



Presented by  
the MVUSD  
Special Education  
Department and  
SEPAC Co-Chairs



# Parent Engagement in the IEP Process

Embedded PowerPoint Video

# Agenda

- ❖ Meet & Greet special education department administrative staff and the Special Education Parent Advisory Committee (SEPAC)
  - ❖ Welcome & Introductions
  - ❖ Activity: Crumbled Leaf– Dr. Zhanna Preston
  
- ❖ MVUSD Special Education Department Key Focus Areas
- ❖ MVUSD Continuum of Placement Options
- ❖ SEPAC Purpose
- ❖ Special Education Staff & Supervising Administrators
  
- ❖ Overview of the IEP Process – SEPAC Co-Chairs + Program Specialists
  
- ❖ Q & A

HELLO  
my name is



# SEPAC Co-Chairs 2014-15



**MARK**

# SEPAC + Sp. Ed. Department Members



# Meet & Greet

Z/J



KEEP

CALM

It's

Activity

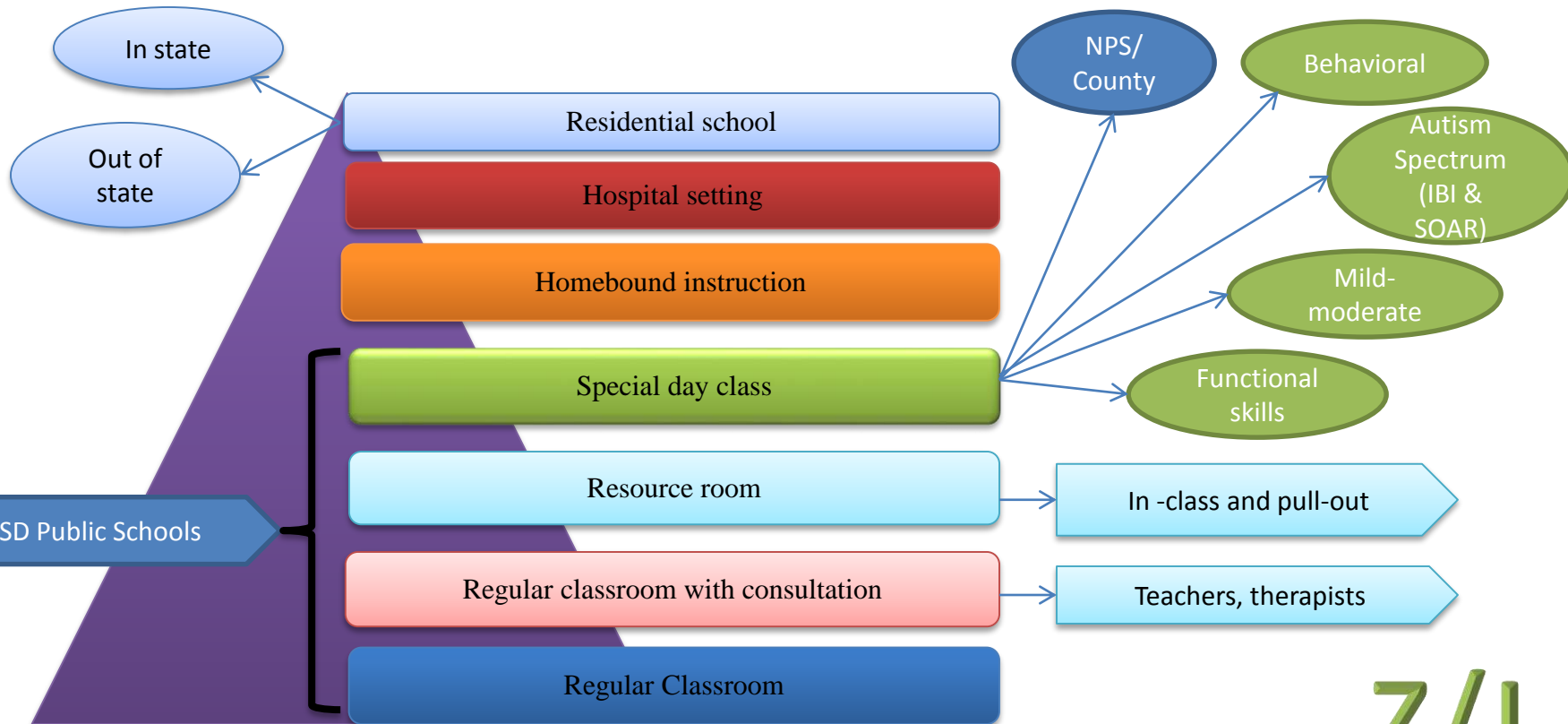
Time

- Take a paper leaf
- Write five interesting facts about yourself
  - Crumble it up
- Wait for the next directions





# Continuum of Placement Options



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### Special Education Department Key Focus Areas

Ensure all students with special needs receive a free appropriate public education (FAPE)

Ensure that all students receive instruction and services in the least restrictive environment (LRE)

Ensure that parents of students with special needs meaningfully participate in their children's education

Instructional programs

Therapies and services

Legal compliance

Community partnerships

In-district services

Parent training

SEPAC





It is the purpose of SEPAC to develop a positive and knowledgeable partnership between the parents and caregivers of children with exceptional needs and the professionals who serve them, by providing resources through support, training and community awareness programs.

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# Parents and District Staff Form

## A



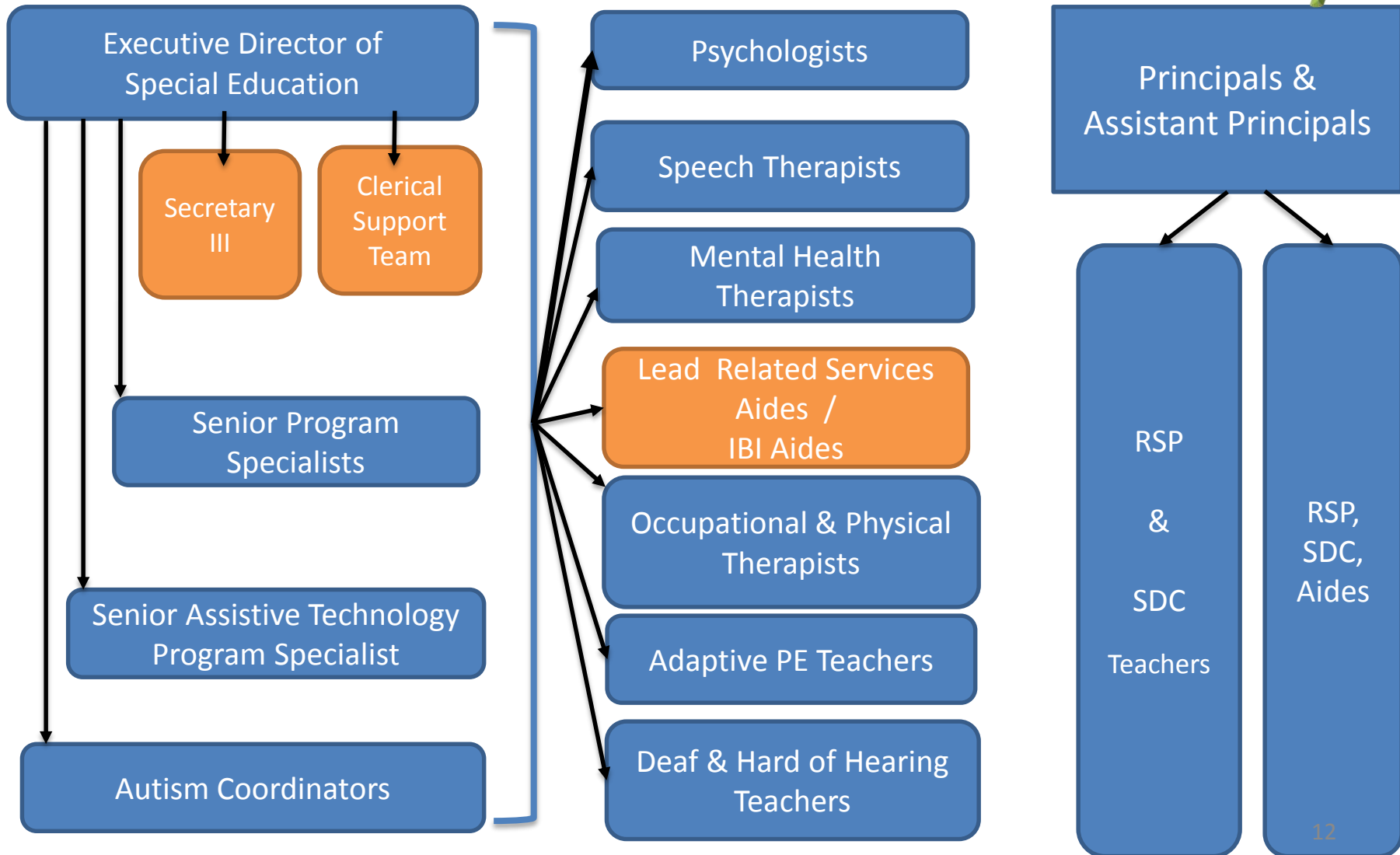
JR/D

## SEPAC PARENT TRAINING EVENTS 2015-16

<b>Dates</b>	<b>Time</b>	<b>Topic</b>
10/07/15	6:00 p.m.- 8:00 p.m.	<a href="#">Special Education Department Meet &amp; Greet and / IEP Overview</a>
11/18/15	6:00 p.m.- 8:00 p.m.	<a href="#">Social Skills Training with PBIS Team</a>
01/27/16	6:00 p.m.- 8:00 p.m.	<a href="#">Learning Disability / ADD</a>
03/12/16	9:00 a.m.- 3:00 pm.	<a href="#">Autism Society of Inland Empire (ASIE) on Person-Centered Planning</a>
04/20/16	6:00 p.m.- 8:00 p.m.	<a href="#">Vocational Education</a>
09/14/16	4:00 p.m.- 6:00 p. m.	<a href="#">SEPAC Yearly Staff Appreciation Event</a> District Support Center 41870 McAlby Ct. Murrieta, 92562

# Special Education Staff & Supervising Administrators/ Organizational Chart

Z/J





**MVUSD**

**Program Overview**  
Z/J

2015-16





# Elementary Schools



RSP and Mild-Moderate SDC at each school site



## Functional Skills Classes:

- AHES k-3 Functional Skills Class
- AHSES 3-5 Functional Skills Class
- AHES k-5 Functional Skills Class / Medically Fragile Students
- RRES Functional Skills / Intensive Behavioral Intervention Class k-5
- AES IBI Functional Skills / Intensive Behavioral Intervention Class k-5

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## Preschool Programs:

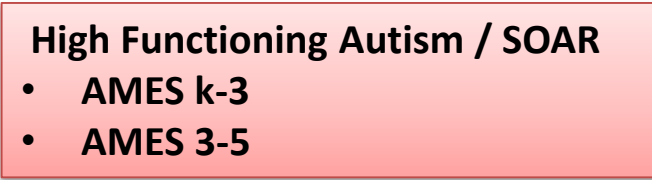
BES (2)

Alta

Rail (IBI)

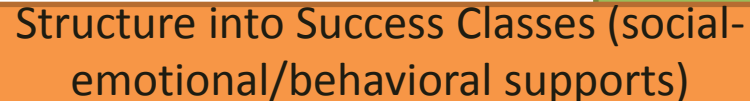
Curran (SDC and Intake)

MES



## High Functioning Autism / SOAR

- AMES k-3
- AMES 3-5



Structure into Success Classes (social-emotional/behavioral supports)

Monte Vista k-3 and 3-5



# Middle Schools

1. RSP and non-specialized SDC at each school site

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## 2. Functional Skills Classes:

- McElhinney 6-8 Functional Class
- SMS 6-8 Functional Class
- TMS Functional Autism 6-8 - this classroom is now specializing in students with autism or needing Intensive Behavioral Interventions
- WSMS: about to open Functional Skills Class

3. Social-Emotional / Behavioral Class  
WSMS 6-8



# High Schools

1. RSP and non-specialized SDC at each school site

## 2. Functional Skills Classes 9-12:

- MVHS
- VMHS

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## 3. Social-Emotional / Behavioral Classes

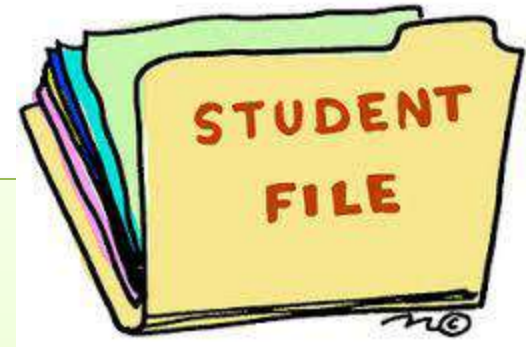
- MVHS
- VMHS

## 3. ATP

- MVHS – 2 classes
- VMHS - 1 class
- MMHS - 2 classes



# IEP: Overview



- Types of IEP meetings
  - Initial
  - Annual
  - Triennial
  - Manifestation determination
  - Amendment IEP (addendum)



# Individualized Education Program (IEP)

- **Individualized**
- **Centered around the unique needs of a child with a disability**
- **IEP is a team**
- **Collaboration is key**
- **Clear understanding of what is agreed upon is crucial**
- **Stranger test**

# IEP Document

S/M

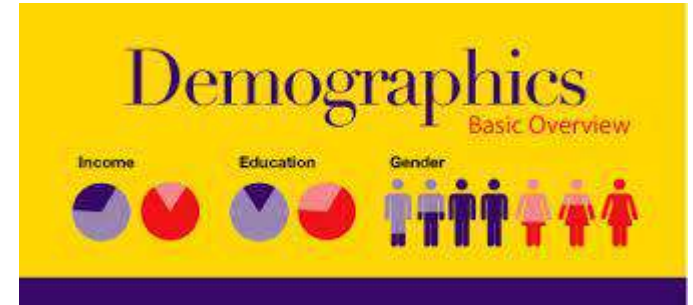


- Demographics information
- Present levels of performance
- IEP goals
- Accommodations/modifications
- Placement/services
- IEP notes
- Consent

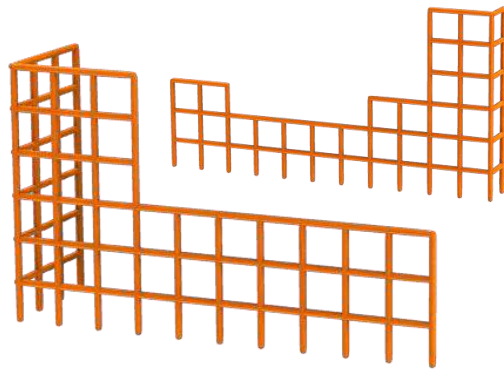


# IEP Document: Demographics Page

- Demographics information



Eligibility



Ethnicity

JR/D

Make sure your address and contact information are updated



# IEP Document: Present Levels

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- Present levels of performance
  - A wide arrange of data reflecting state-wide test scores, standardized test scores, curriculum-based measurements, classroom performance



# IEP Document: Goals

- IEP goals
  - Clear baselines
  - Goals developed based on data
  - Previous progress toward IEP goals was considered



# IEP Document: Accommodations/Modifications

- Accommodations/Modifications

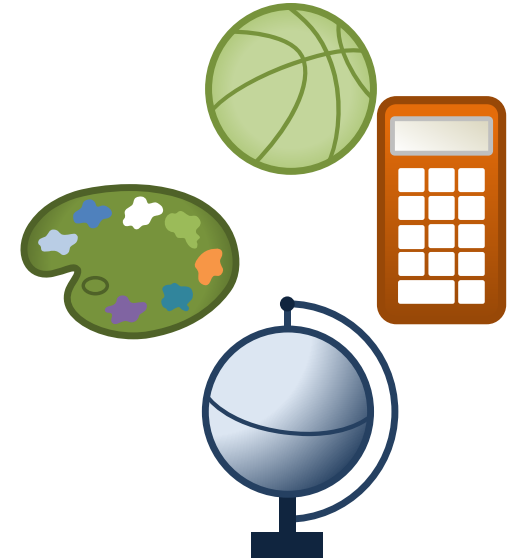
- Universal tools
- Designated supports
- Accommodations
- Individualized aides –  
now under a new term

**Accommodations, Modifications & Supports**

**Presentation:**  
 Form/Content (text/visual/auditory)  
 Size of type/spacing  
 Length of time  
 Color/contrast  
 Font/Style/Size  
 Inclusion of audio/visual supports  
 On-line supports

**Student Response:**  
 Content type (written/aural)  
 Response mode (written/aural)  
 Content

**Environment:**  
 Physical (quiet/quiet)  
 Breaks for writing/reading  
 Alternative seating/arrangement  
 Time/pace to complete assignments  
 Self-cue or time cues  
 Verbal/visual  
 Directed tasks/structured paper

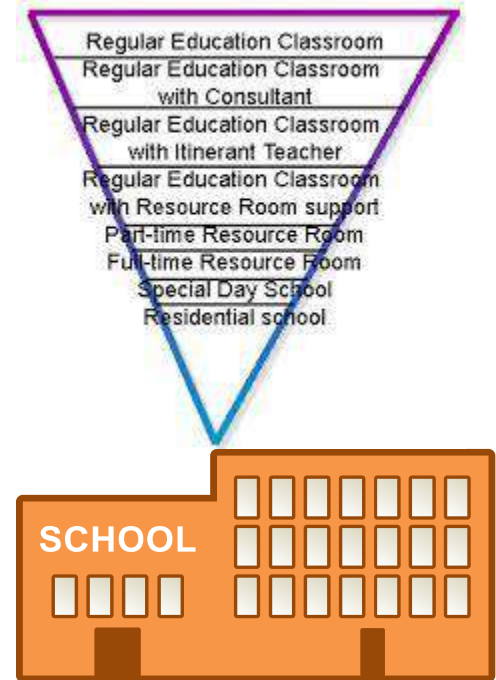


- December 8 SEPAC Training on new testing accommodations



# IEP Document: Placement & Services

- Placement & services
  - Clear offer of FAPE – free & appropriate public education – specialized instruction and services provided at no cost to parents to meet the unique needs of special education children so they gain educational benefit from the placement
  - What is appropriate?
  - Review of the full continuum of options
  - Make sure to ask questions about the offer of FAPE





# IEP Document: IEP Notes

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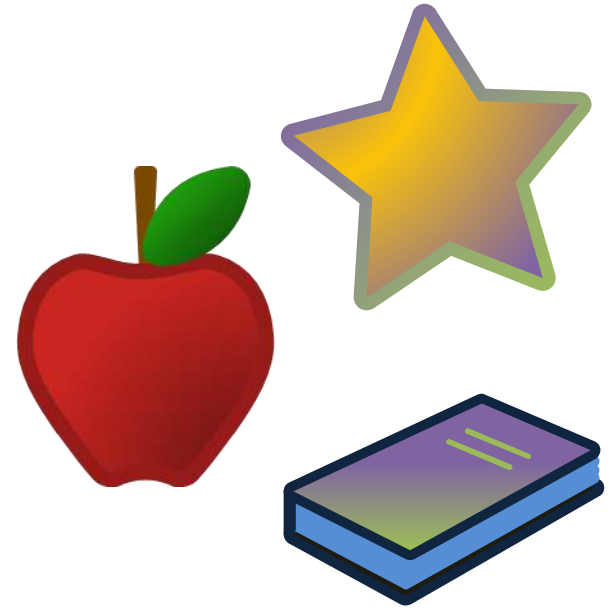
- IEP notes
  - Reflects key points of the discussion
  - This is not a verbatim record of the IEP
  - If you have input into the IEP after you read the summary, you may submit a written copy and it will be attached to the IEP document
  - Summary of key points – parents, district staff, or both together can create a summary of key points for a better understanding of the IEP and clear expectations



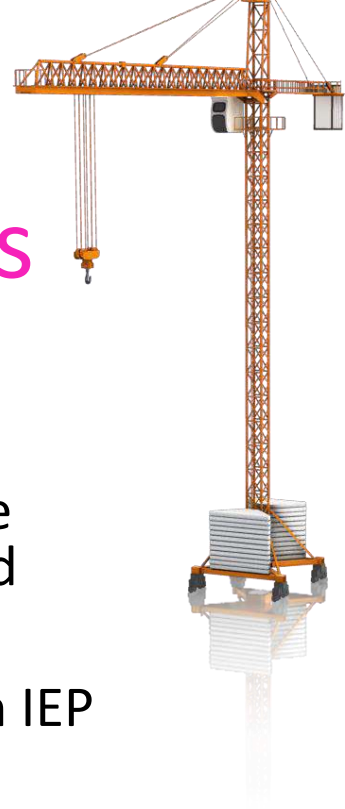
# IEP Document: Consent JR/D

- Consent

- Full consent to the IEP
- No consent to the IEP
- Partial consent to the IEP
- Exceptions
- What happens if the IEP does not have consent?



# Tips for Meaningful Parent Participation in the IEP Process



- Bring a positive / growth mindset to the meeting
- Prepare a list of your child's strengths and weaknesses
- Make sure to walk away with a clear understanding of the placement, goals, and how your concerns were addressed
- Look for things the team members agree upon
- Ask questions ahead of time, establish a relationship with IEP members outside the IEP
- Thank the team for their work, point out areas of agreement
- Establish a two-way communication with team members prior to the IEP
- Make your concerns known so it receives proper consideration
- The conversations about concerns should start before the IEP
- Everyone contributes to building a positive, collaborative environment in which the child wins

M/G

# Disagreements and Complaint Process

- **Share disagreements, concerns, complaints** with case manager, case manager's or special education service provider's supervisor (use the organizational chart in this PPT to identify the respective supervisor)
- **Contact Program Specialist/Executive Director** of Special Education (District Phone # is 951-696-1600)
- **ADR:** Alternative Dispute Resolution is available through SELPA (SELPA Coordinator, trained in ADR, is available to assist with resolving issues through a collaborative problem-solving ADR meeting: SELPA Phone # 951-490-0375)
- Parent Rights and Procedural Safeguards ("Parent Rights" form) has **Complaint and Due Process filing instructions and contact information.**
- A hard copy of Parent Rights and Procedural Safeguards is available on the back table today, any time you can request one from your school site, or retrieve from the district website  
<http://www.murrieta.k12.ca.us/domain/64>



# Tips for Meaningful Parent Participation in the IEP Process

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- Everyone contributes to building a positive, collaborative environment in which the child wins



**Your IDEAS are  
WELCOME!**



**We love your input!**



# Activity

- Share / write down one tool / strategy that you believe will allow you to meaningfully participate in the IEP meeting

## Tips suggested by parents at last year's Meet & Greet:

- Communicate with IEP team members on a regular basis
- Stay calm
- Say or email a personal Thank You to IEP team members
- Understand the basic IEP process and the flow of the meeting, how each sections tie together
- Stay professional, organized, and bring food





Du/J