓ All services are **FREE**
- ✓ All service are **CONFIDENTIAL**



Special Education Parent Liaison

- ➡ Referral Process
- ➡ Form
 - Online
 - Phone Call
 - Ask the District Representative



Special Education Parent Liaison

Offer meetings through

- phone calls
- video calls
- home visits
- community visits (i.e. coffee shop, library)
- office visits (school or SELPA)





Parent IEP Academy

Presented by the South County SELPA
Alternative Dispute Resolution (ADR) Team

The South County SELPA believes parent/educator engagement is a critical component in supporting the success of a student during their educational journey. Educating parents in the components of the IEP, the parent's role and the importance of communication and collaboration is the cornerstone to this engagement.

Topics covered within this 5-part workshop series include:

Session 1: Assessment and Timelines

Session 2: Present Levels

Session 3: Goals, Special Factors

Session 4: Offer of Free Appropriate Public Education (FAPE)

Session 5: After the Meeting

Intended Audience: Families with children who are currently being assessed for special education services and families whose students receive special education services in South County SELPA districts.

A Certificate of Completion will be presented to everyone who attends all sessions.



Dates: Thursdays
Oct. 19, 26 and Nov. 2, 9, 16,
Time: 2 to 3 p.m.



Location: Conducted via Zoom virtual attendance

OMS Registration Link:
<http://sdcoe.k12oms.org/1036-239539>

Cost: FREE

For more information contact Mayra Jaramillo
mayra.jaramillo@sdcoe.net/858-298-2165

Workshop aligns with the following:
LCAP State Priorities: 3, 6
Equity Blueprint: Family Community Voice





Check-in to Create Connections

Join the South County Special Education Local Plan Area (SELPA) on Zoom for 30 minutes of connecting the dots in your child's IEP and connecting with others in the special education community.



Date	Time
July 12	noon to 12:30 p.m.
Aug. 9	3 to 3:30 p.m.
Sept. 13	noon to 12:30 p.m.
Oct. 11	3 to 3:30 p.m.
Nov. 8	noon to 12:30 p.m.
Dec. 13	3 to 3:30 p.m.
Jan. 10	noon to 12:30 p.m.
Feb. 14	3 to 3:30 p.m.
March 13	noon to 12:30 p.m.
April 10	3 to 3:30 p.m.
May 8	noon to 12:30 p.m.
June 12	3 to 3:30 p.m.

Scan the QR code or go to [zoom.com/join](https://zoom.us/join) and type in meeting ID: 851 2590 6937



RESOURCES

Procedural Safeguards

[English](#)

[Spanish](#)

[Individual with Disabilities Education Act \(IDEA\)](#)

[What is an IFSP?](#)

[What is an IEP?](#)

[What is a 504 plan?](#)

[Special Education Rights and Responsibilities](#)





CONTACT INFORMATION

Alternative Dispute Resolution

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Thank you!

Questions
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SELPA ADR Website:
www.sdcoe.net/scselpa-adr

