

SEPAG Minutes

03/21/24

Committee Members present:

Juana Trejo-Reyes
Kelly Martins
Danit Schwartz
Yael Shafir

Administration Present:

Lori Cohen
Kara Cooper-Smith
Laurie Rochlin

Laurie Rochlin, case manager, presented on the IEP process and document.

Laurie Rochlin is a learning disability learning consultant, case manager, and she administers achievement testing for evaluations. In addition, she also supports the transition from 8th grade to high school. She has over 25+ of experience in general education, special education, early intervention, and college writing center support.

What is an IEP?

It's a legal, written document.

Who attends an IEP meeting?

Parent, general education and special education teacher, child study team member, case manager, sometimes the student and therapists, if applicable.

Some people may serve more than one role.

You can invite anyone you would like to attend an IEP meeting with you for support - just let the case manager know.

You can record IEP meetings - let your case manager know if you would like to do this

IEP Eligibility

There are 14 categories

Other factors considered: present level of academic achievement, functional performance, a student's needs, eligibility, goals, and objectives, services, accommodations, and modifications and placement.

Once a student is determined to be eligible for an IEP, parents must agree to eligibility. The school will propose a program and parents will sign to get services for their child. And IEP is always an open document. So parents

Can communicate with a child study team as needed, and the IEP document can always be amended. Goals will be identified. They will be specific timely and measurable. Goals will be related to what the child needs.

Additional sections of an IEP:

Progress reporting

Participation in general education settings

Annual IEP meeting

Plans to add your child's behavior, health or transitional needs

Teachers will add his statement, providing a roadmap for next year's teachers. Strains and weaknesses and a summary of performance and classes will be provided.

Attendance

Grades

Areas of concern

Evaluation summaries

Statement of eligibility, including the classification

Goals and objectives, which are specific to each concern

Modifications and accommodations (classwork, Tess, grading, materials, instructional strategies)

State testing accommodations and modifications

Placement, including education, classes, related services and transportation for Out district placement, in class supplemental support, such as shared para or an extra teacher

Notes:

- The general goal is to have a child in the least restrictive environment that is appropriate for them.
- If a student is Out of General education settings for more than 20% of the day a rationale must be added.
- Parents can write a statement to be including the IEP, addressing their concerns as needed
- IEP's are written for one year from the start of the IEP until the day before in the next year
- He said skills class is available for students who need help organizing previewing materials in instead of foreign language data daily in seventh and eighth grade
- It is required that students take language in middle school
- There are no more than 10 students with an IEP in a collaborative class by law
- There can be up to 10 students in a resource room setting
- Make sure to read the details of your document. It will specify what services and support your child will receive.
- You can request an IEP meeting as often as needed
- You can also request modifications and extracurricular and non-academic activities
- Extended school year may be available to your child as needed, if there is a concern about regression over the summer.
- You have 15 days to sign the IEP document.
- Renewals don't need a signature to keep an IEP in place (after 15 days automatic).
- Come to IEP meetings, prepared with an open mind and questions.
- The child study team takes a team approach to development of the IEP.

- Data has a support the rationale
- Academic assistance will be available this summer due to a grant.
- You can bring outside evaluations to the child study team to support concerns and to add to the data. However, it does not guarantee that the student will receive what's recommended. It must be warranted.

How to start the process:

Parents or guardians should send an email expressing their concerns to the child study team. The child study team has 20 days to respond and set up a meeting. During this meeting, it is believed that the child needs to be evaluated, parent or guardian will provide consent to evaluate the child. The child city team will have 90 days to evaluate the child, including weekends, vacations, and summer. The child will be evaluated and the results will be presented to the parent or guardian 10 days before the next meeting.

Resources:

Two resources are available to provide support and education to parents related to special education:

- **PRISE** - <https://www.nj.gov/education/specialed/parents/>
- **SPAN** - <https://spanadvocacy.org/>
 - has a warm line with individuals who can answer questions and they provide trainings to parents and staff

SEPAG INFORMATION

SEPAG website: <https://www.closterschools.org/SEPAG>

If you or someone you know would like to be added to the email list please send an email to DrRenataMartins@gmail.com