



Newport-Mesa

Unified School District

Community Advisory Committee (CAC) Parent Meeting

December 4, 2025

Welcome from your CAC Officers



Emily Norton
Chairperson



Melissa Winberry
Vice Chairperson



Leila Cesario
Secretary



A
special thank you
to CAC Officers for the generous
donation that made these
refreshments possible.



Special Education Administrative Team



Sara Jocham, Ed.D
Assistant Superintendent,
Special Services



Heather Cash, Ed.D
Director, Special Education
Elementary



Rob Nichols
Director, Special Education
Secondary



Juliana Sauvao
Director, Special Education
SELPA



Special Education Coordinators



Elke Day
Preschool Coordinator,
Special Education



Gina Kasper
Elementary Coordinator,
Special Education



Amy Nagy, Ph.D.
Elementary Coordinator,
Special Education



Ellen Thomas
Elementary Coordinator,
Special Education



Clara Valdez
Elementary Coordinator,
Special Education



Kim Doyle
Secondary Coordinator,
Special Education



Mike Tincup, Ph.D.
Secondary Coordinator,
Special Education



Introductions & Agenda

- IEP Process
- Parent/School Collaboration
- Questions



Who is in the Room

Please introduce yourself:

- Name
- School
- Grade Level



IEP Process



Child Find

The Individuals with Disabilities Education Act (IDEA) includes a Child Find mandate. Under the Child Find mandate, school districts are required to locate, identify, and evaluate ALL children with disabilities or suspected to have a disability from birth through age 21. The Child Find mandate applies to all children who reside within a State, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the State (20 U.S.C. 14 12(a)(3)).



Eligibility

An initial evaluation must be completed to determine eligibility for services.

A re-evaluation must occur at least once every three years to determine continued eligibility.

Re-evaluation may not occur more frequently than once per year.

[20 U.S.C. Sec. 1414(a)(2); 34 C.F.R. 300.303; Cal. Ed. Code Sec. 56329(d)]

Two Prong Test: Eligibility criteria and EDUCATIONAL IMPACT



Eligibility

Records Review

A records review may be completed in place of a full evaluation if the parents and IEP team members agree a full evaluation is not necessary.

If the student has had at least two full evaluations to determine eligibility prior to completing a records review.



Eligibility

Eligibility Page

Review all demographic information on the Eligibility page.

Must include a statement of how the student's disability affects involvement and progress in general education.



Student: _____

COVER PAGE

Student Information

Name: First	Middle	Last	Age	Address	Apt. #	City/State/Zip
DOB	Gender	Grade		State Student ID #	Student ID #	000000
District of Residence	Newport-Mesa Unified School District			Local School (based on residence)		
District of Attendance	Newport-Mesa Unified School District			School of Attendance		
Student's Primary Language	Student's Correspondence Language		English Proficiency	English Learner		

Parent/Guardian Information

Name of Parent/Surrogate/Guardian	(home) _____	(work) _____	714-424-5000	(home) _____	(work) _____
Home address, city, CA, 92626	Address	Telephone	Address	Telephone	

Initial Entry into Special Ed.: _____
(This date will not change and reflects FIRST IEP date in district where initial placement was made)

Timeline Information (Dates)
Date of This Meeting: _____
Next Annual Review: _____
Date of Last Evaluation: _____
(Date that IEP team met to consider eligibility)
Next 3 yr. Review Due: _____

Purpose of Meeting
Primary: _____
Secondary: _____

Meeting Tape Recorded?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Eligible	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Primary Disability:	_____	
Secondary Disability(ies):	_____	



Program Setting

Parent/Notifications/Information

Parent/guardian understands and agrees that in case of service scheduling conflict due to special school activities such as field trips, assemblies, District mandated testing (e.g. language assessment, State test), student will not attend service session(s) during conflicting time(s). It is understood that the service time will not be able to be made up. Services may also be cancelled due to teacher's request (e.g. classroom special events including parties, Art Master's, field trips, whole classroom events in the multi-purpose room). Services are offered collaboratively during the first and last weeks of the school year.

If your child has Medi-Cal, health insurance benefits may be accessed by the District for applicable services such as OT, Speech and Language, etc.

A pupil's parent/guardian will be regularly informed of the pupil's progress toward goals, via the Progress Report of Annual Special Education Goals, at least as often as parents/guardians are informed of their non-disabled pupil's progress. E.C.56345.10

If your student is 14 or older, your student may participate in voluntary work-based learning opportunities that may include career exploration, career assessment, work-related training and/or cooperative work experience. Participation in career exploration, career assessment, and work-related components does not entitle the student to wages or other compensations for duties performed at the worksite placement.

I have been informed that my child cannot be assessed for or placed in special education and related services without my consent. I understand that I have a right to receive this notice of consent in writing in my native language; if my language is not written, this information will be translated orally or manually.



Eligibility Categories

- Autism
- Deaf-blindness
- Deafness
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment



The Components of an IEP

- Notice of Meeting
- Eligibility
- Student Strength & Weaknesses
- Parent Concerns
- Present Levels of Performance
- Transition Plan (16 & over) - done before entering 9th grade
- Goals and Objectives
- Special Factors
- Services (Offer of FAPE)
- Educational Setting
- Parent Consent
- Team Meeting Notes
- Emergency Provisions Plan



Notice of Meeting

- Typically, schools tentatively schedule all annuals and reevaluations at the beginning of the year and confirm parent availability as the date nears.
- Sent home with students or in an email.
- Must be returned signed by parent.
- Parents can request a different day and time.
- Mutually agreed upon day and time.
- Important to meet before the due date.





Newport-Mesa Unified School District
Individualized Education Program
IEP MEETING NOTICE

Student Information					
First Name	Middle Name	Last Name	Date of Birth	Age	Date
Student ID # 000000	Current School		Gender	Current Grade	
Proposed IEP Meeting Date	Alternate IEP Meeting Date	Alternate IEP Meeting Date	Meeting Location	Meeting Room #	
Time: Start	Time: Conclude	Time: Start	Time: Conclude	Time: Start	Time: Conclude
Meeting Address					
Parent Information					
Parent Name		Address	City	State	Zip

Parent/Guardian: retain this page for your reference

A. A conference is being scheduled to review your child's educational program. Your input is essential in arriving at decisions about your child's education. (EC 56341)

The following have been invited:

- | | | |
|--|--|---|
| <input type="checkbox"/> Principal/Designee | <input type="checkbox"/> Student | <input type="checkbox"/> Interpreter |
| <input type="checkbox"/> Educational Specialist | <input type="checkbox"/> APE Specialist | <input type="checkbox"/> Regional Center Representative |
| <input type="checkbox"/> Speech-Language Pathologist | <input type="checkbox"/> District Nurse | <input type="checkbox"/> Health Care Agency-Orange County Dept of Mental Health |
| <input type="checkbox"/> School Psychologist | <input type="checkbox"/> Special Education Administrator | <input type="checkbox"/> Department of Rehabilitation Representative |
| <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> Specialist | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Other: | | |

B. The purpose of this meeting is (check all that apply): (EC 56340 - 56361)

Meeting Purpose:

- Others As Needed: Parent Request Review I.E.P. Staff Member Request
- Transition Meeting Transition Planning (prior to the start of High School)
- Other:
- Possible Change of Placement based on the following: (EC 56343)
- Assessment Data Evaluation (Formal/Informal) Student Records Behavior Plan

C. The following programs may be considered for your child at the IEP Meeting: (EC 56363)

General Education, Designated Instruction and Services (DIS); Specialized Academic Instruction (SAI); Nonpublic School (NPS); State Special Schools; Alternative Education; County Program

Other:

- For Transition Planning, i.e., age 16 or older, if necessary, the student must be invited to the I.E.P. (EC 56341)
- Parents have the right to send/bring a representative to the IEP meeting. (EC 56506)
- The school district or parents, at their discretion, may invite other individuals who have knowledge or special expertise regarding a student. (CFR 300.345)(EC 56341)
- When a child reaches the age of majority (18), the educational rights transfer from the parents to the student. (CFR 300.520)

Comments:

Student Information

First Name	Middle Name	Last Name	Date of Birth	Age	Date
Student ID # 000000	Current School		Gender	Current Grade	
Proposed IEP Meeting Date	Alternate IEP Meeting Date	Alternate IEP Meeting Date	Meeting Location	Meeting Room #	
Time: Start	Time: Conclude	Time: Start	Time: Conclude	Time: Start	Time: Conclude
Meeting Address					
Parent Information					
Parent Name		Address	City	State	Zip

Return this Page Only

PARENT RESPONSE - IEP MEETING NOTICE:

Please complete this notice and return to:

- I will attend the scheduled meeting on _____ at _____
- I will not attend but proceed without me and forward a copy of the IEP for my review and signature
- I am unable to attend the scheduled meeting.
- Please reschedule for the following date: _____ and time _____, if possible.
- Please arrange a teleconference.
- I will need an interpreter in _____ language
- I will bring/lead the following person(s): _____

Parent/Guardian Signature _____ Date Signed _____

For District Use Only

Parent Response Received Date: _____

Parent Request for an IEP Meeting

- Parent or Guardian may request an IEP meeting at any time during the regular school year.
- An IEP meeting must be scheduled within 30 calendar days of receiving written request for a meeting.
- If a verbal request is made, the District should guide and support the Parent in putting their request in writing.

(CA Educ Code §56043(1) and 56353.5)



Student Strengths and Needs

- The student's strengths and needs must be documented

Parent Concerns

- Parent concerns must be documented in the IEP.
- Should a parent have multiple concerns, they can write a letter and it will be uploaded into Synergy.
- This is a required component of the IEP.



Present Levels of Performance

Present levels include:

- Prior year test scores.
- Progress on prior goals must be discussed.
- Document present levels of performance in all areas.
- Transition pages must be completed for all students aged 16 years and older. In NMUSD, this is completed prior to entering 9th grade.





Student: Student, Nada Elementary

NEEDS/GOALS

Language Arts		
Progress on Prior Goals		
Goal	Progress	% Achieved
Description		
Goal	Progress	% Achieved
Description		

Present Levels of Academic Achievement and Functional Performance (from assessment, observation, work samples and/or progress on prior goals)

Strengths	Needs

Goal(s) Needed? Yes

Goal #: 1	Context

Baseline Performance: (Quantitative data from assessment, observation, work samples and/or progress on prior goals)

ANNUAL GOAL:

No Benchmarks/Objectives

Begin Date: _____ **End Date:** _____

Content Standard: _____

Evaluation Method(s): _____ **Person(s) Responsible:** _____



Transition Plans

- Required for students aged 16 years and older. In NMUSD, this is currently completed prior to entering 9th grade.
- Must include the following:
 - Measurable postsecondary goals
 - Goals updated annually
 - Goals based on age-appropriate assessments
 - List transition services
 - Annual Goals
 - Student participation in the IEP
 - Invite participating agencies to the IEP



Student: _____

INDIVIDUALIZED TRANSITION PLANNING

Summary of Transition Needs: (Based on age-appropriate assessment)

Yes No Postsecondary goal(s) is (are) based on age appropriate transition assessment(s)?

Post School Transition Needs: (To be reviewed and updated annually)

Post School Need	Student's Post-Secondary Goal	Annual Goals to support Student's Post-Secondary Goal	Transition Services: Activities designed to reasonably enable student to meet Post-Secondary Goal
Education/Training			
Employment			
Independent Living Skills -if applicable			

Projected Course of Study

School Year	Courses
2024-2025	English (10 credits) Life Science (10 credits) Math (10 credits) PE (10 credits) Foreign Language (10 credits) Visual & Performing Arts-Electives (10 credits)
2025-2026	English (10 credits) Science (10 credits) World History (10 credits) Math (10 credits) Foreign Language (10 credits) Visual & Performing Arts-Electives (10 credits)
2026-2027	English (10 credits) US History (10 credits) Science (10 credits) Math (10 credits) Foreign Language (10 credits)-Electives Visual & Performing Arts (10 credits)-Electives
2027-2028	English (10 credits) Science (10 credits) Econ/American Democracy (10 credits) Math (10 credits) Visual & Performing Arts-Electives (10 credits) 2 electives (10 credits)

- Yes No The student's IEP includes appropriate measurable postsecondary goal(s) that cover education or training, employment, and, as needed, independent living?
- Yes No The student's postsecondary goal(s) is (are) updated annually?
- Yes No Transition services support the student to meet his or her postsecondary goal(s)?
- Yes No Transition services include courses of study that support the student to meet his or her postsecondary goals?
- Yes No There is (are) annual IEP goal(s) related to the student's transition services needs?

Participation / High School Completion:

Student input obtained _____

Draft

Student: Parker, Peter

INDIVIDUALIZED TRANSITION PLANNING

Yes No Student invited to mtg? (MUST be YES)

Is student working towards Certificate of Completion, Alternate Diploma Pathway or High School Diploma? _____

Anticipate completion date of public education: _____

If the IEP team determined the student is eligible to pursue an Alt Diploma Pathway (ED Code 51225.31) it was based on 1) The student is eligible to participate in the California Alternative Assessment AND 2) The student is enrolled in coursework aligned with the state standards.

Diploma/Educational Rights:

Date student was informed of change of ed. rights? _____

Conservatorship

Yes No Is the student Conserved?

If you are non-conserved for educational decision making and have reached the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

Summary of Agency Linkages:

Yes No N/A Agency Reps Invited

If Yes, name of agency(s)

Department of Rehab
Regional Center
TPP
Workability


Goals and Objectives

- Measurable and attainable.
- Check to ensure dates are correct.
- If student is an English Learner, there must be at least one goal that is linguistically appropriate.
- Review Baseline and goals to ensure they relate to the student's assessment data, and present levels of performance to ensure they are designed to optimize educational benefit.



Progress Reports

- Progress reports must be completed in conjunction with report cards.

 Newport-Mesa Unified School District

PROGRESS REPORT OF ANNUAL SPECIAL EDUCATION GOALS FOR IEP DATED _____

Student Name: _____ **School:** _____

Progress Codes:

- 5 - Performance is at or above what is required to meet the goal by the next review.
- 4 - Progress has been made towards the goal. It appears that the goal will be met by the next IEP review.
- 3 - Progress has been made towards the goal, but the goal may not be met. Instructional strategies may need to be changed.
- 2 - Progress is not sufficient to meet this goal by the time the IEP is reviewed. An IEP review will be held immediately.
- 1 - Your child did not work on this goal during the reporting period (see explanation below).

Area of Need: Language Arts

Annual Goal:

Progress Date	Progress Code	Comments
10/17/2025	2	Data would be listed here to support progress toward achievement

Area of Need: Mathematics

Annual Goal:

Progress Date	Progress Code	Comments
10/17/2025	3	Data would be listed here to support progress toward achievement

Area of Need: Behavior

Annual Goal:

Progress Date	Progress Code	Comments
10/17/2025	4	Data would be listed here to support progress toward achievement

Area of Need: Social/Emotional

Annual Goal:

Progress Date	Progress Code	Comments
10/17/2025	5	Data would be listed here to support progress toward achievement



Special Factors

- Assistive Technology
- Low-incidence Disabilities
- Physical Education
- Special Transportation
- English Learner Status
- Behavior
- Participation in State/District Testing, Accommodations
- DRDP (Preschool)
- ELPAC Participation
- ELPAC Alternate Participation



Services (Offer of FAPE)

- Team must review Continuum of Services
- Supplementary Aides, Services, and Supports
- Special Education and Related Services (Direct Service)
 - Review to ensure service dates, duration
- Extended School Year (ESY) Eligibility and Services Offered



Recommended & Offered

* Indicates Primary Service

Services provided per school schedule and calendar. Non-student days are excluded.

Program/Service	Projected Start	End	Frequency	Min/Hrs Per Session	
Location (Site)	Setting	Interaction	Delivery	Provider	Consent
Notes:					

Program/Service	Projected Start	End	Frequency	Min/Hrs Per Session	
Location (Site)	Setting	Interaction	Delivery	Provider	Consent
Notes:					



Educational Setting

- Check School of Attendance
- Review Program Setting, percentage of time in and out of regular setting (gen ed)
- List student non-academic activities
- Identify activities student will not participate in general ed
- Document harmful effects of not participating in general ed environment
- Review graduation plan, credits, etc.
- To participate Diploma Track, Alternative Diploma Pathway, or Certificate of Completion



Parent Consent

- All team members sign in attendance, including parents.
- This means attendees are signing that they participated in the meeting.
- Only parents/guardians sign in agreement with the IEP for implementation.
- If there is not agreement, it's important to articulate which portions you agree with and don't agree with so the remainder of the IEP can be implemented.
- An unsigned IEP will result in a delay of services.

Please initial ONE applicable statement below:

- ____ I CONSENT to this Individualized Education Program.
- ____ I CONSENT to this Individualized Education Program EXCEPT for the following:
- ____ I CONSENT to this Individualized Education Program AND I am choosing to Parentally Place in a Private School/Setting
- ____ I DO NOT CONSENT to this Individualized Education Program.
- ____ Student is not eligible for special education services



Team Meeting Notes

- Summary of the meeting discussion
- Used to document key points of agreement and/or areas of disagreement
- Should list participants and their titles
- Not meant to be a word-for-word transcription of the meeting



Emergency Provisions Plan

“If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions as referenced in Cal. Ed. Code § § 46392(a) and 41422(a), the IEP will be provided by means of “distance learning” consistent with this Emergency Conditions Provisions Plan in light of the emergency circumstances at that time including applicable public health orders. This applies to the special education and related services in the IEP, including post-secondary transition services, extended school year services, and supplementary aids and services.”



Preparing for an IEP Meeting

By thoroughly preparing for your child's IEP meeting, you can effectively participate in the decision-making process and ensure your child receives the appropriate educational supports and services.

To effectively prepare for an IEP meeting, parents should:

- Review the Existing IEP: Review your child's current IEP and note areas where progress has been made, areas that need improvement, and concerns you may have about current supports and services.
- Gather Documentation: Bring all recent evaluations, reports, and/or data that highlight your child's strengths, challenges, and learning style.



Preparing for an IEP Meeting

- Involve your child When age appropriate, discuss your child's IEP with them, allow them to share their concerns, and invite them to attend their IEP meeting.
- Prepare Questions: Bring a list of questions to ask the IEP team, including clarification about your child's progress, proposed goals, and potential supports.
- Identify strengths and needs: Share your child's unique strengths, areas of need, and what motivates them to learn.
- Share insight on Goals: Be prepared to be an active participant when developing measurable, achievable, and relevant goals to support your child's educational progress.



Preparing for an IEP Meeting

- Request Additional Information if Needed Request copies of the IEP, reports that are relevant to the meeting prior to the meeting.
- Communicate Concerns in Advance: Communicate any significant concerns with your child's Case Carrier before the meeting.
- Share your perspective: share how your child's challenges impact their daily life.
- Take notes: Document key points of the meeting that you might want to follow-up after the meeting.



Practical Tips for Collaborating with your School Site



Why Collaboration Matters

- Working together helps your child get the support they need
- Parents and schools share one goal:
student growth and success
- Good communication builds trust and teamwork



Tips

Communicate Regularly

- Stay in touch with teachers and staff
- Use email, phone calls, or a communication notebook
- Don't wait for problems—check in early and often

Be Prepared for Meetings

- Review your child's progress and IEP goals
- Bring questions, notes, and recent reports
- Know what you want to discuss before the meeting

Build Positive Relationships

- Approach teachers as partners, not opponents
- Start conversations with appreciation
- Focus on shared goals, not differences



Tips

Stay Involved at School

- Attend school events and parent nights
- Volunteer or visit classrooms when possible
- Show your child you value their education

Document Everything

- Keep copies of IEPs, emails, and reports
- Take notes during meetings
- Written records help clarify communication

Keep Things Consistent

- Align expectations between home and school
- Use similar routines and rewards
- Consistency helps your child feel secure



Tips

Focus on Collaboration, Not Conflict

- Stay calm and respectful
- Listen and look for solutions
- Remember: You and the school are on the same team

Share What Works at Home

- Tell teachers what helps your child learn best
- Share routines, motivators, and calming strategies
- Teamwork makes consistency easier



Together, We Can Help Every Child Reach Their Potential

♥ Thank you for being an active part of your child's success! ♥



SAVE THE DATE

2nd Annual Orange County- Transition Resource Fair

When: Tuesday, March 10, 2026, 4:00-7:00 PM

Where: 3387 Barranca Parkway, Irvine 92606



25/26 CAC Meeting Dates

- February 12, 2026
- April 20, 2026

Location:
District Office
Sanborn Assembly Room
2985 Bear Street, Costa Mesa

You can find all presentations and the parent handbook at web.nmusd.us/CAC.

