



**Ontario-Montclair School District
Special Education Local Plan Area**



**Parent Guide to the IEP Process
Guía para padres de familia sobre el proceso del IEP**

Educational Plans Based on Age and Program

IFSP	IEP	ISP
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

EDUCATIONAL PLANS BASED ON AGE AND PROGRAM

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

INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

Special Education Preschool Assessment Team (SEPAT)

What is it?

- 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
 - SEPAT Office: (909) 930-6775

SPECIAL EDUCATION PRESCHOOL ASSESSMENT TEAM (SEPAT)

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

INDIVIDUALIZED SERVICE PLAN (ISP)

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

HOME HOSPITAL

The Individualized Education Plan (IEP)

What is it?

- It is the cornerstone of quality education for each child 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



THE IEP...WHAT IS IT?

The IEP Team Members

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 parent's native language

IEP TEAM

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, a 30-day IEP is held to either adopt, propose or revise the incoming IEP

WHEN AN IEP MEETING MUST BE HELD

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



PARENT ROLE BEFORE THE IEP MEETING

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



DURING THE IEP MEETING

Preparing Yourself for the IEP Meeting—Suggestions

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?



PREPARING YOURSELF FOR THE IEP

Typical IEP Ground Rules

- 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”
- We ask and welcome clarifying questions
- Welcome clarifying questions
- Maintain confidentiality

Expectations,
Ground Rules, And
Group Agreements

A HANDS ON ACTIVITY



TYPICAL IEP GROUND RULES

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



THE IEP MEETING

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)



WHAT TO DO IF YOU DO NOT AGREE WITH THE IEP

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!

- 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
 - 950 West D Street, Ontario CA 91762
 - Phone: (909) 418-6422
- Monitor your child's progress and attend all parent conferences and meetings
- Go online for support and information
 - <https://www.omsd.net/Page/3017>
- DO whatever it takes for your child's success!

***“The greatest danger for most of us
is not that we aim too high and miss,
but that we aim too low and we reach it.”
-Author unknown***



REMEMBER!

ONTARIO-MONTCLAIR SCHOOL DISTRICT



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