



New York State Education Department
Office of Special Education
Educational Partnership





Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE) Training

Module 7: Annual Review

Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University in conjunction with the TAPs for Academics and Behavior at University at Albany and TAP for Equity at Bank Street College.

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Today's Facilitators

Meeting Norms

- Take care of your needs (water, food, restroom, etc.).
- Speak your truth; use “I” statements.
- Ask what you need to understand and contribute.
- Listen with respect.
- Push your growing edge.
- Participate and struggle together.
- Expect a lack of closure.
- Respect each other's needs.

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Agenda

- Introduction to Module 7
- Regulatory Content
- Wrap up

Overview of Series

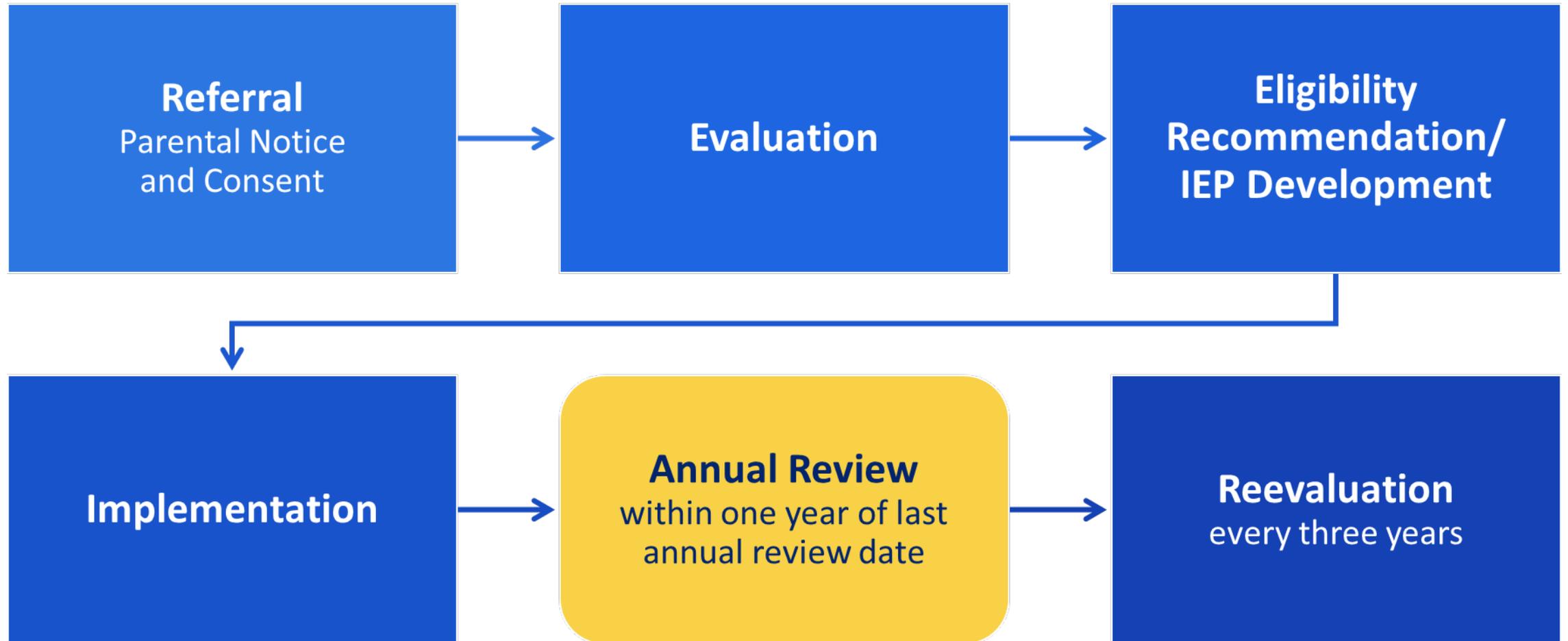
- Module 1: The Foundations
- Module 2: Referral
- Module 3: Evaluation
- Module 4: Eligibility
- Module 5: Recommendations/Individualized Education Program (IEP) Development
- Module 6: Implementing and Amending the IEP
-  **Module 7: Annual Review**
- Module 8: Reevaluation
- Module 9: Effective CPSE/CSE Meetings
- Module 10: CPSE

Participants will:

- Understand the purpose of an annual review meeting
- Learn timeline requirements for an annual review meeting
- Know procedures regarding parent communication for an annual review

Module 7: Learning Objectives

CPSE/CSE Process



Annual Review Defined

§200.1(c)

An evaluation, conducted at least annually by the CSE, of the status of each student with a disability and each student thought to have a disability...



Regulatory Introduction

Definition

Purpose

Parent Communication





IEP: Annual Review

§200.4(f)



The IEP of each student with a disability shall be **reviewed and, if appropriate, revised**, periodically but **not less than annually** to determine if the annual goals for the student are being achieved.

Annual Review Purpose

The purpose of annual review is to:

- 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; and
- If the student continues to need special education supports, develop a new IEP that describes all aspects of the program for the coming school year.



Annual Review Parent Communication



§200.4(f)(3)&(4)

- **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 (Prior Written Notice [PWN]; notice of recommendation).

Annual Review Process Guiding Questions



- Does the Special Education Office have an accessible list of all students' meeting dates?
- Do we have access to a list of all the committee members needed for each meeting, including transition-age students?
- Do we have a system to document and track all contacts with parents/families and use it consistently?
- Do we have a process for translating documents and inviting interpreters to meetings?
- What options do we have in place for alternative forms of meeting participation?
- What other considerations need to be discussed prior to the meeting?
- Does our Meeting Notice Form include all the required fields of information?
- Who is responsible for meeting preparation?

At the Meeting

Agenda



Required Considerations



§200.4(f)

1. Strengths of the student
2. Concerns of the parent
3. Results of the initial or most recent evaluation
4. Results of the student's performance on any general State or district-wide assessment (as appropriate)
5. Academic, developmental, and functional needs of the student
6. Special factors
7. Educational progress and achievement
8. Student's ability to participate in instructional programs in general education and in least restrictive environment (LRE)

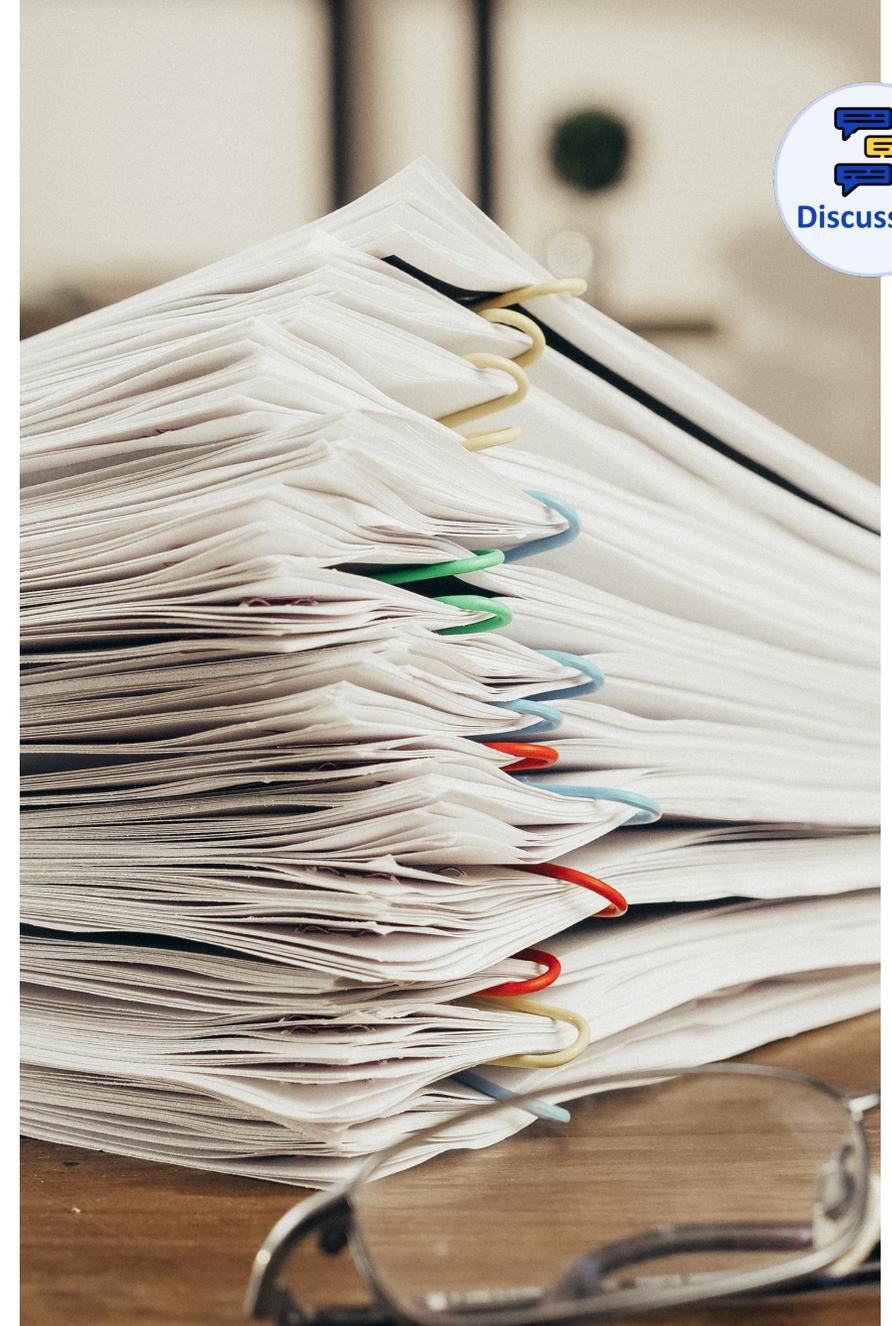
Annual Review Agenda

Develop a sample agenda for an annual review



Data Informs the Annual Review—Present Levels of Performance

- Has goal progress data collected throughout the year been used to update the Present Levels of Performance?
- Has current classroom and evaluation data (including results from age-appropriate transition assessments when appropriate) been included in the Present Levels of Performance conversation?



Data Informs the Annual Review—Goals

- For transition-aged students, have the Measurable Postsecondary Goals been updated based on an age-appropriate transition assessment?
- Have the annual goals been achieved, or do they need to continue into the following year with changes?
 - If the goals were not achieved, what changes in the support services are needed in order for the student to achieve updated goals?



Skilled Facilitators Ask Important Questions



Discussing Progress Toward Graduation



§200.4(d)(2)(ix)(b) & (c)

- Discussion with the student's parent
 - Graduation requirements
 - Student progress toward receipt of a diploma
 - Graduation pathway options available to the student—safety net, appeal process, and superintendent determination
- Provide parents with written information explaining graduation requirements, including eligibility criteria, processes for appeals, and superintendent determinations

Special Factors

§200.4(d)(3)



- Strategies to address behaviors that impede learning
- Language needs of the student with limited English proficiency as such needs relate to the student's IEP
- Instruction and use of Braille for a student who is blind or visually impaired
- Communication needs
- In the case of student who is deaf or hard of hearing, language and communication needs
- Student's need for assistive technology devices and services

If the CSE determines that a student needs a device or service (intervention, accommodation, or program modification) related to special factors, a statement must be included in the IEP regarding these needs and how they will be met.

Revising the IEP

§200.4(f)(2)



- Once the information has been reviewed, the IEP must be revised in order to address:
 - Lack of expected progress toward annual goals and in the general education curriculum. For preschool students with disabilities – lack of expected progress in participation in appropriate activities
 - Results of reevaluation
 - Information about the student provided to, or by, the parents
 - Student’s anticipated needs
 - Other matters (e.g., testing accommodations)

Quality Indicators for Annual Review

- The information presented at the annual review describes the current strengths and needs of the student.
- Concerns of the parent are presented and considered.
- The results of the most recent evaluations are considered at the meeting.
- The student's record of State assessments, school grades, and discipline are considered at the meeting.

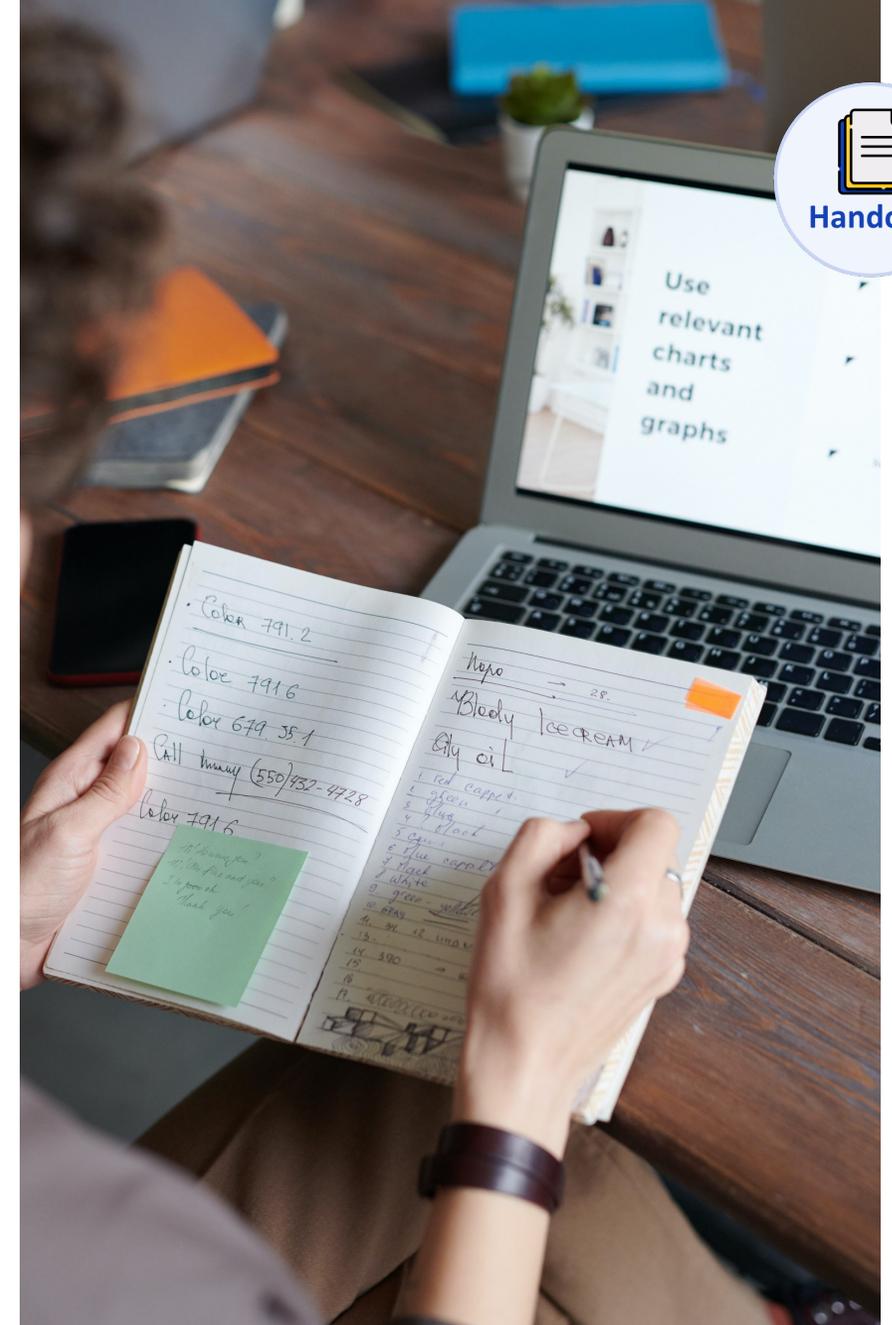
Quality Indicators for Annual Review

(continued)

- The prior IEP and progress toward meeting annual goals is considered in the annual review meeting.
- All of the information is used to determine the student's ability to participate in general education instructional programs.
- 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 IEP is **individualized** to the student as opposed to using a bank of IEP statements in its development.

What's Going on Your "To Do" List?

- "I" time—reflect on the regulatory foundation topics we covered.
- Note any specific "to-dos" on your follow-up plan.



Questions and Answers



Exit Ticket



What is one takeaway from Module 7?

Resources

- [Extended School Year Programs and Services](#)
- [New York State Regulations of the Commissioner of Education, Part 200: Students with Disabilities](#)
- [New York State Alternate Assessment](#)
- [NYSED General Education Diploma Requirements: Multiple Pathways](#)
- [NYSED Exiting Credentials](#)
- [NYSED IEP](#)
- [Meeting Notice Relating to Special Education](#)
- [Prior Written Notice Recommendations](#)

References

- Krownapple, J. (2017). *Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation*. Thousand Oaks, CA: Corwin, a SAGE Publishing Company.
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Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education

Educational Partnership

Technical Assistance Partnership
for Transition

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