

How to Maximize Parent and Student Preparation and Participation in Annual Review Meetings

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Credit to Dr. Priolo and Nancy Sullivan

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 - d. Needs
 - e. Goals
 - f. Accommodations/Modifications
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3. Progress Monitoring

Nuts and Bolts of Annual Reviews

- The annual IEP meeting is the time to review, revise and update your child's IEP.
- Every element of the IEP should be covered during the meeting.
- Annual Reviews are conducted between February and May - we are considered a spring annual review district (as compared to anniversary date ARs)
- During Annual Reviews, an overview of the current school year and progress is reviewed, and an IEP for the following school year is developed.
- The meeting most always includes the case manager, general education teacher, and special education teacher, and may also include related service providers.
- All finalized IEPs and Progress Reports can be accessed online at any time.
- It's important that the IEP meeting focus on your child as an individual.

RESOURCES

PARENTAL RIGHTS IN SPECIAL EDUCATION:

[https://spanadvocacy.org/download/prise-parental-rights-in-special-education/?ind=1579632127604&filename=parental%20rights%20in%20special%20education%20\(prise\)-revised%20aug%202019.pdf&wpdmdl=53470&refresh=60089ecc784791611177676](https://spanadvocacy.org/download/prise-parental-rights-in-special-education/?ind=1579632127604&filename=parental%20rights%20in%20special%20education%20(prise)-revised%20aug%202019.pdf&wpdmdl=53470&refresh=60089ecc784791611177676)

IEP SEASON REFRESHER: <https://reader.mediawiremobile.com/epmagazine/issues/204765/viewer?page=47>

IS YOUR CHILD'S IEP INDIVIDUALIZED: <https://www.wrightslaw.com/info/iep/individ.chklist.pdf>

Efforts to Streamline Meetings

- Efforts are underway to streamline meeting duration to 60 minutes, where possible.
 - Provide these slides to all parents prior to the Annual Review
 - Share a draft of your student's Present Levels for review approx. 3 days prior to the Annual Review meeting
 - Request parent permission for some team members not to attend the meeting, but rather submit their input in writing to be shared prior to the meeting if their physical presence is not critical.
 - Once a contributing IEP team member presents his/her information and parents are satisfied, parent permission will be requested for that team member to be excused for the remainder of the meeting

Sample Annual Review Agenda

Agenda Item	Time
Introduce Team Members	1 minute
State Purpose of Meeting	1 minute
Distribute Sign In	1 minute
Parent Rights/Procedural Safeguards	1 minute
Brief Review of Present Level of Academic Achievement and Functional Performance	10 minutes
Goals	15 minutes
Review of Services and placement	15 minutes
Extended School Year	5 minutes
NJSLA Accommodations	5 minutes
End Meeting	2 minutes
Approximate Total	55 minutes

DURING YOUR CHILD'S MEETING:

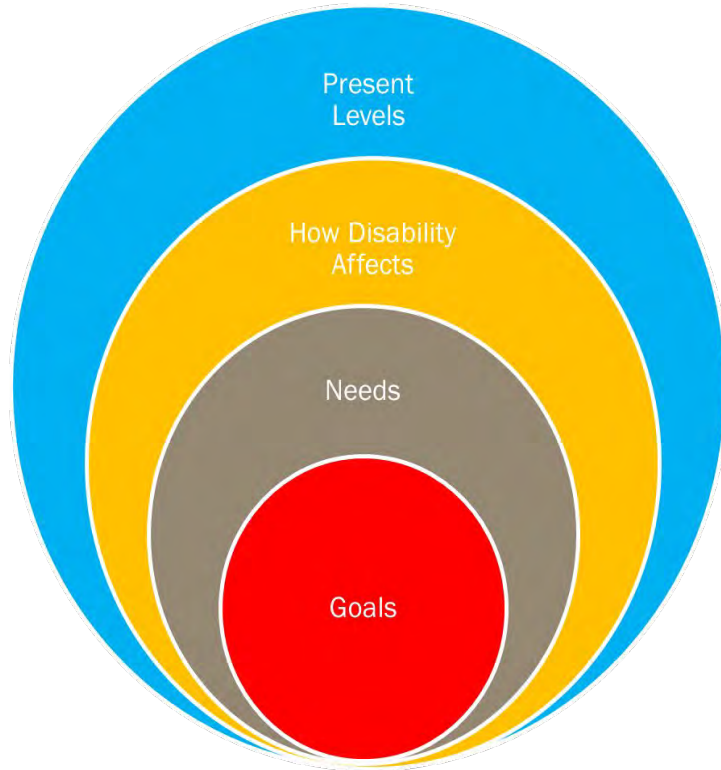
Ask questions, including:

- o How will my child's areas of challenge be accommodated to improve achievement?
- o What types of accommodations are necessary to make progress?
- o Which of these will be provided?
- o What types of modifications are necessary to make progress?
- o How will the modifications address the areas of challenge outlined earlier?
- o Specifically, which supports and modifications will be put in place to address your child's disability?
- o What you can do at home to support your child and the school's efforts on his or her behalf.

IEP Sections that Will be Highlighted

1. Strengths of the Student and Concerns of the Parent
2. Present Levels
3. How Disability Affects
4. Needs
5. Goals
6. Accommodations/Modifications
7. Special Education Programs

How the Sections “Connect”



1. Present Levels establishes baseline
2. Based on the Present Levels, How is the Disability Affecting school performance?
3. Based on How the Disability Affects, what are the Student's Needs?
4. Based upon the **Needs**, Goals are then developed

Strengths of the Student and Concerns of the parent

- The **Strengths of the Student Section** documents the student's capabilities that do not need to be addressed by or including in the IEP
- The **Concerns of the Parent** section provides an opportunity to document any concerns that parents have about the student (programs, services, etc.).

TIP: Emailing your concerns to the team *prior* to the meeting can help clearly document the concerns and allow time for the team to thoughtfully address those concerns at the meeting.

CONCERNS OF PARENTS:

Concerns of the Parent:

- Parents ask that careful consideration be given to teacher selection for next year as [redacted] benefits most from a teacher who understands his areas of strength and concerns, works closely with BSA, special education teacher and parents.
- Parent's main goal for [redacted] is that he continues on his upward growth both academically and personally. They also want him to develop more tools to work better independently.

Parents ask that careful consideration be given to teacher selection each year. [redacted] will benefit from a teacher that demonstrates great sensitivity towards his sensory needs, as well as being creativity in solving problems. This will allow [redacted] to perform at his optimum level. Parents also ask to consider peer placement each year, as seen in the past, supportive peers helped build his confidence.

Consistency with ABA therapists has helped [redacted] to be more successful. Parents hope that ABA staff stays consistent, but if staffing change occurs, ABA aid should be very familiar with Thomas and parents should be consulted in the decision process.

Concerns of the Parent:

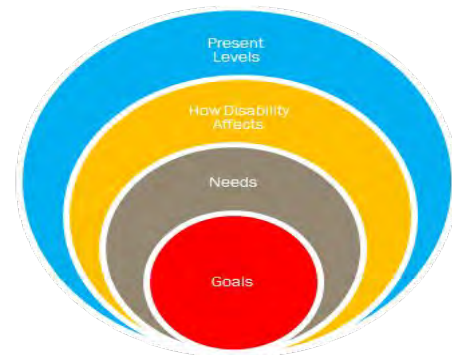
- Although parents are pleased with the progress that he has made this year in 6th grade, they would like [redacted]'s team to continue to observe his self-esteem in a social setting with regard to his stuttering. He is a child who exhibits perfectionist tendencies and can be very hard on himself. Socially he has done well this year, but they would like peer interactions to be monitored as well. Per Mrs. [redacted]:

"We feel that [redacted] continues to have a slower processing speed than his peers, which creates anxiety and frustration for him. When frustrated, Justin has a tendency to stutter. Mr. Durant-Young feels he has been able to identify and use strategies to help him reduce his stutter. The support and accommodations this year helped him create strategies to be more efficient and successful. We are happy that similar accommodations are in place for next year.

Present Levels of Academic Achievement & Functional Performance

- Also referred to as the PLAAFP or simply the Present Levels
- This section summarizes a student's current level of achievement within specific academic and functional performance and areas as related, but not limited to, IEP goals
- Facts about the student substantiated by data and helps answer the questions
 - (1) the student's academic and functional needs related to his disability; and
 - (2) to what extent the student has made progress, if any, in those areas of need.
- Should avoid use of subjective statements(struggles, has a hard time, challenging, etc.)

TIP: Be mindful not only of what the data is currently showing, but also look at (or ask about) to what extent does this show progress from an earlier point in time.



No Surprises



- You should know what your child's present levels are for Academic Achievement and Functional Performance.
- The teacher or therapist will email levels to you before the meeting.
- If you have any questions or concerns about the data, you should let the team know that prior to the meeting, if possible. If that is not possible, and if the staff member is not at the meeting, contact the teacher or therapist directly.

Data Analysis

Should be...









And not...



Rate the Statement

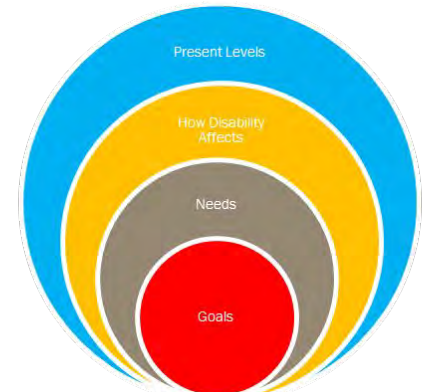


1.  Sean has shown improvement in his use of graphic organizers.
2.  Anne's word accuracy is 97%, with 7/10 comprehension accuracy, which is at a satisfactory level as normed by the assessment
3.  Teachers report that John struggles with comprehension of the history curriculum and lacks organizational skills. HW completion was inconsistent.
4.  When given the Fountas and Pinnell Benchmark Assessment Fiction on 4/4 Luca read instructionally at a level E (beginning grade 1) with 87% accuracy and excellent (7/7) comprehension.
5. It is hard for Ben to support his ideas with text evidence.
6.  When presented with 60 of the Fry's First 100 Sight Words Gianna was able to correctly name 16/60 (26%) in September 27/60 (45%) in December and  32/60 (53%) in March.

How Disability affects

- The **How Disability Affects** section allows the user to indicate how the disability affects the student's participation in appropriate activities.
- Answers 3 Questions
 - What areas are affected due to the disability?
 - How does the students disability impact involvement in the general education curriculum?
 - What academic areas are impacted due to the disability?

TIP: Based on areas of deficiency from the Present Levels, this section helps to drive the Needs section.



RATE THE PASSAGE

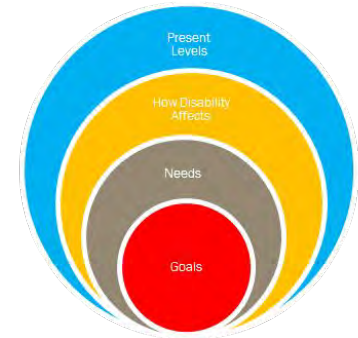
Luca's disability causes him to have much difficulty in reading. This impacts all areas.

- 1. What areas are affected due to the disability?***
- 2. How does the students disability impact involvement in the general education curriculum?***
- 3. What academic areas are impacted due to the disability?***

Luca's disability, particularly in the area of reading, most significantly impacts his ability to decode unknown words and access grade level text. This impacts his ability to read grade level material independently. This also impacts his self-esteem and his ability to maintain appropriate academic pacing in general education.

NEEDS

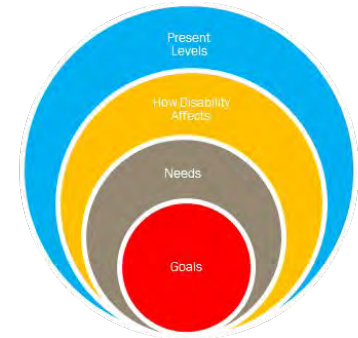
- The **Needs** section is intended to include the areas in which a student requires remediation and/or further development.
- Needs identified should be addressed via creation of a corresponding goal in the Annual Measurable Goals and Benchmarks or Short Term Objectives section and/or through an accommodation.



NEEDS - EXAMPLES

- Comprehension
- Decoding
- Encoding
- Organization
- Sensory regulation
- Social skills

TIP: This section will drive the goals and modifications, supplementary aids and services sections .



GOALS

- The Annual Measurable Goals and Benchmarks or Short Term Objectives section lists the goals and objectives derived from the Needs section of the IEP.
- Goals should not be a restatement of the general education curriculum or a list of everything the student is expected to learn in every curricular content area or other areas not affected by the student's disability.



GOAL EXAMPLE

Goal: 2. When presented with a passage at Michael's instructional reading level, Michael will read 95 words per minute fluently with accuracy and appropriate rate with 8 out of 10 trials

Benchmarks or Short Term Objectives

- 2.1 By December, when presented with a passage at Michael's instructional reading level, Michael will read 75 words per minute fluently with accuracy and appropriate rate.
- 2.2 By March, when presented with a passage at Michael's instructional reading level, Michael will read 85 words per minute fluently with accuracy and appropriate rate.
- 2.3 By June, when presented with a passage at Michael's instructional reading level, Michael will read 95 words per minute fluently with accuracy and appropriate rate.



The 'top' of the ladder represents the annual goal - where you want to be at the end.

The 'rungs' of the ladder represents the steps needed to achieve the goal

TIPS:

- (1) Be careful of the thought that more is better. Should only include goals that can be reasonably achieved within a single school year. Goals should be measurable, specific, and realistic.
- (2) What skills does the student require to master the content of the curriculum?" rather than, "What curriculum content does the student need to master?"
- (3) Goals should be correlated with grade level standards to the greatest extent possible

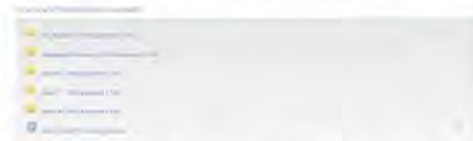
GOALS

ANNUAL MEASURABLE ACADEMIC AND/OR FUNCTIONAL GOALS

- Goals are usually written by teachers or therapists
- You can work with your team on setting goals
- Research what the common core is for the grade level, then modify it to meet your child's academic ability. Haddonfield posts it's curriculum online by grade:

<https://academics.haddonfieldschools.org/curriculum-guides/>

Haddonfield Public Schools Curriculum



- Goals should be simple and practical. I NEED to fully understand the goal.

Goal: 9. When given a writing assignment, [redacted] will utilize correct capitalization with 8 out of 10 trials

Benchmarks or Short Term Objectives

9.1 [redacted] will begin every sentence with a capital letter within a writing assignment.

9.2 [redacted] will capitalize all proper nouns (such as people, places, things) within a writing assignment.

Area: WRITING

Goal: 10. When given a writing assignment, Thomas will utilize correct punctuation with 8 out of 10 trials

Benchmarks or Short Term Objectives

10.1 [redacted] will use punctuation to separate items in a series in sentences.

10.2 [redacted] will use a comma to separate ideas and items in sentences.



MODIFICATIONS, SUPPLEMENTARY AIDS AND SERVICES

The **(a) Modifications, (b) Supplementary Aids and Services, and (c) Assistive Technology Devices** section states the necessary modifications that:

- Allow the student to be involved and progress in the general education curriculum
- Allow the student to be educated with non-disabled students
- State the supplementary aids and services provided to the student or on behalf of the student
- To identify any assistive technology devices and services to provide.

TIPS:

1. Team members should be mindful of balancing the supports necessary for the student to be successful with the quantity of modifications listed.
2. In some instances, less is more -- we must ensure all is delivered with consistency and fidelity, and we need to be mindful to foster student independence.

MODIFICATIONS

Modifications:

Classroom

General Education

Modifications

- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Modify curriculum content based on student's ability level
- Modified homework assignments (modify content, modify amount, as appropriate)
- Allow for repetition and/or clarification of directions, as needed
- Allow wait time for processing before calling on student for response

Modifications:

Classroom

General Education

Modifications

- Additional time to complete classroom tests/quizzes
- Having an extra copy of text books to keep at home. (Currently, [redacted] carries all his text books home in fear that he may need them.)
- Helping him stay organized throughout the year. (Mr. Durant-Young mentioned that Dr. Russo may check on a few students next year and help them organize their lockers if needed. Maybe [redacted] can be put on that list.)
- Teacher selection for 7th grade: Ms. Ettinger, can we meet to discuss team dynamics for 7th grade? In years past, Justin has had success with teachers that demonstrate great sensitivity in dealing with [redacted]'s anxiety.

SPECIAL EDUCATION PROGRAMS AND SERVICES

- The **Special Education Programs** section contains fields for recording the specific programs recommended by the team.
- Examples may include, but not limited to
 - In or out of class resource room
 - Supplemental reading
 - Related services

TIP:

The special education programs and services should directly correlate with the needs section of the document. It helps to answer the “why” of the service and/or program.

SUMMARY-SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES

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Speech-Language Therapy: Group (not to exceed 5)	09/14/2018 - 06/12/2019	12 x Yearly 20 min.
Counseling Services: Individual	09/14/2018 - 06/12/2019	10 x Yearly 20 min.

SUMMARY-SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES

Pull-out Resource Replacement: Language Arts	09/05/2018 - 06/21/2019	12 x 6 day cycle 50 min.
Pull-out Resource Replacement: Math	09/05/2018 - 06/21/2019	6 x 6 day cycle 50 min.
In-class Resource (support): Science	09/05/2018 - 06/21/2019	6 x 6 day cycle 50 min.
Pull-out Resource Support: Tutorial	09/05/2018 - 06/21/2019	3 x 6 day cycle 50 min.
Pull-out Supplementary Instruction: Reading	09/05/2018 - 06/21/2019	3 x 6 day cycle 50 min.
Pull-out Supplementary Instruction: Content Skills	09/05/2018 - 06/21/2019	3 x 6 day cycle 50 min.
Speech-Language Therapy: Group (not to exceed 5)	09/14/2018 - 06/12/2019	44 x Yearly 20 min.
1:1 BSA: Individual	09/05/2018 - 06/21/2019	6 x 6 day cycle 360 min.

PROGRESS MONITORING

- Is a systematic process to:
 - collect data that is used to assess child's academic, social and behavioral performance; and
 - evaluate the effectiveness of the intervention provided.
- Need to be able to answer: "Is the student making adequate progress that the goal is still attainable, and if not, what will be done?"
- Required to be reported upon as frequently as report cards
- Should be assessed frequently, over time, in short administrations (e.g. not a 40 minutes "test" that results in a grade).

SAMPLE SOURCES OF PROGRESS MONITORING DATA

- Running records
- Benchmark assessments
- Reading comprehension checks
- Formative teacher created assessments
- Rubric based evaluations
- Formalized assessments (WADE, WIST, TOMA)
- Fluency probes

Improvements/Enhancements for 2019-20

- District has purchased and trained all special education teachers on a new online tool called Navigate, which was specifically designed for progress monitoring.
- Teachers will be required to administer these assessments on a specified minimum frequency during SY 2019-20, and report this data within progress reports.

WHAT HAPPENS IF THE PARENT DISAGREES WITH THE OUTCOME?

If the student's parent does not agree with the outcome of the IEP meeting – for example, the parent disagrees with the school's classification or program recommendation – the parent may:

- Ask for a new IEP meeting to discuss modifying the IEP;
- Request for a Facilitated IEP Meeting;
- Request mediation to resolve the disagreement with the school; or
- File a request for an impartial due process hearing.

IN CLOSING

- A child's IEP should not be a static document.
- It should only contain current, important information
- Ask for non-pertinent to be removed
- Remember you may need your child's IEP outside of the school setting (e.g.. Doctors, services, etc.)

RESOURCES

- [Parental Rights in Special Education](#)
- [New Jersey Administrative Code](#)
- [NJDOE Special Education Homepage](#)
- [Child Study Team Homepage](#)
- [Child Study Team Directory](#)
- [How to Access IEPs and Progress Reports Online](#)