How to Prepare for Your Child's CSE

Presented by Syosset Central School District - PPS Team
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What is a CSE meeting and why do we have them?

CSE (Committee on Special Education) is a <u>team</u> (that includes YOU and your child!) of staff members that meet to share information about your child's present or current levels of performance/functioning.

CSE convenes for Requested Reviews, Re-Evaluations, and Annual Reviews to develop your child's IEP (Individualized Education Plan).

Who attends a CSE?

- You, the parent or guardian of the student

- The district's CSE Chairperson (PPS administrator or psychologist)

- A school psychologist

- A parent member (optional and by request)

- Your child's general education teacher

- Your child's special education teacher and/or service provider

- The student, when appropriate

What is an Individualized Education Plan (IEP)?

- An IEP is a plan or program developed to ensure that a child who has a disability receives specialized instruction and/or related services.

- Your child's IEP outlines the special education services your child will receive.

- It could includes academic, social, developmental, and functional goals.

- The IEP goals are written in a way that are measurable to determine progress.

- *Every year* the CSE meets to reassess goals and determine progress. The committee *may* convene more than once a year.

- The team considers your child's strengths, your concerns, results of recent evaluations, and your child's functional and classroom performance.

- Annual Review meetings will begin in February at the secondary level and March at the elementary level.

- These meetings take place during the school day.

- As a default, CSE meetings are virtual this year.

- If you prefer to have an in-person meeting, you may request this by contacting the building/ CSE chairperson to schedule accordingly.

- The CSE must review your child's progress each year. The CSE needs to determine if progress is being made with the current level of programs and services or if other interventions should be considered.

- At the annual review the committee will:
  - Review progress toward IEP goals,
  - Review any updated assessments to help understand your child's current level of functioning,
  - Review current programs and services to determine if they continue to be appropriate; and
  - Determine if your child continues to requires support through special education.

- The goal is to develop a plan for the following school year

Now that we understand the process and purpose of the CSE meeting, we have to get ready for it.

Here are some ways to prepare for your child's upcoming meeting…

PARENTS ON THE IEP TEAM

Parents have been recognized as vital members of the IEP Team since the the passage of Public Law 94-142 in 1975

Typically, you, as parents know your child very well—not just your child's strengths and weaknesses, but all the qualities that make your child unique.
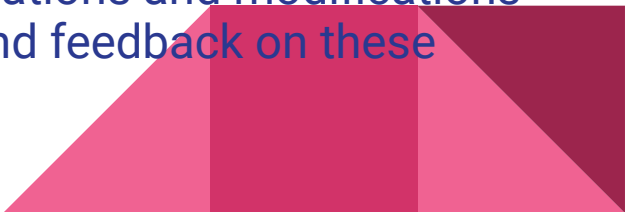
• Parents' knowledge can keep the team focused on the "big picture" of the child. They can help the team create an IEP that will work appropriately for the child.

• Parents can describe what goals are most important to them and to their child, share their concerns and suggestions for enhancing their child's education, and give insights into their son or daughter's interests, likes and dislikes, and learning styles.

• Parents have the right to add to all discussions, ask for explanations if something's not clear to them, and respectfully disagree with proposed strategies while suggesting others.

• By being an active IEP team member, parents can also infuse the IEP planning process with thought about long-term needs for the child's successful adult life.

Documents to help you prepare:

- ❏ Current IEP
- ❏ Last Educational and Psychological Evaluation
- ❏ Other evaluations (school/private evaluations)
- ❏ IEP Progress Reports
- ❏ Report Cards
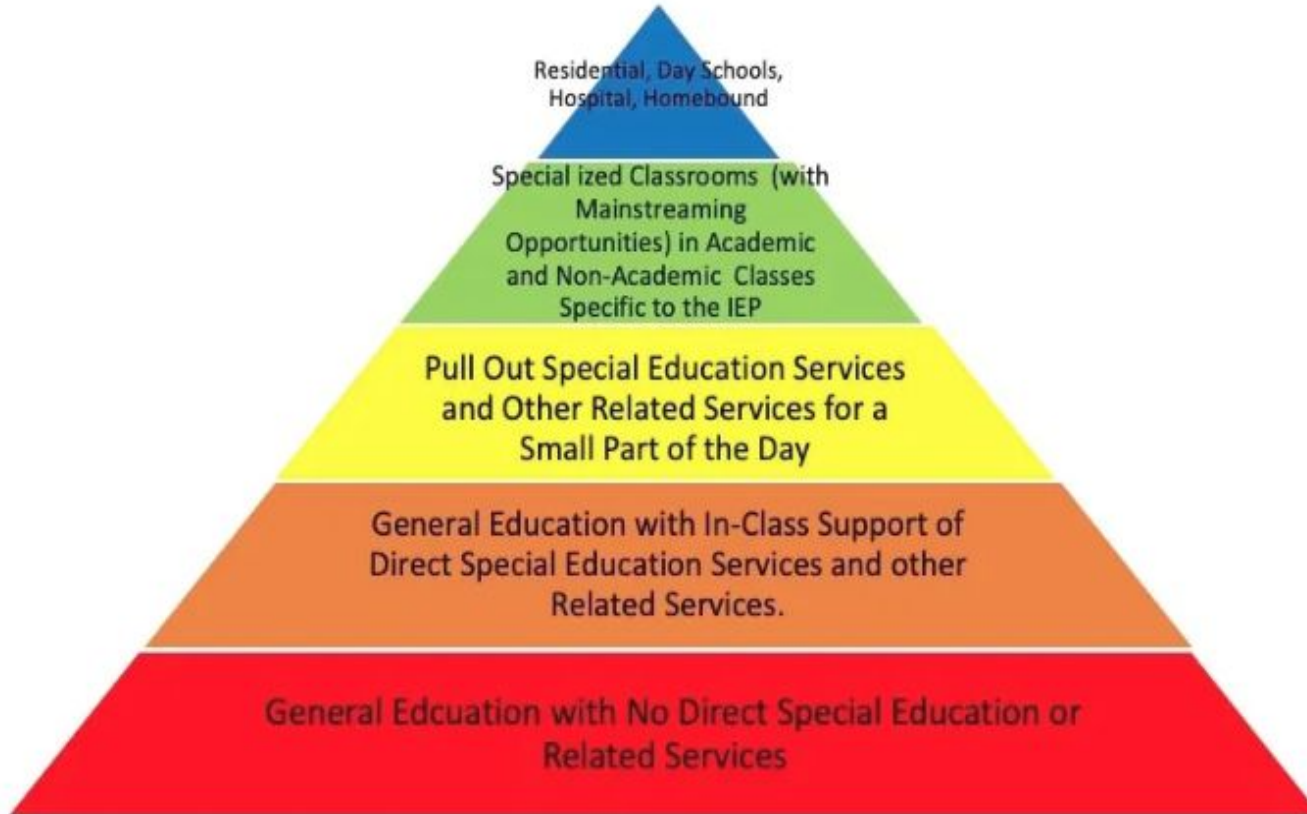- ❏ Other teacher reports
- ❏ Doctor's Notes

How to prepare for my child's CSE meeting

- Be familiar with your child's current IEP.

- Understand the accommodations and modifications on the IEP.

- Understand the programs and services your child currently receives - both general education and special education.

- Talk with the student about the IEP. What accommodations and modifications work best for them? What are your child's thoughts and feedback on these programs and services?

How to prepare for my child's CSE meeting (cont.)

- Was there any updated testing? Was this a reevaluation year (occurs every 3 years)? Do you understand the results?

- Check the Parent Portal; know how your child is doing in their classes (middle and high school).

- Check Google Classroom; know the classroom expectations.

- Look at your child's NWEA scores and any other assessments

What is the Continuum of Services?

Residential, Day Schools, Hospital, Homebound

Special ized Classrooms (with Mainstreaming Opportunities) in Academic and Non-Academic Classes Specific to the IEP

Pull Out Special Education Services and Other Related Services for a Small Part of the Day

General Education with In-Class Support of Direct Special Education Services and other Related Services.

General Edcuation with No Direct Special Education or Related Services

Programs and Services in Syosset

Elementary

Related Services:

Speech, OT, PT, Hearing, Vision, Counseling

Special Education Supports:

Consultant Teacher Services

Resource Room

Integrated Co-teaching (Cohort Specific)

Special Class

Supports for School Personnel:

Behavior, OT, PT, Hearing, Vision, Assistive

Technology Consultations

Middle School

Related Services:

Speech, OT, PT, Hearing, Vision, Counseling

Special Education Supports:

Integrated Co-teaching (all subjects)

Special Class (HBT only)

Supports for School Personnel:

Behavior, OT, PT, Hearing, Vision, Assistive

Technology Consultations

Building Level Supports:

Instructional Support

Program and Services in Syosset (cont.)

High School

Related Services:

    Speech, OT, PT, Hearing, Vision, Counseling

Special Education Supports:

    Consultant Teacher Services

    Resource Room

    Integrated Co-teaching

    Special Class

Supports for School Personnel

    Behavior, OT, PT, Hearing, Vision,

    Assistive Technology Consultations

Building Level Supports: Instructional Support

Life Skills

Currently at the High School Level but considering adding programs at both the Elementary and Middle School Levels

New York State Alternate Assessment (NYSAA):

An assessment in which students with severe cognitive disabilities demonstrate their performance. Eligibility for NYSAA is determined by the CSE; non-diploma type

Related Services:

    Speech, OT, PT, Hearing, Vision, Co-Treat (Speech-OT), Counseling

Special Education Supports

    Special Class

    Work-Based Learning (WBL)

Supports for School Personnel

    Behavior, OT, PT, Hearing, Vision,

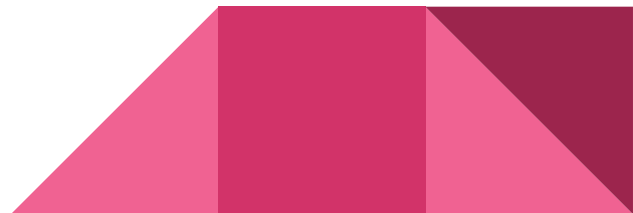   Assistive Technology Consultations

Food for Thought....

Points for discussion:

* How is your child doing academically? Do you see them making progress?

* How is your child doing socially? Are they involved in any extracurricular activities?

* Is the most appropriate, least restrictive environment being considered?

Tips….

- Communication is key. Speak to your child's IEP team prior to the meeting. There should be no surprises at the meeting. Ask about current progress as well as programs and services being considered for next year.

- Talk to your child. Ask them how they feel about school and the services they are receiving.

- Ask for clarification when you are not sure of something discussed.

- Take your own notes.

- If you think of anything after the CSE, contact the building psychologist or teacher first