



**Morris School District  
IEP Meetings 101  
presented by MSD SEPAG**

# Topics

1. What is an Individualized Educational Plan (IEP)?
2. Types of Child Study Team (CST) meetings
3. Review of Parental Rights
4. Advice from Parents
5. Panel Discussion/ Questions

# IEP 101: What is an IEP?

- An IEP is an Individualized Education Plan which provides direct services and modifications and accommodations for a student identified as having a disability
- Under the “Individuals with Disabilities Act,” school districts are required to provide a “Free and Appropriate Education” for students with disabilities
- **Depending on the student**, these services **can** include:
  - Direct educational services
  - Counseling
  - Related Services
  - Consultative Services
  - Targeted Goals and Objectives

# Types of IEP Meetings

1. Initial Evaluation Planning

2. Initial Eligibility Determination

3. Annual Review

4. Triennial Reevaluation Planning Meeting

5. Reevaluation with Eligibility Determination

# Definition of Special Education

What qualifies a child for an IEP in NJ IN GRADES K-12?

Children must meet two requirements to be eligible for an IEP: The child meets one or more of the 14 listed disabilities AND the disability affects the child's ability to learn without specialized instruction.

There must be an educational impact.

# Classifications

**The disability adversely affects the student's educational performance, and the student is in need of special education and related services.**

*The following are the federal classification categories:*

Auditory Impairment

Intellectual disability

Emotional regulation impairment

Deaf/Blindness

Other health impaired

Social maladjustment

Traumatic brain injury

Autism

Communication impairment

Multiple disabilities

Orthopedic impairment

Preschool child with a disability

Specific learning disability

Visual impairment

# Types of IEP Meetings

1. Initial Identification and Planning

2. Initial Eligibility Determination

3. Annual Review

4. Triennial Reevaluation Planning Meeting

5. Reevaluation with Eligibility Determination

# **Types of CST Meetings: Initial Identification and Evaluation Planning**

1. Initial Evaluation Planning
2. Initial Eligibility Determination
3. Annual Review
4. Triennial Reevaluation Planning Meeting
5. Reevaluation with Eligibility Determination

## **When does it occur?**

- This meeting happens within 20 days of an official referral to the Child Study Team (CST)
- Official referrals can come from any of the following:
  - School personnel (administrators/teachers)
  - Intervention and Referral Services Committee
  - Parents



# Types of CST Meetings: Initial Identification and Evaluation Planning

## Who attends?

- Participants (the team) may include:
  - School Psychologist
  - Learning Disability Teacher-Consultant (LDT-C)
  - School Social Worker
  - General education teacher who knows the student
  - Parent(s) or guardian
    - Parents are welcome to bring whomever makes you feel comfortable/knows your child best (we ask that you let us know)
    - Parents should be prepared to bring all relevant information to the meeting (e.g. prior evaluations, diagnosis, etc)

1. Initial Evaluation Planning

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# Types of CST Meetings: Initial Identification and Evaluation Planning

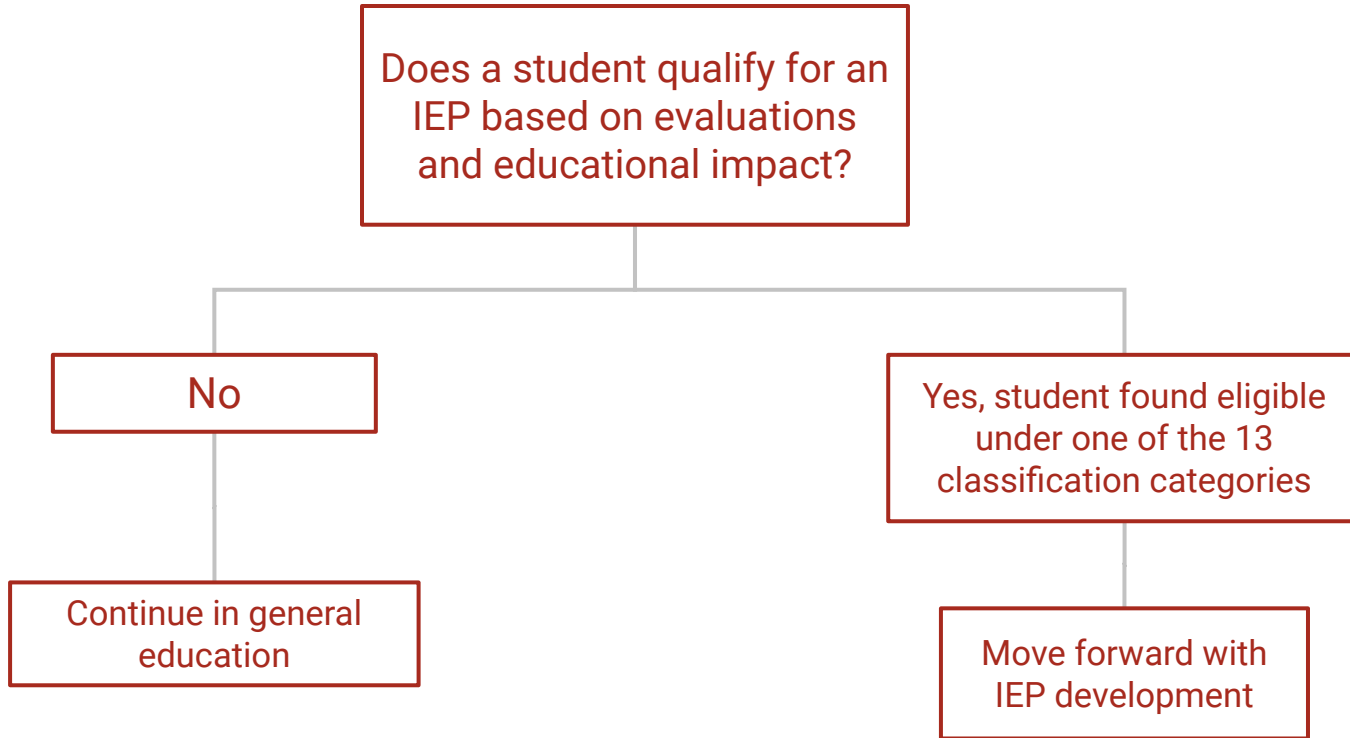
1. Initial Evaluation Planning
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## What happens at this meeting?

- The team discusses student's data/ area of concerns
- The team determines whether there is a suspected disability that has an educational impact
- If the team suspects a disability, they will propose evaluations
- The types of evaluations being proposed are discussed
- Parent/guardian provide written consent in order for testing to occur

# Types of Evaluations

- Psychological evaluation
- Educational evaluation
- Social history
- Speech evaluation (if applicable)
- Occupational therapy (if applicable)
- Physical therapy (if applicable)
- Audiological (if applicable)



# Types of IEP Meetings

1. Initial Identification and Planning

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# Types of CST Meetings: Eligibility with IEP

1. Initial Identification and Planning

2. Initial Eligibility Determination

3. Annual Review

4. Triennial Reevaluation Planning Meeting

5. Reevaluation with Eligibility Determination

## When does it occur?

- This meeting happens within 90 days of written consent from parents to test
- Parents should receive evaluations 10 days prior to the meeting

## How is eligibility determined?

- A student must have a disability according to one of the eligibility categories
- The disability must adversely affect the student's educational performance
- The student must be in need of special education

If the student is determined to be eligible, an IEP meeting will be held to develop your child's IEP

**A eligibility determination meetings and IEP meeting may be held at the same time if found eligible.**

# Types of CST Meetings: Eligibility with IEP

## Who attends?

- Participants (the team) may include:
  - Case manager
  - At least one child study team member
  - Parent
  - General education teacher
  - Special education teacher (if applicable)
  - Student (when appropriate)
  - Others at the discretion of the parent or school

1. Initial Identification and Planning

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# Types of CST Meetings: Eligibility with IEP

1. Initial Identification and Planning

2. Initial Eligibility Determination

3. Annual Review

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5. Reevaluation with Eligibility Determination

## Initial IEP development

After your child is determined to be eligible, the team will develop your child's IEP.

Includes sections such as:

- Present levels of your child's current performance instructional needs
- Related services (if applicable)
- Annual goals and short-term objectives
- Accommodations and modifications
- Special education programming
- Behavior Interventions (if applicable)
- Transition Planning (when appropriate)



# Types of IEP Meetings

1. Initial Identification and Planning

2. Initial Eligibility Determination

3. Annual Review

4. Triennial Reevaluation Planning Meeting

5. Reevaluation with Eligibility Determination

# Types of CST Meetings: Annual Review

## When does it occur?

- An IEP is reviewed at least one time annually
- An IEP meeting can be called at any time

## Who attends?

- Participants (the team) should include:
  - Student's case manager
  - Parent/guardian
  - General Education teacher
  - Special Education teacher
  - Related service provider(s) (if applicable)
  - Student (if appropriate)

1. Initial Identification and Planning

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3. Annual Review

4. Triennial Reevaluation Planning Meeting

5. Reevaluation with Eligibility Determination

# Types of CST Meetings: Annual Review

1. Initial Identification and Planning

2. Initial Eligibility Determination

3. Annual Review

4. Triennial Reevaluation Planning Meeting

5. Reevaluation with Eligibility Determination

## What occurs at this meeting?

- The IEP team reviews a student's IEP at least once per calendar year
- A proposed IEP with services, modifications, accommodations, etc. is presented
- Teachers provide input to students' progress (present levels of performance)
- Updated goals and objectives are presented
- **Related service providers give their input**
- Parent/guardian provide input to the document

# Types of IEP Meetings

1. Initial Identification and Planning

2. Initial Eligibility Determination

3. Annual Review

4. Triennial Reevaluation Planning Meeting

5. Reevaluation with Eligibility Determination

# Types of CST Meetings: Triennial Reevaluation Planning

1. Initial Identification and Planning

2. Initial Eligibility Determination

3. Annual Review

4. Triennial Reevaluation Planning Meeting

5. Reevaluation with Eligibility Determination

## What is it?

- Within three years of previous classification, a student may be due for triennial testing
- The team meets to determine if additional assessments are necessary to determine whether the student continues to be a student with a disability.
- The IEP team will discuss the scope of the reevaluation

## Who attends?

- Parent
- Case manager
- A CST member participating in the evaluation (school psychologist, LDT-C, related service provider etc.)
- Special Education
- General Education teacher

# Types of IEP Meetings

1. Initial Identification and Planning

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# Types of CST Meetings: Reevaluation with Eligibility Determination

1. Initial Identification and Planning
2. Initial Eligibility Determination
3. Annual Review
4. Triennial Reevaluation Planning Meeting
5. Reevaluation with Eligibility Determination

## What is it?

- Once consent for a reevaluation is received, the team has 60 days to complete the testing and hold a Reevaluation with Eligibility Determination
- Reports are sent home 10 days prior to the meeting

## Who attends?

- Parent, case manager, school psychologist, LDT-C, special education teacher, and general education teacher, and any other provider who completed evaluations

# **Types of CST Meetings:** **Reevaluation with** **Eligibility Determination**

1. Initial Identification and Planning
2. Initial Eligibility Determination
3. Annual Review
4. Triennial Reevaluation Planning Meeting
5. Reevaluation with Eligibility Determination

## **What happens here?**

- A review of the testing
- Determination of whether the student continues to be eligible for special education
- If eligible, an IEP meeting is held to review and revise the student's IEP

## **Who attends?**

- Parent, case manager, school psychologist, LDT-C, Special Education and General Education teacher, related service providers (if applicable)



What are the parents' rights?

# Understanding Your Parental Rights

- You are welcome to bring whomever makes you feel comfortable/knows your child best. Please let the district know ahead of the meeting.
- Parent/guardian must provide consent in order for testing to occur.
- Parent/guardian must sign consent for an initial IEP to be implemented.
- If the district does not receive written consent, the IEP will go into effect and be finalized in 15 days unless there is disagreement
- Once testing has been agreed to, the child has protective rights under the NJ Special Education Code.
- If there is a disagreement with the IEP, the parent/guardian has the right to:
  - Ask for another IEP meeting
  - Request a mediation session from the state between the District and the parent
  - Request a determination regarding whether the document provides Free Appropriate Public Education (FAPE) through the Office of Administrative Law
    - This is called taking the District “Due Process.”
- If you do not agree with the evaluation completed by the district, you are entitled to ask for ONE independent evaluation.

**For more information, refer to the Parental Rights in Special Education (PRISE) booklet.**

# Parent Advice

# Words of Advice (from parents!)



1. If you can manage it both parents/guardians should go to the meeting . A lot of information will be given at the meeting always nice to have two sets of ears listening then one.
2. You may record your IEP meeting to ensure you don't miss any details and that you have all information you need for the future. ( the district must be informed in advance of your intent to record as the district will record as well).
3. You will be asked for your own input and parent concerns. It will be helpful to come prepared with a list of your child's strengths, challenges, preference, and learning styles. You can also send your concerns in an email after the meeting.

# Words of Advice (from parents!) continued....



4. If there are any words or terms you are unfamiliar with please ask for clarification.
5. A revised IEP goes into effect in 15 days with or without a signature.
6. Come to the meeting with an open mind and a positive attitude. You will have a case manager that may stay with you for multiple years.

# Words of advice (from parents!) continued...

## 7. Come to the meeting prepared!

- a. A folder is nice, but a binder is better. In this binder should be:

a copy of the old IEP	copy of your child's report card
copy of the IEP goals report card	paper to take notes on
- b. If you want something specific it is always nice to have evidence or an example. Save some of your child's work to show to the team to help demonstrate your desire.
- c. Send your concerns in advance to your case as this will help them prepare to address your concerns .

Questions?

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# Thank You



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