

***Working Collaboratively with
Your Child Study Team-
Being an effective Team
Member***

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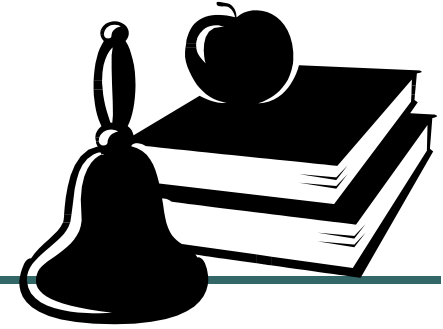
June, 2012

How did you get here?

- The referral to the Child Study Team – CST –comes from either you as the parents or your child's teacher/school
- Has your child been having difficulty in school, what are the schools concerns?
- What concerns do you have as a parent?



Teacher/School Referral



- What are the teachers concerns
- What interventions have been utilized
- What documentation exhibiting difficulties has been provided to you
- Were interventions successful
- What was the duration of interventions
- Has your child gone through the IR&S process
- Have you been part of the process

Parental Referral

- Have you discussed concerns with teachers
- Has your child been through the IR&S Process
- Parents can request an evaluation when they feel it is warranted. Write a letter with specific concerns.
- School district will respond to parental request for an evaluation within 20 calendar days



Meeting will be scheduled to determine if an evaluation is warranted

- Meeting Participants

Parents

Child Study Team

General Education Teacher/Teachers

All data, assessments and information provided by the teachers and parents will be discussed. Bring specific examples



Evaluation not Warranted

- 15 days you will receive notice – Evaluation is not warranted.
- You will receive procedural safeguards, spec. ed. regulations and due process regulations
- If you do not agree may request due process or mediation

Evaluation Warranted

- Student is identified as potentially a student with a disability
- A case manager is assigned
- Will receive written notice within 15 days after meeting outlining the scope of evaluations
- Request for written consent

90 day Clock begins



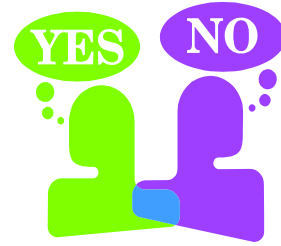
- ALL Testing must be completed within 90 days (must have parental consent or time line does not begin).
- All written reports **MUST** be received by parent 10 days prior to the meeting for review.
- Meeting to determine eligibility will be scheduled

Eligibility is determined collaboratively

- Eligibility meeting will take place to discuss evaluations. Initial I.E.P. meeting may start immediately if parents accept eligibility.
- Parents, teacher, CST members, case manager and any other certified school personnel.



Eligible or Not Eligible



● Eligible

1. Student has 1 or more defined disabilities – **See Appendix One**
2. Disabilities adversely affects educational performance
3. Student requires special education and related services
4. Parents agree develop IEP
5. Parents can disagree and refuse special educ. services

● Not eligible

1. Based on evaluations students may not qualify for services therefore is determined to be not eligible.
2. Parents may disagree and request mediation, due process or independent evaluations.

3 Year Re-evaluations

- Meeting to discuss re-evaluation process
- Same testing procedures as during initial evaluations.
- All reports **MUST** be received 10 calendar days prior to the meeting

3 year Evaluations

Continues to be Eligible

1. Student has 1 or more defined disabilities – **See Appendix One**
2. Disabilities adversely affects educational performance
3. Student requires special education and related services
4. Parents agree develop new IEP
5. Parents can disagree and refuse special educ. services

No Longer Eligible

1. Based on evaluations students may not qualify for services therefore is determined to be not eligible.
2. Parents may disagree and request mediation, due process or independent evaluations.

Speech Only – when speech is found to be the only concern then a Speech/Language IEP is developed (ESLS).

What Is An I.E.P.



Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly *individualized* document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.

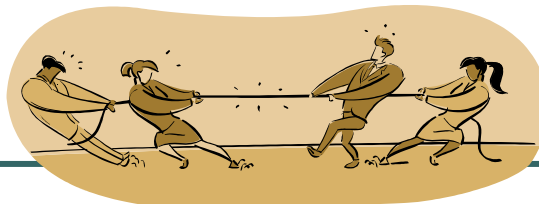
What Is In the I.E.P.

- Present Levels of Performance
- Measurable Goals/Objectives
- Educational Progress – how will progress be measured and how often
- Accommodations/Modifications/Alt. Asses.
- Parental Statement/Concerns
- Related Services – Speech, OT, PT, Counseling.
(Must include frequency and duration)



Becoming an Effective Team Member

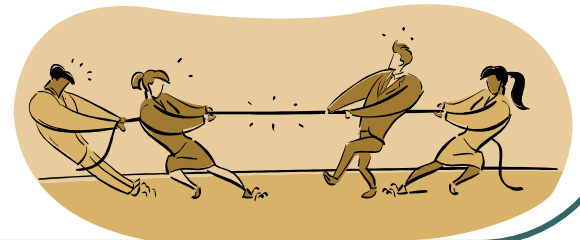
- Come to all meetings with an open mind,
- Write down questions before hand to ensure you don't forget to ask a question in the moment. Leave a space under each question to write answer that corresponds to each question.
- Don't be afraid to ask additional questions and/or ask for clarification if you do not understand any thing discussed.



Becoming an Effective Team Member

Continued

- Bring specific examples of your concerns
 - My child is very forgetful
 - I have to repeat all directions several time and they are still confused
 - My child always leaps before they look
 - My child cannot focus on 1 thing, they always do 10 different things
- Bring specific examples related to academic areas
 - My child has difficulty with addition and subtraction
 - My child has difficulty with reading fluency.



Becoming an Effective Team Member Continued

- Bring current I.E.P. with questions marked in areas of concern
- Create/Update a “My Child” profile – Appendix Two
- Ask for explanations if anyone uses a term/abbreviations you don’t understand – Appendix Three
- Bring someone with you – family member/friend. It is good have someone else hear what everyone is saying. Give team notice of who is coming and in what capacity (friend for help v.s. advocate)

Becoming an Effective Team Member Continued

- If you are going to record must give team notice.
- Bring any outside reports and evaluations to review with team. This gives everyone a better picture of your child.
- Leave meeting with a draft I.E.P.

Creating your child's I.E.P.

Parents and the Child Study Team will meet to create your child's I.E.P.

Proposed educational placement will be discussed and you will have the opportunity to observe a proposed placement if other than your child's current classroom

Services will be proposed - Speech, Occupational Therapy and/or Physical Therapy based on the needs of your child. Counseling may also be considered.

Educational needs such as reading and math for example will also be discussed.

Goals and Objectives to be implemented along with Modifications and Adaptations will be reviewed.

Initial I.E.P. cannot be implemented until you give your consent by signing the I.E.P.

What do I do after the IEP Meeting?

1. Review the draft and make notes of what you want clarified
2. Call CST team for a meeting or sign within **15 days**
If this is not an initial IEP, it automatically becomes effective in 15 days whether you sign or not. An initial IEP must be signed before it can go into effect.
3. Have another meeting, add/change/agree to ensure the IEP is acceptable to all
4. Sign the I.E.P.



What Happens Next



Goals and objectives will be implemented and monitored.

An Annual Review will be held yearly to discuss your child's progress in all areas. The CST team will meet with you and teachers to review and revise the I.E.P. that is currently in place.

You do not have to wait a year should you feel you would like to review and revise the current I.E.P.

You will receive a new I.E.P. to sign to be implemented for the next year.

Every 3 years updated evaluations will be completed to assess future needs and placements.

Appendix One – Classification Categories

1. Auditorily Impaired
2. Autistic
3. Cognitively Impaired – mild, moderate, severe
4. Communication Impaired
5. Emotionally disturbed
6. Multiply disabled – two or more disabling conditions
7. Deaf/blindness
8. Orthopedically Impaired
9. OHI-Other Health Impaired – ADD, ADHD, medical conditions such as Sickle Cell, Tourette Syndrome, heart conditions etc.
10. Preschool child with a disability
11. Social Maladjustment
12. Specific Learning Disability
13. Traumatic Brain injury
14. Visually Impaired

Appendix Two –Student Profile

Who Am?

What are my strengths?

What are my successes ?

What are my challenges?

Where and when do I need help

What are my dreams

Other helpful information

Describe yourself/child

Describe areas I/they do well both educationally and socially

List all accomplishments no matter how small

Describe areas of difficulty both in and out of school

List any help needed

Long and short term goals

Any information you feel will help the school know your child



Appendix Two – Goals for my Child

- Academic
- Social/Emotional/Behavioral
- Communication
- OT/PT
- Daily Living
- Other



List any goals you want your child to achieve

Appendix Three – School related

- I.E.P. - Individualized Educational Plan
- CST – Child Study Team
- LRE – Least Restrictive Environment
- ESY – Extended School year
- OT – Occupational Therapist
- PT – Physical Therapist
- SLP – Speech and Language Pathologist
- SL – Speech and Language
- ESLS –Eligible for Speech and Language Services
- IR&S – Intervention and Referral Services
- AYP – Adequate Yearly Progress
- PBS – Positive Behavioral Supports
- BIP – Behavioral Intervention Plan
- FBA – Functional Behavioral assessment

Appendix Three – General Terms

- FERPA – Family Education Rights and Privacy Act
- FAPE – Free Appropriate Public Education
- NCLB – No Child Left Behind
- IDEA – Individuals w/ Disabilities Education Act
- PRISE – Parental Rights In Special Education
- NJDOE – New Jersey Department Of Education
- NJAC – New Jersey Administrative Code (followed by numbers)



“Not every child has an equal talent or an equal ability or equal motivation, But all children have the equal right to develop their talent, their ability and their motivation”.

John F. Kennedy