



TASK
 Helping families navigate:
 A Special education
 A Disability services
 A Assistive technology

TASK is a nonprofit organization serving:
 Los Angeles, Orange, Riverside, San Bernardino, San Diego & Imperial Counties

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

taskca.org
 Toll Free in CA: 866.828.8275

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Office Locations:
 Alhambra
 Brea
 Riverside
 Spring Valley



Mission Statement



TASK educates and empowers people with disabilities and their families.

Disclaimer

TASK staff are not advocates or attorneys. We do not provide recommendations, legal advice, or suggestions.

Our family support specialists offer peer-to-peer support, information and options to parents of children with disabilities, so they can become informed members of the IEP team and work collaboratively with schools.

TASK 4

TASK Services

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

TASK 5

Navigating IEP's

US DOE Disclaimer

The contents of this PowerPoint were developed under a grant from the Department of Education.

However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

TASK 6

Training Agenda

- Assessment Process & Timeline
- Special Education Eligibility
- Provisions Under IDEA
- IEP Team Members
- Contents of the IEP
- Individual Transition Plan
- IEP Options
- Appeals Process
- Records Request
- Insurance
- Tips & Pointers
- Home Files

TASK 7

Acronyms

- | | |
|---|---|
| ■ ADRAlternative Dispute Resolution | ■ OAHOffice of Administrative Hearings |
| ■ ABAssembly Bill | ■ PLEPPresent Levels of Educational Performance |
| ■ BIPBehavior Intervention Plan | ■ PWNPrior Written Notice |
| ■ CDECalifornia Department of Education | ■ RSRelated Services |
| ■ FAPE Free Appropriate Public Education | ■ SAISpecialized Academic Instruction |
| ■ IDEAIndividuals with Disabilities Education Act | ■ SBSenate Bill |
| ■ IEEIndependent Educational Evaluation | ■ SELPASpecial Education Local Plan Area |
| ■ IEPIndividualized Education Program | ■ SPEDSpecial Education |
| ■ LEA Local Education Agency | ■ USDOEU.S. Department of Education |
| ■ LRE.....Least Restrictive Environment | |

TASK 8

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

TASK 9

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 _____.

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.

Thank you for your support and time in this matter.

Yours truly,

TASK 10

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



TASK 11

Assessment Plan

The assessment plan must:

- be given to parents in language that is easily understood
- be provided in the parent's native language or mode of communication
- explain the types of assessments to be conducted
- state that an IEP will not be developed without parents' written consent
- be signed by parents before assessments can be completed
- be accompanied by a notice of procedural safeguards

TASK 12

Fair Assessment Procedures

- Determine whether the student is a student with a disability
- Assess in all areas of suspected disability
- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information
- Use more than a single measure or assessment to determine an appropriate educational program for the student

TASK 13

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 (PLOP) for writing new goal

TASK 14

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 will either:
 1. Files a due process complaint to request a hearing to show that its evaluation is appropriate
 2. Ensures that an IEE is provided at public expense

TASK 15

Eligibility Categories

- Autism
- Deaf-Blindness
- Deaf
- Hearing Loss/Impairment
- 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

TASK 16

Provisions under IDEA

1. Free Appropriate Public Education (FAPE)
2. Least Restrictive Environment (LRE)
3. Related Services (RS)
4. Fair Assessment (also called Evaluation)

TASK 17

Free Appropriate Public Education (FAPE)

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

TASK 18

Least Restrictive Environment (LRE)

- Determined by the IEP team which includes parents
- Is based on the child's unique needs
- Reviewed and determined at least annually
- Educated with typical peers as much as possible
- Educated in school of residence when feasible and as close as possible to the child's home
- Alternative placements considered if instruction in the general education setting with supports and services does not allow student to access educational benefit

TASK 19

LRE Placement Options

- General education
- Resource Specialist Programs (RSP)
- Specialized Academic Instruction (SAI)
- Special Day Class (SDC)
 - Special Day Class/Mild-Moderate
 - Special Day Class/Moderate-Severe
 - Special Day Class/Emotionally Disturbed
- Nonpublic Schools (NPS)
- County Office of Education programs
- Residential Treatment Centers (RTC)
- State Special Schools

TASK 20

Related Services

Assist students 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

TASK 21

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

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Contents of the IEP

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

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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 parents will be notified of student's progress
- A statement of special education and related services to be provided

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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.
- SB98 requires that each IEP include a description of the services to be provided under "emergency conditions" in which instruction cannot be delivered in person for more than 10 school days.

TASK 25

The Individual Transition Plan (ITP)

- Transition assessments are completed.
- The ITP may be developed during the annual IEP meeting, or a special IEP team meeting may be scheduled to develop one.
- The ITP includes courses of study needed to help the student reach ITP goals.
- The transition plan is developed yearly.

TASK 26

Diploma/Certificate of Completion

- Will student graduate with a diploma?
- Will student exit high school with a certificate of completion?

TASK 27

Accommodations & Modifications

- Accommodations are a change of environment 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

TASK 28

Requesting an IEP Meeting

- Parents can request an IEP meeting any time
- Request should be made in writing
- Requested IEP meetings should be held within thirty days of receiving parents written request

TASK 29

Parents Option to Electronically Record IEP Meeting

- The parent needs to provide a twenty four hour written notice to the IEP team administrator that they will be recording the upcoming IEP meeting.
- If parents record the IEP meeting, then the district can also record the meeting.
- Parents can request a copy of the district's recording under Family Educational Rights and Privacy Act (FERPA).

TASK 30

IEP Signature Options

- **I agree** to all parts of the IEP
- **I agree** with the IEP, with the exception of _____
 Examples:
 - Eligibility
 - Assessment
 - Services
 - Instructional Setting
- **I do not agree** with all parts of the IEP
- Parents have the option to take the document home to review before signing the IEP document.

TASK 31

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
- The notice must include a description of the action that is being proposed or denied.
- 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

TASK 32

The Appeals Process

- Due process is a protection under IDEA.
- It provides parents with the mechanism for resolving disputes with the school district.
- Alternative Dispute Resolution and Due Process are two ways to resolve differences.

TASK 33

Alternative Dispute Resolution (ADR)

- An informal mechanism for dispute resolution
- ADR facilitator is neutral
- Types of ADR:
 - Facilitated IEP Meetings
 - Meeting with the director of special education
 - Meeting with the Special Education Local Plan Area (SELPA) or ADR Coordinator
 - Office of Administrative Hearings (OAH) Mediation

TASK ³⁴

Steps in Due Process

- Resolution Meeting
- Mediation Conference
- Due Process Hearing

TASK ³⁵

ADR and Due Process

Disagreements may include:

- The proposal to initiate or change identification (eligibility), assessment, or educational placement.
- The refusal to initiate or change the identification (eligibility), assessment or educational placement.
- The parent refuses to consent to an assessment of the child.
- There is a disagreement between the parent and district regarding availability of a program appropriate for the child.

TASK ³⁶

Stay Put

The student remains in their present placement during *Due Process* unless the school district and the parent agree otherwise.

TASK 37

Parent's Records Request

- Parents can request copies of their child's school records.
 - Need to specify the types of records.
 - Need to specify the period of time for requested records.
- Parents should receive requested records within five business days under California Education Code.
- Parents can request that the records reproduction fee be waived.

TASK 38

Sample Records Request Letter

Dear Special Education Director,
RE: John Doe (Date of Birth) 1-01-00

My name is _____, and I am the parent of (Student's Name) who is in the (Provide grade that student is currently in) at (Name of School). I would like to review my child's (List the timeframe and the types of documents that you would like to review) assessment reports for the school year 2023-2024. I look forward to receiving the requested records within five (5) business days.

Yours truly,

TASK 39

Consent to Bill Medi-Cal

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

TASK 40

Tips & Pointers

- Request "Draft" copies of the assessment report 3-5 days before the IEP meeting to prepare.
- Create a list of your questions/priorities.
- 24-hour written notice to audio record the IEP meeting .
- Bring someone for support. You may invite a family member/friend to the IEP meeting for moral support.
- IEP signature options – you can take home the IEP before you sign to review for understanding and agreement.
- Changes in eligibility require an assessment.
- To add or remove a related service, such as Occupational Therapy, Speech & Language Therapy, etc., the school district is required to conduct an assessment.
- TASK provides Individual Support and IEP Consultations at no charge.

TASK 41

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

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Resources

CLICK TO OPEN LINK

- [U. S. Department of Education – Office of Special Education](#)
- [California Department of Education](#)
- [Disability Rights California](#)
- [Connections California: Transition to Adulthood- Transition Planning for Tweens & Teens](#)
- [Transition Timeline for Parents](#)
- [A New Pathway to a High School Diploma](#)
- [Diploma Comparison Chart](#)
- [List of Additional Resources](#)

Disclaimer: Laws are subject to change. Please consult the United States Department of Education or the California Department of Education for the most up-to-date information.



Thank you for Attending!

Survey Time!

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Video Library: <https://www.youtube.com/user/TASKPTI/videos>
Webinar Calendar: <https://taskca.org/calendar/>

Sources:
Code of Federal Regulations Implementing the IDEA
California Education Code – Part 39
Individuals with Disabilities Education Act
United States Code
Family Educational Rights and Privacy Act (FERPA)
<https://www.ggsud.us/departments/special-education/referral-and-identification/>


