



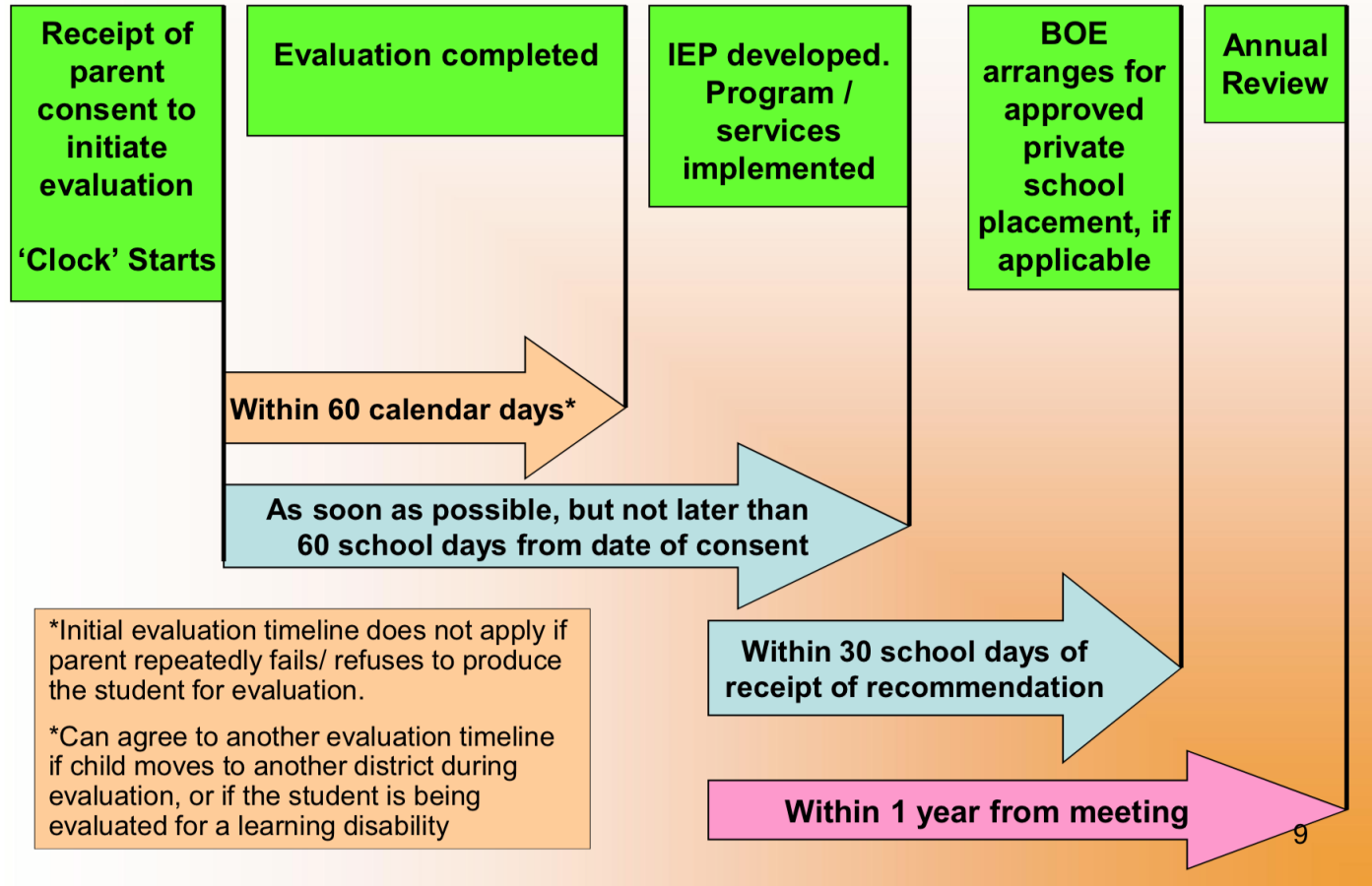
ANNUAL REVIEWS

December 2024 Parent Training

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CSE Process Timeline



What's the timeline?

- 60 days
- 30 days
- Annual review occurs one year within the original meeting.

Overview

- Common terminology
- Purpose of Annual Reviews
- Considerations at the Meeting
- Different parts of the IEP that are reviewed/updated
- Common Questions

Common Terminology

- Annual Review: means an evaluation, conducted at least annually by the committee on special education, of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.
- PWN (prior written notice): a legal document that informs parents of a student's Individualized Education Program (IEP) about changes or decisions that the school district wants to make
- Triennial/ Reevaluation: A triennial reevaluation, also known as a three-year review, is a comprehensive evaluation that determines if a child with an Individualized Education Program (IEP) still qualifies for special education services and needs.
- 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.

Are meetings always Annual Review meetings? The answer is no.

- Requested Review Meeting
- Amendment No Meeting-consent requested
- Program Review
- Annual Review Meeting

Purpose of the Annual Review

- Review all aspects of the current IEP to determine what goals were met during the current school year.
- Consider any new information about the student's educational needs
- If the the student continues to need special education supports, develop a new IEP that describe all aspects of the program for the coming school year.

Annual Review Team Members

Several team members may attend including:

- School Psychologist (often the chairperson)
- Social Worker
- Special Education Teacher
- General Education Teacher
- Speech and Language Therapist
- Occupational Therapist
- Physical Therapist
- Other service providers (vision therapist, assistive technology specialist, etc.)
- Guidance Counselors
- Director of Special Education
- Parent member
- The student

Annual Review Parent Communication

- Prior to the annual review, the CSE shall notify the parent of its intent to review the student's program and placement (Meeting Notice).
- Upon completion of the annual review, the CSE shall notify the parents of the committee's recommendations (PWN).

Considerations at the Meeting

- Strengths of the student
- Concerns of the parent
- Results of the initial or most recent evaluation (sometimes a second meeting is held if the evaluation occurs in the Fall)
- Results of the student's performance on any general state or district-wise assessments (as appropriate)
- Academic, developmental, and functional needs of the student
- Special factors
- Educational progress and achievement
- The student's ability to participate in instructional programs in general education and in the least restrictive environment (LRE).
- Updated medical information or diagnosis

What is Updated at Annual Reviews?

- Present levels of performance are updated:
 - Academic
 - Social
 - Physical
 - Management
- These sections summarize a student's current level of achievement within these specific areas. It also contains parent concerns.
- Goal progress is used to update present levels of performance
- Current classroom and evaluation data (including results from age-appropriate transition assessments when appropriate) are also included in the present levels of performance

Annual Review Goals

- Goals: statements that describe the skills, knowledge, or behaviors a student is expected to achieve in a year
- Goals should SMART: **S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented, and **T**ime-bound.
- Aligned with grade-level standards
- Progress monitored and reported on throughout the school year to parents
- For transition-aged students:
 - Measurable postsecondary goals will be updated based upon age-appropriate transition assessments
- Goals are updated based upon student's performance and new goals are created.
- Have the annual goals been achieved, or do they need to continue into the following year with changes?
 - If goals were not achieved, the team has a discussion about what changes in support services are needed in order to the student to achieve updated goals.

Examples of Areas Annual Review Goals Might Address

- Goals addressing reading decoding, comprehension, fluency
- Goals that focus on math calculation/problem solving
- Writing goals that focus on grammar and mechanics or constructing sentences and paragraphs
- Developing vocational skills
- Socialization skills/building self-esteem
- Self-regulation/advocacy goals
- Goals addressing motor skills (fine and gross motor)
- Speech and language goals (articulation, comprehension, memory strategies, formulating grammatically correct sentences)

Discussing Progress Toward Graduation

- Discussion is focused upon:
 - Graduation requirements
 - Student progress toward receipt of a diploma
 - Graduation pathway options available to the student- safety net, appeals process, and superintendent determination
 - Parents should receive information explaining graduation requirements, including eligibility criteria, processes for appeals, and superintendent determinations.

Measurable Post-Secondary Goals & Transition Needs

- In NYS, the assessment process relating to transition goals and services begins with the Level 1 career assessment at age 12. This assessment is used to determine vocational skills, aptitudes, and interests.
- Beginning with the first IEP to be in effect when the student turns age 15, the Committee must consider age-appropriate transition assessments and the student's strengths, preferences, and interests to identify the student's measurable post-secondary goals. The Committee can assist the student with identifying strengths, needs, interests, and preferences and consider these when exploring career areas and courses of study.
- The school can also provide meaningful opportunities to explore his/her career interest areas.
- Involving the student in the IEP process is important for developing self-advocacy skills: Both parents and teachers have a role in empowering the child from an early age toward self-understanding and learning how to leverage his own strengths and proactively seek accommodations for his weaknesses.

Student Involvement

What can be gained by student involvement

- When students are provided with opportunities for active engagement in the IEP process, they make gains in their functional performance, which includes social competence, communication, personal management, behavior, and self-determination.
- Self-determination skills in turn include a much deeper understanding of self through awareness, observation, evaluation, and knowledge, leading to development of self-esteem, self-efficacy, self-advocacy, and assertiveness. These skills also promote executive function-related skills such as choice making, problem solving, decision making, goal setting, and self-regulation to attain goals. Students who lead their IEP meetings are more likely to take ownership in their IEP goal implementation and their overall education.

Student-led IEP meetings

- Students gain confidence and communication skills as a result of leading their own IEP process.
- The IEP meeting the student leads helps him develop and practice self-advocacy and important life skills:
 - Goal-setting and teamwork
 - Understanding the impact of his/her disability
 - How to ask for and accept help from others
 - Understanding and expressing his strengths, needs and concerns
 - How to negotiate and resolve differences with others

(Chadd.org)

IEP Development at Annual Review

- Each area of the IEP is revised to meet the current needs of the student as depicted by the information presented at the meeting.
- The prior IEP and progress towards meeting goals is considered and reviewed and used to create and develop new goals for next school year.
- The IEP is individualized to each student and all accommodations, modifications, present levels of performance, and goals represent each student and are an accurate representation of their strengths and needs.

Common Questions

- What types of accommodations might my child need to make progress?
- How will these accommodations be provided?
- What types of modifications are necessary to make progress?
- How will these modifications address some of the challenges/deficits that are present?
- Which supports should be provided to help my child make progress?
- What can be done at home to help my child make progress?

What Should You Bring/Review?

- Your child's previous IEP, evaluations, progress reports, and all other documents you've received from the district
- Organize these papers (binder/folder/etc.)
- Review
- Prepare questions/concerns

Thank You!

Questions and Comments?