

| Date & Time: | 1/19/23 6:30 to 8:00 pm |
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| Location: | Jefferson township Board of Education building and Virtual Zoom Meet “Parents rights in special education” presented by Juceyka Fugeroa |
| Attendance: | D. Perez(virtual), T. Acosta, M. Katz,K. Heiner, J. Figeruoa, K. Arnold, J. Reinstein |

| Topic | Discussion Summary | Actions | Responsible Party | Due Date |
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| Housekeeping | Tracy Acosta went over the rules of the group |  |  |  |
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| Prise( Parental Rights in Special Education)  J Figeruoa  K Arnold | Prise is provided at each IEP meeting  It is also on the link in the email CST  45 page doc. Can be printed at IEP meeting upon request.  Know your rights-Parents have the right to be involved and informed! Maybe the most important right.  Parents can initiate the process.  The IEP is collaborative with the team  IDEA every child with a disability is entitled to a free appropriate public education ( FAPE) in the least restrictive environment.  These are the most important parts of the PRISE  1 Right to participate- parents have the right to participate in all decisions about the IEP and evaluations.  2.RIght to written notice- you should be getting written notice in plenty of time. ( at least 3 weeks notice)  3. Right to consent- parents and 18 yr old child.  Cover page is attendance only. (In the IEP)  Signatures for the IEP are due within 15 days.  Parents can refuse evaluations or educational placement.  4- right to access educational records.  Requests should be sent in writing to office of special services  5. Right to disagree- try to resolve with the district. CST first.  These procedures may include:  Complaint resolution  Mediation  Due process hearing ( Prise lists steps for filing)  6.Right to reevaluations- right every 3 years. You can waive the re evaluation in writing.  Re Evaluations are useful for current data to see if a program is appropriate for your child.  Reevaluation can be done before 3 years, the district may decline it within the first year.  A re evaluation must be done before a child is determined to no longer need services.  7. Right to discuss transition- starts in 8th grade.  Discussions include strengths and weaknesses, plans after graduation,  What course of studies is the best.  Options available if they require specialized programs.  8. Right to information on disciplinary actions  District is required to consider their unique circumstances when determining appropriate disciplinary action.  Manifestation meeting takes place after 10 days of suspension.  Comments?questions from the group.  Can a manifestation meeting happen before 10 days?  Parents can call a meeting sooner to discuss disability and if it contributed to the behavior.  Rather than waiting for the manifestation meeting, contact with the case manager is encouraged.  Are administrators required to have special education training?  Principals (admin) Are not required to take part in special education training. This may be something that the district can put into place so that the administration is more aware of special needs population and how it may affect discipline,  This is something that we should look into for our district.  How is information communicated with language barriers?  Meetings are translated. District does have several bilingual staff members. The Prise is available in several languages.  Who can make a referral for an evaluation for an IEP? Parents, staff, professionals.  Can a DR?  Team still has to determine if evaluations are needed. Process is always the same.  Student advocacy?  How can we help students advocate for themselves?  Come to IEP meetings.  As of age 14, students must be invited to their IEP meetings.  Some parents choose not to have students come. Although it is a case by case basis.  Students are invited. But parents have to agree with them coming to the meeting.  Some reasons that parents may not want their child to attend meetings are because parents may not want students to feel different or be afraid of their disability.  What is the study skills class? Usually freshman and sophomore. Small class and instructor will help the student keeping on top of the work and prioritize  It is not a self advocacy class.  Study skills class-  Parent says that there have been conversations about their IEP about supports, like modifications and accommodations.  It can be a positive for the student to learn self advocacy. | Share info  Discuss ways to have training brought into the district for administrators. | All |  |
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| Next Meeting | 2/16/23: Behavioral Supports/Behavior Plans with our districts BCBA, Katie Pietrowski |  |  |  |

Submitted by: Michele Katz