

Parent Training

October 2021

Topics Covered

- ❖ IEP Documents
- ❖ FAPE
- ❖ LRE
- ❖ SMART Goals

Why am I an Advocate?

I have been advocating for my son, Jon, since he was 5 years old. I always felt there was something 'off'. It took until he was 12 to be diagnosed with Autism and he has multiple significant Learning Disabilities.



Disclaimer : This is not legal advice, I am not a lawyer. I am an Educational Advocate Consultant.

SPECIAL EDUCATION DOCUMENTS

ACRONYMS! ACRONYMS! ACRONYMS!

LRE

FAPE

PWN

PBIS

IEE

SLP

RTI

BIP

LEA

AT

OT

PT

- ❖ LRE : Least Restrictive Environment
- ❖ FAPE : Free and Appropriate Education
- ❖ PWN : Prior Written Notice
- ❖ PBIS : Positive Behavior Intervention Service
- ❖ IEE : Independent Education Evaluation
- ❖ SLP : Speech and Language Pathologist

- ❖ RTI : Response to Intervention
- ❖ BIP : Behavioral Intervention Plan
- ❖ LEA : Local Education Agency
- ❖ AT : Assistive Technology
- ❖ OT: Occupational Therapist
- ❖ PT : Physical Therapist

Best Practice Tips for IEP Meetings as a Parent / Guardian

- ❖ Ask for a draft prior to the meeting date in writing. Many times the school district has already begun preparation for an upcoming IEP to save time in the meeting.
- ❖ Ask for assessment documents / results in writing prior to the meeting so you can process that information.
- ❖ Read every line in the documents prior to the meeting. Wait a day, if time allows, and read through it again with fresh eyes.
- ❖ Write questions on your copy, highlight and be prepared to ask for clarification on areas that are confusing to you.

- ❖ Sign for attendance wait to sign for IEP agreement until after you leave the meeting and have time to process the information. Unless there is a new goal or placement taking a few days to sign won't have a huge impact. *Services begin when parent gives written consent.
- ❖ If you have questions / concerns after the meeting start with an email to your case manager asking for clarification or help. Many times you won't need to call another IEP meeting, however if your child's situation is complicated you could potentially end up in multiple IEP meetings before agreements are made.
- ❖ Send a follow up email after the IEP meeting thanking the team members for their time and summarize any large decisions the team made together.

Eligibility Criteria

IDEA has 13 categories to qualify for Special Education. Your child's eligibility can change over time due to receiving supports. This can also mean they can be ineligible for Special Education if they have made great progress.

Some districts list all categories of eligibility, however others only list the primary eligibility category.



North West Santa Clara County SELPAs

IEP – Eligibility

Student: _____ Date of Birth: _____ Date: _____

ELIGIBILITY

STUDENT STRENGTHS, PREFERENCES, AND INTERESTS

[Empty box for student strengths, preferences, and interests]

PARENT CONCERNS RELEVANT TO EDUCATIONAL PROGRESS

[Empty box for parent concerns relevant to educational progress]

Student is eligible for special education and related services in the area(s) identified below.

Primary Disability: _____ Secondary Disability: _____

Student is eligible for tax incidence funding (visual impairment, deaf/hard-of-hearing, or severe orthopedic impairment).

Student is not eligible for special education and related services (explain on IEP Notes/Additional Information page).

Student will be exiting special education and related services effective: _____
This exit is due to: _____

EFFECT OF DISABILITY AND AREAS OF NEED (complete for eligible students only)

This student's disability causes difficulty developing skills in the areas checked below which might affect his or her ability to participate and progress in the general curriculum or (for preschoolers) participate in appropriate activities:

- | | | |
|--|---|---|
| <input type="checkbox"/> Reading – Decoding / Fluency | <input type="checkbox"/> Receptive Language | <input type="checkbox"/> Recreation/Leisure |
| <input type="checkbox"/> Reading – Comprehension | <input type="checkbox"/> Expressive Language | <input type="checkbox"/> Self-Care |
| <input type="checkbox"/> Math – Calculation | <input type="checkbox"/> Articulation/Voice/Fluency | <input type="checkbox"/> Mobility |
| <input type="checkbox"/> Math – Applications | <input type="checkbox"/> Study/Organization Skills | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Written Language | <input type="checkbox"/> Social/Behavioral/Emotional Skills | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Readiness – English Language Arts | <input type="checkbox"/> Attention | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Readiness – Math | <input type="checkbox"/> Vocational Skills | <input type="checkbox"/> Other: _____ |



North West Santa Clara County SELPAs
IEP – Supplemental Review/Amendment

Student: _____ Date of Birth: _____ Date: _____

Date of Current Complete IEP: _____

REASON FOR REVIEW

OUTCOME

- Continue implementing the most recent IEP as written
- Continue implementing the most recent IEP with amendments to the pages checked below:
 - Eligibility (specific to effects of disability) (IEP 2A)
 - Annual Goals (IEP 3A), or Annual Goals and Benchmarks (IEP 3B)
 - Participation in District and Statewide Assessments (IEP 4)
 - Special Factors (IEP 5)
 - Instructional Accommodations & Modifications (IEP 6A) or Strategies and Adaptations for Instruction (IEP 6B)
 - Assessment and Support for English Learners (IEP 6C)
 - Transition Plan: Postsecondary (IEP 6D) Program Change (IEP 6E)
 - Manifestation Determination (IEP 6F)
 - Behavior Intervention Plan (IEP 6G-1)
 - Special Education and Related Services (IEP 7A-1)
 - Supplementary Aids, Services & Transportation (IEP 8)
 - Other (specify): _____
- Convene an IEP team meeting to develop a full revision of the IEP

PARENT CONSENT, AGREEMENTS, AND REQUESTS

Check **one** of the following three boxes:

1. I understand and consent to the contents of this supplemental IEP review/amendment.
2. I understand and consent to the contents of this supplemental IEP review/amendment except for: _____
3. I do not consent to the contents of this supplemental IEP review/amendment.

Check **all** of the following boxes **that apply**:

1. I attended and participated in the IEP team meeting.
2. I agree that a meeting is not needed for this IEP review/amendment.
3. I request a copy of this document in my primary language/other mode of communication: _____

Signature of Parent/Adult Student: _____ Date: _____

Signature of Parent/Adult Student: _____ Date: _____

IEP TEAM PARTICIPANTS

Signature	Position	Date
_____	LEA Representative/	_____
_____	Parent/Guardian/Adult Student	_____
_____	Parent/Guardian/Adult Student	_____
_____	_____	_____
_____	_____	_____

Parent consent and IEP agreement boxes are located here. You can consent to only part of the IEP and write a parent addendum stating what you disagree with.

What if I agree to only part of the IEP?

Signing for agreement to the IEP can seem like you agree to everything listed, what happens if you don't completely agree?

The goal of the IEP team should be to come to consensus for the students sake, however this isn't always possible. Parents can write an addendum stating what they disagree with and have it added to the IEP.


If the district feels that the disagreement interferes with the offer of FAPE they can file for Due Process. While this is in process your child will stay put in their current educational placement unless you and the district agree otherwise.

Test in, test out.

Every student has to test in for Special Education and also has to test out in order to be removed from Special Education. Parents can also decide to remove their child from Special Education.

Parent Concerns

On occasion, parent concerns will be auto filled with either one line stating the 'parent will speak at the meeting' or 'none'. This is not reflective of parent's language which should be reflected in the document.

 Prepare a list of concerns prior to the meeting on educational concerns you have for your child and send it to the case manager so it can be added to the document. If you weren't able to do this before the meeting you can send it after the meeting and asked for it to be added. During the meeting you can read your comments aloud so all can hear and they can be addressed.

Testing, testing 1-2-3

When you are first entering Special Education it can be overwhelming and confusing. Parents are required to sign consent for testing, this is the perfect time to have a discussion with the School Psychologist to ensure that they are going to be testing for all areas of suspected disability. If this conversation is over the phone it is a good idea to also send an email with what was discussed over the phone so it is in writing.

Did you know?

If your student has cognitive disabilities they can participate in alternative testing options and have a goal or goals related to their abilities with proper benchmarks for growth.

Triennial Assessments and IEPs & 504s

What is a Triennial?

Assessments to gauge eligibility for an IEP are held every three years.

Oh no, my child tested out of an IEP!

A 504 plan can also provide Accommodations to your child to support their learning.

There are still safeguards for your child with a 504 and they can also receive accommodations in college with a 504.

What if I don't know the names of the specific tests so I don't know what to ask for?

Your school Psychologist is the person with the knowledge to answer this question. Ask which tests they plan on performing and why.

*If you are also having your child tested privately note that if the school Psychologist and your chosen practitioner utilize the same test only the first test will be valid. The second practitioners test will be invalidated.

What if you disagree with the test results?

Parents and IEP team members at school don't always agree, if you disagree with their results you can request an IEE (Independent Education Evaluation).

When you request an IEE there are two options : they can approve your request and fund the testing or deny it and potentially file for Due Process.

If you do go to a hearing, the officer determines whether or not the districts assessment was thorough. If you are denied an IEE at public expense you can still have one done but you will have to pay for it.

Strengths of your child

A category often skimmed over is strengths of your child. Often when I notice there is a loop of conversation based on inabilities, difficulties in working with the student, and lack of progress I will stop and ask the team to share positive things about the child. This tends to bring up experiences with the team and change perspective.

Sometimes the child is masking disabilities to appear similar to peers and this comes at detriment in working with staff.

FBA : Functional Behavioral Assessment

If your child is having trouble in the classroom with behaviors they may suggest a FBA.

When they complete their assessment they will meet with you to discuss the results and how they plan on working with your child to improve school behaviors.

BIP : Behavioral Intervention Plan

Once the school and parents agree to the BIP it becomes part of the IEP with associated goals and tracking data.

Show me the data!

Progress data can be challenging to interpret. Ask for clarification, the team members tracking the data can break it down for you to understand.

How do you *tactfully* say you disagree

Remain calm. Use an “I” sentence.

Instead try “my understanding is that the he’s presenting with difficulties directly related to his disabilities. How can we work together to help him make progress?”

What is Prior Written Notice and how is it utilized?

Prior Written Notice is :

- ❖ An explanation of what the district is doing or not doing
- ❖ A description of options the IEP team considered and why they were rejected
- ❖ A description of the eval, testing, report the district used to for determining what to do or did not do
- ❖ Any other reasons for the districts actions or inactions

What is Due Process?

When parents and school district disagree on eligibility, placement, program needs, or related services either side can work through it beginning with ADR (Alternative Dispute Resolution).

You can check your Procedural Safeguards handout for tools and steps in this process. If you don't have a copy you can request one at any time from your Case Manager.

ALTERNATIVE DISPUTE RESOLUTION (ADR) SERVICES



The Santa Clara SELPAs I, II, III, IV & VII* offer ADR services to assist school districts and parents in proactively resolving special education disagreements and disputes brought about by the COVID-19 pandemic. These ADR services aim to provide parents and school districts within Santa Clara SELPAs I, II, III, IV & VII with a continuum of dispute resolution processes and practices to engage in different levels of intervention – prevention, disagreement, and conflict.

TELEPHONE INTERMEDIARY (HELP LINE)

The telephone intermediary (SELPA ADR Help Line) serves to provide information and clarification to parents of students with disabilities and IEP team members about the following:

- Special education processes
- Procedural safeguards
- Options to address concerns and resolve disagreements
- Appropriate agencies, as needed, to obtain additional support and resources
- Formal complaint processes

CASE MANAGEMENT SUPPORT

Case Management support is available to help resolve disagreements through collaborative problem-solving meetings between parents, special education and general education staff and administrators, and IEP team members.

Case management support provider can be made available when a consensus is not achieved at the IEP meeting, and can:

- Work with families to clarify their needs/interests to assist all parties in resolving disagreements.
- Assist families in understanding special education processes/laws, including distance learning services, clarify requirements, and address issues.
- Engage in problem-solving between parents, special education/general education staff and administrators, and IEP team members.
- Review existing special education data.
- Identify areas of concern.
- Participate in meetings to communicate parent concerns.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) FACILITATION SERVICES

Targeted IEP facilitation will be conducted by a neutral third-party individual who will engage with IEP team members through a problem-solving process.

Targeted IEP facilitation will be utilized in the following cases: there is a history of disagreements between the family and school/LEA, the parties anticipate that they will not be able to reach a consensus on essential IEP components, or when the IEP meeting is anticipated to be contentious and involved.

Facilitated IEP meetings are voluntary, and both family and school must agree to use the process. The IEP facilitator will assist the IEP team in clarifying disagreements and developing, discussing, and negotiating solutions.

LOCAL MEDIATION

Local Mediation will involve an impartial individual who will assist in identifying issues and concerns and support the parents and the LEA in finding mutually acceptable agreement.

Local mediation services can be requested when a consensus is not achieved at the IEP meeting and when other attempts to resolve conflict have been found unsuccessful.

A mediator can be involved to consider dispute resolution options, explain the mediation process, answer questions, clarify issues, and focus on resolving the issue between the parents and the LEA.



To request services, visit:
[Santa Clara SELPAs I, II, III, IV & VII
ADR Request Form](#)

For questions, email:
Selpa-adr@sccoe.org

(*Santa Clara SELPAs I, II, III, IV and VII includes the following local education agencies: Cambrian, Campbell, Campbell High, Cupertino, Fremont Union, Lakeside, Loma Prieta, Los Altos, Los Gatos, Los Gatos-Saratoga, Luther Burbank, Moreland, Mountain View Whisman, Mountain View-Los Altos, Palo Alto, San Jose Unified, Santa Clara Unified, Saratoga, SCCOE, Sunnyvale, Union.)

FAPE

What is FAPE and how do I know if they are offering the most appropriate program?

FAPE : Free and Appropriate Public Education

Each school district is required to provide an appropriate educational program that can meet the child's unique needs to gain educational benefit, further education, employment and independent living.

Knowing that the district is offering an appropriate placement takes trust from the parent. Ask specific questions of the program director, they should have a breadth of knowledge about the programs.

LRE

What is LRE:

Least Restrictive Environment

You may also hear the terminology “mainstreaming” or “inclusion” when talking about LRE.

Districts are required to educate students with disabilities in classrooms with their general education peers to the maximum extent appropriate.

The goal for all children in school should be the regular education classroom and given the proper supports and aids unless this is not achievable.

When an offer of FAPE is given you will see the percentage of time they will have your child in a mainstreamed / general education classroom and the percentage of time they will receive pull out services or attend class in a special education classroom.



North West Santa Clara County SELPAs
IEP – Offer of FAPE Educational Settings

Student: _____ Date of Birth: _____ Date: _____

Physical Education General Modified General Specially Designed Adapted Exempt
District of Service _____ School of Attendance _____
School Type _____ Primary Location of Services _____
Federal School Setting _____ Federal Preschool Setting _____

All special education services provided at student's school of residence? Yes No (rationale)

% of time student is outside regular class & extracurricular & non academic activities
% of time student is in the regular class & extracurricular & non academic activities
Student will not participate in the regular class & extracurricular & non academic activities because

Other Agency Services

- N/A
- California Children's Services (CCS)
- Probation
- Department of Social Services (DSS)
- Regional Center
- Department of Rehabilitation
- Other _____

Promotion Criteria District Progress on Goals Other _____

Parents will be informed of progress.

- Quarterly
- Trimester
- Semester
- Other _____
- How? Annotated Goals Progress Summary Report Other _____

GRADUATION PLAN (Grade 7 and Higher)

Projected graduation date and/or secondary completion date _____

- To participate in high school curriculum leading to a Diploma
- To participate in high school curriculum leading to a Certificate of Completion

Note the percentages of time spent in a regular ed class vs special education



North West Santa Clara County SELPAs

IEP - Consent for Placement

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PARENT ACKNOWLEDGEMENTS AND REQUESTS

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- 2. I attended and participated in the IEP team meeting.
- 3. I received notice of the IEP team meeting but did not attend.
If parent did not attend, specify the methods and dates of contact to encourage the parent to attend.
a. Method/Date: _____ c. Method/Date: _____
b. Method/Date: _____ d. Method/Date: _____
- 4. Parent did not attend, but the IEP meeting proceeded without the parent.
- 5. I request a copy of this IEP in my primary language/other mode of communication: _____
- 6. I have received a copy of the assessment report(s) reviewed in developing this IEP if applicable.
- 7. I have received a copy of the IEP.
- 8. Yes No The school district facilitated parent involvement as a means of improving services & results for my child.

PARENT CONSENTS

Check one of the following three boxes:

- 1. I agree with the determination of my child's eligibility or ineligibility for special education.
- 2. I do not agree with the determination of my child's eligibility or ineligibility for special education.
- 3. I have declined the offer of initiation of special education services.

If your child is eligible for special education, check one of the following three boxes:

- 1. I understand and consent to the contents of this IEP.
- 2. I understand and consent to the contents of this IEP except for: _____
- 3. I do not consent to the contents of this IEP.

If your child is eligible for special education, check the box below, if applicable

- I have received a copy of "Consent to Bill Medi-Cal and Release Information".

I understand that services will not be made-up when my child is absent or when a normally scheduled session falls on a non-student day unless otherwise agreed upon and that services will not be provided during school holidays and breaks except for those provided during extended school year.

Signature of Parent/Adult Student: _____ Date: _____

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North West Santa Clara County SELPAs

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- 8. Yes No The school district facilitated parent involvement as a means of improving services & results for my child.

PARENT CONSENTS

Check one of the following three boxes:

- 1. I agree with the determination of my child's eligibility or ineligibility for special education.
- 2. I do not agree with the determination of my child's eligibility or ineligibility for special education.
- 3. I have declined the offer of initiation of special education services.

If your child is eligible for special education, check one of the following three boxes:

- 1. I understand and consent to the contents of this IEP.
- 2. I understand and consent to the contents of this IEP except for: _____
- 3. I do not consent to the contents of this IEP.

If your child is eligible for special education, check the box below, if applicable

- I have received a copy of "Consent to Bill Medi-Cal and Release Information".

I understand that services will not be made-up when my child is absent or when a normally scheduled session falls on a non-student day unless otherwise agreed upon and that services will not be provided during school holidays and breaks except for those provided during extended school year.

Signature of Parent/Adult Student: _____ Date: _____

Signature of Parent/Adult Student: _____ Date: _____



North West Santa Clara County SELPAs

IEP - Consent for Placement

Student: _____ Date of Birth: _____ Date: _____

PARENT ACKNOWLEDGEMENTS AND REQUESTS

Check all of the following boxes that apply:

- 1. I have received a copy the *Notice of Procedural Safeguards*.
- 2. I attended and participated in the IEP team meeting.
- 3. I received notice of the IEP team meeting but did not attend.
If parent did not attend, specify the methods and dates of contact to encourage the parent to attend.
a. Method/Date: _____ c. Method/Date: _____
b. Method/Date: _____ d. Method/Date: _____
- 4. Parent did not attend, but the IEP meeting proceeded without the parent.
- 5. I request a copy of this IEP in my primary language/other mode of communication: _____
- 6. I have received a copy of the assessment report(s) reviewed in developing this IEP if applicable.
- 7. I have received a copy of the IEP.
- 8. Yes No The school district facilitated parent involvement as a means of improving services & results for my child.

PARENT CONSENTS

Check one of the following three boxes:

- 1. I agree with the determination of my child's eligibility or ineligibility for special education.
- 2. I do not agree with the determination of my child's eligibility or ineligibility for special education.
- 3. I have declined the offer of initiation of special education services.

If your child is eligible for special education, check one of the following three boxes:

- 1. I understand and consent to the contents of this IEP.
- 2. I understand and consent to the contents of this IEP except for: _____
- 3. I do not consent to the contents of this IEP.

If your child is eligible for special education, check the box below, if applicable

- I have received a copy of "Consent to Bill Medi-Cal and Release Information".

I understand that services will not be made-up when my child is absent or when a normally scheduled session falls on a non-student day unless otherwise agreed upon and that services will not be provided during school holidays and breaks except for those provided during extended school year.

Signature of Parent/Adult Student: _____ Date: _____

Signature of Parent/Adult Student: _____ Date: _____

PLOP / PLAAFP

What does PLOP and PLAAFP mean?

PLOP - Present Levels of
Performance

PLAAFP - Present Level of
Academic Achievement and
Functional Performance



Santa Clara County Office of Education

North West Santa Clara County SELPAs

IEP - Present Levels of Academic Achievement and Functional Performance

Student: _____ Date of Birth: _____ Date: _____

COMMUNICATION DEVELOPMENT

For Information Only

GROSS / FINE MOTOR DEVELOPMENT

For Information Only

SOCIAL EMOTIONAL/BEHAVIORAL

For Information Only



Santa Clara County Office of Education

North West Santa Clara County SELPAs

IEP - Present Levels of Academic Achievement and Functional Performance

Student: _____ Date of Birth: _____ Date: _____

SBAC CAA (Scores not available from 2015) Score _____ Level _____

English/Language Arts _____

Math _____

Science: CST CMA CAPA _____

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

Last vision screening: _____ Pass Fail Last hearing screening: _____ Pass Fail

PRE-ACADEMIC / ACADEMIC / FUNCTIONAL SKILLS

For Information Only



Santa Clara County Office of Education

North West Santa Clara County SELPAs

IEP - Present Levels of Academic Achievement and Functional Performance

Student: _____ Date of Birth: _____ Date: _____

COMMUNICATION DEVELOPMENT

For Information Only

GROSS / FINE MOTOR DEVELOPMENT

For Information Only

SOCIAL EMOTIONAL/BEHAVIORAL

For Information Only



North West Santa Clara County SELPAs

IEP - Present Levels of Academic Achievement and Functional Performance

Student: _____ Date of Birth: _____ Date: _____

VOCATIONAL

Empty box for Vocational information.

ADAPTIVE / DAILY LIVING SKILLS

Empty box for Adaptive / Daily Living Skills information.

GENERAL HEALTH

Empty box for General Health information.

(Include medication information):

For Information Only

Goals and how to be SMART

What exactly IS a SMART goal?

S - SPECIFIC

M - MEASURABLE

A - ACHIEVABLE

R - RELEVANT

T - TIME BOUND

Where to begin...

PLAAFPS should be the
driver for goals.

Sample Goal #1

Baseline :

During two observations Steven did not follow instructions related to voice volume expectations and use appropriate requests for attention from peers or adults during the first activity of first period.

Annual Goal #1

By February of 2022 Steven will follow instructions (for example, listen quietly) related to voice volume expectations and use appropriate requests for attention from peers or adults during the first activity of a targeted class period in 4/5 opportunities.

Issues I see with Goal #1

Is this when the entire class has quieted down for their first activity?

What are the possible cues for voice volume?

What are the cues for garnering attention from his peers?

Sample Goal #2

Baseline : Brad explains the meaning of nonliteral phrases with 50% accuracy.

Annual Goal #2

By February 2022, when presented with a phrase, Brad will (a) determine if it is a literal or nonliteral phrase and (b) explain the meaning of nonliteral phrases (i.e. sarcasm, idioms, figurative language) with 80% accuracy in 4 out of 5 consecutive opportunities.

Issues I see with Goal #2

Are phrases chosen randomly?

Taken from a book?

Is he doing this in writing or in conversation? If in conversation is it on a preferred topic for Brad?

Sample Goal #3

Baseline : 3 missing assignments in English (2 due to missed day of school and 1 non preferred project), 1 missing assignment in Biology (non preferred project).

Annual Goal #3

By 10/12/22 When assigned a non preferred project, Ben will develop a plan, follow through and communicate his specific needs to complete the project as measured by having no more than 1 missing non preferred project in class.

Issues I see with Goal #3

How often will this be measured?

At progress report time?

How often will this be checked?

Questions