

TASK

Helping families navigate:

▲ Special education

▲ Disability services

▲ Assistive technology

taskca.org

Toll-Free in CA: 866.828.8275



TASK is a nonprofit serving:

**Los Angeles, Orange, Riverside, San Bernardino, San Diego
& Imperial Counties**

**Office locations: Brea (Main Office), Alhambra, San Diego,
Riverside**

***We are a Parent Training and Information Center and a Family
Empowerment Center***

Mission Statement



TASK educates and empowers people with disabilities and their families.

TASK Services

- Individual Telephone Assistance
- One-on-one virtual consultations: Review of IEP Documents & Assessment Reports
- Educational Webinars
- Virtual Community Outreach
- Tech Center: Virtual Labs & Assistive Technology Webinars

Training Agenda

- Assessment Process & Timeline
- Special Education Eligibility
- Provisions Under IDEA
- IEP Team Members
- Contents of the IEP
 - IEP option
 - Appeals process
 - Records request
 - Medical Insurance

ACRONYMS

- ADR.....Alternative Dispute Resolution
- AB.....Assembly Bill
- BIP.....Behavior Intervention Plan
- CDE.....California Department of Education
- FAPE.....Free Appropriate Public Education
- IDEA.....Individuals with Disabilities
Education Act
- IEE.....Independent Educational Evaluation
- IEP.....Individualized Education Program
- LEALocal Education Agency
- LRE.....Least Restrictive Environment
- OAHOffice of Administrative Hearings
- PLEP.....Present Levels of Educational
Performance
- PWN.....Prior Written Notice
- RS.....Related Services
- SB.....Senate Bill
- SELPA...Special Education Local Plan Area
- USDOE...U.S. Department of Education

Assessment Process

- Request for assessment must be in writing
- Referral may be made by parent, teacher, or other service provider
- Parent receives assessment plan if district agrees with assessment request
- District completes assessments and schedules the Individualized Education Program (IEP) meeting

Sample Assessment Request Letter

Dear Special Education Director:

Re: John Doe, 1-01-00 Date of birth, Request for Assessment/Evaluation

I am requesting a special education assessment for my son (daughter), John. I am requesting an assessment in all areas of suspected disability and specifically in the area of

_____.

Some of my concerns are based on _____.

Sample Assessment Request Letter (Continued)

I understand that I must be presented with a written assessment plan within **fifteen (15) days** and that the plan will inform me of the tests to be given, dates for the tests and the names of the persons who will administer the tests, as well as explanations of the tests and their purposes.

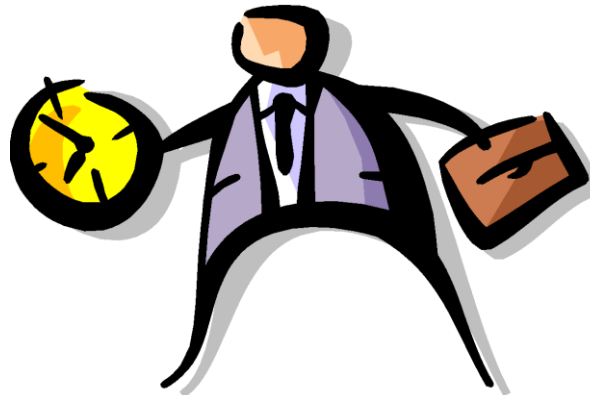
Yours truly,

Assessment Timelines

15 calendar days
for the
district to
respond to parent
request

15 calendar days
for parent
to consent to the
assessment plan

60 calendar days
to complete
assessments
and schedule IEP
meeting



Triennial Assessment

- Completed every three years
- Determines student's continued eligibility under IDEA
- Determines need to continued related services
- Determines new present level of educational performance (PLEP) for writing new goals

Independent Educational Evaluation (IEE)

- Parents have the option to obtain an IEE at public expense.
- If parents disagree with an evaluation, the school district without delay either:
 - Files a due process complaint to request a hearing to show that its evaluation is appropriate
 - Ensures that an IEE is provided at public expense

Eligibility Categories

- Autism
- Deaf-Blindness
- Deaf
- Hearing Loss
- Intellectual Disabilities
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Serious Emotional Disturbance
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment Including Blindness

Provisions under IDEA

- Free Appropriate Public Education (FAPE)
- Least Restrictive Environment (LRE)
- Related Services (RS)
- Fair Assessment
- IEP meeting/document
- Appeals Process

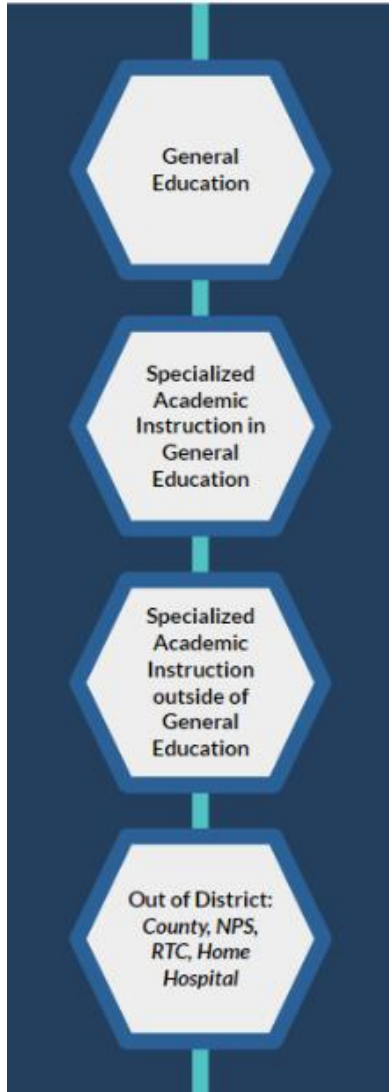
Free Appropriate Public Education (FAPE)

- Provided at public expense, at no cost to parents
- Student's unique needs are met
- Student makes progress toward meeting IEP goals
- Student has access to the general education curriculum

Least Restrictive Environment (LRE)

- Educated with typical peers as much as possible
- Educated in school of residence when feasible
- Alternative placements considered if instruction in the general education setting with supports and services does not allow student to access educational benefit

IUSD Program Settings



- Learning Center Model (LCM)
- Mild/ Moderate (M/M)
- Essentials
- Practical
- Behavior, Social Learning, and Communication (BSLC)
- Extensive Support Needs (ESN)
- Extensive Support Needs-Autism (ESN-AUT)

Related Services

► **Assist's student's with disabilities to benefit from special education**

Related Services can Include:

- Speech and Language
- Audiology
- Psychological Services
- Counseling
- Physical Therapy
- Occupational Therapy
- Adaptive Physical Education
- Mobility
- Bus Transportation
- School Nursing Services
- Parent Counseling and Training

IEP Team Members

- The parents of the student
- One regular education teacher of the student
- One special education teacher of the student
- A representative of the school district
- Assessors who can interpret evaluation results
- Related service providers who's areas of expertise will be discussed
- Other individuals who have knowledge or expertise regarding the student
- The student with a disability when appropriate

Contents of the IEP

- Strengths of the student
- Concerns of the parents
- Results of the assessments
- Present Levels of Educational Performance (PLEP)
- Positive Behavioral Interventions and Supports (PBIS) if applicable
- Communication needs of the student
- Assistive Technology if applicable

Contents of the IEP (Continued)

- A statement of the student's present levels of academic achievement and functional performance
- A statement of measurable annual goals, including academic and functional goals
- A statement of how the student's progress toward meeting IEP goals will be measured and how parent's will be notified of student's progress
- A statement of special education and related services to be provided

Contents of the IEP (Continued)

- An explanation of how the student will not participate with nondisabled peers in the regular class.
- An explanation of when services will begin, frequency of service, location, and end date of services.
- An Individual Transition Plan (ITP) at age 16 (or younger if agreed upon by IEP team) to include post-secondary transition goals.

Accommodations & Modifications

- Accommodations are a change of environment, curriculum, or equipment that allows a person with disabilities to access content or complete tasks.
- Examples of Accommodations Include:
 - ❑ More time for test taking
 - ❑ Quiet location for test taking
 - ❑ Sign language interpretation for a student who is deaf
- Modifications to classes or testing fundamentally alter or lower the standard or expectation of the course or test.
- Examples of Modifications include:
 - ❑ Use of a calculator or a multiplication table
 - ❑ Modified curriculum
 - ❑ Making assignments easier and modifying level of difficulty

Requesting an IEP Meeting

- Parents can request an IEP meeting any time they feel their child's educational needs have changed
- Request should be made in writing
- Requested IEP meetings should be held within thirty days of receiving parents written request

IEP Signature Options

- I agree to all parts of the IEP
- I agree with the IEP, with the exception of _____

Parents have the option to take the document home to review before signing

Prior Written Notice (PWN)

- PWN is provided when the school district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the student, or the provision of FAPE
- Parent revokes consent in writing for the continued provision of special education services
- PWN should:
 - Be provided in the parent's native language or mode of communication
 - Be provided within a reasonable amount of time, unless either party has initiated due process

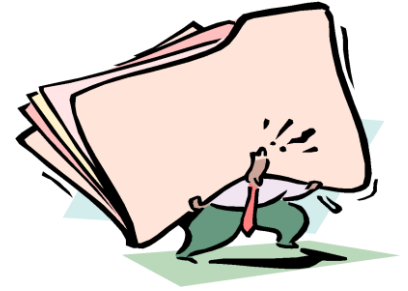
Steps in Due Process

- Resolution Meeting
- Mediation Conference
- Due Process Hearing

Private Insurance and Medi-Cal

- District can use parents' private insurance or Medi-Cal to pay for related services.
- District needs to receive parents' written consent before using Medi-Cal or their private insurance.
- Parents' consent is voluntary and can be revoked at any time.
- If parents do not provide consent, the school district is responsible to provide all IEP services free of charge.

Home File



It is important to maintain an organized home file of your child's records.

Educational History

- Annual reports
- Evaluations
- Copies of the IEP
- Contact list
- Work samples

Medical History

- Medical records
- Diagnosis
- Family history

Thank You for Your Attendance

Sources:

Code of Federal Regulations Implementing the IDEA

California Education Code – Part 30

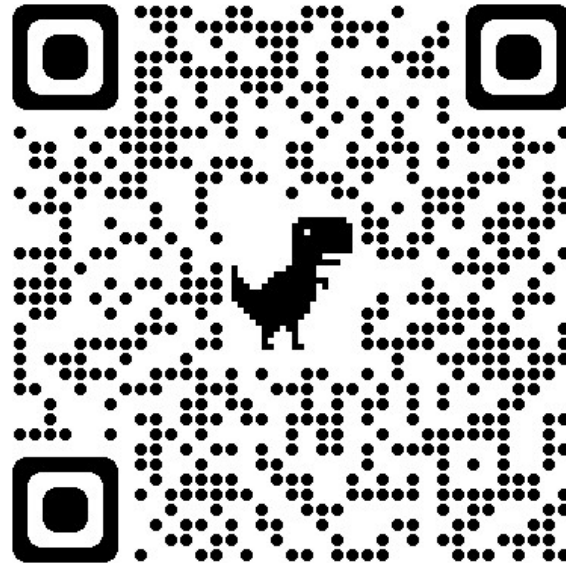
Individuals with Disabilities Education Act

United States Code

Family Educational Rights and Privacy Act (FERPA)

<https://www.ggusd.us/departments/special-education/referral-and-identification/>

Please complete the evaluation!



TASK

TASK's Contact Information

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Video Library:

<https://www.youtube.com/user/TASKPTI/videos>