

FAMILY FORUM: PREPARING FOR YOUR CHILD'S ANNUAL REVIEW



Community Support Network at WIHD

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Westchester Institute
for Human Development

Community Support Network (Technical Support)

- New York State Early Intervention Program (0-2)
- Committee on Preschool Special Education (3-5)
Committee on Special Education
- Benefits Eligibility Navigation / Adult Services
- Understanding OPWDD / Self-Direction
- Guardianship/Supported Decision
- Self-Advocacy

CSN at WIHD

The help you need is here in one place.

(914) 493-8119



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Today's session will explore parent needs pertaining to:

- Purpose of the Annual Review
- What Happens At The Meeting?
- How Do I Prepare For The Meeting?
- What If I Don't Agree?



Preparing for your CPSE/CSE meeting

- Review past reports/IEPs and consult with the team regarding student progress, strategies, and areas of continued need
- Obtain copies of materials to be discussed at the meeting
- Consider inviting someone to attend who also knows your child who can listen, take notes, and support you
- Consider what you believe will support your child's growth and development
- Write down questions you have and bring them to the meeting

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CPSE/CSE Meeting:: *What happens at the meeting?*

Stages of a CPSE/CSE Meeting:

- Introductions
- Review of Evaluations
- Eligibility
- Present Levels of Performance (Strengths, Needs, Functioning Levels)
- Results of Progress Monitoring
- Annual Goals
- Programs and Services
- Placement



Plain Language IEP Forms

Student

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS	
Evaluations are tests, exams, or activities that you have been graded on. Your teacher can help you get these.	EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS) ■
Describe yourself as a person in your different subject areas at school and at home and in the community.	ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE: ■
What is your best subject? What are you good at? What do you enjoy doing outside of school?	STUDENT STRENGTHS, PREFERENCES, INTERESTS: ■
What subjects do you need help with? What are things you struggle with?	ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT: ■

New York State Education Department IEP Form

Parent

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS	
Evaluations are tests, exams, or activities that have been given to your child. These evaluations include: Psycho-educational Assessment, Speech & Language, PT, OT Assessments, Physical Exam, Medical Information, Classroom Observation Functional Behavior Assessment, Transition Assessment, and State & District Assessments.	EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS) ■
Give a current description of your child's development in regards to daily living at home, in the community, and in school.	ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE: ■
Which subjects does your child like and why? Which subjects is your child good at? Which learning style works for your child? What are some activities or interest does your child enjoy doing outside of school?	STUDENT STRENGTHS, PREFERENCES, INTERESTS: ■
	ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF

New York State Education Department IEP Form

CSN has created these forms to help parents and students understand how to navigate the IEP.
<http://wihdcsn.org/plain-language-iep-forms/>



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Sections of the IEP

11) Placement

10) Special Transportation

9) Participation in State Assessments, and
with Students without Disabilities

8) Coordinated Set of Transition Activities

7) Testing Accommodations

6) 12 month Services (if needed)

5) Programs and Services - Modifications & Supports

4) Reporting progress to parents

3) Annual Goals, Objectives / Benchmarks (if needed)

2) Measurable Post-secondary Goals and Transition Needs

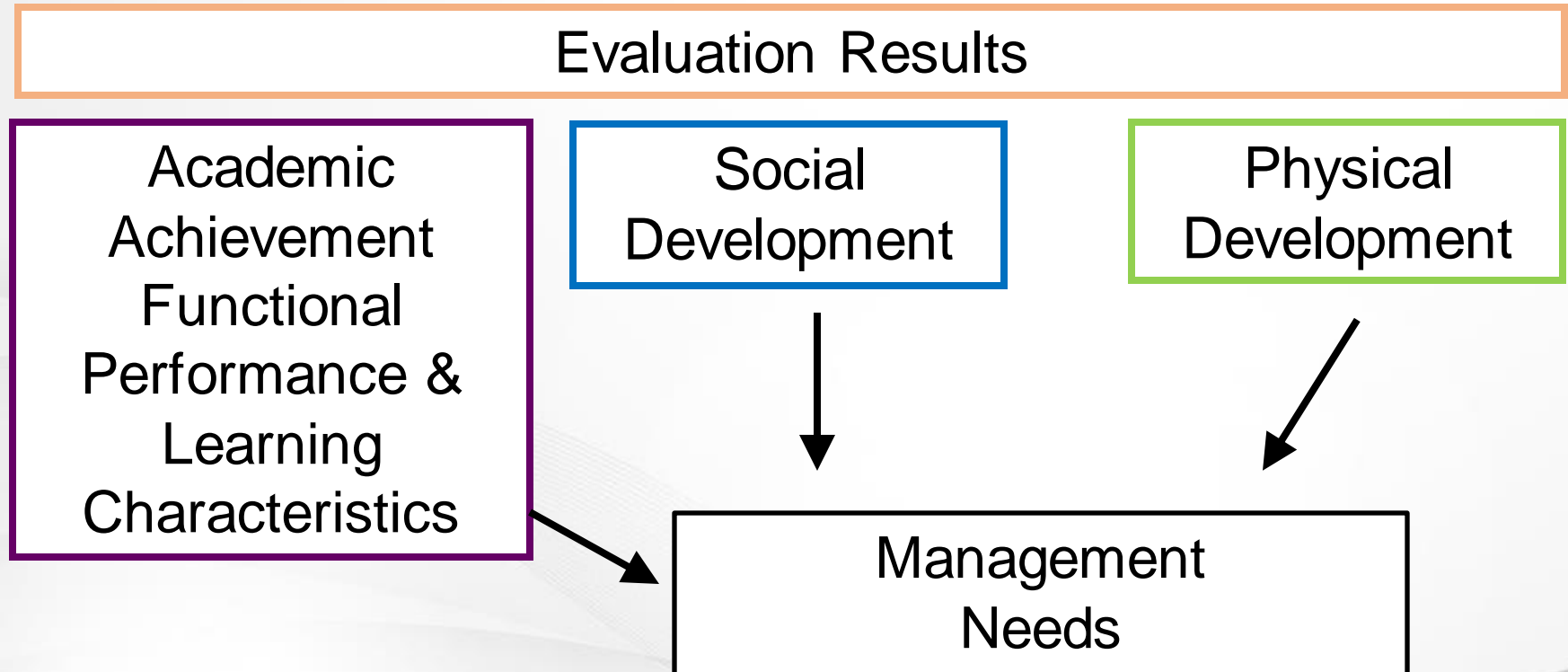
1) Present Level Of Performance

(optional Student Information Form) and Student Information

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Components of the Present Levels of Performance (PLP)

Including Strengths, Preferences, Interests, and Needs, Concerns of the Parent



PLP - Special Considerations

- Behavior (need for FBA/BIP)
- Limited English proficiency (language needs)
- Use of and instruction in the use of Braille for blind/visually impaired
- Communication needs - including language communication needs for students who are deaf/hearing impaired
- Assistive technology needs

CPSE/CSE Meeting: *How/why are IEP Goals Developed?*

- Each IEP includes annual goals
- Goals are built upon Present Levels of Performance
- Goals are related to the student's priority needs, and are identified by the CSE team
- Decisions about services, supports, and programs are determined by the student's needs and goals

Related Services

Section 200.6(e)

Related services for both school-age and preschool students include, but are not limited to:

- speech/language therapy
- audiology services
- interpreting services
- psychological services
- counseling services
- physical therapy
- occupational therapy
- orientation and mobility services
- parent counseling and training
- medical services
- school health services
- school nurse services
- school social work
- assistive technology services
- other



CPSE/CSE Process:

How does CPSE/CSE Determine Placement?

The CSE must establish placement in conformity with the Least Restrictive Environment (LRE) requirement:

- Based on a student's IEP and determined at least annually
- As close as possible to the student's home, and in the school that he/she would have attended if not disabled
- Consider any potential harmful effect on the student or on the quality of services that he/she needs
- No removal from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum

Least Restrictive Environment

LRE means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Section 200.1(cc) of the Regulations of the Commissioner of Education



Your Parent Rights

As your child's parent or guardian you can expect to:

- be fully informed
- be notified about all meetings at least five school days before the meeting
- participate in decision making
- have all information explained
- request a change in meeting, date, time and location, if needed
- have confidentiality maintained
- be able to review all school records including any data collection records, reports, or evaluations on your child



Effective Collaboration as A Member of the CSE

- Active listener*
- Speak clearly
- Focus on your child – not other CSE members
- Pose questions, suggest ideas
- Don't make assumptions
- Presume competence
- Be positive – make suggestions
- Leave negative feelings at the door



What If We Don't Agree?

- Put your concerns in writing
- Contact your Chairperson or Director
- Request another CSE meeting
- Reach out to SEPTA
- Mediation



Resources

- Virtual IEP Meeting Tip Sheets
<https://www.parentcenterhub.org/virtual-iep-meeting-tip-sheets/>
- Participating in Virtual IEP Meetings
https://parentscan.org/file_download/inline/c21ebea7-6019-4cfc-b361-89d770a728c2
- IEP Tip Sheet
- CADRE Quick Guide to Special Education Dispute Resolution Processes
https://www.cde.state.co.us/spedlaw/quickguide_dr_processes_parents
- CADRE Working Together Series
<https://www.cadeworks.org/resources/cadre-materials/working-together-series>



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Lower Hudson Early Childhood FACE Center
Mid Hudson Early Childhood FACE Center
Hudson Valley School Age FACE Center



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