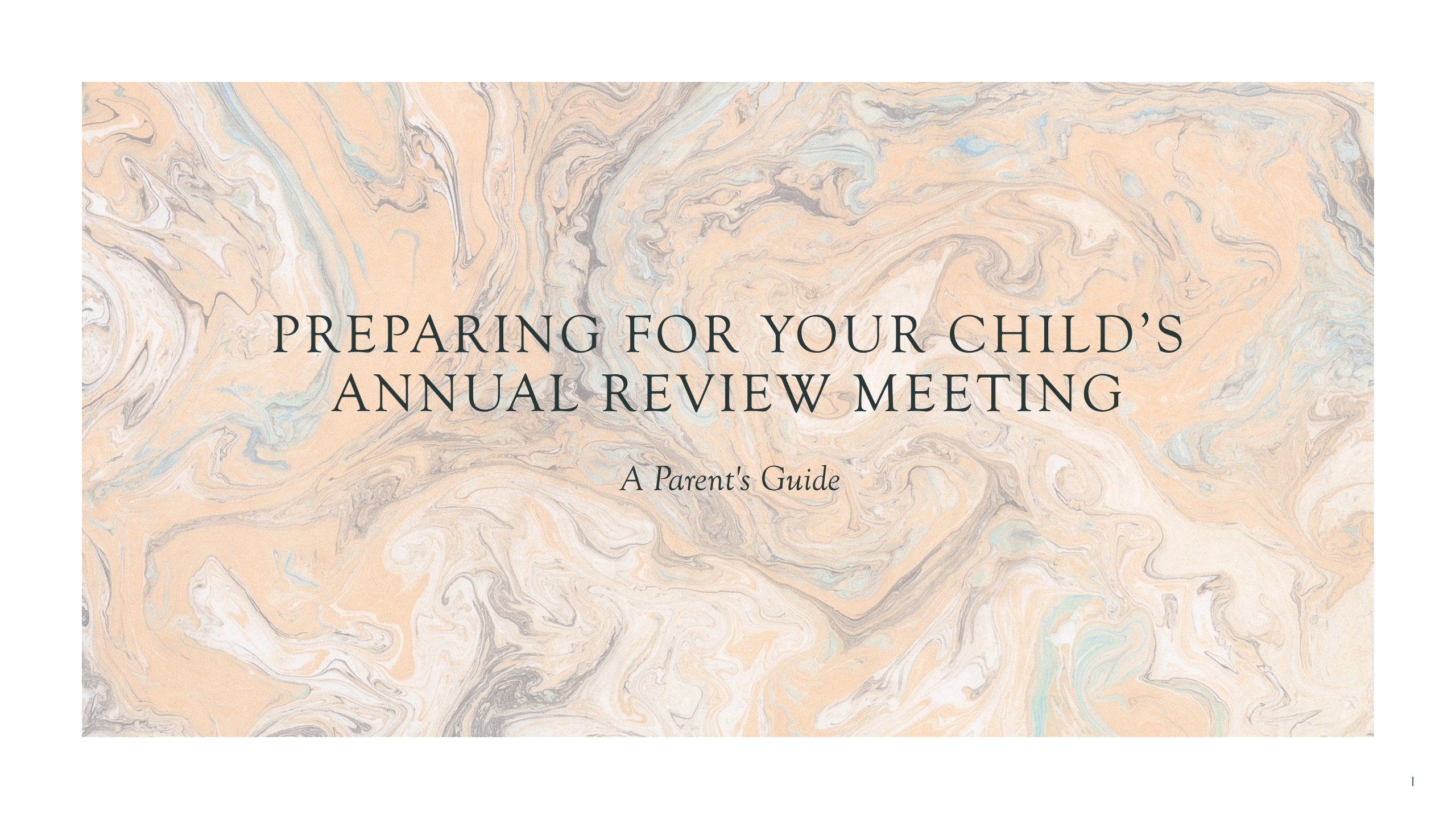




PREPARING FOR YOUR CHILD'S ANNUAL REVIEW MEETING

A Parent's Guide

ANNUAL REVIEW

At least once a year, the Committee on Special Education (CSE) convenes to develop your child's Individual Education Plan (IEP).



AGENDA

1. Preparing for the Annual Review CSE Meeting
2. What to Expect at the Annual Review CSE Meeting
3. After the Annual Review CSE Meeting

PREPARING FOR THE ANNUAL REVIEW

Review your child's current IEP, past progress reports, report cards, evaluations and reports. If applicable, please share any outside evaluations and Doctor reports with the CSE in advance of the meeting.

Talk with your child about the upcoming CSE Meeting and ask about school. "What things are hard? What things are easy? What's important for you to focus on this year?"

Consider your child's strengths/weaknesses, interests and preferences in general; how best does your child learn?

It will be important to share what methods you have found to be effective in supporting your child's growth and development, including any therapies your child participates in outside of school.

PREPARING FOR THE ANNUAL REVIEW

Write down any questions or specific concerns you have. Consider sharing those questions and/or concerns in advance of the meeting.

It may be helpful to make an appointment to speak with your child's teachers and/or providers to discuss their thoughts for next school year in advance of the meeting.

PREPARING FOR THE ANNUAL REVIEW

You will be sent a **meeting notice** through email as well as a hard copy in the mail. It will contain the date and time of the meeting, attendees and the Zoom Link.

All meetings will be held in person at your child's school. However, you can participate by phone or through Zoom. A Zoom link will be provided in the meeting invitation.

****If there is a delay or school closing due to inclement weather, meetings will be rescheduled.**

*****Please Note: Service providers (e.g., speech, OT, PT) may not be able to attend every meeting. If they are unable to attend your child's meeting, a written summary will be provided.**

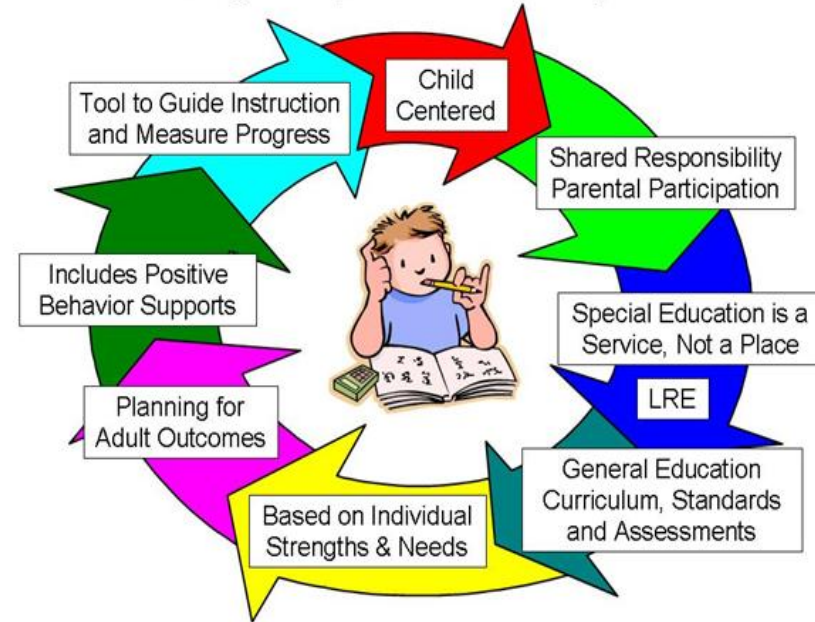
******Parents may invite other people who have knowledge or special expertise about their child to the meeting. Please notify your CSE Chairperson in advance of the meeting, whenever possible.**

WHAT TO EXPECT AT THE ANNUAL REVIEW MEETING

PRINCIPLES OF IEP DEVELOPMENT

IEP Development

Guiding Principles for IEP Development



CHILD CENTERED

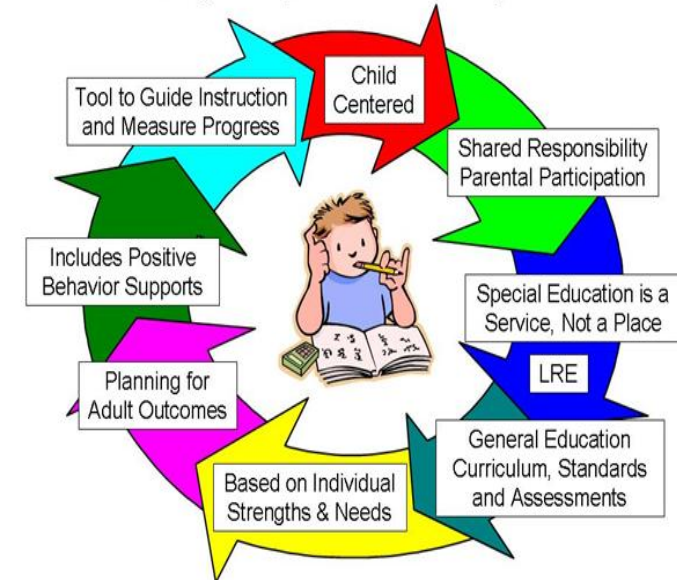
Your child is encouraged to participate in their Annual Review Meeting. They can participate by:

- Sharing insight with you prior to the meeting.
- Writing a letter to the Committee that can be read at the meeting.
- Joining the Meeting for part or all of the meeting.

To prepare your child to attend their CSE meeting, explain how the meeting works. Let your child know how important the meeting is and that his or her opinions and input are valuable. You may need to prepare your child to speak up at the meeting. Talk with your son or daughter about how to share his or her feelings about what is being proposed.

IEP Development

Guiding Principles for IEP Development



IEP Development

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SHARED RESPONSIBILITY PARENTAL PARTICIPATION

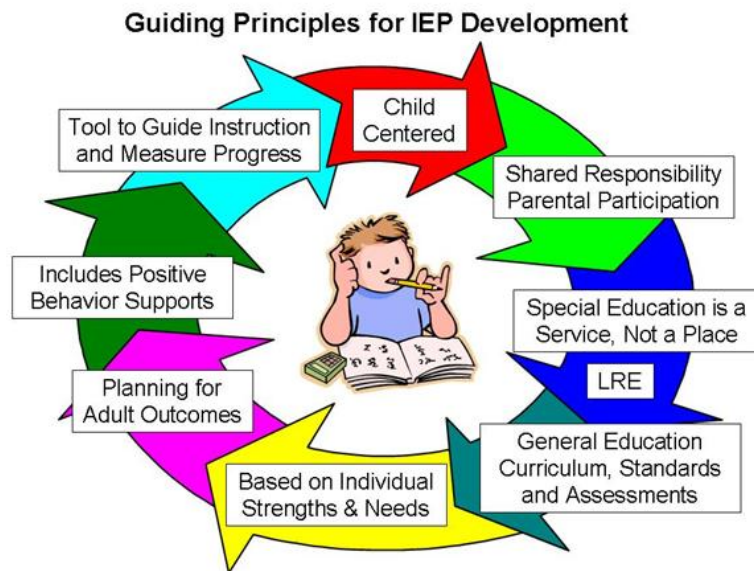
As a parent, you are a member of the CSE. At the meeting you may want to consider sharing information regarding your child's:

- strengths and weaknesses
- interests, likes and dislikes
- short and long-term goals

Please feel free to ask questions and for clarification of special education jargon.

SPECIAL EDUCATION IS A SERVICE, NOT A PLACE / LEAST RESTRICTIVE ENVIRONMENT (LRE)

IEP Development



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In deciding your child's academic program, the CSE must make sure that your child has the maximum opportunity appropriate to learn with children who do not have disabilities—in academic, nonacademic, and extracurricular activities. This part of the law is called **Least Restrictive Environment** or **LRE**.

Least Restrictive Environment is explained in IDEA as follows:

... To the maximum extent appropriate, children with disabilities ... are educated with children who are nondisabled; and ... special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

LEAST RESTRICTIVE ENVIRONMENT (LRE) CONTINUED

A student's placement in the general education classroom is the first option considered by the CSE making the placement decision.

- Can your child be educated satisfactorily in the general education classroom?
- What aids, services, and supports does your child need to make this possible?

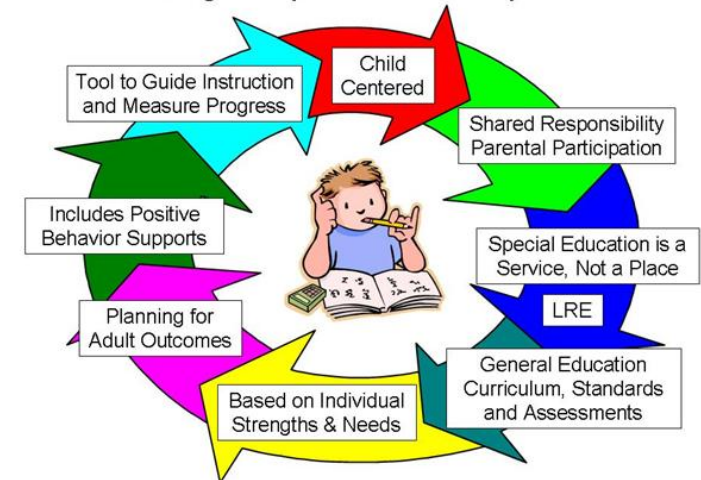
If the CSE decides that your child's needs can be met in the general education class, with supports, then that placement is the least restrictive environment for your child.

GENERAL EDUCATION CURRICULUM, STANDARDS AND ASSESSMENTS

- The CSE will consider any supports, changes, and services your child needs to be successful in accessing the general education curriculum.
- Different assessments may be used to monitor goals and more formal evaluations are completed every three (3) years.

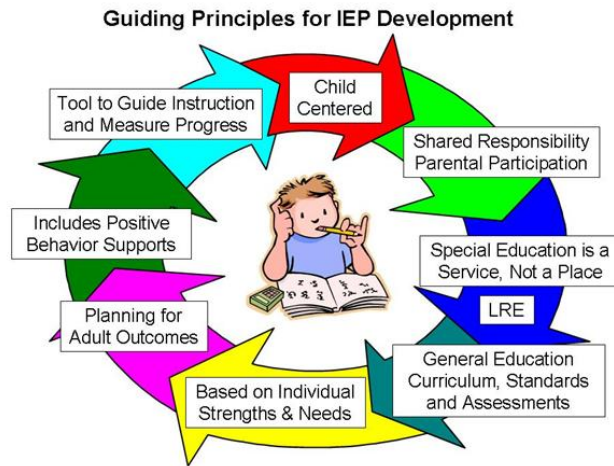
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BASED ON INDIVIDUAL STRENGTHS AND NEEDS

IEP Development



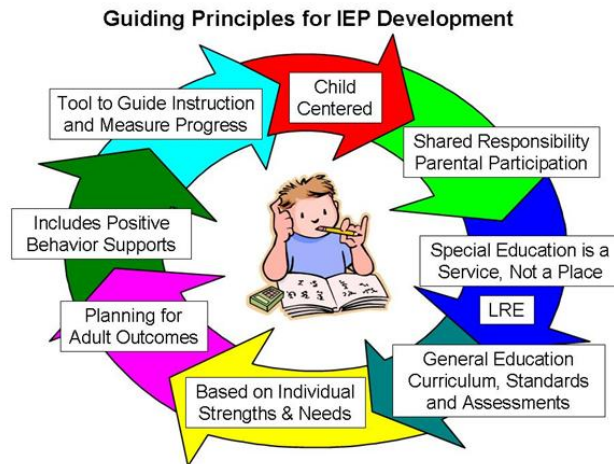
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Present Levels of Performance section of the IEP describes how your child is doing in school, based on current information.

- Academic skills—math, reading, writing
- Daily living or self-help skills—dressing, eating, using the bathroom
- Social skills—making friends, behavior
- Sensory skills—hearing, seeing,
- Communication skills—talking,
- Mobility—getting around in school and the community
- Vocational skills—working

BASED ON INDIVIDUAL STRENGTHS AND NEEDS

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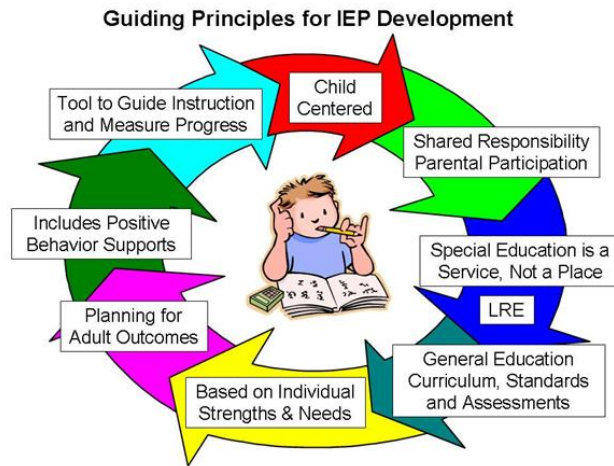
Annual Goals

Once your child's needs are identified, the IEP team works to develop appropriate goals to address those needs.

An annual goal describes what your child can be expected to do or learn within a school year

MEASURING PROGRESS

IEP Development



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Measuring Your Child's Progress

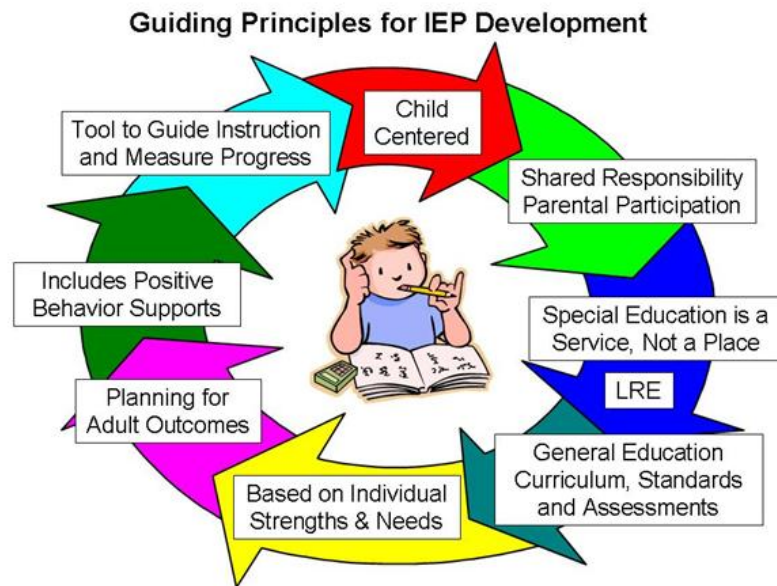
Effective goals are critical parts of your child's IEP. Keeping track of your child's progress is just as important. How will you and the school know if your child is making enough progress to reach a goal by the end of the year? This information must be included in the IEP.

The IEP team must decide:

- how your child's progress will be measured; and
- when periodic reports on your child's progress will be provided to you.
- Often, information on how well your child must perform in order to achieve the goal is spelled out. Sound evaluation criteria are written in objective, measurable terms.

PLANNING FOR ADULT OUTCOMES

IEP Development



Transition Planning

By the time your child is 15 years old, the IEP must describe the transition services needed to help him or her move from high school to life as an adult in the community. The transition plan must then be updated every year and specify:

- measurable postsecondary goals for your child related to training, education, employment, and (where appropriate) independent living skills; and
- the transition services needed (including what your child will study) to help them reach those goals.

Consider the range of postsecondary possibilities for your child and determine which are appropriate, given your child's interests and preferences, skills and experience, and need for accommodations or supports:

- postsecondary education
- employment (including supported employment);
- adult services (such as a day program or group home);
- independent living; or
- participating in the community.

Whenever the team is going to talk about transition, your child is encouraged to attend to the meeting and will receive their own invitation.

ANY QUESTIONS PLEASE CONTACT:

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Secondary- Julie Salisbury jsalisbury@wallkillcsd.k12.ny.us

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