

TASK

Helping families navigate:

- ▲ Special education
- ▲ Disability services
- ▲ Assistive technology

Region 1: 626-300-1043



TASK serves the following counties:


Imperial, Los Angeles, Orange, Riverside,
San Bernardino and San Diego Counties

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

TASK Offices:

Alhambra
Brea
Riverside
San Diego

CA Parent Training and Information (PTI) Centers
Administrative Offices and Counties Served - 2020-2025



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Mission Statement	TASK Disclaimer
<p>TASK educates and empowers people with disabilities and their families.</p>	<p>TASK staff does not advise parents as to the nature of a child’s disability or needs, nor do we recommend placements or therapies.</p> <p style="text-align: right;">TASK 3</p>

Parent Training and Information Center (PTI)	Family Empowerment Center (FEC)
<ul style="list-style-type: none"> • Parent Training and Information Center (PTI) is funded by the U.S. Department of Education • Serve families of children and young adults from birth to age 26 with all disabilities: physical, cognitive, emotional, and learning • Obtain appropriate education and services for their children with disabilities • Work to improve education results for all children • PTIs train and inform parents and professionals on a variety of topics • Resolve problems between families and schools or other agencies • Connect children with disabilities to community resources that address their needs 	<ul style="list-style-type: none"> • Family Empowerment Centers (FECs) provide training and information to families of children and young adults with disabilities between the ages of 3 and 22 • Offer specialized training, peer-to-peer support, information, and referral services • Aim to assist parents in better understanding their child’s educational and developmental needs • Serve as a resource for the IEP process • Support alternative dispute resolution (ADR) • Enhance positive relationships between parents and professionals <p style="text-align: right;">TASK 4</p>

Family Support Specialist Services

- Individual Telephone Support
- Individual IEP Consultation
 - Review IEP and Assessments
- Educational Workshops
- Referrals and Resources
- Community Outreach

TASK 5

TASK Workshops

- Early Intervention and Transition Services at Age 3
- Navigating IEPs
- Assessment Process
- Transition to Adult Services
- Section 504
- Basic Rights and Responsibilities
- Assistive Technology (AT) Webinars
- Other Topics

TASK 6

TECH Services

Contact TASK Brea – 714-533-8275

- Assistive Technology (AT) Webinars
- Individualized Online Lab Appointments
- AT Consultations / Clinics
- Augmentative and Alternative Communication (AAC) Services
 - Project Communication –FREE One Hour AAC consultations
 - Let's Talk AAC – Professional Development Series
- TECH Connection Online
 - Social / Life Skills Group ages 14+
- Information and Resources
- **ALL SERVICES BY APPOINTMENT**

TASK 7

Navigating IEPs

The logo for TASK, featuring the word "TASK" in a bold, black, sans-serif font. The letter "A" is replaced by a blue triangle pointing upwards.

GUIDANCE | EDUCATION | SUPPORT

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The Workshop Will Cover The Following:

1. Senate Bill 98 – Distance Learning
2. Provisions Under IDEA
3. Eligibility Under IDEA
4. Assessments / Evaluations
5. Development of the IEP
6. Individual Transition Plan (ITP)
7. Due Process / Alternative Dispute Resolution (ADR)
8. Pupil Records Request
9. Strategies and Options
10. Tips and Pointers

TASK 9

Special Education Acronyms

IEP	Individualized Education Program
IDEA	Individuals with Disabilities Education Act
FAPE	Free Appropriate Public Education
SAI	Specialized Academic Instruction
LRE	Least Restrictive Environment
RS	Related Services
PLOP	Present Levels of Performance
BIP	Behavior Intervention Plan
IEE	Individual Educational Evaluation
PWN	Prior Written Notice
ADR	Alternative Dispute Resolution
CDE	California Department of Education
LEA	Local Education Agency
SELPA	Special Education Local Plan Area
OAH	Office of Administrative Hearings
CFR	Code of Federal Regulations
EC	California Education Code
USC	United States Code
SPED	Special Education

TASK 10

CA LEGISLATION CHANGES

SENATE BILL 98

DISTANCE LEARNING

TASK 11

Senate Bill 98 (SB-98)

- Senate Bill 98 – During School Closures
- Requires that each Individualized Education Program (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

- Senate Bill 98 was signed into CA law on June 29, 2020

TASK 12

Emergency Distance Learning Service Plan

What should be included in the “Emergency Plan”:

- ❑ How Instructional Time will be delivered to meet Goals and Objectives

Examples:

- ❑ Virtual Classroom

Related Services provided by:

- ❑ Virtual, in-person, or contracted to a non-public agency (NPA)

TASK 13

PROVISIONS UNDER IDEA

TASK 14

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 15

1. FAPE FREE APPROPRIATE PUBLIC EDUCATION

TASK 16

Free Appropriate Public Education

- Special Education and Related Services that are provided at public expense at no cost to parents.
- Meet the unique needs of a child's disability.
- Opportunity to make progress toward achievement of their IEP goals and objectives.
- Ensure access of the child to the general education curriculum.

34 C.F.R. 300.17. EC 56040.

TASK 17

2. LRE LEAST RESTRICTIVE ENVIRONMENT

TASK 18

LRE

Least Restrictive Environment

- To the maximum extent appropriate, children with disabilities
- are educated with children who are nondisabled.
- Placement in special classes, separate schooling, or other removal of children with disabilities
- from the regular educational environment occurs, only if
- the nature or severity of the disability is such that education in regular classes with use of supplementary aids and services cannot be achieved satisfactorily.

34 CFR 300.114. EC 56040.1

TASK 19

Least Restrictive Environment

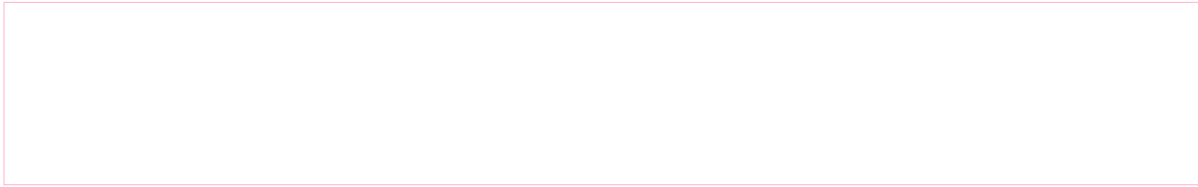
Placement Decisions

- Decision made by IEP team including parents, and other persons knowledgeable about the child.
- Is determined at least annually.
- Is based on the child's IEP, and
- Is close as possible to the child's home.

34 CFR 300.116(b).

TASK 20

3. RELATED SERVICES



Related Services

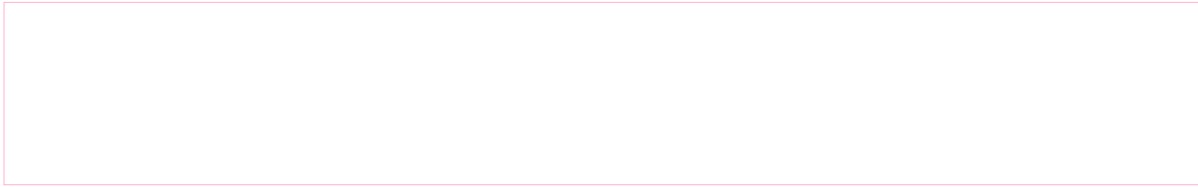
- Related Services means transportation and such developmental, corrective, and other supportive services
- As are required to assist a child with a disability to benefit from special education

34 CFR 300.34.

Examples

- Speech and Language Therapy
- Occupational Therapy (OT) – Fine Motor / Sensory Integration
- Physical Therapy (PT)
- Adaptive Physical Education (APE)
- Assistive Technology (AT)
- Resource Specialist Program (RSP) / Specialized Academic Instruction (SAI)
- Transportation and Counseling

4. FAIR ASSESSMENT



TASK 23

Fair Assessment Evaluation Procedures

- Determine whether the child is a child with a disability.
- Child is assessed in all areas of suspected disability.
- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information.
- Not use any single measure or assessment as the sole criteria for determining an appropriate educational program for the child.

20 USC 1414. 34 CFR 300.304.

TASK 24

ELIGIBILITY UNDER IDEA

TASK 25


Eligibility Begins With A Written Request

- Request must be in **Writing**
- Referral may be made by parent, teacher, or other service provider of the individual
- If a determination is made that a child has a disability and needs special education and related services
- An IEP must be developed for the child
- To determine the content of the IEP, and
- Make program placement recommendations

EC 56029, EC 56342.

TASK 26

ASSESSMENT LETTER



Sample Form Letter for Assessment Request

Name of Director of Special Education
 School District Name
 Address
 City, State, Zip Code


Submitted via Email and Certified Post Mail on (Date)

Re: John Doe
 Date of Birth [01/01/2000]

Dear Director of Special Education,
 My name is John Smith, and I am the father of John Doe, who is in 2nd grade at ABC Elementary School.

I am requesting special education assessments in all areas of suspected disability and specifically in the area(s) of _____.

Some of my concerns are based on _____.



Sample Form Letter for Assessment Request

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,

[Signature]
 Parent Name
 Address
 City, State, Zip Code
 Email Address

ASSESSMENT TIMELINES

Assessment Timelines

15 calendar days
for the
district to
respond to your
request

15 calendar days
for parents
to sign the
authorization

Not to exceed 60
calendar days
for assessment
and IEP meeting



EC Section 56043.

TASK 31

Triennial Assessments

- Triennial Assessment Every Three Years
- To determine child's continued eligibility under IDEA
- To determine need to continued related services
- To determine new present levels of performance (PLOP) for writing new goals and objectives

34 CFR 300.304.

TASK 32

Independent Educational Evaluation (IEE)

- Parents have the right to obtain an Independent Educational Evaluation (IEE) at public expense
- If parent disagrees with an evaluation
- The school district without delay either –
 - File a due process complaint to request a hearing to show that its evaluation is appropriate, or
 - Ensure that an IEE is provided at public expense

34 CFR 300.502(a)(b)

TASK 33

Prior Written Notice

- Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
- Refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child.
- Notice to include description of the action proposed or refused by the agency.

34 CFR 300.503, 20 USC 1415(b)(3)(4), 1415(c)(1), 1414(b)(1)

TASK 34

DEVELOPMENT OF THE IEP

TASK 35

Development of IEP

- The strengths of the child.
- The concerns of the parents.
- The results of the assessments.
- The present levels of performance (PLOP).
- Positive Behavioral Interventions.
- The pupil who is blind provide Braille instruction.
- Communication needs of the child. (example non-verbal)
- Does Child Need Assistive Technology?

34 CFR 300.324. EC 56341.1.

TASK 36

Written Individualized Education Program (IEP)

- A statement of the individual's present levels of academic achievement and functional performance.
- A statement of measurable annual goals, including academic and functional goals.
- Description of the manner in which the progress of the pupil toward meeting the annual goal.
- How progress will be measured and periodic progress reports to parents.
- A statement of the special education and related services.

EC 56345(a)(1)-(8).

TASK 37

Written Individualized Education Program (IEP)

- An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils in the regular class.
- The projected date for the beginning of services and the anticipated frequency, location, and duration of services.
- Beginning not later than the first IEP to be in effect when the pupil is 16 years of age, or younger determined by IEP team to include postsecondary transitional goals (ITP).

EC 56345(a)(1)-(8).

TASK 38

IEP Team Members

- The parents of the child.
- One regular education teacher of the child.
- One special education teacher of the child.
- A representative of the public agency.
- Assessors who can interpret evaluation results.
- Other individuals who have knowledge or expertise regarding the child.
- When appropriate, the child with a disability.

34 CFR 300.321. EC 56341.

TASK 39

Request for an IEP Review Meeting

- Parent may request an IEP meeting any time.
- Parent shall notify school district in writing to request an IEP for a review program.
- School district will hold an IEP meeting within **30-days** of parental written request.

EC 56343.5

TASK 40

IEP SIGNATURE PAGE

TASK 41

IEP Signature Page

- I **agree** to all parts of the IEP
- I **agree** with the IEP, with the exception of:
 - Eligibility
 - Assessment
 - Services
 - Instructional Setting
- I **do not agree** with all parts of the IEP
- Parent may take IEP home to review before signing

CFR Sec. 300.518(a). EC 56505(d).

TASK 42

INDIVIDUAL TRANSITION PLAN (ITP)

TASK 43

The Individual Transition Plan (ITP)

- Beginning no later than the first IEP to be in effect when the pupil is 16 years of age or
- Younger if determined appropriate by the IEP team
- The Individual Transition Plan (ITP) can be written at the yearly IEP meeting
- Or can be written at a special IEP team meeting
- Includes courses of study needed to assist the pupil in reaching goals
- The transition plan is reviewed yearly at the yearly IEP meeting

EC56345(B)(8)

TASK 44

Accommodation and Modifications

- Accommodations – Meets diploma requirements (Diploma track)
- Examples of accommodations: Preferential seating, extra time for test taking, reading directions for understanding, lessening homework (every other problem), etc.
- Modification – Does Not meet diploma requirements (Certificate track)
- Examples of Modifications: The student is not required to complete core curriculum requirements.

TASK 45

Diploma & Certificate of Completion

- **STANDARD DIPLOMA:** Meet all state and LEA course requirements for earning a diploma with or without accommodations.
- **STANDARD DIPLOMA BASED ON MODIFIED CURRICULUM:** Meet all state and LEA course requirements for earning a diploma using a modified curriculum based on state standards.
 - *Note: The modifications should be closely aligned with state standards; otherwise, the student may not qualify for a standard diploma*
- **CERTIFICATE OF COMPLETION:** Alternative course of study based on functional skills.

TASK 46

DUE PROCESS

TASK 47

Due Process

- IEP due process is protected under the Individual with Disabilities Education Act (IDEA) and provides parents with the provision to resolve disputes with your school district.
- There are two ways to resolve: Alternative Dispute Resolution or a Due Process Hearing.

34 CFR 300.507, 300.508.

TASK 48

Alternative Dispute Resolution (ADR)

- Informal process between the district and parent/guardian to:
 - Resolves Special Education Concerns / Disagreements from IEP Meeting
 - Timely Resolutions
 - Voluntary Process

ADR Outcomes

- Provides Communication, Collaboration, and Consultation
- Focuses on Building Family and School Relationships
- School District and parents to create an agreement in writing
- Supported by the California Department of Education

Due Process with the Office of Administrative Hearings (OAH)

Mediation Only

- Mediation Only is a voluntary process at no cost to parents or school districts
- The neutral mediator facilitates conversation between the parents and the school district
- To resolve Special Education disagreements
- No attorney/advocates may be involved

TASK 51

Formal Due Process Hearing

- Formal Due Process requires submitting a complaint notice to the Office of Administrative Hearing OAH
- Requires a mandatory resolution meeting
- It provides an option for a pre-hearing mediation (similar to “Mediation Only”)
- If there is no resolution, it proceeds to a Due Process Hearing (Attorneys may be involved)

TASK 52

Most Common Disagreements

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

34 CFR 300.510. EC 56501, 56502.

TASK 53

PUPIL RECORDS REQUEST

TASK 54

Requesting School Records

- Opportunity to examine all school records in person.
- Opportunity to request a copy of final assessment reports, IEPs, etc.
- Opportunity to receive copies within 5 business days.
- Charge no more than the actual cost of reproducing.
- Can be reproduced at no cost.

34 CFR 300.613; EC 56504.

TASK 55

Sample Form Letter for Request of School Records

Re: John Doe, Date of Birth [01/01/2000]

Submitted via Fax Mail, Certified Post Mail, Hand-Delivered, Email

Dear Director of Special Education:

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 want to review/request my child's (List the Timeframe and the types of documents that you would like to review/request) assessment reports for the school year 2017-2018.

I look forward to receiving the requested records within 5 business days.

Thank you for your support and time in this matter.

Yours truly,

[Signature]

Parent Name
Address
City, State, Zip Code
Email Address

EC56505; 34 CFR Sec. 300.5.

TASK 56

STRATEGIES AND OPTIONS

TASK 57

Parents Option To Electronically Record IEP

- Parents shall notify the IEP team members of the parent's intent to record a meeting at least 24 hours before the meeting in writing.
- The parent is responsible for recording the IEP meeting on an audiotape.
- The school district is responsible for recording the IEP meeting on an audiotape.

Ed. Code 56341.1(g)(1).

TASK 58

Consent To California Medi-Cal Bill

Your consent is voluntary and can be revoked at any time.

- If you refuse consent for the school district to access Medi-Cal to pay for health-related services
- The school district still must ensure that all required special education and related services are provided at no cost to you

34 CFR 300.154, [d][2][i][ii][iii]. FERPA 1232(g).

TASK 59

Child's Education File

Educational History

- Copies of the IEP
- Copies of Assessment Reports
- Progress Reports
- Contact list of school district personnel
- Student work samples

Medical History

- Medical Records
- Medical Diagnosis
- Family History
- Medications
- Contact list of medical doctors, dentists, etc.

TASK 60

TASK SERVICES OUTCOMES

TASK 61

TASK Services Outcomes

<ul style="list-style-type: none"> ▪ Parents become knowledgeable to make decisions in the IEP process ▪ Parents build a working relationship with the IEP team ▪ Parents learn through telephone support, TASK workshops, and training and information from TASK ▪ Parents learn to collaborate positively with school districts and other service providers/agency 	<p>Parents Report:</p> <ul style="list-style-type: none"> ▪ Children received appropriate services ▪ Families were able to make informed decisions ▪ Collaboration enhanced ▪ Parents became more knowledgeable
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TASK 62

TIPS AND POINTERS

Tips and Pointers

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



Los Angeles
626-300-1043

Sources:
Code of Federal Regulations Implementing the IDEA
California Education Code – Part 30
Individuals with Disabilities Education Act
United States Code
Family Education Rights Privacy Act (FERPA)

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