

Managing the Stress of the Annual Review Process



CPSE Meeting

- ❖ **Chairperson, Special Educator, General Education Teacher, County Representative, Agency Representative**
- ❖ **Determine eligibility for Summer and Fall**
- ❖ **Meetings are held from January - June**
- ❖ **Parent Teacher Conference prior to meeting**



CSE Meeting

- ❖ **Chairperson, Psychologist, Teacher Member, Agency Representative**
- ❖ **Determine eligibility for Kindergarten services**
- ❖ **Meetings are held from February - June**
- ❖ **Parent Teacher Conference and CPSE meeting**



Annual Review Parent Teacher Conference

- ❖ **Review Classroom Progress**
- ❖ **Review Progress Towards IEP Goals**
- ❖ **Review of placement options**
- ❖ **Discuss Regression**



What Does All of This Mean?

- ❖ **Progress the student is making**
- ❖ **Focus on Level of Independence with Skills**
- ❖ **Generalization of Skills is Emphasized**



Annual Progress Towards Goals

- All Annual Review Reports will have a section discussing Progress Towards Goals.
- This section will discuss how your child is progressing towards meeting the goals on the IEP.
- Information will include quantitative data on goals and objectives along with a level of cueing if needed to perform the skills.

Educational Reports

- ❖ Addresses the Five Domains:
 - ❖ Cognitive
 - ❖ Language
 - ❖ Motor
 - ❖ Social Emotional
 - ❖ Adaptive

Occupational Therapy

- ❖ **Grasping**
- ❖ **Visual Motor Integration**
- ❖ **Sensory Processing**
- ❖ **Self Help Skills**



Physical Therapy

- ❖ **Stationary Skills**
- ❖ **Locomotor Skills**
- ❖ **Object Manipulation Skills**



Speech Therapy

- ❖ **Receptive Language**
- ❖ **Expressive Language**
- ❖ **Articulation**
- ❖ **Phonology**
- ❖ **Pragmatics**



Student Counseling

- Addresses your child's ability to interact with peers
- Addresses your child's coping skills
- Addresses your child's ability to transition and functioning within the classroom setting
- Addresses behavioral strategies that are effective for your child

Continuation of Services

- ❖ **Committee Decision Based on Written Reports and Material Presented at the Meeting**
- ❖ **Discuss Least Restrictive Environment (LRE) and the Continuum of Services**
 - ❖ **Group related service**
 - ❖ **Push In related service**
 - ❖ **Classroom Change**



Summer Services

- Not all students receive summer services.
- Summer services are to prevent substantial regression as per regulations.
- Members of your child's treatment team need to provide quantitative data showing that after a break in service your child loses skills and that it takes time for your child to recoup the skill.
- In some cases, summer services can be provided if your child presents with intense needs.

CSE: Committee On Special Education

- ❖ **Children enter Kindergarten Based on a Birthdate After December 1 or 31 of 2012**
- ❖ **District Representative may Observe Your Child in their Classroom Setting Before the Meeting**
- ❖ **Possible Updated Psychological Testing Completed by the District**
- ❖ **Classification Change from Preschooler with a Disability to one of the 13 NYS Classifications**
- ❖ **Medical diagnosis may be required**

NYS Classifications

- ❖ **Autism**
- ❖ **Deafness**
- ❖ **Deaf-blindness**
- ❖ **Emotional Disturbance**
- ❖ **Hearing Impairment**
- ❖ **Learning Disability**
- ❖ **Intellectual Disability**
- ❖ **Visual Impairment including Blindness**
- ❖ **Multiple Disabilities**
- ❖ **Orthopedic Impairment**
- ❖ **Other Health Impaired**
- ❖ **Speech or Language Impairment**
- ❖ **Traumatic Brain Injury**

Kindergarten Options

- ❖ **In District: Building Level Support, Related Services, Integrated, Self Contained, Small Self Contained**
- ❖ **Private Kindergarten: must provide services on site, district of location is responsible for IEP development**
- ❖ **Retain in Preschool: If classified and eligible for services, the districts generally provide services at the home elementary school building during school hours per district**
- ❖ **Private Insurance**



IEP vs. 504 Plans

- ❖ An Individualized Educational Plan (IEP) is a program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services.
- ❖ A 504 Plan is a plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment.

Building Level Supports

- ❖ Support services for students who are no longer classified under special education but present with areas of weakness
- ❖ Services provided are specific to each district
- ❖ Type of service and level of intensity are determined by the child's building team including the classroom teacher, building psychologist, and/or principal and related service therapist

What to Bring to the Meeting

- ❖ **Medical Reports, Documentation, Diagnosis**
- ❖ **Supportive Family Members or Friends**
- ❖ **Your List of Questions**



What to Remember

- ❖ **You are Your Child's Best Advocate**
- ❖ **Ask for Clarification, NO Question is Silly!**
- ❖ **You Need to Develop a Relationship with the District Staff**
- ❖ **They ALSO Want Your Child to be Successful**
- ❖ **Recognize and Celebrate Your Child's Accomplishments**

