

## **CSE/CPSE/504 Information for New Teachers:**

### **1. What is the difference between an IEP and a 504 Plan?**

An **IEP** is a blueprint or plan for a child's special education experience at school. An IEP provides specialized instruction and related services to meet a child's unique needs. The Individuals with Disabilities Education Act applies to IEPs. This is a federal special education law for students with disabilities. In order for a child to become eligible, they must meet the following requirements:

1. A child has one or more of the 13 disabilities listed in IDEA, which could include a learning disability, autism, or ADHD (See attached for a description of the 13 disabilities).
2. The disability must affect the student's educational performance and/or ability to learn and benefit from the general education curriculum. The child must need specialized instruction to make progress in school.

A **504 Plan** is a blueprint or plan for how the school will provide support and remove barriers for a student with a disability. This plan will provide services and changes to the learning environment to enable students to learn alongside their peers. Section 504 of the Rehabilitation Act of 1973 applies to the 504 Plan. This is a federal civil rights law to end discrimination against people with disabilities.

**\*\*Both are provided at no cost to the parent/guardian.**

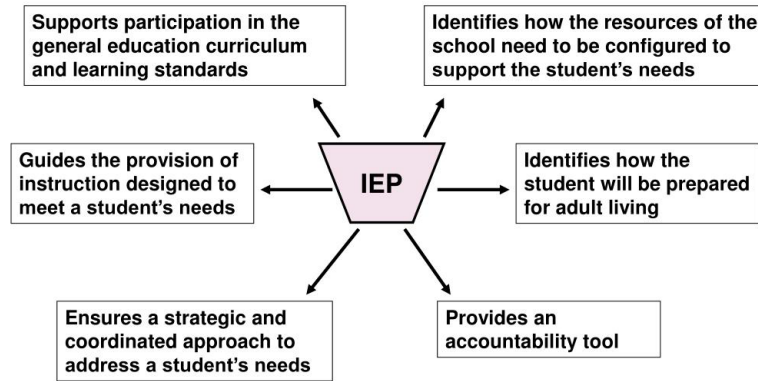
### **2. Why is the IEP important? How do I ensure that I am following a student's IEP with fidelity?**

The IEP is important because it is considered to be the cornerstone of the special education process for each individual student. In order to follow a student's IEP or 504 Plan with fidelity, engage in the following practices:

- Closely read and develop an understanding of the child's disability and IEP or 504 Plan before school begins. Don't be afraid to ask questions and ensure that you have developed an understanding before signing off on the Chapter 408 form.
- Consistently communicate with the student's case manager.
- Assist with developing modifications for instruction.
- Utilize necessary accommodations, adaptations, specialized services, and supports in order for the child to progress towards achieving learning standards and to meet their unique needs related to the disability.

**As a reminder, an accommodation changes how a student learns the material while a modification changes what a student is taught or expected to learn!**

## The IEP is the Cornerstone of the Special Education Process



### 3. What steps are included within a CSE/CPSE Process?

1. **New Referral:** This is the step in the process of providing students access to special education services. A written referral to the CSE means there is a reason to believe a student may have a disability that is adversely affecting educational performance, and which cannot be accommodated by established supports within the general educational environment. A request for referral may be made by the RTI/504 Committee, the principal, or a physician. A referral may be made by the student's parent/guardian, CSE Chairperson, Building Principal, or the RTI/504 Committee.
2. **Initial Evaluation:** The CSE must receive consent from the parent/guardian in order to complete an initial evaluation. The evaluation and CSE meeting must be conducted within 60 school days after receiving consent. An evaluation could be completed by a school psychologist, speech therapist, occupational therapist, physical therapist, or counselor.
3. **Eligibility Determination:** A CSE Review will be conducted to determine if a student is eligible for classification. This Review will be conducted within 60 calendar days of the original referral and will allow the committee to examine evaluative data, hear oral presentations, and discuss educational strategies and options. If the student is eligible for classification, an IEP is developed in conjunction with staff and parents. If a student is ineligible for classification, the recommendation should indicate the reasons why the student is ineligible. The CSE Committee may also refer the student to the 504 Committee.
4. **Implementation of the IEP:** Closely review the IEP, specifically the Present Levels of Performance, annual goals, and recommended special education programs and services. Collaborate with the student's case manager in order to ensure that you are following the IEP with fidelity.
5. **Annual Review:** The CSE Committee will meet on an annual basis to discuss the status of the student with a disability in order to recommend the continuation, modification, or termination of the provision of special education programs and services for the student

to the Board of Education. If the student continues to need special education supports, a case manager will write a new IEP that describes all aspects of the program for the coming school year.

6. **Reevaluation:** A reevaluation is an individual evaluation that must include procedures, tests, or assessments used selectively with the individual student that are necessary in order to appropriately assess the student in all areas related to the suspected disability of the student. It will be conducted at least once every three years. This will determine if the student continues to have a disability.

#### 4. **What are the expectations for CSE/CPSE Meetings?**

Prior to a CSE Meeting, you may receive a request for specific information regarding the student. You may be specifically asked to complete a Teacher Input Questionnaire (see attached). This information should be returned to the Special Education Case Manager at least ten school days prior to the CSE Meeting. Be prepared to answer questions regarding a student's strengths and needs in terms of academics, social development, physical development, and management needs.

#### 5. **How do I maintain communication and assist with the development of an IEP?**

Please complete Teacher Questionnaires in a timely manner in order for case managers to complete the IEPs. In addition, communicate with case managers on a consistent basis in order to ensure that everyone is receiving updates on the student's performance in class. You may support the IEP by following the IEP with fidelity and effectively implementing supplementary aids and services and program modifications and accommodations.

#### 6. **How do I effectively co-teach within a general education setting?**

There are six co-teaching models, which include the following:

1. **One Teach, One Observe:** One teacher delivers instruction while the other observes student learning. Usually the observer collects data on student learning, so that the team may plan for future instruction.
2. **One Teach, One Assist:** One teacher takes the lead in providing instruction while the other moves around the classroom and assists any struggling students.
3. **Parallel Teaching:** The class is divided into two groups and the same material is presented simultaneously by both teachers.
4. **Station Teaching:** Both teachers are actively involved in instruction as students are divided into groups and rotate from one station to the next.
5. **Alternative Teaching:** One teacher takes a small group of students and provides them more intensive or specialized instruction that is different than what the large group receives from the other teacher.
6. **Team Teaching:** Both teachers teach the content at the same time in tandem.

It is important to note that both teachers have equal status and equal responsibility in all six of these arrangements. It is important to respect each other, clearly define roles and responsibilities, be flexible, plan together, and communicate!

7. **What is the Response to Intervention Process and how does it align with the CSE Process?**

Response to Intervention (RTI) is a multitier approach to the early identification and support of students with learning and behavior needs. The process begins with high-quality instruction and universal screening of all children in the general education setting. This is considered to be **Tier 1 Instruction**. If you are noticing that students are struggling academically, collaborate with other teachers or colleagues for suggestions, document, and call home. If the student continues to struggle, contact your guidance counselor and provide collected information and discuss other interventions. The guidance counselor may decide to schedule a RTI Meeting. Next, struggling learners are provided with interventions at increasing levels on intensity to accelerate their rate of learning. **Tier 2 Instruction** is considered to be supplemental targeted instruction, which addresses the specific needs of students. Tier 2 students are generally 1-2 years below grade level in skills. These classes meet 3-4 days per week. If the student continues to struggle, the committee may place the student in **Tier 3 Instruction**. Tier 3 is considered to be intensive, targeted instruction for most at risk students with a specialist involved. Students in this Tier are more than 2 grade levels below in skills. These classes meet 4-5 days a week (See attached for Support Pyramid). Progress is closely monitored to assess the learning rate and level of performance. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

This process should be similar for behavioral concerns as well. Tier 1 begins with classroom management, Positive Behavioral Interventions and Support (PBIS), and quarterly rewards. Please follow similar steps when compared to academics: collaborate with other teachers or colleagues for suggestions, document, and call home. If the student continues to struggle, contact your guidance counselor and provide collected information and discuss other interventions. The guidance counselor may decide to schedule a RTI Meeting. The committee may then decide to place the child in Tier 2. Tier 2 focuses on strategic intervention, which includes checking in, implementing skill building groups, creating individual behavior strategies, providing indirect behavior consult and parent consult, and providing short-term counseling. This Tier is progress monitored twice a month. Tier 3 focuses on intensive instruction, which includes a behavior strategy plan, individual counselor, networking with outside providers, and a referral (PINS, SPOA) (See attached for a RTI Support chart).

RTI is used to make decisions in general education and special education. If students don't achieve the desired level of progress in response to those targeted interventions, they could be referred by the RTI Committee to the CSE Committee. The CSE Committee may then evaluate the student in order to determine if the student is eligible for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

**8. Who should I contact if there are consistent academic or behavioral concerns with a student in my classroom?**

Your first point of contact should be the following:

- Elementary Counselor: Jenn Turybury (ext. 1218)
- MS/HS Counselor: Josie Preston (ext. 1219)
- Social Worker: Brooke Bradt (ext. 1214)

**9. Please contact the CSE Office if you have further questions!**

- Megan Retchless, Director of Special Education, ext. 1133
- Rachele Preston, Administrative Assistant, ext. 1130