

CSE Meeting Expectations for General Education Teachers

Throughout the school year, you may be invited to a child's CSE Meeting. The CSE Committee is mandated to meet once a year to review a child's IEP during an Annual Review Meeting. The Committee also meets once every three years to review evaluation results during a Reevaluation Meeting. However, if necessary, every member of the Committee (including you!) can request a meeting at any time throughout the school year!

An **Individualized Education Plan (IEP)** contains the special education instruction and unique supports and services that students with disabilities will receive to make progress in school. An IEP is a written, legal document that outlines the program and services. When creating an IEP, it is a collaborative process between a student's family and the school aimed at meeting the unique needs of the student. The program can be changed if it's not providing the support that a child needs to progress.

Here are the four things that you need to know about your role:

1. General Education plays a big part in Special Education:

The Individuals with Disabilities Act (IDEA) is the federal law that governs special education. It's important to remember that IDEA ensures that every student is guaranteed a **free and appropriate public education (FAPE)**. Most students receive FAPE in general education; however, students with disabilities may need special education and related services (Speech Therapy, Occupational Therapy, Physical Therapy, etc.). In addition, students should receive an education in the **least restrictive environment (LRE)**, which means that students should spend as much time as possible in the general education setting. The Committee may determine that a student may benefit from receiving modified instruction in a special class setting or in a self-contained classroom. This is never the first consideration!

2. You are a required member of the CSE Committee:

IDEA requires that at least one general education teacher attends a student's CSE meeting. This is a requirement because you know the curriculum and expectations for your grade level and subject. During the meeting, you can answer parent questions and share important information. This will help the Committee determine what type of supports, services, and instruction is needed in order for the student to meet grade-level standards. **It is a professional expectation that you are engaged throughout the meeting.**

3. You will provide information about progress:

Prior to the meeting, you will need to bring the following pieces of documentation:

- Work samples, assessments, and current grades
- Information on the accommodations that the student uses or doesn't use in your class
- Progress Monitoring data from intervention or AIS
- Documentation of any behavior issues or interventions that you have used

During the meeting, be ready to share the student's strengths, weaknesses, and interests.

4. You may ask questions, raise concerns, and suggest solutions:

During the meeting, ask for clarification if you are unsure about the meaning of different terms or acronyms. This will help to ensure that you are advocating for the student's needs. Don't be afraid to discuss any of the student's challenges and help brainstorm potential solutions. It is also important for you to understand how to support the student's goals and objectives as well as implement accommodations, modifications, or behavior plans.



General Education Teacher Input Form for CSE Meetings

A. List three strengths that the student demonstrates in your class:

- 1.
- 2.
- 3.

B. List three challenges that the student demonstrates in your class:

- 1.
- 2.
- 3.

C. Attach or include student's current grade in your class and/or results on benchmark and progress monitoring assessments (AIMS Web, CORE Assessments, iReady, etc.):

D. Provide two suggestions on what parents/guardians could do to help their child at home:

- 1.
- 2.