



Newport-Mesa

Unified School District

Community Advisory Committee (CAC) Parent Meeting

October 22, 2026

Welcome from your CAC Officers



Emily Norton
Chairperson



Melissa Winberry
Vice Chairperson



Leila Cesario
Secretary

Special Education Administrative Team



Heather Cash, Ed.D
Assistant Superintendent,
Special Services



Kari Adams
Director, Special Education
Elementary



Rob Nichols
Director, Special Education
Secondary



Juliana Sauvao
Director, Special Education
SELPA

Early Learning and Elementary Coordinators



Gretchen Carrera
Elementary Coordinator,
Special Education



Gina Kasper
Elementary Coordinator,
Special Education



Ellen Thomas
Elementary Coordinator,
Special Education



Jennifer Schmidt
Elementary Coordinator,
Special Education



Amy Nagy, Ph.D.
Elementary Coordinator,
Special Education and
Health Services

Schools:

Adams
Davis
Newport Coast
Newport Heights
Whittier
Wilson

California
Killybrooke
Paularino
Victoria

Eastbluff
Harbor View
Lincoln
Sonora

Andersen
College Park
Kaiser
Mariners
Newport El
Woodland

Pomona
Rea

Health Services

Secondary Coordinators



Elke Day
Secondary Coordinator,
Special Education



Michelle Everitt, Ph.D
Secondary Coordinator,
Special Education



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

Schools:

Costa Mesa
Ensign
Monte Vista
Early College

Corona del Mar
Back Bay
STEP

Newport Harbor
Estancia
TeWinkle

Agenda

1. CAC Business
2. Unified Sports Introduction
3. Presentation:
The Role of the Parent in the IEP Journey
4. Upcoming Activities

Who do we have in the room?

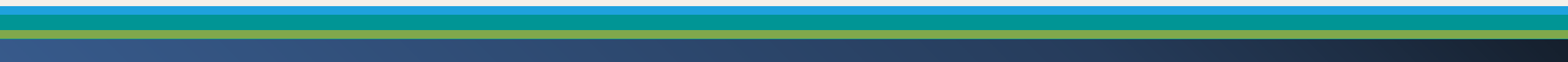
Name

Grade

School Site

Any Comment for the Group

Thank you for joining us tonight!



Unified Sports

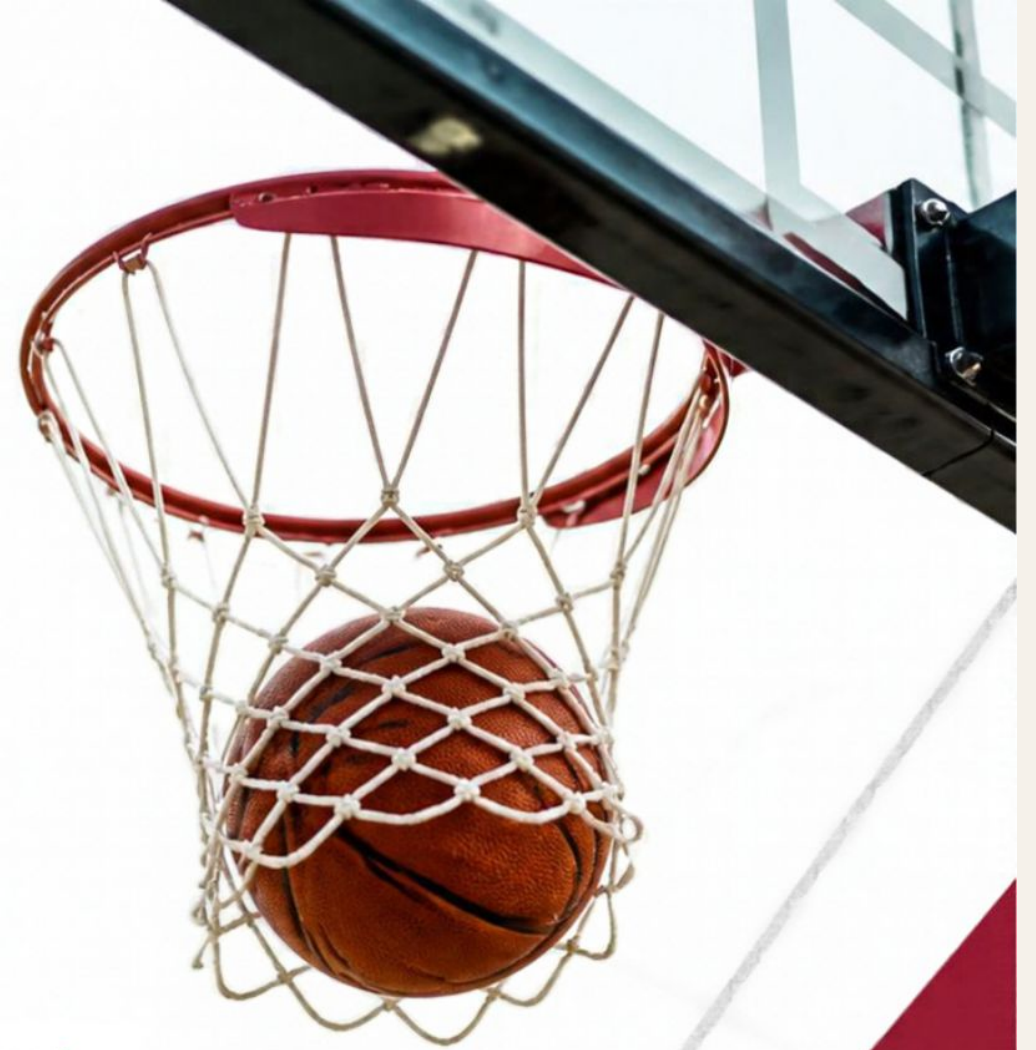
Belonging. Teamwork. Inclusion.

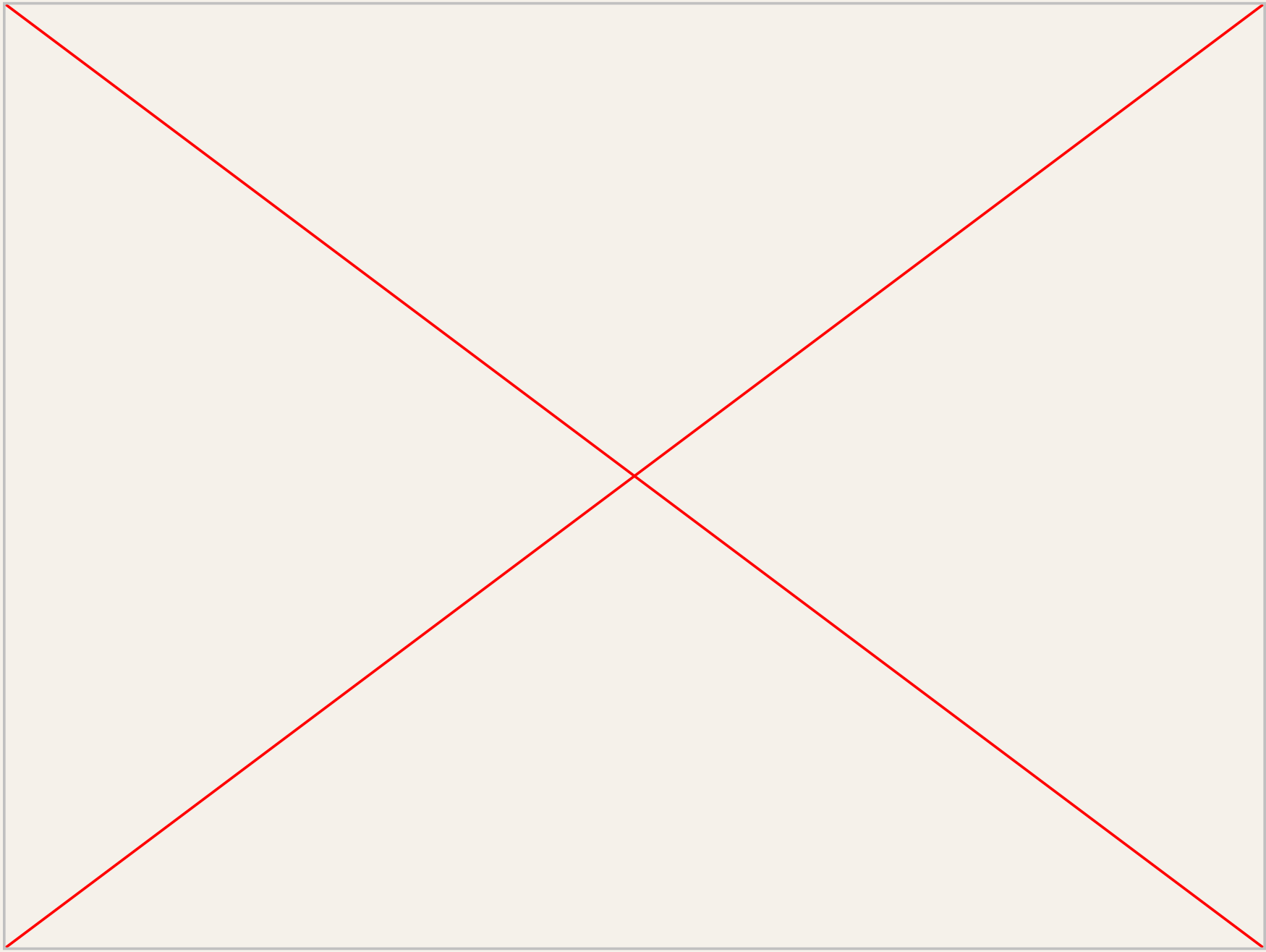
Every student deserves a place on the team.



Newport-Mesa
Unified School District

**Special
Olympics**
Southern California





More Than a Game

Students with and without intellectual disabilities play together as teammates.

Build friendships, confidence, leadership, and belonging.

Create a school community where everyone is included.

Thank you for helping every student feel seen, valued, and included.



Current NMUSD Programs:

Elementary: Pilot program this year

Secondary:

Corona Del Mar Middle/High
School:

- Unified Sports
- Unified PE
- Best Buddies

Costa Mesa Middle/High
School

- Unified Sports
- Unified PE

Estancia High School

- Unified Sports
- Unified PE
- Unified Art
- Best Buddies

TeWinkle Middle School

- Unified Sports
- Unified PE
- Unified Art

RESCHEDULED

Unified SOCCER

COSTA MESA MIDDLE SCHOOL VS TEWINKLE MIDDLE SCHOOL

THURSDAY, NOVEMBER 12
LUNCH
TEWINKLE FIELD

Special Olympics Southern California Newport-Mesa Unified School District

ПЕРЕНЕСЁН

ФУТБОЛ

Сводных команд

СРЕДНЯЯ ШКОЛА КОСТА-МЕСА VS СРЕДНЯЯ ШКОЛА ТИУИНКЛ

ЧЕТВЕРГ 12 НОЯБРЬ
В ОБЕДЕННЫЙ ПЕРЕРЫВ С 12:35
СТАДИОН ШКОЛЫ ТИУИНКЛ

РАЗДАЧА СУВЕНИРОВ! ЗАРАБОТАЙ 5 БАЛЛОВ STAR

Special Olympics Newport-Mesa Unified School District

BALONCESTO UNIFICADO

ESTANCIA HS VS. CORONA DEL MAR HS

¡GANA 5 PUNTOS STAR

¡SORTED DE REGALOS!

MIÉRCOLES DURANTE EL ALMUERZO 2 DE DICIEMBRE

GIMNASIO DE ESTANCIA

Special Olympics Unified Sports Newport-Mesa Unified School District

UNIFIED BASKETBALL

ESTANCIA HS VS. CORONA DEL MAR HS

EARN 5 STAR POINTS!

SWAG GIVEAWAY!

WEDNESDAY @ LUNCH 2 DECEMBER

EHS MAIN GYM

Special Olympics Newport-Mesa Unified School District

REPROGRAMADO

FÚTBOL

Unificado

COSTA MESA MIDDLE SCHOOL VS TEWINKLE MIDDLE SCHOOL

JUEVES 12 DE NOVIEMBRE
ALMUERZO
EN EL CAMPO DE TEWINKLE

Special Olympics Southern California Newport-Mesa Unified School District



Amber Whitney, TOSA
Unified Sports

ИГРА СВОДНЫХ КОМАНД ПО БАСКЕТБОЛУ

СТАРШАЯ ШКОЛА ЭСТАНЦИЯ ПРОТИВ СТАРШЕЙ ШКОЛЫ КОРОНА-ДЕЛЬ-МАР

ЗАРАБОТАЙ 5 БАЛЛОВ STAR!

РАЗДАЧА СУВЕНИРОВ!

В СРЕДУ В ОБЕДЕННЫЙ ПЕРЕРЫВ 2 ДЕКАБРЯ

Ш.К. ЭСТАНЦИЯ БОЛЬШОЙ СПОРТЗАЛ

Special Olympics Unified Sports Newport-Mesa Unified School District



High Quality IEPs

working together for student success



A Place to Begin

*The Role of the Parent
in the IEP Journey*

*Every parent's IEP journey begins somewhere.
Today is simply a place to begin*

Welcome: You are an essential part of the IEP Team

You know your child

Strengths, interests, challenges, preferences, and what helps your child learn and thrive.

Your perspective matters

Your observations and priorities help the team build a more complete picture of your child.

You are a partner

Parents participate in planning and decision-making throughout the IEP journey.

The goal today: leave with a clearer map of the journey and a few tools for your next steps.

Objectives

By the end of our time together, you will...

- Understand the purpose of special education law, including IDEA, FAPE, and the IEP.
- Recognize the five key components that work together in a high-quality IEP.
- See how procedural requirements, substantive requirements, and implementation work together to support FAPE.
- Locate practical resources and identify a next step for your own IEP journey.

IDEA: the foundation

Individuals with Disabilities Education Act (IDEA)

Protects rights

A federal law protecting the rights of students with disabilities and their families.

Centers participation

Parents are active participants in planning and educational decision-making.

Supports progress

Eligible students receive supports and services needed to access learning and make meaningful progress.

IDEA is not only about paperwork—it establishes your place at the table



IDEA Guarantees:

- A ***free and appropriate*** public education (FAPE)
- A ***comprehensive evaluation*** at no cost
- ***Services and supports*** from ages 3–21
- Learning in the ***least restrictive environment (LRE)***



LET'S DIVE DEEPER INTO THIS...

*Free and **appropriate** public education (FAPE)*

Definition: **APPROPRIATE**



An “**appropriate**” education means that students receive the instruction, supports, and services they need to **make meaningful progress**. This will look different for each student.

Special education and related services are designed to help students:

- make progress
- build academic, social, and life skills
- work toward IEP goals

Definition: **COMPREHENSIVE EVALUATION**

A graphic consisting of a white rectangular box with rounded corners and a yellow border. The text "IDEA Guarantees" is centered inside the box in a dark blue, sans-serif font. Two small, stylized purple starburst icons are positioned at the top-right and bottom-left corners of the box.

**IDEA
Guarantees**

A **comprehensive evaluation** explores any areas where there are concerns related to a student's education. It is provided by the school at no charge and helps the IEP team understand a student's strengths and needs.

Definition: **LEAST RESTRICTIVE ENVIRONMENT (LRE)**



- Students with disabilities have the right to learn with their peers as much as possible, with supports provided in a general education setting whenever possible. This is called **the least restrictive environment (LRE)**.

Note: For students who are deaf or hard of hearing, the IEP team will also consider access to language in whatever way works best for them so they can understand, participate and express themselves

What is an IEP?

The Purpose

An Individualized Education Program (IEP) is designed to support learning, growth, and meaningful progress.

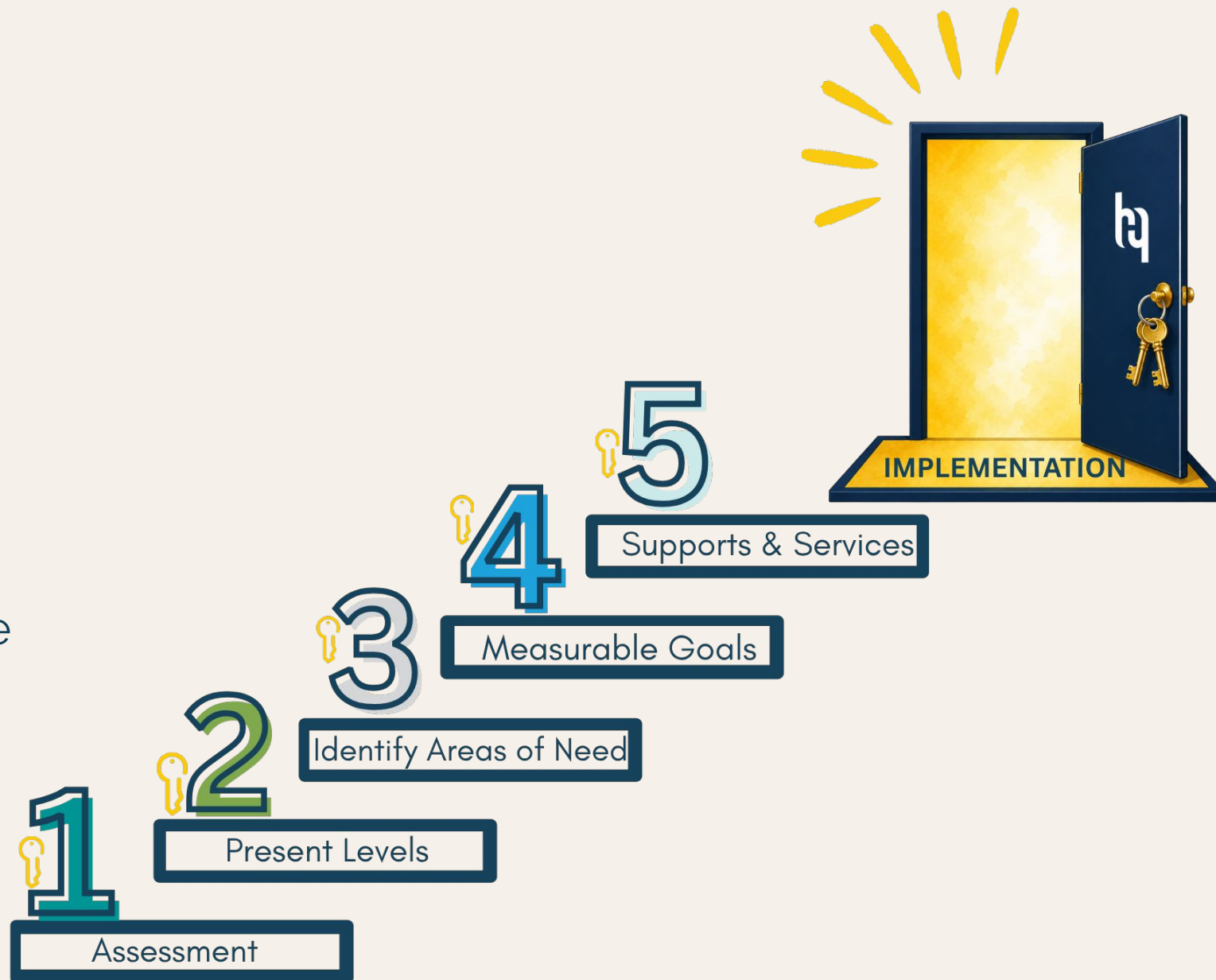
The IEP is:

- A written plan developed when a student is eligible for special education.
- Created by an IEP team that includes an administrator, education specialist, general education teacher, related service providers, parent and, when appropriate, the student.
- Built around the student's unique strengths and needs.
- Reviewed at least annually and updated as needed.

Key Components of a High Quality IEP

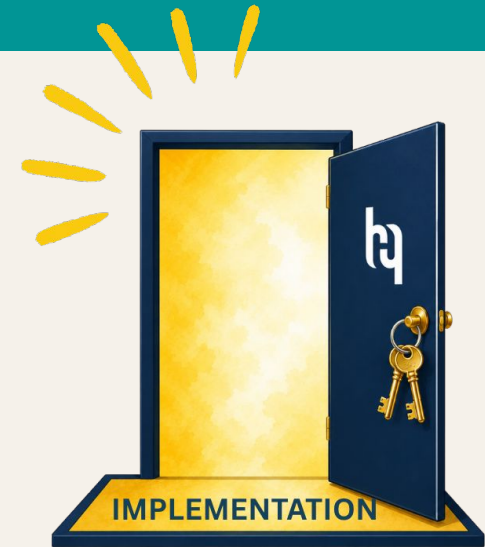
Every IEP is built around five key components that work together to create an individualized plan for your child.

Each component builds on the one before it, creating a plan that is tailored to your child's unique strengths and needs.



IDEA must answer these important questions:

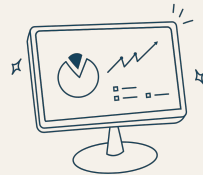
- ✓ *What supports and services will make progress possible?* 5
- ✓ *What will my child work towards this year?* 4 Supports & Services
- ✓ *What areas of need are present?* 3 Measurable Goals
- ✓ *What does my student's current story tell us?* 2 Identify Areas of Need
- What do we know? 1 Present Levels
Assessment



How do schools ensure *Free Appropriate Public Education (FAPE)*



**Procedural
Requirements**



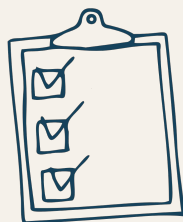
**Substantive
Requirements**



Implementation



Let's dive into each one!



Procedural Requirements

the “**when**” and “**how**”

Examples:

- Providing written notice and obtaining your consent before conducting assessments or changing placement
- Inviting you to every IEP meeting
- Holding IEP meetings at least once a year, and anytime you or the school requests one

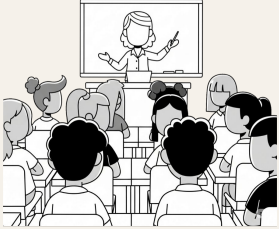


Substantive Requirements

the “**what**”

Examples:

- Goals tailored to your child's strengths and needs
- Services and supports connected directly to those goals
- Measurable ways to track progress
- An individualized plan - not a one-size-fits-all approach



Implementation

the “**action**”

Examples:

- After consent, the school carries out the IEP as written.
- Team members need to understand the supports and services they are responsible for providing.
- Progress information helps the team know whether the plan is supporting the student as intended.

Putting it together: Process -> Plan -> Action



Procedural Requirements

A meaningful process



Substantive Requirements

An individualized plan



Implementation

The plan in practice

All three matter because the goal is an IEP that is ***thoughtfully developed, individualized, and carried out.***

Your IEP Journey

The Role of the Parent Continues Before, During, and After the IEP Meeting

BEFORE | Prepare

Gather questions, priorities, and information.

DURING | Participate

Share your perspective, ask questions, and clarify recommendations and decisions.

AFTER | Follow through

Review the plan, monitor progress, and stay connected with the team.

The IEP is a journey of partnership - not a single meeting.

Before the IEP

*The Role of the Parent
in the IEP Journey*



Your IEP Journey Continues: *Before the IEP Meeting*



The next step in your IEP journey is preparation. Every meaningful IEP meeting begins before everyone sits down at the table. Preparing ahead of time helps you organize your thoughts, identify priorities, and feel ready to partner with the IEP team.

What to Expect Before the IEP Meeting

Steps for Preparing for the Meeting

Invitation to the IEP Meeting



What to Expect:

A written invitation with the date, time, location, purpose, and who is expected to attend.



What You Should Know

The school should schedule the meeting early enough to support your participation. You may ask about another date/time and invite others.



How to Prepare

Review and return the invitation. Request an interpreter if needed. Let the school know who you plan to bring. Write down topics you want discussed.



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

Student Information

First Name [REDACTED]	Middle Name [REDACTED]	Last Name [REDACTED]	Date of Birth 06 [REDACTED]	Age [REDACTED]	Date 04/17/2026
Student ID # [REDACTED]	Current School [REDACTED] Elementary			Gender Male	Current Grade TK
Proposed IEP Meeting Date 05/11/26		Alternate IEP Meeting Date		Alternate IEP Meeting Date	Meeting Location zoom
Time: Start 3:00 PM		Time: Conclude 4:00 PM		Time: Start	Meeting Address zoom

Parent Information

Parent Name [REDACTED]	Address [REDACTED]	City [REDACTED]	State CA	Zip [REDACTED]
Parent Name [REDACTED]	Address [REDACTED]	City [REDACTED]	State CA	Zip [REDACTED]

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:

- | | | |
|---|--|---|
| ☒ Principal/Designee | ☐ Student | ☐ Interpreter |
| ☒ Educational Specialist | ☒ APE Specialist | ☐ Regional Center Representative |
| ☒ Speech-Language Pathologist | ☐ District Nurse | ☐ Health Care Agency-Orange County Dept of Mental Health |
| ☐ School Psychologist | ☐ Special Education Administrator | ☐ Department of Rehabilitation Representative |
| ☒ General Education Teacher | ☐ Specialist | ☒ Occupational Therapist |
| ☒ Other: Physical Therapist | | |

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

- Meeting Purpose: ☒ Annual Review
- Others As Needed: ☐ Parent Request ☐ Review IEE ☐ 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 56380)

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 (CFR300.345)(EC 56341)
- When a child reaches the age of majority (18), the educational rights transfer from the parents to the student. (CFR 300.520)

Who may be at the IEP meeting?

IEP Team Members Include:

- Parent
- Student (when appropriate)
- General Education Teacher
- Special Education Teacher/Provider
- Administrator / Administrative Designee
- Individual Who Can Interpret Evaluation Results

Others May Include:

- Related Service Providers
- Others Invited by the Parent or School
- Outside Agencies (when appropriate)



Your IEP Journey Continues: *During the IEP Meeting*

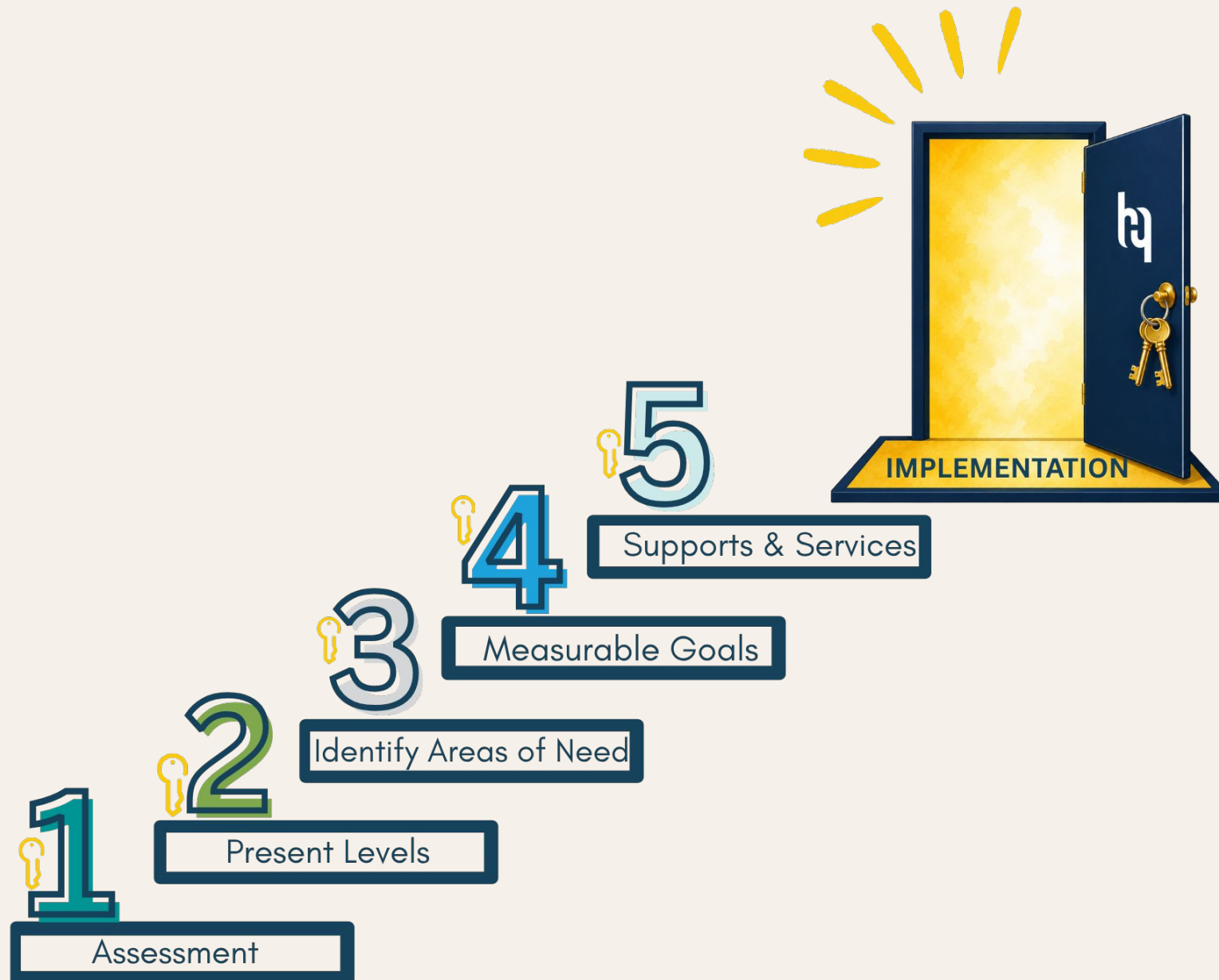


Now it's time to participate. During the IEP meeting, your voice, questions, and insights help the team develop a plan that reflects your child's unique strengths, needs, and goals.

Every IEP Includes Key Components

Every IEP is built around five key components that work together to create an individualized plan for your child.

Each component builds on the one before it, creating a plan that is tailored to your child's unique strengths and needs.



Procedural Safeguards



What to Expect:

- Copy of Procedural Safeguards provided minimum of one time each school year
- Opportunity to ask questions



What You Should Know

- Your rights throughout the special education process.
- Helps ensure you are informed and included in decisions.
- Outline options if you disagree with an IEP decision.



How to Take Part

- Ask questions whenever something is unclear.
- Ask for additional support if you need help understanding your rights.
- Review the Procedural Safeguards before the meeting and write down any questions.

Purpose of the Meeting



What to Expect:

- Every IEP meeting has a specific purpose. At the beginning of the meeting, the team will explain why you're meeting. Common purposes include:
 - Initial IEP
 - Annual IEP (Review)
 - Reevaluation Review (Eligibility Evaluation)
 - Progress Review
 - Discussion of a Specific Concern



What You Should Know

- The purpose guides the agenda.
- Different meetings have different goals.
- The purpose determines what is reviewed.



How to Take Part

- Ask questions if the purpose is unclear.
- Share your questions and concerns.
- Make sure your priorities are discussed.

The 5 Key Components of an IEP

Every IEP is built around five key components that work together to create an individualized plan for your child.

Each component builds on the one before it, creating a plan that is tailored to your child's unique strengths and needs.



Individualized Education Program (IEP) Meeting Agenda SAMPLE

Start of Meeting:

- Introduction
- Procedural Safeguards
- Purpose
- Agenda Overview
- Meeting Logistics
- Grounding Activity

Assessment

Eligibility

Present Levels of Performance

- Review of the student's strengths, interests, preferences, and concerns
- Student profile and present levels of educational performance
- Pathway to High School Graduation - Individual Transition Plan (ITP)

Area(s) of Need

Measurable Annual Goals

Offer of a Free Appropriate Public Education (FAPE)

- Accommodations/Modifications
- Participation in Local & Statewide Assessments
- Special Education and Related Services
- Transportation
- Extended School Year (ESY)
- Parent Involvement
- Emergency Conditions

Closing the Meeting

- Sign in attendance
- Confirm agreement
- Create an action plan, if necessary

Assessment & Eligibility

- Assessment helps the IEP team understand your child's needs
- Used to determine if your child qualifies for special education services
- Used to plan a program that supports your child's unique strengths and areas of needs



What to Expect:

- Assessment results will be explained
- Team discusses how the results relate to the child's learning, participation, and progress in school
- Eligibility Criteria reviewed
- Team decision on Eligibility is discussed during an initial IEP and an eligibility evaluation (usually every 3 years)

Present Levels of Performance

- Provide a detailed picture of how the child is currently doing in school
- Helps the team understand a child's strengths, preferences, interests, needs, and progress at home and at school
- Are the foundation for setting goals and determining supports and services



What to Expect:

- Team reviews and discusses information about your child's academic skills, social-emotional development, behavior, and functional skills
- You share what you see at home and in the community
- The team identifies areas of need and guide decisions about goals, accommodations, and services

Area(s) of Need

After reviewing any assessment results and present levels of performance:

- The IEP team identifies the specific area(s) where your child may need extra support to learn, grow, and fully participate in school
- Areas of need help the team focus on what is most important for progress
- They guide the development of goals, supports, and services



What to Expect:

- IEP team identifies the academic, social, behavioral, communication, or functional areas where your child may benefit from specialized instruction or support
- These areas become the basis for developing measurable goals

Measurable Annual Goals

Once the child's areas of need are determined, goals are determined

- Measurable annual goals describe what your child can reasonably work toward and achieve in the next 12 months
- Goals guide instruction
- Goals help track progress
- Goals ensure your child receives the support needed to learn and grow



What to Expect:

- If there is a current IEP, the team will review progress on existing goals before new goals
- Together, you will develop new goals for the upcoming year
- Goals describe a specific skill or behavior your child will work toward
- Goals describe how progress will be measured and reported

Supports & Services

After identifying your child's strengths, areas of need, and goals, the next step is determining the supports and services needed to help your child succeed.

They form the school's offer of a free appropriate public education (FAPE), which brings everything together into a clear, coordinated plan outlining the instruction, supports, and services that will help the child make meaningful progress in school in the least restrictive environment (LRE), alongside peers with and without disabilities



What to Expect:

- As an IEP team you discuss the supports and services your child may need to reach their goals and participate meaningfully in the LRE
- The IEP team reviews the details: how often each service will occur, where it will take place, and who will provide it
- The IEP team discusses how these services help your child access instruction and participate in school

Closing the Meeting

This is the final part of the IEP meeting and the time to confirm decisions, ask any remaining questions, and make sure you understand next steps.



What to Expect:

- Team summarizes the key decisions made during the meeting
- Next steps are outlined
- Notes taken during the meeting can be reviewed to make sure they reflect what was discussed and agreed upon
- You receive a copy of the IEP and related documents
- You will be asked to sign the IEP for participation
- Services will begin once you provide consent



After the IEP

The Role of the Parent in the IEP Journey

Your IEP Journey Continues: *After the IEP Meeting*



The IEP meeting is one step in the IEP process.

After the meeting, you may want to take time to review the plan, ask questions, and stay in touch with the school team as supports and services begin.

Your participation continues to matter in supporting progress and the educational experience.

Putting the IEP in Place: *What to Expect*

At the end of the meeting, you may choose to provide written consent to all, some, or none of the proposed IEP.



What to Expect:

- ***If you consent***, the school can put the agreed-upon IEP into action.
- ***If you do not consent to all or part of the IEP*** right away, the next step is continued communication to clarify concerns and work toward shared understanding.

Follow-up may include a Prior Written Notice (PWN), another IEP meeting, or additional communication to review data, options, and next steps.

Implementing the IEP: *What to Expect*

Implementation is where the written plan becomes the student's day-to-day educational experience.



What to Expect:

- Once you provide consent, the school puts the IEP into action as agreed upon.
- Teachers and service providers receive the information they need to implement the IEP.
- Goals, supports, and services should reflect what the IEP team agreed upon and begin without unnecessary delay.

Monitoring Progress: *What to Expect*

Progress information helps the team understand whether the IEP is supporting growth—and whether timely adjustments may be needed.



What to Expect:

- You will receive regular reports of progress on your child's IEP goals—typically at the same time as report cards.
- These updates summarize how your child is progressing toward annual goals.
- Progress reports are different from grades: they should connect directly to the measurable IEP goals and the data collected over time.

Monitoring Progress: *Questions Families Can Ask*

Inquire about the data

“What data shows this progress?”

Help me understand

“How was this measured?”

Connect to the goal

“Is my child making expected progress compared with the goal timeline?”

Asking questions about progress is a normal, expected, and important part of being on the IEP team.

Requesting Changes to an Existing IEP:

What to Expect

An IEP can be reviewed and updated when needs change, new information becomes available, or the current plan is not working as expected.



What to Expect:

- IEPs can be reviewed or updated when needed.
- You do not need to wait until the annual IEP meeting if a support or service is not working or new information becomes available.
- When a concern is raised, the school team will work with you to determine next steps.
- Next steps may include another IEP meeting to review or adjust goals, supports, and/or services.

Staying Organized: *What to Expect*



What to Expect:

Throughout the year, parents may receive:

- Reports of progress
- Emails or other communication from teachers and service providers
- Meeting notices
- Evaluations and other documents related to the IEP

Let's Review!

Your partnership with the IEP team continues long after the meeting ends.

- Review the IEP and ask questions.
- Stay connected as supports and services are implemented.
- Monitor progress and ask for data or clarification when needed.
- Request changes or another meeting when concerns arise.
- Keep information organized in a way that works for you.

Let's Reflect

This is your time to pause, reflect on what you learned, and capture any questions or thoughts you want to discuss with your child's IEP team.

What is one thing you learned that you didn't know before?

What feels clear to you and what are you still unsure about?

What questions do you want to bring to your IEP team?



Newport-Mesa
Unified School District

Donuts with the Directors

Join us to connect and engage with our
Special Education Directors



Friday, October 23, 2026

Davis Elementary, Room 3
1050 Arlington Dr.
Costa Mesa, CA 92626

8:30am - 9:30am

Juliana Sauvao
SELPA Director

Kari Adams
Elementary Director

Rob Nichols
Secondary Director

[Connect with Us](#)

Join us at our NEXT CAC Meeting



Parent Education Series

Focusing on Special Education



6:30 - 8:00 PM

2985 Bear Street,
Costa Mesa, CA 92626



TOPIC:
TBD

All meetings open to the public.



February 25, 2027

Topic: TBD

April 22, 2027

Topic: TBD

CHILD CARE AVAILABLE • SPANISH INTERPRETATION AVAILABLE



NEED INTERPRETATION IN ANOTHER LANGUAGE?

CONTACT SARA PITTINGTON AT LEAST 3 DAYS IN ADVANCE
spittington@nmusd.us

HOSTED BY NMUSD SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
COMMUNITY ADVISORY COMMITTEE (CAC)