



The ABCs of IEPs

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SPECIAL SERVICES DEPARTMENT

Alex Casabona:
Assistant
Superintendent of
Student Support
Services

Meagan Sullivan:
Director of Special
Services

Christine Doherty:
Assistant Director of
Special Services

Monica Bermiss:
Assistant Principal of
Student Support
Services

Danielle Brudner:
CSE Chairperson

Our Goal

This presentation's goal is to provide you with:

- A clear and concise overview of the Individualized Education Program (IEP).
- The IEPs key components, and how it supports your child's unique learning needs.
- The process of developing an IEP, the roles of team members, setting measurable goals, and progress monitoring.

What is Special Education?

Special Education
is a **SERVICE** not
a **PLACE!**

- ▶ Special Education is specially designed instruction, special services and/or programs recommended in a specific frequency and duration to meet the unique needs of students with disabilities.
- ▶ Special education services and programs are provided at no cost to the parent.



LEGAL BASIS OF IEPs

IDEA



- ✓ The IDEA otherwise known as the Individual with Disabilities Educational Act is the federal legislation that requires states to provide special education.
- ✓ The law protects children from birth through high school graduation or age 21, whichever comes first.
- ✓ IDEA requires that students with disabilities be educated in the least restrictive environment possible, and that they have access to the same educational experiences as their non-disabled peers

Part 200 of the Commissioners Regulations

01

Part 200 of the Regulations of the Commissioner of Education relates to special education programs and services for students with disabilities.

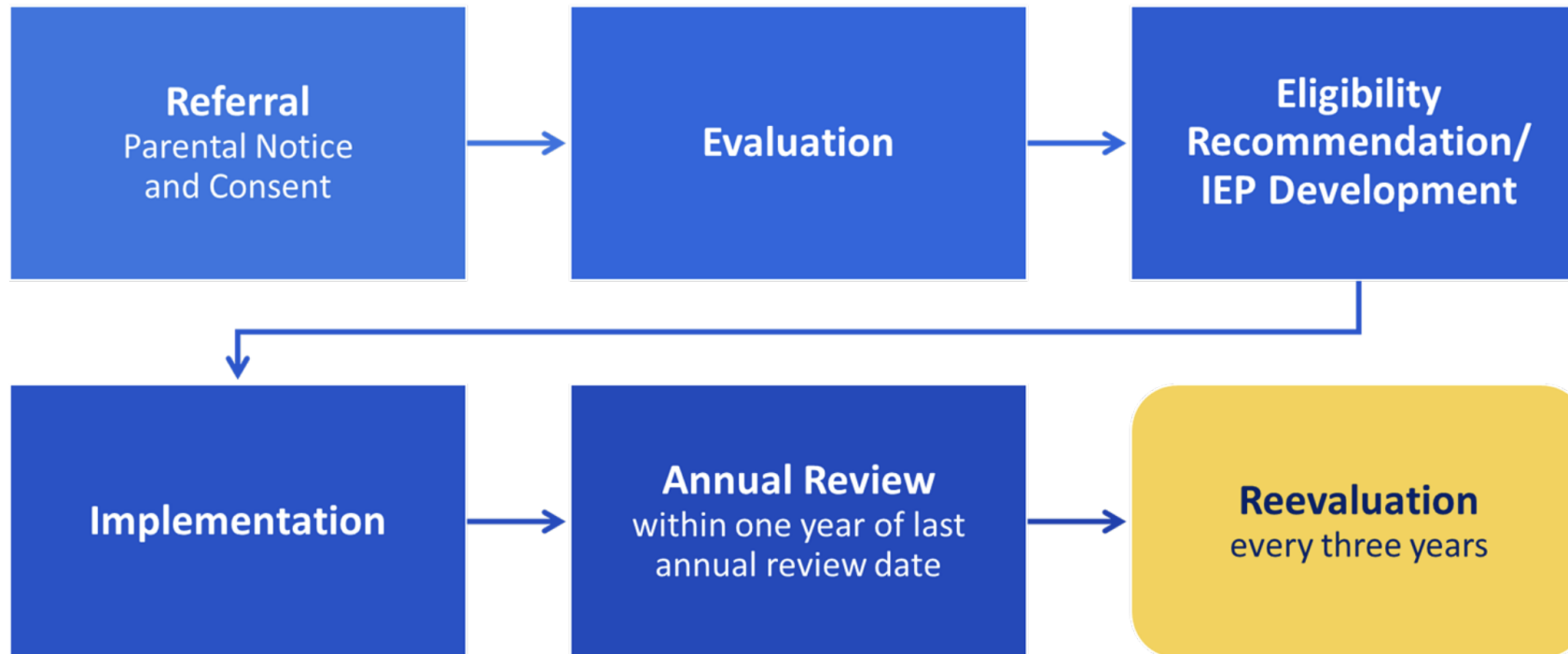
02

Section 200.6 details the continuum of services that should be provided for students in New York

03

School districts typically offer a range of supports from consultant teacher service to out of district residential placement depending on the needs of their students

Committee on Special Education (CSE) Process



PROTOCOLS FOR THE CSE

- All members have input
- The needs should be connected to the obstacles it creates for the student in accessing a free and public education
- The goals developed at the meeting should address specific deficits and need in reading, writing, math, social-emotional and behavioral functioning. For older students they can relate to career and vocational needs.
- The chairperson will capture the gist of the conversation in the comments. It is not a transcript of everything said at the meeting.
- When there is a disagreement, the chairperson must decide with the information presented what is going to be recommended



FAPE

- FREE
- APPROPRIATE
- PUBLIC
- EDUCATION

The image shows the acronym 'FAPE' in large, white, hand-drawn letters on a dark background. Below it, the words 'FREE', 'APPROPRIATE', and 'PUBLIC' are listed, each preceded by a white checkmark in a square box. The word 'EDUCATION' is written below 'PUBLIC' without a checkmark.

CSE Meeting Types

Initial

Following the initial referral, once all assessments are completed, the IEP team, of which you are a member, will review information from the evaluations and other sources to determine if your child is eligible for special education services.

Annual

At least once a year, an IEP meeting must be held to discuss a student's IEP including:

- Progress toward their goals
- Review of the appropriateness and effectiveness of the special education services provided to determine the services and goals for the following year

Reevaluation

A reevaluation must be completed once every three years. Similarly to the initial, all reports will be shared and reviewed with you prior to the meeting.



WHO ARE THE MEMBERS OF THE CSE?

CSE TEAM - Mandatory Members



Parent



Student
(must be invited after 14)



Chairperson
(Administrator, CSE
Chairperson or
Psychologist)



Special
Education
Teacher



General
Education
Teacher

CSE TEAM - Optional Members



Psychologist
(if testing is being reviewed or there are social emotional goals)



Related Service Provider
(Speech, SW,PT, OT, Behaviorist, TOD, Other Consultants)



Building Administrator



District Attorney
(if parent includes attorney)



Advocate/Family /Friend or other invitee of the parent



WHAT IS AN IEP?

Individualized Education Program

- **IEP** stands for **Individualized Education Program**. It's a legal document for students with disabilities that outlines their unique learning needs, goals, and the services they will receive.
- **Why is an IEP important?**
 - An IEP ensures that a child gets the appropriate education, accommodations, and services **they** need to succeed in school.





HOW IS THE IEP DEVELOPED?

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Assessment & Evaluation:

The team looks at data from tests, observations, and input from everyone involved.

Present Levels of Performance (PLP):

This is a summary of the child's current abilities, skills, and needs. It includes information about academic performance, social skills, and behavior.

Goals & Objectives:

The IEP sets measurable academic and functional goals for the child, usually for one year. These goals will be tailored to the child's specific needs and will be reviewed and updated annually.

Services & Supports:

This section details the specific services the child will receive (e.g., speech therapy, one-on-one aide, accommodations in the classroom).

Accommodations & Modifications:

These are the changes made to the learning environment or tasks to help the child succeed. Examples include extra time on tests, preferential seating, or assistive technology.

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

- ▶ In deciding your child's placement, 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.



After the CSE

- ▶ You will receive a copy of the IEP in the mail. IEPs are also available on Infinite Campus. It is important to review the document and if you have any questions and/or concerns, please reach out to the CSE Chairperson as soon as possible in order to resolve the issue.
- ▶ The IEP is a living document and can be changed or adjusted (with an amendment or CSE meeting) throughout the school year, as needed.

SAMPLE IEP

▶ SAMPLE IEP

Any
Questions?

Thank you!

