

Preparing for My Child's IEP

Supporting Meaningful Participation in the IEP Process



HLPUSD Special Education/SELPA Department
Community Advisory Committee (CAC)

October 15, 2025

Departamento de Educación Especial/SELPA de HLPUSD
Comité Asesor Comunitario (CAC) Preparándome para el IEP de mi hijo 15 de
octubre de 2025
Apoyando la participación significativa en el proceso del IEP

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What is Special Education?

California Education Code (section 56031) defines special education as: **Specially designed instruction** to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met with modification of the general instruction program; and Related services that help individuals with special needs to benefit from specially designed instruction.

13 Disability Categories Under IDEA

1. Autism
2. Deaf-Blind
3. Deaf
4. Emotional Disturbance (Emotional Disability)
5. Hard of Hearing
6. Intellectual Disability
7. Multiple Disabilities
8. Other Health Impairment
9. Orthopedic Impairment
10. Specific Learning Disability
11. Speech or Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment

Disability Under IDEA

In addition to meeting at least one of these conditions, the disability **must adversely affect the student's educational performance** and **require special education and related services**.

Both requirements are necessary to qualify for special education and related services.

Six Principles of IDEA

- **FAPE:** Free and Appropriate Public Education
- **LRE:** Least Restrictive Environment - Educating students with disabilities alongside students without disabilities to the maximum extent possible
- **Protection in Evaluation:** Multi-disciplinary assessment to determine if a student has an IDEA related disability and if he/she requires special education services

- **Parent Participation:** Give consent for evaluation and initial placement; Help develop the IEP; Help the school understand the student
- **IEP:** Written plan; Individualized for the student's needs; Reviewed at least annually (or more often if needed)
- **Procedural Safeguards:** Parent notifications, consent, access to records, complaint process, input

¿Qué es la educación especial?

Código de Educación de California (sección 56031): Instrucción especialmente diseñada para satisfacer las necesidades únicas de individuos con necesidades excepcionales.

13 categorías de discapacidad según IDEA:

Autismo

Sordo-ciego

Sordo

Trastorno emocional

Hipoacusia

Discapacidad intelectual

Discapacidades múltiples

Otros impedimentos de salud

Impedimento ortopédico

Dificultad específica de aprendizaje

Impedimento del habla o lenguaje

Lesión cerebral traumática

Impedimento visual

Además de cumplir con al menos una de estas condiciones, la discapacidad debe afectar negativamente el rendimiento educativo del estudiante y requerir servicios de educación especial y relacionados.

Ambos requisitos son necesarios para calificar.

FAPE: Educación Pública Gratuita y Apropiaada

LRE: Entorno menos restrictivo

Protección en la evaluación

Participación de los padres

IEP: Plan escrito individualizado

Garantías procesales

Referrals for Special Education

Parental Initiated

- Requests for Special Education Assessment(s) must be in writing
- If verbal request is made staff must assist parent to put the request in writing
- After a parental request for special education assessment, the school has **15 calendar days** to advise parent of outcome of the referral: Assessment Plan, Prior Written Notice denying assessment, Student Study Team (SST)

Staff Initiated

All staff referrals shall be in writing and shall include:

- Documentation of the resources within the general education program that have been considered, modified, and when appropriate, the results of the intervention
- Staff referrals should be processed and discussed through an Student Study Team (SST) process

Student Study Team

- Team makes recommendations for in school interventions, discusses progress once interventions have been put in place
- If appropriate, referral for special education assessment only after general education interventions along with accommodations and supplementary aids have not met the needs of the child

Referencias para educación especial

Todas las referencias del personal deben ser por escrito e incluir:

Documentación de los recursos considerados en el programa de educación general

Las referencias deben procesarse mediante el equipo de estudio del estudiante (SST)

El equipo recomienda intervenciones escolares y revisa el progreso

Si es apropiado, se refiere para evaluación de educación especial después de intervenciones generales

Solicitudes de evaluación deben ser por escrito

Si se hace verbalmente, el personal debe ayudar al padre a escribirla

Después de la solicitud, la escuela tiene 15 días para responder: Plan de evaluación, aviso previo por escrito

Iniciada por padres

Iniciada por personal

Equipo de estudio del estudiante

What is an IEP?

An Individualized Education Program (IEP) describes the educational program that has been developed to meet that student's unique needs.

- Each student who receives special education and related services must have an IEP.
- Each IEP must be designed for that student and must truly be an individualized document.
- The IEP creates an opportunity for teachers, parents, school administrators, related service providers and students (when age appropriate) to work together to improve educational outcomes for that student.
- The IEP is a cornerstone of a quality education for each student with a disability.

El IEP

Un Programa de Educación Individualizado (IEP) describe el programa educativo diseñado para satisfacer las necesidades únicas del estudiante.

Cada estudiante que recibe educación especial debe tener un IEP.

El IEP debe ser verdaderamente individualizado.

El IEP permite que maestros, padres, administradores, proveedores de servicios y estudiantes trabajen juntos.

El IEP es fundamental para una educación de calidad.

The IEP Team

- Administrator or Administrative Designee (Chair of the meeting)
- Special Education Teacher or Case Carrier (Speech Language Pathologist)
- General Education Teacher
- Related Service Providers (as appropriate)
- Parent/Legal Guardian
- Student (as appropriate)
- Others, as needed



El equipo del IEP

Administrador o designado administrativo (presidente de la reunión)

Maestro de educación especial o responsable del caso

Maestro de educación general

Proveedores de servicios relacionados

Padre/tutor legal

Estudiante (si es apropiado)

Otros, según sea necesario

IEP Components

The Individuals with Disabilities Education Act (IDEA) section 300.320 outlines seven requirements that must be part of the IEP as well as additional requirements once the student reaches transition age.

Present Level of Academic Achievement and Functional Performance (PLAAFP)

Describes the student's current performance, strengths, and needs. The statement includes information about academic and functional areas, as well as how the disability impacts the student's involvement and progress in general education.

Measurable Annual Goals

Te goals outline the progress the team expects the student to make during the next year. These goals should connect to the specially designed instruction being provided to meet the student needs that were identified in the **present levels statement**.

Componentes del IEP

IDEA sección 300.320 establece siete requisitos:

Nivel actual de rendimiento académico y funcional (PLAAFP): Describe el rendimiento actual, fortalezas y necesidades.

Metas anuales medibles: Progreso esperado durante el próximo año, conectado con la instrucción diseñada.

IEP Components

The Individuals with Disabilities Education Act (IDEA) section 300.320 outlines seven requirements that must be part of the IEP as well as additional requirements once the student reaches transition age.

Monitoring Plan

This plan outlines:

- How the team will measure the student's progress over time toward the IEP goals.
- How and when that information will be shared with the parent.

Statement of Special Education, Services, and Aids

This statement describes the services and supports provided to the student to allow them to make progress toward IEP goals and to participate, as much as possible, with peers in the regular education setting.

The statement includes four parts:

- Special education, Related Services,
- Supplementary aids and Supports for school personnel.

Plan de monitoreo: Cómo se medirá el progreso hacia las metas del IEP y cómo se compartirá con los padres.

Declaración de servicios y apoyos: Describe los servicios y apoyos para ayudar al estudiante a progresar y participar con sus compañeros

IEP Components

The Individuals with Disabilities Education Act (IDEA) section 300.320 outlines seven requirements that must be part of the IEP as well as additional requirements once the student reaches transition age.

Explanation of Educational Setting

This explanation describes the extent to which a student will **not** participate with peers in the regular education classroom.

Districts must ensure that the student will participate with peers without disabilities to the maximum extent appropriate.

Participation in Assessment

This statement details whether the student needs **accommodations** to participate in State and districtwide assessments or if the student will participate in an **alternate** assessment.

Explicación del entorno educativo: Describe el grado en que el estudiante no participará con compañeros en el aula general.

Participación en evaluaciones: Detalla si el estudiante necesita adaptaciones o participará en evaluaciones alternativas.

IEP Components

The Individuals with Disabilities Education Act (IDEA) section 300.320 outlines seven requirements that must be part of the IEP as well as additional requirements once the student reaches transition age.

Dates, Frequency, Location, and Duration of Services

This portion describes:

- **When** the student's services will **start**
- **How often** the student will receive services
- **Where** the services will occur
- **How long** the student will receive services.

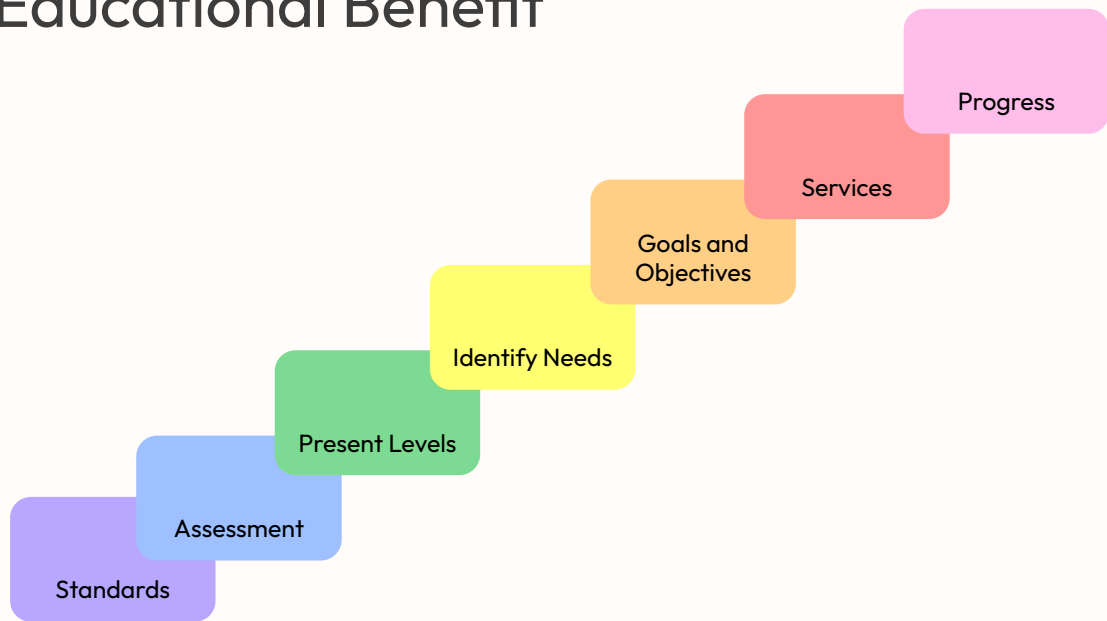
Transition Plan and Age of Majority

When a student starts high school, and **no later than the first IEP in effect at age 16**, the IEP must include a transition plan with the student's goals following graduation and the transition services needed to help the student reach those goals.

Fechas, frecuencia, ubicación y duración de los servicios: Cuándo comienzan los servicios, con qué frecuencia, dónde y por cuánto tiempo.

Plan de transición y mayoría de edad: Desde la secundaria, y no después de los 16 años, el IEP debe incluir un plan de transición.

Educational Benefit



Estándares de beneficio educativo
Evaluación
Niveles actuales
Identificar necesidades
Metas y objetivos
Servicios
Progreso

Timelines

Service Obligations	Timelines
Propose an initial assessment plan for initial assessment.	15 calendar days from date of referral.
IEP team meeting to review initial assessments.	60 calendar days to determine the student's eligibility and areas of need after receipt of parent consent to assessment plan. 30 days to develop the IEP after determination that student needs special education.
Notify parents of the IEP team meeting (send IEP meeting notice).	" Early enough to ensure an opportunity to attend" the IEP meeting"
Notice of procedural safeguards.	Inform parents of procedural safeguards " at each " IEP meeting. Provide a copy of the notice to parent(s) at least once each school year.

Timelines

Service Obligations	Timelines
Triennial eligibility review.	Every 3 years based on the date of the last triennial review.
Propose assessment plan for re-assessment.	15 calendar days from the date of referral.
Parent consent to proposed assessment plan.	At least 15 calendar days after receipt of the proposed assessment plan.
Annual IEP review	Not longer than 12 months from the date of the last annual IEP.

As a parent/guardian you are a valuable and required member of the Individualized Education Program (IEP) team. This checklist offer ideas to support you before, during, and after an IEP team meeting.

The Individuals with Disabilities Education Act (IDEA) requires that the IEP team include the parent(s) of the child with a disability. Likewise, “each public agency must take steps to ensure that one or both of the parents are present” and are “afforded the opportunity to participate.”
CFR § 300.321 and 300.322

Why is parent participation important?

¿Por qué es importante la participación de los padres?

Como padre/tutor, usted es un miembro valioso y requerido del equipo del IEP.

Esta lista ofrece ideas para apoyarlo antes, durante y después de la reunión.

IDEA requiere que el equipo incluya a los padres.

Cada agencia pública debe asegurar que los padres estén presentes y tengan la oportunidad de participar.

Before the IEP

Communication & Coordination

- Review and sign the invitation to the IEP team meeting. Return to your child's case manager.
- If you have any questions about scheduling, reach out to your case manager.
- If there are any requests to excuse IEP team members who cannot attend the meeting, consider the excusal, and if you agree, sign and return the Excusal Form.
- Ask for an interpreter, if needed.

Team Participation & Support

- Contact friends, family, or professionals who support the child to participate in the meeting if appropriate
- Bring anything that may help you feel comfortable during the meeting.
- Prepare and send any questions, concerns, recommended goals, etc. to the case manager before the meeting. Ask the case manager to include them in the IEP agenda.

Rights & Advocacy

- Read and understand the parents' rights/procedural safeguards.
- Be prepared to discuss your child's strengths and needs. If asked, fill out any teacher requests for input about your child.



Records & Documentation

- Review the goals and services from last year's IEP.
- Write notes/bring work samples that show your child's progress on those goals.
- Gather any other relevant records from the past year about your child that you think are relevant and would like to share with the IEP team.

Antes del IEP

Comunicación y coordinación

Participación y apoyo del equipo

Derechos y defensa

Registros y documentación

Revise y firme la invitación a la reunión

Solicite intérprete si es necesario

Invite a personas de apoyo

Prepare preguntas y metas

Revise derechos y salvaguardas

Revise metas y servicios anteriores

Reúna registros relevantes

During the IEP

Agenda & Meeting Structure

- Review the agenda together with the IEP team and ensure it includes everything you want to be discussed.
- If time runs out during the meeting, make a plan to continue the meeting on another day.



Communication & Clarification

- If jargon or acronyms are used that you need clarification on, be sure to ask for clarification.
- Throughout the meeting, ask any questions that may come up. If the IEP team doesn't have an answer right away, ensure a plan is made to follow up. ask for clarification.

Parent Input & Collaboration

- During the meeting you will be asked for your input and concerns. Share the information you've gathered.
- Ensure that your concerns, if applicable, are noted and addressed.
- If there are unresolved concerns or any disagreements, make a plan with the IEP team for next steps.

Final Decisions & Documentation

- If you are in agreement with the IEP offer, sign for consent.
- If you need time to review, you can take it home for consideration. Make a plan for following up with the team if needed.
- At the conclusion of the meeting, be sure you receive a copy of the IEP documents and reports to take with you.

Durante el IEP

Agenda y estructura

Comunicación y aclaraciones

Aporte y colaboración de los padres

Decisiones finales y documentación

Revise la agenda

Solicite aclaraciones

Comparta inquietudes

Asegúrese de que se documenten sus preocupaciones

Si está de acuerdo, firme el consentimiento

Reciba copia del IEP

After the IEP

- Review all the documents you receive and ensure everything is accurately recorded. If you have questions or concerns, contact your child's IEP case manager.
- Complete any follow up steps agreed to during the IEP.
- As a member of the IEP team, work collaboratively with the team to ensure all components of the IEP are implemented. If you are unsure, contact your IEP case manager right away.
- Work with your child to make progress on their IEP goals.



Después del IEP

Revise los documentos

Complete los pasos acordados

Colabore con el equipo

Apoye a su hijo en sus metas

Questions to Ask at an IEP

Before the IEP Meeting

These questions help parents prepare and understand what to expect:

- What is the purpose of this IEP meeting?
- Who will be attending the meeting, and what are their roles?
- Can I review my child's assessments, progress reports, and draft goals before the meeting?
- What data will be used to determine my child's present levels of performance?
- Are there any proposed changes to services, placement, or goals?
- What accommodations or modifications are currently in place, and how are they working?



During the IEP Meeting

These questions help clarify decisions and ensure collaboration:

- Can you explain how my child's strengths are being used to support their learning?
- How were the goals developed, and are they measurable and appropriate?
- What services and supports are being recommended, and why?
- How will progress be monitored and communicated to me?
- What does the least restrictive environment look like for my child?
- Are there any transition services or plans in place (if age-appropriate)?
- How are my concerns being addressed in the IEP?

After the IEP Meeting

These questions help parents follow up and stay engaged:

- When will I receive a copy of the finalized IEP?
- How can I support my child's goals at home?
- Who should I contact if I have questions or concerns about implementation?
- When is the next progress report or review meeting scheduled?
- What should I do if I disagree with any part of the IEP?
- Are there opportunities for collaboration between school and outside providers?

Preguntas para hacer en un IEP

Antes de la reunión:

- ¿Cuál es el propósito?
- ¿Quién asistirá?
- ¿Puedo revisar evaluaciones y metas?
- ¿Qué datos se usarán?
- ¿Cambios propuestos?
- ¿Qué adaptaciones existen?

Durante la reunión:

- ¿Cómo se usan las fortalezas de mi hijo?
- ¿Las metas son medibles?
- ¿Qué servicios se recomiendan?
- ¿Cómo se monitorea el progreso?
- ¿Cuál es el entorno menos restrictivo?
- ¿Hay servicios de transición?
- ¿Cómo se abordan mis preocupaciones?

Después de la reunión:

- ¿Cuándo recibiré el IEP final?
- ¿Cómo puedo apoyar en casa?
- ¿A quién contacto si tengo dudas?
- ¿Cuándo es la próxima reunión?
- ¿Qué hacer si no estoy de acuerdo?

¿Hay colaboración con proveedores externos?

Resources

High Quality IEPs - Parent Checklist for IEP Meetings

[High Quality IEPs Parent Checklist](#)

All About Me Slideshow

<https://docs.google.com/presentation/d/1V4KdKoYLYuUt3mR7B70b-C2oMYsltEwc/copy>

Special Education Timelines

[Special Education Timelines in California](#)

Special Education Acronyms

[Abbreviations and Acronyms](#)

Recursos

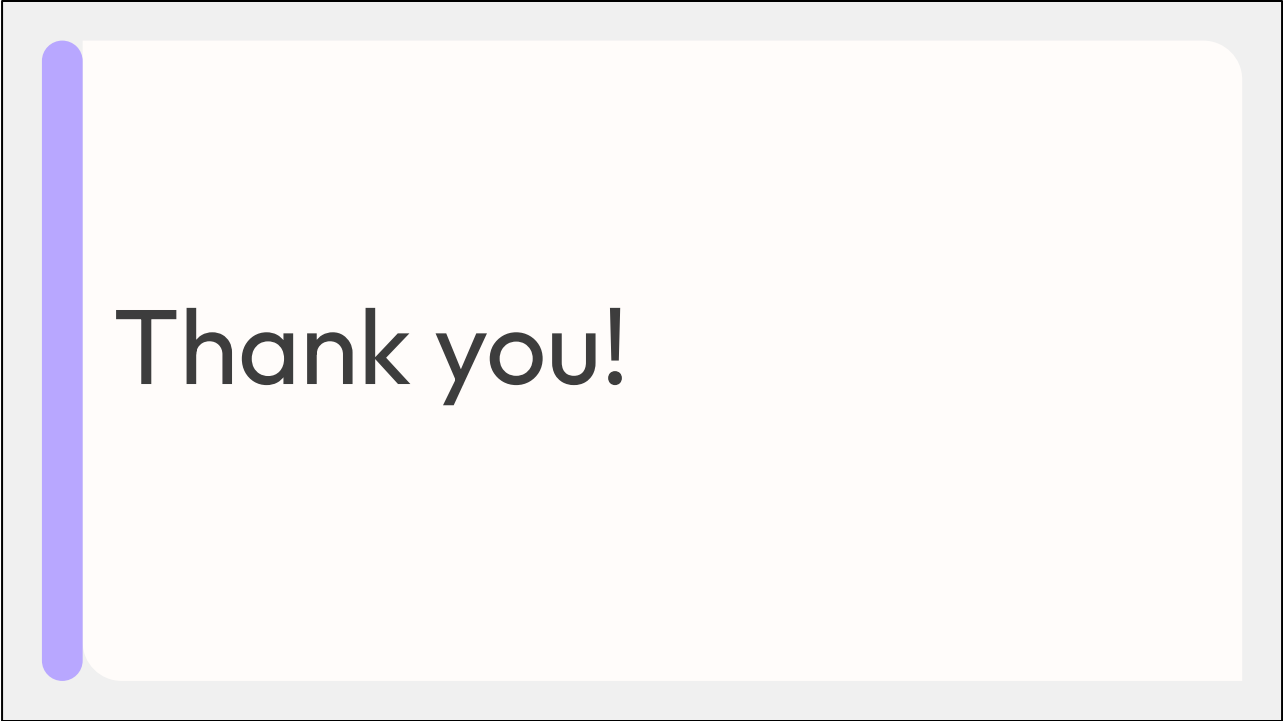
Presentación "Todo sobre mí"

<https://docs.google.com/presentation/d/1V4KdKoYLYuUt3mR7B70b-C2oMYsltEwc/copy>

Cronogramas de educación especial en California

Lista de verificación para padres sobre IEPs de alta calidad

Acrónimos de educación especial



Thank you!