

# Parent Workshop

## Resources for Parents



### Presented By

Sheena Roybal	Rubysela Hluz
Director II	Program Specialist
<a href="mailto:Sheena.Roybal@omsd.net">Sheena.Roybal@omsd.net</a>	<a href="mailto:Rubysela.Hluz@omsd.net">Rubysela.Hluz@omsd.net</a>
(909) 418-6451	(909) 418-6323



# Meet your SPED Leadership Team



**Dr. Henrietta Udensi, Director II**



**Sheena Roybal, Director II**



**Nelson Favela, Director II**



**Dr. Enrique Saldana, Director II**



**Dr. Alana Hughes-Hunter  
Assistant Superintendent,  
SELPA & Equity**



**Rubysela Hluz, Program Specialist**



**Emily Winebrenner, Program Specialist**



**Christopher Beswick, Program Specialist**



**Dr. Christina James,  
Director, Special Education**

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# Partners in Education

# Inland Regional Center (IRC)



**Independence.  
Empowerment.  
Inclusion.**

Inland Regional Center (IRC) is one of 21 Regional Centers in California and is mandated by the Lanterman Act to coordinate services for individuals with developmental disabilities. This private non-profit organization contracts with the Department of Developmental Services to serve both San Bernardino and Riverside Counties.

**Who is Eligible for Regional Center Services?**

A person with a substantial developmental disability that starts before the age of 18 and will probably continue indefinitely may be eligible for services. This includes **intellectual disability (ID), cerebral palsy, epilepsy, autism, and disabling conditions similar to ID** that require similar treatment. Disabling conditions that are exclusively physical, psychiatric, or solely a learning disability are not eligible for services.

**How to Apply for Services**

- A parent/guardian or a person over the age of 18 with a developmental disability must contact an Intake Coordinator. The intake process and application will vary depending on age: 0-36 months (Early Start) and 36 months and up. An online application may be requested at [inlandrc.org/intake](http://inlandrc.org/intake).

<b>San Bernardino County Residents:</b> Ages 0-36 Months - (909) 890-4711 36 Months and Older - (909) 890-3148	<b>Riverside County Residents:</b> Ages 0-36 Months - (909) 890-4763 36 Months and Older - (951) 826-2648
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- The Intake Coordinator will ask questions to establish possible eligibility.
- The parent/guardian or person over the age of 18 with a developmental disability will receive a packet of information and forms. Medical and school records will be required during intake.
- Forms must be completed and returned to IRC.

**What to Expect Next**

- You will meet with an Intake Coordinator.
- Other appointments such as medical and/or psychological evaluations may be scheduled.
- If you are found eligible, a Consumer Services Coordinator (CSC) will be assigned to your case based on your age and location.
- If you are not eligible, a referral may be made to an appropriate agency and/or a copy of the appeals procedure will be given to the family.

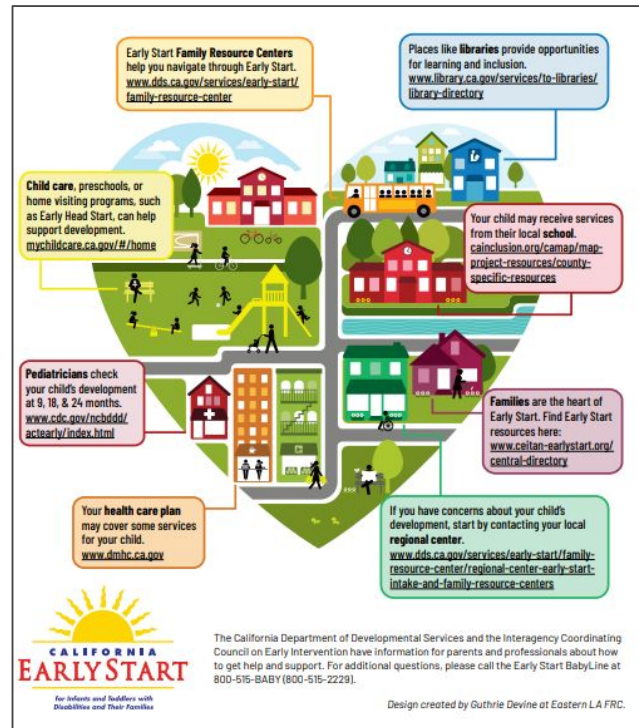
For more information, visit us at [www.inlandrc.org](http://www.inlandrc.org) or call (909) 890-3000.



**INLAND REGIONAL CENTER**  
1365 South Waterman Avenue San Bernardino, CA 92408 • P.O. Box 19037 San Bernardino, CA 92423

- ❖ Coordinates services for individuals with developmental disabilities
  - A person with developmental disabilities that starts before the age of 18
  - Includes intellectual disability (ID), cerebral palsy, epilepsy, autism and disabling conditions similar to ID that require similar treatment
- ❖ For more information, visit [www.inlandrc.org](http://www.inlandrc.org) or call (909) 890-3000

# The Early Start Community



If you have a young child who needs specialized care or has a disability, or if you have a concern about your child's development, there is help and support in your community!

- ❖ [Family Resource Centers](#)
- ❖ [Libraries](#)
- ❖ [Child Care](#)
- ❖ [School Resources](#)
- ❖ [Pediatricians](#)
- ❖ [Early Start Resources](#)
- ❖ [Health Care Plan](#)
- ❖ [Local Regional Center](#)



## Things to know: Private Schools

- ❖ Based on federal mandates, the district where the private school is located (district of location) is responsible for conducting child find activities for children enrolled by their parents in private schools.
- ❖ If the IEP team determines that the child has a disability and needs special education and related services, the parent will be offered the opportunity to enroll the student in public school, in the district of residence. An IEP will be written offering the student a free and appropriate public education (FAPE).
- ❖ Parent must provide written consent for DOR to attend the IEP/ISP meeting.

# Ontario Library



## Library Cards:

- ❖ Provided to patrons 18 years old with a valid government photo ID and proof of address, if under 18 parent/guardian must be present

## Books:

- ❖ Books and book bundles can be created based on interest and reading level
- ❖ Reading Levels and/or book recommendations can be emailed

## Reading Challenges:

- ❖ Available in-person and online

## Upcoming Events:

- ❖ Please see the [calendar link](#) for additional information

# Parent Involvement



## District Parent Advisory Groups

- ❖ **District Parent Advisory Committee (DPAC)**
  - Upcoming Meeting: **January 23, 2024 at 11:00am**
  - Location: OMSD Briggs B1/B2
- ❖ **District English Learner Advisory Committee (DELAC)**
  - Upcoming Meeting: **December 5, 2023 at 9:00am**
  - Location: OMSD Briggs B1/B2
- ❖ **Special Education Parent Advisory (SEPAC)**
  - Upcoming Meeting: **December 12, 2023 at 1:00pm**
  - Location: Zoom
- ❖ **African American Parent Advisory Council (AAPAC)**
  - Upcoming Meeting: **November 29, 2023 at 4:00pm**
  - Location: Linda Vista MPR

## School Site Based Meetings

- ❖ School Site Council (SSC)
- ❖ School English Learner Parent Advisory Committee (SELPAC)
- ❖ SPED Parent Meeting
- ❖ GATE Parent Meeting
- ❖ Coffee with the Principal



# District Resources



## Parent Educational Center

- ❖ Dedicated location for parents/guardians serving as a resource center, classroom, and meeting area
- ❖ Encourages adults to continue and expand their learning; enhances their student's development, advance professionally, and promote higher self-esteem
- ❖ Curriculum is delivered by district staff members and invited professional guests

# Parent Educational Center



## Friday Classes

### Positive Discipline

Positive Discipline helps parents learn effective strategies to relate to their children by building solid and respectful relationships and logical consequences for behavior.

### English

Teacher: Mr. Gonzalez  
Room: P-3  
Time: 11:00 – 12:30 pm

### Spanish

Teacher: Ms. Ybarra-Folson  
Room: P-2  
Time: 11:00 – 12:30 pm

### Session Dates

August 21 – September 22  
September 25 – November 3  
November 6 – December 22

## Tutoring Sessions

Academic support for parents enrolled at the Parent Education Center for all subjects/classes. Receive tutoring in Math, ELA, Social Studies, Science, practice your computer skills and much more.

### **Ms. Ybarra-Folson**

Wednesday – 1:00 – 2:00 pm

### **Ms. Lopez**

Thursday – 12:30 – 1:30 pm

### **Mr. Ortiz**

Thursday – 2:00 – 3:00 pm

### **Mr. Gonzalez**

Friday – 2:00 – 3:00 pm

# Parent Educational Center



General Educational Development (GED) Preparation (Spanish)	Prepare for the Spanish GED examination, in each subject, to obtain your high school equivalency through subject support.	P-2	Ortiz	Science 8:30 – 10:00 am	Mathematics 8:30 – 10:00 am	Science 8:30 – 10:00 am	Mathematics 8:30 – 10:00 am	Special Workshops and PEC Events
			Ybarra-Folson	Language Arts 10:15 – 11:45 am	Social Studies 10:15 – 11:45 am	Language Arts 10:15 – 11:45 am	Social Studies 10:15 – 11:45 am	
		Hybrid (Spanish)	Ybarra-Folson	Math 4:30 – 6:30 pm P-2 (in-person)		Math 4:30 – 6:30 pm Online (Zoom)		
General Education Development Preparation (GED) (English)	Prepare for the GED examination, in each subject, to obtain your high school equivalency through subject support.  For English speaking parents only.	P-3 & C-3	Gonzalez		Science 8:30 – 10:00 am.		Science 8:30 – 10:00 am.	
			Ybarra-Folson	Language Arts 10:15 – 11:45 am	Social Studies 10:15 – 11:45 am	Language Arts 10:15 – 11:45 am	Social Studies 10:15 – 11:45 am	
Basic Math (English)	Course will cover basic Math concepts, to help individuals lay a strong mathematical foundation for their academic growth and to support their children at home.	P-2	Ortiz	Math 8:30 – 10:00 am		Math 8:30 – 10:00 am		
Basic Math (Spanish)				12:30 – 1:30 pm	12:30 – 1:30 pm	12:30 – 1:30 pm		
English as a Second Language Level 1	ESL classes enable student to comprehend, speak, read, and write in English Level 1. Placement will be determined by examination.	P-3	Farraj			8:30 – 10:30 am	8:30 – 10:30 am	
English as a Second Language Level 2	ESL classes enable student to comprehend, speak, read, and write in English Level 2. Placement will be determined by examination.	P-3	Farraj			10:40 am-12:40 pm	10:40 am-12:40 pm	
		Hybrid	Gonzalez	4:30 – 6:30 pm P-3 (in-person)		4:30 – 6:30 pm Online (Zoom)		
Intro to Computer Skills & Keyboarding	Introduction to entry-level computer skills and keyboarding with fundamental concepts necessary to use computers. Topics include, but are not limited to, Windows Environment, Google applications, creating an email and various computer skills.	C-3	Lopez	Beginner 8:30 – 10:00 am	Beginner 8:30 – 10:00 am			
				Advanced 12:00 – 1:30 pm				
Plazas Primarias	Build early Spanish literacy skills to earn your 'Primaria' certificate through the Mexican Consulate.	C-3	Lopez	2:00 – 3:30 pm		1:00 – 2:30 pm	1:00 – 2:30 pm	

# Health and Wellness Services



Provide a continuum of services and supports for students, families, and staff that include:

- ❖ Case Management for basic needs resources such as food, clothing, shoes, school supplies and housing referrals
- ❖ Mental Health and Counseling Services
- ❖ Physical Health Services
- ❖ Crisis Intervention for individuals and groups in need of the most intensive support
- ❖ Homeless Services (McKinney-Vento Homeless Education Act) for students and families experiencing homelessness or are in transition of permanent housing

**Please contact your child's school Outreach Consultant or our HWS Family Resource Center to access services.**



# OMSD Health & Wellness Services

Serving families throughout the Ontario-Montclair School District

MONDAY - FRIDAY • 7:30 AM - 4:30 PM

OMSD\_HWS OMSD\_HWS @OMSD\_HWS



COMMITTED  
POTENTIAL  
**RESPECT**  
FAMILIES  
COMMUNITY  
**EMPATHY** STAFF  
HEALTH & WELLNESS  
**SERVICES**  
INTEGRITY  
TRANSPORTATION  
**HUMILITY**  
CRISIS INTERVENTION  
SUPPORT  
**EXCELLENCE**  
CASE MANAGEMENT  
STUDENTS  
ENHANCING

- Connection to Community Resources
- Counseling Services
- Case Management
- Parent and Community Workshops
- Health Services  
(Medi-Cal and other programs)

## Family Resource Center

1556 S. Sultana Ave.

Ontario, CA 91761

**(909) 418-6923**



Services provided in collaboration with the San Bernardino County Department of Behavioral Health, and funded by the Mental Health Services Act (Proposition 63).

## Dental Care Resource

- ❖ Partnership with *Park Tree Clinic* who gives screening at the school sites
- ❖ Lincoln is the next school site to host a screening
- ❖ If you do not want your child to participate in a visual screening conducted by the dentist, you must sign a waiver
  - The results are sent home



# Available Transportation

**WAIVER OF LIABILITY, ASSUMPTION OF RISK, AND INDEMNITY AGREEMENT FOR VOLUNTARY TRANSPORTATION**

Date: \_\_\_\_\_

Name(s) of Participant(s): \_\_\_\_\_  
Please Print Name(s)

Location of Travel: To: \_\_\_\_\_ From: \_\_\_\_\_

Mode of Transportation (School Bus, Safety Officer Vehicle, Etc.): \_\_\_\_\_

This waiver of liability, assumption of risk, and indemnity agreement applies to Transportation as listed above due to \_\_\_\_\_  
(Reason for Transportation)

I, for myself, my heirs, personal representatives or assigns, do hereby release, waive, discharge, and covenant not to sue the Ontario-Montclair School District, its officers, employees, and agents from liability from any and all claims including workers' compensation claims and the negligence of the Ontario-Montclair School District, its officers, employees and agents, resulting in personal injury, accidents or illnesses (including death), and property loss arising from, but not limited to, participation in the Transportation.

**Assumption of Risks:** Participation in the Transportation carries with it certain inherent risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one Transportation to another, but the risks range from minor injuries such as scratches, bruises, and sprains and major injuries such as, but not limited to: soft tissue aches, strains, pulls, tears, etc., or any injury that may occur which may or may not require the attention of medical staff as a result of participation in the Transportation.

**Indemnification and Hold Harmless:** I also agree to INDEMNIFY AND HOLD the Ontario-Montclair School District HARMLESS from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees brought as a result of my involvement in the Transportation and to reimburse them for any such expenses incurred.

**Severability:** The undersigned further expressly agrees that the foregoing waiver and assumption of risks agreement is intended to be as broad and inclusive as is permitted by the law of the State of California and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

**Acknowledgment of Understanding:** I have read all previous paragraphs, including the waiver of liability, assumption of risk, and indemnity agreement, know, fully understand its terms, acknowledge these and other risks that are inherent to the Transportation, and understand that I am giving up substantial rights, including my right to sue. I acknowledge my participation is voluntary, that I knowingly assume all such risks, and that I am signing the agreement freely and voluntarily, and intend by my signature to be a complete and unconditional release of all liability to the extent allowed by law.

Signature of Participant \_\_\_\_\_ Print Name of Participant \_\_\_\_\_ Date \_\_\_\_\_

If Participant is a Minor, Parent/Guardian Name (Print) \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_

Emergency Contact \_\_\_\_\_ Phone Number \_\_\_\_\_

Form A



- ❖ Transportation can be arranged to and from appointments for your child and it can also be arranged for the parent
- ❖ A van request form can be submitted from the school site
- ❖ Parent will be provided with the Waiver of Liability form



## Outreach Opportunities

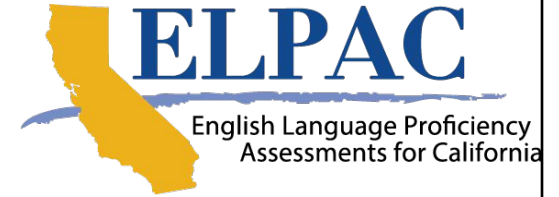
- ❖ The Health and Wellness department participates in events such as Back to School Night, athletic events during the weekend, Coffee with the Principal, Open House, and Fall Festival
- ❖ Assists with health insurance including Medi-Cal or Covered California, including assistance with forms or re-enrollment
- ❖ Provides resources for clinics for those who do not qualify, at a discount cost

# Web-Based Resources

# Resources for English Learners

<a href="#">Footsteps2Brilliance</a>	Help your child develop a love for reading in English and Spanish with this learning App. Free for all students in San Bernardino County, just use the link to register.
<a href="#">Reading</a>	Printable reading tracker so that kids can be encouraged to read 15 minutes every day during the summer.
<a href="#">Summer Reading</a>	A summer reading booklist created by a children's literature expert.
<a href="#">Duolingo</a>	Free mobile App or Web based online program to learn another language.
ABC Mouse	Free when used inside the Ontario City Public Library.
<a href="#">BrainPOP Español</a>	BrainPOP creates animated curricular resources that attract students, support teachers, and enhance children's' learning. (some free resources)
<a href="#">Plaza Sésamo</a>	Explore games, videos & activities with Elmo and friends to maintain the Spanish language.
<a href="#">Teaching Resources For Preschool Lessons   PBS LearningMedia</a>	Build foundational skills in your preschool learners with videos, lesson plans, and games.
<a href="#">Storyline Online</a>	Stream videos featuring celebrated actors reading children's books alongside creatively produced illustrations.
<a href="#">What Kids Are Reading</a>	Download, for free, a 2023 report of what kids are reading by grade level.

# ELPAC Resources



<p><a href="#"><u>ELPAC Starting Smarter</u></a></p>	<p>In either Spanish or English, both parents and students can easily access information and practice tests on ELPAC. This is for any grade level and for any domain.</p>
<p><a href="#"><u>ELPAC Online Practice and Training Tests</u></a></p>	<p>Using the “Student Interface Practice and Training Tests” students can sign in as a guest select their grade level to access different parts of the ELPAC to be better prepared for this assessment.</p>

# Parent Resources



OMSD Department Resources



Technology Resources



Student Summer Resources



YouTube Channel



Special Events Information & Recordings



Curriculum Resources



Additional Resources



Digital Citizenship Resources

# Nutrition Services



## Ontario-Montclair School District Food and Nutrition Services



New!  
Free Mobile Menu App



WEB MENUS  
[Click to learn more!](#)

Home   Menus   Pre-Payment Options   Nutrition & Fitness   Nutrition Education   Contact Us   Wellness Policy

# Special Diet Information



California Department of Education  
Nutrition Services Division

Child Nutrition Programs  
CNP - 925 (Rev. 8/17)  
Page 1

**MEDICAL STATEMENT TO REQUEST  
SPECIAL MEALS AND/OR ACCOMMODATIONS**

1. School or Agency	2. Site Name	3. Site Phone Number	
4. Name of Child or Participant		5. Age or Date of Birth	
6. Name of Parent or Guardian		7. Phone Number	
8. Description of Child or Participant's Physical or Mental Impairment Affected:			
9. Explanation of Diet Prescription and/or Accommodation to Ensure Proper Implementation:			
10. Indicate Food Texture for Above Child or Participant: <input type="checkbox"/> Regular <input type="checkbox"/> Chopped <input type="checkbox"/> Ground <input type="checkbox"/> Puréed			
11. Foods to be Omitted and Appropriate Substitutions:			
Foods To Be Omitted		Suggested Substitutions	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
12. Adaptive Equipment to be Used:			
13. Signature of State Licensed Healthcare Professional*	14. Printed Name	15. Phone Number	16. Date

\*For this purpose, a state licensed healthcare professional in California is a licensed physician, a physician assistant, or a nurse practitioner.

The information on this form should be updated to reflect the current medical and/or nutritional needs of the participant.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or marital or marital status in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.nrc.usda.gov/programs/efile\\_ad\\_3027](http://www.nrc.usda.gov/programs/efile_ad_3027), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW Washington, D.C. 20250-9410; fax: (202) 696-7442; or email: [usda.nrc@usda.gov](mailto:usda.nrc@usda.gov). This institution is an equal opportunity provider.

- ❖ The Food & Nutrition Services department has a policy of providing modified menus for students who have physical or mental disabilities or special dietary needs and are unable to consume the regular lunch or breakfast menu items
- ❖ Federal and State regulations require school districts to have a written medical statement on file each school year from a child's physician to receive a modified diet

# Districtwide Events

# Special Education Field Day



It is a **great opportunity** for students to participate in fun outdoor activities including bowling, kickball, balloon toss, and more.

- ❖ Grades 1-8
- ❖ Location: Chaffey High School
- ❖ Date: April 6, 2024
- ❖ Time: 8:00-12:00 pm

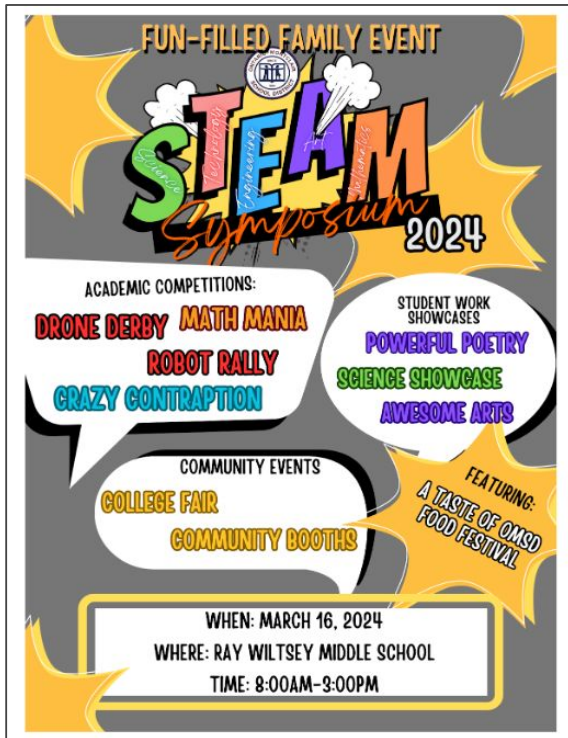
# Middle School Cross Country



It is a **fun event** designed to give students the experience of participating in a run through the neighborhood around the OMSD District Office.

- ❖ Grades 7-8
- ❖ Location: Homer F. Briggs
- ❖ Date: April 10, 2024
- ❖ Time: 8:00-12:00 pm

# STEAM Symposium



## ❖ Awesome Arts

- You are encouraged to enter your child's work to showcase their artistic talents
- Class time may be allowed, but students may need to work outside of class to complete

## Entry Categories:

- ❖ Drawing & Painting
- ❖ Graphic Design
- ❖ Digital Photography
- ❖ 3D Design (6-8 only)

## Eligibility:

- ❖ Open to **ALL OMSD students**, Preschool-Grade 8
- ❖ Students with special needs **may participate in both** grade level and program type entries



# Upcoming Parent Workshops

# Loving Solutions

ONTARIO-MONTCLAIR SCHOOL DISTRICT SELPA  
Presents...  
Loving Solutions Parent Workshop Series  
//////

Presented by: OMSD School Psychologists  
**10 SESSION WORKSHOP SERIES**

**DATES:**  
JANUARY 23, & 30  
FEBRUARY 6, 13 & 27  
MARCH 5 & 12  
APRIL 2, 9 & 23

**TIME:**  
4:30 PM - 6:30PM

**LOCATION:**  
KINGSLEY ELEMENTARY  
5625 KINGSLEY ST, MONTCLAIR, CA 91763

Overview:  
The "Loving Solutions" curriculum is tailored for parents of students with exceptional needs between the ages of 5-10 exhibiting challenging behaviors. The training employs a behavioral model to assist parents with motivating children to complete tasks and manage problem behaviors. The workshops are scheduled to be held on 10 Tuesday sessions and will be led in English and Spanish by four OMSD School Psychologists. All 10 sessions are required for participation.

CHILD CARE WILL BE PROVIDED - INTERPRETERS WILL BE AVAILABLE  
IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT:  
JAQUENETTE GREEN (909) 418-6422  
JAQUENETTE.GREEN@OSMD.NET

REGISTRATION IS REQUIRED  
WE LOOK FORWARD TO SEEING YOU THERE!  
Register here with QR code →



- ❖ The curriculum is tailored for parents of students with exceptional needs between the ages of 5-10 exhibiting challenging behaviors
- ❖ The training employs a behavioral model to assist parents with motivating children to complete tasks and manage problem behaviors
- ❖ Held on 10 Tuesday sessions
- ❖ Led in English and Spanish by School Psychologists
- ❖ All 10 sessions are required for participation

# Additional Parent Workshops



- ❖ Social Skills
  - Date: January 17, 2024
  - Time: 5:00-6:00 pm
  - Location: Briggs (B1 & B2)
- ❖ Continuum of Placements
  - Date: February 22, 2024
  - Time: 5:00-6:00 pm
  - Location: Briggs (B1 & B2)

# Overview of the IEP Process



## Education Plans Based on Age and Program

<b>IFSP</b>	<b>IEP</b>	<b>ISP</b>
Individualized Family Service Plan	Individualized Education Program	Individualized Service Plan
Ages 0-3	Ages 3-22	Ages 3-18
Home Setting	School Setting	Private School Setting
Developmental Needs	Educational Needs	Consultation


# Individualized Family Service Plan (IFSP)

## What is it?


- ❖ It is a written plan created for eligible infants and toddlers from birth to 36 months who have a delay in development or a disability
  - Reside within our district boundaries
- ❖ Services are based on the developmental needs of the child, as well as concerns and priorities of the family
- ❖ Implemented in the natural environment
- ❖ Early Start Teachers help children reach developmental milestones in the following areas:
  - Cognitive
  - Communication
  - Social-Emotional
  - Gross and Fine Motor
  - Self-Help




# Special Education Preschool Assessment Team (SEPAT)



**Ontario-Montclair School District SELPA**  
**Special Education Preschool Assessment Team (SEPAT)**



Robert Hardy Center, B-4  
1515 S. Bon View Avenue  
Ontario, CA 91761  
Tel: (909) 930-6775



**Special Education Preschool - Referral Process:**

**Who:** Children age 2 years 9 months to 4 years 9 months, who reside in OMSD Boundaries, who are not already enrolled in an OMSD preschool program

**When:** Tuesdays: 8:30 – 10:30 am & Thursdays: 12:00 – 2:00 pm

**Where:** Parents may make a referral for their child via a teleconference, a virtual meeting, or in-person. To make an appointment, please: 1) Call the SEPAT office or 2) Walk in during the hours listed above

Please be prepared to provide the following documents:

1. Proof of residence within OMSD SELPA (e.g., gas or electric bill)
2. Immunization record
3. Birth Certificate and/or documentation to verify age of child

- ❖ Team assesses children ages 2 years 9 months to 4 years 9 months
  - Who reside in OMSD boundaries
  - Who are not already enrolled in an OMSD preschool program
- ❖ Referrals can be made via a teleconference, a virtual meeting, or in-person
- ❖ To make an appointment, call the SEPAT office or walk in during the hours listed

# The Individualized Education Program (IEP)



## What is it?

- ❖ It is the cornerstone of quality education for each student with a disability, ages 3-22
- ❖ It is the foundation that directs instructional planning for students with exceptional needs
- ❖ The IEP process describes the plan for the student's educational program, including current present levels of performance, student goals, and the educational placement and related services the student will receive
- ❖ The IEP creates an opportunity for teachers, parents, school administrators, related service providers and students (when appropriate) to meet each student's individualized needs



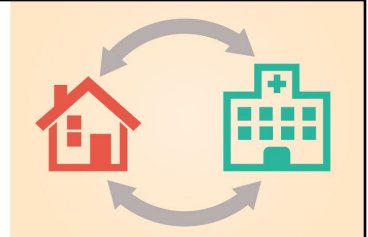
# Individualized Service Plan (ISP)

- ❖ Based on federal mandates, the district where the private school is located (district of location) is responsible for conducting child find activities for children enrolled by their parents in private schools
- ❖ If the IEP team determines that the child has a disability and needs special education and related services, the parent will be offered the opportunity to enroll the student in public school, in the district of residence
  - An IEP will be developed to provide the student with a free and appropriate public education (FAPE)
  - Parent must provide written consent for DOR to attend the IEP/ISP meeting

## **If you choose to enroll your child in a Private School:**

- ❖ An ISP will be developed by the Private School Team
  - ISP is a plan that describes the special education and/or related services that an LEA *will make available* to an eligible student who is voluntarily enrolled by his/her parent(s) in a private school setting

## Home Hospital



- ❖ The Home & Hospital Instruction Program offers instruction and related services to students who incur a temporary or long-term disability, which makes attendance in the regular day class or special education program impossible or inadvisable
- ❖ A physician or professional healthcare provider may refer a student for the Home & Hospital Instruction Program if injury, illness and/or surgery arises and requires absence from the school setting for at least two (2) weeks
- ❖ The district is responsible for students who have been admitted into health facilities that are located geographically within the district's boundaries upon notification from the parent

# IEP Team



**The IEP team for each child with a disability includes the following team members:**

- ❖ The parent(s), guardian, or appointed surrogate of the child
- ❖ Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education setting)
- ❖ Not less than one special education teacher of the child, or when appropriate, not less than one special education provider of the child
- ❖ An administrator/designee of the district
- ❖ When appropriate, an individual who can interpret the instructional implications of evaluation results, who may be a member of the team
- ❖ At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the child, including Related Service Providers as appropriate
- ❖ When appropriate, the child with a disability
- ❖ If needed, an interpreter to translate the IEP meeting in the parents native language

# When An IEP Meeting Must Be Held



**The IEP Meeting must be held when any of the following events or circumstances occur:**

- ❖ Within sixty (60) calendar days following parental written request for an assessment
- ❖ Proposed changes to the student's placement and/or instruction/services, as specified in the current IEP
- ❖ Within thirty (30) calendar days following a parents request for an IEP Meeting
  - Can be requested at any time to address concerns and/or changes that are needed
- ❖ At least annually to review the student's progress and the appropriateness of placement
- ❖ Following any formal assessment to present findings
- ❖ Prior to a student exiting from special education
- ❖ Within ten (10) days after the decision is made to remove a student for disciplinary purposes in excess of 10 school days
- ❖ When a student moves into OMSDs boundaries from another SELPA, 30-day IEP is held to either adopt, propose or revise the incoming IEP

## Parent Role Before the IEP

**You will be invited to attend as a valuable member of the IEP team.**



- ❖ Sign and confirm your attendance to the scheduled IEP meeting
  - Return the Invitation to IEP Team Meeting/Notice of Meeting
- ❖ Request for an interpreter, if needed
- ❖ Provide a 24-hour notice to district if you wish to audio record the meeting
- ❖ Contact your child's case manager if you would like further information

# Preparing Yourself for the IEP Meeting



## **Set expectations**

- ❖ Set high, but realistic expectations for your child
- ❖ Focus on your child's strengths
- ❖ Remember to keep an open mind and make a commitment to collaborate
- ❖ Gather information about your child to share with the team
- ❖ List your specific concerns or insights

## **Keep a file of your child's records**

- ❖ Progress reports
- ❖ Evaluations
- ❖ IEP's
- ❖ Work samples (optional)
- ❖ Medical/other outside agency reports

## **Create a list of items you want addressed/discussed, and bring the list to the meeting**

- ❖ What goals do you want included in the IEP?
- ❖ What type of support and/or service is needed?
- ❖ How will your child's special needs be addressed?
- ❖ What accommodations/modifications (if any) are needed?

# During the IEP Meeting



**Your participation and valuable input are important in the development of an appropriate education and arriving at decisions about your child's education.**

- ❖ Stay on topic during the meeting
- ❖ Share your child's strengths/preferences/interests
- ❖ Be prepared to address any concerns relevant to your child's educational progress
- ❖ Take notes and ask clarifying questions
- ❖ Review documents provided

# Typical IEP Ground Rules

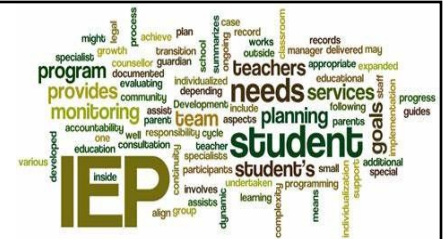
Expectations,  
Ground Rules, And  
Group Agreements

A HANDS ON ACTIVITY



- ❖ Maintain professionalism and assume good intentions from all participants
- ❖ All IEP team members are required to attend during the duration of the IEP meeting, unless the IEP Team Member Excusal form is signed by parent prior to the meeting
- ❖ Communicate clear and concise information
- ❖ Listen attentively
- ❖ Respect the views of others and “agree to disagree”
- ❖ Welcome clarifying questions
- ❖ Maintain confidentiality

# The IEP Meeting



The IEP Team will review the following IEP documents:

- ❖ Information/Eligibility
- ❖ Present Levels of Academic Achievement and Functional Performance
- ❖ Annual (SMART) Goals
- ❖ Statewide Assessments
- ❖ Special Factors
- ❖ Behavior Intervention Plan, if behavior impedes learning of self or others
- ❖ Offer of FAPE–Service
- ❖ Extended School Year (ESY) Eligibility
- ❖ Offer of FAPE–Educational Setting

# What To Do If You Do Not Agree with the IEP



- ❖ Sign-in to indicate that you attended the meeting as a participant
- ❖ Indicate that you are not in agreement with the IEP in its entirety, with the exception of
  - Note your comments about the areas of disagreement on the IEP form
  - You may also indicate that you intend to add written comments, attached to the IEP
- ❖ Have the note taker indicate your concerns in the IEP meeting notes
- ❖ If you do not consent to all the components of the IEP, the components to which you have consented may be implemented as to not delay providing instruction and services to your child
- ❖ The components to which you do not agree will not be implemented
  - If an agreement cannot be reached after concentrated efforts to do so, complete an EDR form in hopes to reach a positive resolution
- ❖ If the special education placement/program is the concern, the child must remain in the current placement/program unless the district and parent agree otherwise
- ❖ If you are not in agreement with an assessment, you have the right to obtain an Independent Educational Evaluation (IEE)

## After the IEP Meeting



- ❖ Once you provide consent, the IEP will be implemented as soon as possible
- ❖ A copy of the IEP, along with other reports discussed, will be provided
- ❖ If needed, IEP documents can be translated into your native language

### **When receiving your child's IEP, ask yourself these questions:**

- ❖ Based on my child's eligibility where can I get more information?
- ❖ What are the characteristics of my child's disability?
- ❖ Will his/her disability impact the rate in which they learn?
- ❖ How can I address my child's needs at home?
- ❖ Who do I contact with questions about my child's IEP?

# Remember, it is always best to be proactive!



**Remember!**

- ❖ Monitor your child's progress
- ❖ Create/maintain an open dialogue with teachers and related-service providers
- ❖ Advocate for your child, teach self-advocacy
- ❖ Keep a chronological folder/file as a reference tool on your child
- ❖ Work with your child on homework
- ❖ Discuss concerns with your child's teacher as they arise
- ❖ Try to solve all issues at your child's school with the teacher, psychologist, service provider or principal before going to the District Office
- ❖ Contact the District Office if you need further assistance on any issues regarding your child
- ❖ Monitor your child's progress and attend all parent conferences and meetings
- ❖ Go online for support and information
- ❖ Do whatever it takes for your child's success!



# Questions & Answers



Your feedback is important & appreciated!

