

# VENTURA COUNTY OFFICE OF EDUCATION

Dr. César Morales  
County Superintendent of Schools



*Meaningful*

# PARTICIPATION AND THE IEP MEETING

Presented by: Jeanine Murphy, MFT  
Assistant Director: Family and School Collaboration  
Ventura County SELPA

# AGENDA

**01**

**Introductions**

**02**

**The Power  
of Parent  
Participation**

**03**

**Collaboration  
before,  
during, and  
after the IEP  
meeting**

**04**

**SELPA  
Level  
Continuum  
Of ADR  
Services**

**05**

**Questions  
and  
Resources**

# The Power of Parent Participation

IDEA: The policy makers who wrote IDEA were so adamant in parents participating in the process that they mandated your attendance at IEP meetings.

The evidence is clear: When schools and families work together, student learning and outcomes improve.

So do:

- children's attitudes toward school,
- their social skills and behavior, and
- the likelihood that they will take more challenging classes.

# COLLABORATION BEFORE THE IEP MEETING

**Talk with your child:**

- what things are easy?
- What things are hard?

**Review information on your child's progress reports  
Samples of work**

**Focus on your child's strengths**

**Keep a notebook of your child's records**

**Do a positive profile as a way to prepare for the IEP meeting:**

**What are your child's needs?**

**Write down your list of specific concerns or insights**

# COLLABORATION DURING THE IEP MEETING

Recommendations from one of our CAC board members.



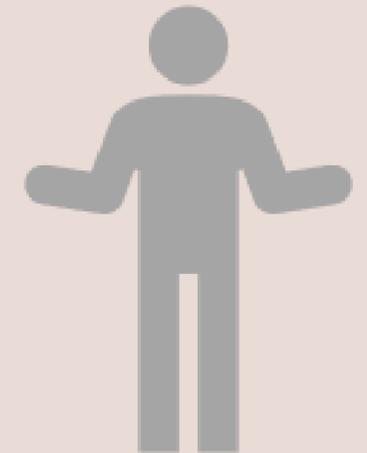
**Keep an open mind and make a commitment to collaboration**



**Remember you are part of this team- work together**



**Ask for a few minutes; take a break, if needed**



**Do not be afraid to ask**

# THE ORDER MATTERS

Meetings usually start with:

Introductions

Meeting Purpose

Parent Rights Provided



TOOL

EAST COUNTY SELPA

## The IEP Process: Guiding Questions

In order to assist IEP teams to have meaningful discussion during the development of each student's IEP team, the following questions have been developed as guidance. These guiding questions assist the IEP team in ensuring the IEP is reasonably calculated to provide educational benefit to the student.

### Present Levels

- ✓ Do these descriptors provide a clear understanding of how the student is performing in each of these areas?
- ✓ What information in the assessment reports describes how this student learns best in the classroom?

### Goals

- ✓ Do these goals align with the identified areas of need? Note: Each identified area of need needs to have a goal.
- ✓ Are the goals aligned to grade level standards? Are areas of need for the student identified? If not, are they aligned to identified functional or social/emotional/behavioral needs?
- ✓ Are the goals measurable?
- ✓ How will these goals be implemented? Who will work with the student on them?
- ✓ Do the goals make sense? If you were a non-special education person, do you know what the student is working on?

### Placement

- ✓ Based on the student's goals and services, what placement does the student require in order to meet their needs? What placement is the most appropriate and least restrictive in which these services should be delivered?
- ✓ In which placement will the student have the most access to their typical peers and still be able to achieve their goals?

### Assessment

- ✓ What do the assessments tell about the student's strengths? Areas of need?
- ✓ What information in the assessment reports describes how the students learn best in the classroom? What recommendations are provided for accommodations? Modifications? What would these look like in the classroom?

### Areas of Need

- ✓ Are areas of need for the student identified? Are these areas of need based on data?
- ✓ Will focusing on these areas provide access for the student to grade level curriculum or appropriate functional skills?

### Services

- ✓ Are service minutes uniquely designed to meet the needs of the students (rather than offered based on the program the school provides or the master schedule)?
- ✓ Are service minutes designed to ensure goals can be met?
- ✓ How will service minutes be delivered (Co-teaching, push-in, pull-out etc.)?
- ✓ How will the student benefit from these services?

When teams use these guiding questions throughout the IEP development, it results in an IEP that is designed to meet the student's unique needs.

# COLLABORATION AFTER THE MEETING



Review the IEP



Call IEP meeting contact person if you have questions



Keep in contact with your child's Case Manager regarding progress toward attainment of goals/objectives



Work together as part of a team



Build relationships with each other



Be flexible

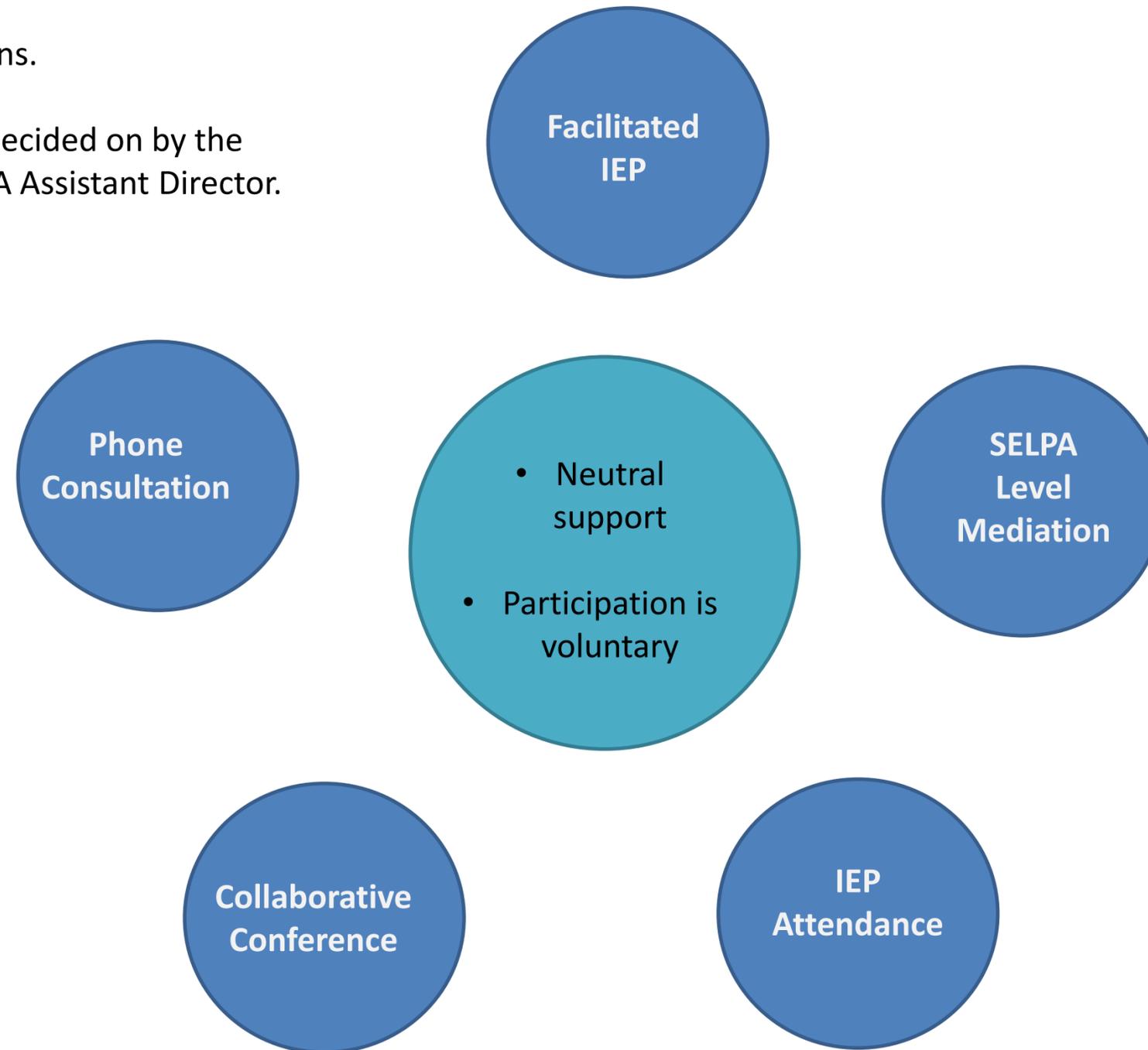


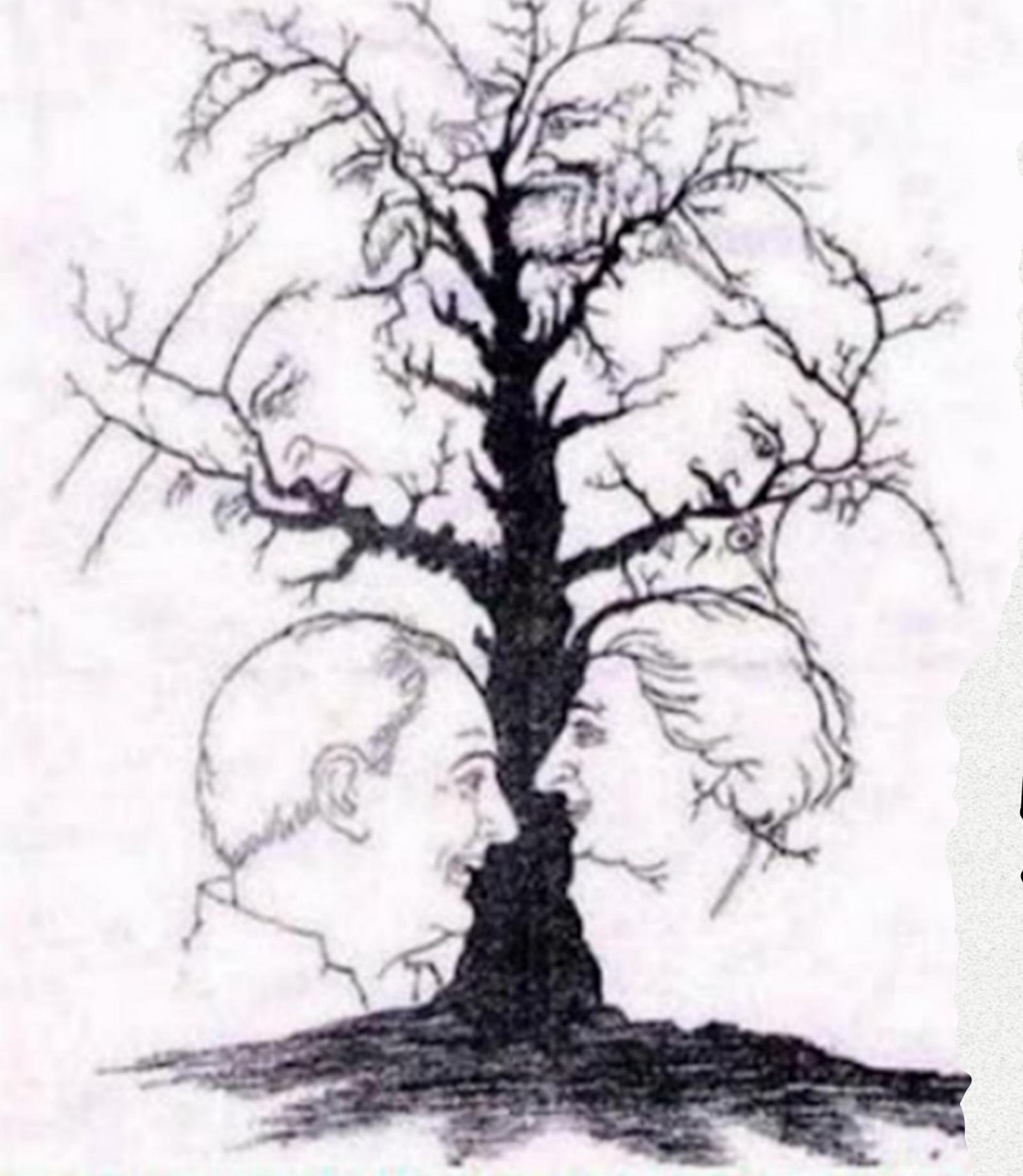
Remember to utilize your resources

Vcselpa.org  
(what else should be listed here?)

# SELPA Continuum of ADR Services

- There isn't an order for the options.
- The most appropriate service is decided on by the parent, the district, and the SELPA Assistant Director.





What do you see?

# Perspective

<https://www.youtube.com/watch?v=6lzIqdf7-3Q>





# Resources

[Parent Guide to Special Education](#)

[Parental Safeguards](#)

[Parent Toolkit](#)

[Resolving Disagreements](#)

[Community Advisory Committee](#)

