

Special Education Parent Advisory Committee Meeting

2025-2026

August 28, 2025



Presented by

Brandee Meyer - Outreach Consultant

Margaretha Jennings - Speech & Language Pathologist

Christine Centeno - Resource Support Program Teacher (RSP)

Purpose of Special Education Parent Advisory Committee

Purpose of SELPAC

- Nurture and expand Special Education parent involvement
- Increase input and decision-making at the school and district levels to improve achievement among students with Disabilities.

Special Education Meeting Agenda

- SWD Committee Roles and Responsibilities
- Our SPED Students
- Special Education Input for SPSA
- Elect SWD Representative and Alternate
- Tips for Effective IEPs

About SWD Parent Advisory Group

- Special Education Parent advisory group at site level
- Representation on District Special Education Committee
- Advises the Principal and SSC on SWD/Special Education Program at Edison
- Provides input on SWD training/future topics

Who Qualifies as a Special Ed Student?

Students who have an IEP receive services from our Resource Specialist and/or the Speech Pathologist qualify as Students With a Disability.

2025-2026

SWD comprise 9.1% of our students (64 students)

What Do SPED Services Look Like?

- Resource Specialists & instructional aide (RSP) - Mrs. Centeno, Mrs. Chavez (Itinerant) Mrs. Gomez (IA)
- Speech Language Pathologist & Speech Language Pathologist Assistant (Speech) - Mrs. Jennings, M. Barraza (SLPA)



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Title I

Title I Annual Meeting

Supporting Your Child to Achieve



Ontario-Montclair School District

What are Title I Funds?

Title I provides federal aid to districts and local schools to support children from low-income families.

- All OMSD schools are considered Title I

Title I Requirements

Schools must ...

- Inform parents of -
 - Title I and their right to be involved
 - Curriculum, academic assessments and academic proficiency levels.
- Involve parents in -
 - The planning, reviewing, improvement of Title I programs: Single Plan for Student Achievement (SPSA).
- Designate 1% of Title I funds to promote parent involvement

Title I Requirements

Schools must ...

- Annually update and review Parent Involvement Policy
 - Meaningful parent involvement
 - Understandable language/format
 - Build capacity
 - Include a parent compact component
 - Review every other year.

Input for SPSA (School Plan for Student Achievement)

SPED/SWD must help develop and provides SPSA input to the Principal and School Site Council (SSC) on SPED program planning.

2024 -2025 SWD Input

What is working with our SWD program?

- Constant communication with teacher and school
- Having parent workshops are helpful

What would you like to see in our SWD program?

- Add community resources to website related to SB939
- Increasing student awareness of student learning differences would be great

What training would you like to receive in regards to topics for future meetings?

- Assemblies or opportunities for students to learn about importance of inclusivity and accepting differences

Edison Students With Disability Needs Assessment

Last Year families ideas were:

- Home-School Communication- Resources/Strategies
 - Class Dojo
 - Parent Square
 - Coffee w/ the Principal
- Parent Education Training - to help with School work
 - Parent Education Classes / SPED Community event awareness
- Resources Professional Readings
 - <https://www.omsd.net/Page/3017>

2024 - 2025 : What's working with SWD

What is working with our SWD program?

What would you like to see in our SWD program?

What training would you like to receive in regards to topics for future meetings?

District SEPAC meeting dates

September 16, 2025 @ 10 a.m.

December 16, 2025 @ 10 a.m.

March 17, 2026 @ 10 a.m.

SWD Parent Representative Nomination and Election

- Election of one representative and one alternate to District SWD Parent Advisory Committee
- Elect one parent representative and one alternate –(zoom chat)
 1. Claudia Vasquez
 2. Nicole Tamayo

Representative elected above witnesses the EL advisory input to SSC and signs the SPSA signature page.

Tips Parents Can Use To Help Create An Effective IEP

Tips taken from specialedresources.com



The **Individualized Education Plan (IEP)** is required for every public school offering special education and other related services. An IEP is a combined effort between you as a parent, the teachers, school administrators, and providers of specialized services. How you help craft and update your child's IEP can do wonders in accelerating their learning progress.

Gather Information Prior to the IEP Meeting

- Establish a baseline by gathering sufficient information on your child's current learning needs.
- If this is your first ever IEP meeting, gather information and provide any additional information and examples from outside of the classroom.
- If you've had IEP meetings in the past, a good place to start is with your child's prior IEP's. Come prepared with specific questions.

Articulate Your Child's Strengths and Needs

•The **Individualized Education Plan** will be the cornerstone of your child with special needs education and a large factor in their path to excellence. Make sure that when you're participating in the updating of their IEP, you have articulated your child's strengths and needs. Pay close attention to your child's strengths. Too often people only focus on the current challenges of children with special needs instead of continuing to build on their strengths. This will help other members of the team to come up with a detailed plan that will be appropriate for your child's special needs and help guide them effectively.

Be An Ongoing Advocate

- Crafting an effective IEP requires more than just coming up with a well-written learning plan. It calls for communication with the IEP team along with your support and assistance for your child with special needs.

Future Edison Special Education SWD Meeting Dates

Edison SPED meeting dates.

Meetings will be held in person and on Zoom

January 22, 2026 @ 3:00pm

April 9, 2026 @ 3:00pm

A word cloud consisting of the word "Questions" repeated many times. The words are in various sizes, colors (black, red, blue, grey), and orientations (horizontal, vertical, diagonal). The largest word is in the center, and smaller words are scattered around it, creating a dense, textured effect.



THANK YOU

A string of eight colorful paper flags is hanging against a dark wooden background. The flags are arranged in two groups: 'THANK' and 'YOU'. Each letter is written in blue marker on a different colored flag. The flags are held together by small wooden clothespins. The colors of the flags are: red for 'T', light blue for 'H', yellow for 'A', light blue for 'N', yellow for 'K', light green for 'Y', yellow for 'O', and light green for 'U'.