



# Newhall School District



## Special Education Advisory Council October 20, 2022

**Presenter: Anna Walker, Assistant Director of Student Support Services**

# Understanding your child's IEP



# Purpose

This presentation is designed to help parents/guardians of students with disabilities gain a clearer understanding of IEPs.

Parent participation is key. School districts are held to high standards to ensure that parents are knowledgeable and informed participants in the IEP process.

The presentation is designed as a broad overview but we hope that it supports parents further their knowledge about IEPs.

# What is an IEP?

- ❑ “Living” Written Document
- ❑ Each student receiving special education services must have one
- ❑ Developed by an IEP team, parents must be involved
- ❑ Students can be involved, if appropriate
- ❑ Reviewed at least once a year (annual plan review), and more often if needed (amendment)
- ❑ Revised as student progresses
- ❑ INDIVIDUALIZED- Based on student’s strengths and needs

# Parent Rights and Procedural Safeguards



# Parent Rights and Procedural Safeguards

- ❑ Handbook written by parents/guardians and special education administrators to help you become an effective member of the educational team and to provide a continual reference for you throughout your child's years in school.
- ❑ Provided with a copy at least one time per year
- ❑ Important definitions and step-by-step guidance
- ❑ Answers to important questions such as:

**“If I have a complaint about my child’s educational program, how do I raise it?** When you have a concern about your child’s education, it is important that you contact your child’s teacher or school administrator or district administrator to talk about your child and any problems you see. Staff in your school district may answer questions about your child’s education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.”

# The IEP Team Will Include

- ❑ parents/guardians
- ❑ general education teacher
- ❑ special education teacher
- ❑ administrator or admin designee
- ❑ an individual who can interpret evaluation results (when needed)
- ❑ others invited by the school or the parents who have knowledge or special expertise about the student
- ❑ the student if appropriate
- ❑ translator if appropriate

# IEP Team Will Consider

- ❑ Strengths of the student
- ❑ Concerns of the parents
- ❑ Results of evaluations
- ❑ The academic, developmental and functional needs of the student
- ❑ If the child's behavior interferes with learning
- ❑ Language needs if the child is not proficient in English
- ❑ Instruction if the child is blind or visually impaired
- ❑ Language and communication needs if child is deaf or hearing impaired
- ❑ The need for assistive technology devices or services



# What Should The IEP Contain?

- ❑ Think of the components of the IEP as a game plan for your child's education
- ❑ The team sets goals, follows the plan, celebrates achievements and makes adjustments if needed (amendment)

# Present Levels of Performance

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## CEDR TRAINING SPECIAL EDUCATION LOCAL PLAN AREA

### PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Student: Captain Hook

IEP Date: 1/23/2008

Strengths/Preferences/Interests \_\_\_\_\_

Concerns of parent relevant to educational progress \_\_\_\_\_

<b>CA Standards Test</b>	<b>English/Language Arts</b>	<input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic
	<b>Math</b>	<input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic
	<b>Hist./Soc.Sciences</b>	<input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic
	<b>Science</b>	<input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic
<b>CMA</b>	<b>English/Language Arts</b>	<input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic
	<b>Math</b>	<input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic
	<b>Science</b>	<input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic

CAT-6 English Language Arts \_\_\_\_\_

Mathematics \_\_\_\_\_

Science \_\_\_\_\_

Other \_\_\_\_\_

CAPA English Language Arts \_\_\_\_\_

Mathematics \_\_\_\_\_

Reading \_\_\_\_\_

Writing \_\_\_\_\_

CELDT Listening \_\_\_\_\_

Speaking \_\_\_\_\_

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.) \_\_\_\_\_

Hearing ( \_\_\_\_\_ ) ☐ Pass ☐ Fail ☐ Other \_\_\_\_\_ Vision ( \_\_\_\_\_ ) ☐ Pass ☐ Fail ☐ Other \_\_\_\_\_

Preacademic/Academic/Functional Skills (including classroom performance in all academic areas)

Communication Development

Gross/Fine Motor Development

Social Emotional/Behavioral

Vocational

Adaptive/Daily Living Skills

Health

# Present Levels

- This is the place to record your child's strengths, interests and preferences and educationally related concerns
- Include information about the student's progress and areas of need
- Present Levels of performance is used to develop IEP goals and plan for appropriate services

# Goals

CEDR TRAINING SPECIAL EDUCATION LOCAL PLAN AREA  
ANNUAL GOALS AND OBJECTIVES

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Student: *Captain Hook*

IEP Date: *1/23/2008*

<b>Area of Need:</b> _____ <b>Baseline:</b> _____	<b>Measurable Annual Goal#</b> _____  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible</b> _____
<b>Short-Term Objective:</b> _____	
<b>Short-Term Objective:</b> _____	
<b>Short-Term Objective:</b> _____	
<b>Progress Report 1:</b> _____ <b>Summary of Progress</b> _____ <b>Comment</b> _____	
<b>Progress Report 2:</b> _____ <b>Summary of Progress</b> _____ <b>Comment</b> _____	
<b>Progress Report 3:</b> _____ <b>Summary of Progress</b> _____ <b>Comment</b> _____	
<b>Goal: Annual Review</b> <b>Date:</b> _____ <b>Goal Met</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Comments:</b> _____	

# Goals

The team will develop academic and functional goals that:

- ▣ enable the child to be involved in and make progress in the curriculum
- ▣ meet the child's unique needs that result from the disability
- ▣ are measurable so we know how much progress the student is making

# Services

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## EAST SAN GABRIEL TRAINING Offer of FAPE - SERVICE

**Student Name:** Forest, Flower

**Birthdate:** 1/1/2003

**IEP Date:** 8/1/2008

**The service options that were considered by the IEP team (List all):**

**In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs:**

### SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

☐ The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.

☐ The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

Program Accommodations	Start Date	End Date	Location
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☐ The IEP team discussed and determined program modifications are not needed in general education classes or other education-related settings.

☐ The IEP team discussed and determined the following program modifications are needed in general education classes or other education-related settings.

Program Modifications	Start Date	End Date	Frequency	Duration	Location
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☐ The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.

☐ The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
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### SPECIAL EDUCATION and RELATED SERVICES

<b>Service:</b> <u>Language and speech</u>	<b>Start Date:</b> <u>6/1/2009</u>	<b>End Date:</b>
<b>Provider:</b> <u>District of Service</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>60_min served Weekly</u>	<b>Location:</b> <u>Service provider location</u>	
<b>Comments:</b>		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

**Special Education Transportation** ☐ Yes ☒ No

### EXTENDED SCHOOL YEAR (ESY)

☐ Yes ☐ No

### Rationale:

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

# Services

- ❑ Service time provided to the student so they can make progress toward annual goals
- ❑ Describe modifications, services and supports specific to your child
- ❑ Describe where the services will take place, with who and where, how often, and how long

# Program and Setting

- ❑ The instructional program (what and how the child will learn) is designed BEFORE the IEP team decides WHERE it will happen (general education, special education, or other setting).
- ❑ The IEP team will discuss service options and different settings to determine the Least Restrictive Environment for the student.



If you have questions about your child's IEP, the case manager is the first point of contact. Here is a list of your site administrators and school psychologists for 22-23:

**Peachland** - Kat Stroh

*Psychologist: Elizabeth Eager*

*Preschool Psychologist: Aylin Derkrikorian*

**Stevenson Ranch** - Diana Stenroos

*Psychologist - Dave Le Bat*

**McGrath** - Jennifer Boone

*Psychologist - Christine Alexander*

**Newhall** - Jackie Tapia

*Psychologist - Glenda Oliva*

**Meadows** - Janette Van Geldren

*Psychologist - Reese Abenne*

**Old Orchard** - Daria Ramirez

*Psychologist - Ruth Mouawad Dougall*

**Wiley Canyon** - Marguerite Armstrong

*Psychologist - Angie Marin*

**Oak Hills** - Jarrod Henry

*Psychologist - Karen Lee*

**Pico Canyon** - Michelle Kranz

*Psychologist - Nora Miller*

**Valencia Valley** - Amy Gaudette

*Psychologist - Hector Flores*

Thank you

*Have a Great School Year!*