



Spring 2015

Special Education Meetings

ANNUAL REVIEW AND REEVALUATION

At least once a year, you and other members of the Committee will review your child's Individualized Education Program (IEP). You may request a meeting sooner than that. Together, you will make decisions about any necessary changes to your child's program. This is called an annual review.

At least once every three years, your school district will reevaluate your child. This is called a reevaluation (formerly called the triennial evaluation). A reevaluation may also occur if conditions warrant one (for example, when a functional behavioral assessment is needed as a result of disciplinary action) or if either you or your child's teacher requests a reevaluation. If additional data are needed as part of this reevaluation, your school district will ask your written consent prior to conducting these tests. A reevaluation must be sufficient to determine your child's individual needs, educational progress and achievement, your child's ability to participate in regular education classes as well as your child's continuing eligibility for special education services.

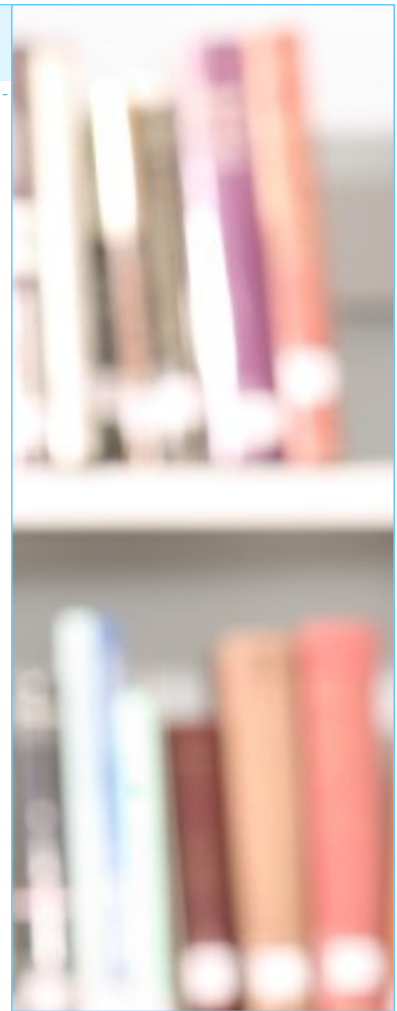
Retrieved from <http://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm>

NOTICE OF MEETINGS

Whenever the Committee proposes to conduct a meeting to develop or review your child's IEP or to discuss the provision of a free appropriate public education to your child, you must receive a meeting notice. It must be provided to you in the language you speak or other kind of communication that you understand, unless it is clearly not possible to do so. You must receive a written meeting notice at least five days before the meeting unless you and the school district agree to meet within five days or in certain meetings relating to discipline procedures. If the proposed meeting time or place is not good for you, you may call the school district to ask for a change that is good for both of you.

If you are unable to attend the meeting, the district can use other ways to encourage your participation. They may call you before a meeting occurs to talk about evaluation results and ask you for information, or they may ask you to participate in the meeting by telephone.

Retrieved from <http://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm>



INSIDE THIS ISSUE

| | |
|--------------------------------|---|
| CSE meeting questions..... | 2 |
| Prepare for the CSE meeting... | 2 |
| CSE meeting tips..... | 3 |
| Effective Communication | 3 |
| Upcoming Trainings..... | 4 |





Questions for Committee on Special Education (CSE) Meetings

What progress has my child made toward the standard?

What can my child currently do and what does he/she struggle with?

What gets in the way of my child learning/gaining the grade level knowledge/skills?

What is my child expected to know and be able to do to meet the next year's grade level standards?

In light of the special education services my child will receive, who will be responsible for implementing each of the supports and accommodations? Which teachers (for example, resource room, consultant teacher, general education teacher) can I expect to be focusing on which goals?

The key to success in the classroom lies in having appropriate accommodations and modifications

PREPARING FOR THE CSE MEETING

Most CSE meetings have time constraints. In order to use your time wisely it is best to prepare for the meeting.

- Request a draft IEP and therapists reports to review before the meeting
- Compare reports to previous years reports
- Gather and organize needed documents
- Provide school district with any outside evaluations that you would like them to consider
- Talk with teacher and providers
- Write a brief prioritized list of questions and concerns to discuss during the meeting

What accommodations and/or modifications, will my child need, if any:

In what he/she is taught in subject areas (content)?

How he/she will be taught (instructional method)?

Instructional materials (such as text books)?

The physical environment in the classroom?

How his/her learning will be assessed (for example, testing accommodations)?

Accommodations mean changes in instruction and assessment that allow a student to gain access to content and/or complete assigned tasks. Accommodations allow students with disabilities to pursue the same course of study as other students. Examples of accommodations include, but are not limited to, teacher-provided notes/outlines, extra time to complete assignments, the use of a computer to complete assignments, a peer note-taker, the use of wider lined paper for written tasks, highlighted text, and the use of spell-checker. The terms 'accommodation' and 'modification' are very different (see definition of modification below). Accommodations determined necessary are based on an individual child's needs related to his/her disability and 'levels the playing field for students' (for example, give them an equal opportunity). **Accommodations may change "how" a student learns, but do not reduce learning expectations nor change "what" the student will learn. In contrast, modifications change "what" is learned and the content of the grade-specific curriculum, thereby, reducing learning expectations.**

Retrieved from Retrieved from <http://www.p12.nysed.gov>



A good relationship begins with good communication

EFFECTIVE COMMUNICATION

Effective Communication leads to a pro-active, collaborative relationship between families and schools. When families and schools have an effective team, student outcomes improve. To effectively communicate, it is important for family members to understand the barriers and essential elements of effective communication. Learn how to use effective communication strategies to establish and maintain collaborative relationships with their school team.

As simple as communication seems, much of what we try to communicate to others—and what others try to communicate to us—gets misunderstood, which can cause conflict and frustration in personal and professional relationships. By learning these effective communication skills, you can better connect with your school district.

Effective communication skills #1: Listening

Listening is one of the most important aspects of effective communication. Successful listening means not just understanding the words or the information being communicated, but also understanding how the speaker feels about what they're communicating.

Effective communication skills #2: Nonverbal communication

When we communicate things that we care about, we do so mainly using nonverbal signals. Wordless communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing. The way you look, listen, move, and react to another person tells them more about how you're feeling than words alone ever can.

Effective communication skills #3: Managing stress

In small doses, stress can help you perform under pressure. However, when stress becomes constant and overwhelming, it can hamper effective communication by disrupting your capacity to think clearly and creatively, and act appropriately. When you're stressed, you're more likely to misread other people, send confusing or off-putting nonverbal signals, and lapse into unhealthy knee-jerk patterns of behavior.

Effective communication skills #4: Emotional awareness

Emotions play an important role in the way we communicate at home and work. It's the way you feel, more than the way you think, that motivates you to communicate or to make decisions. The way you react to emotionally driven, nonverbal cues affects both how you understand other people and how they understand you. If you are out of touch with your feelings, and don't understand how you feel or why you feel that way, you'll have a hard time communicating your feelings and needs to others. This can result in frustration, misunderstandings, and conflict.

Retrieved from: <http://www.helpguide.org/articles/relationships/effective-communication.htm>

CSE Meeting Tips

- Learn the language; ask questions
- Ask for acronyms for different systems
- Take notes during the meeting
- Make every attempt to sustain relationships. It is in the best interests of the child to have a cohesive team working towards a common goal .
- Keep the focus on the child's needs, not the district's resources or your expectations.
- Always provide "face saving" ways out of a dilemma. Have a back-up plan.
- Be willing to compromise
- Be open to new ideas
- Consider the school's perspective.
- Parent Centers can help

Some tips retrieved from <http://www.wrightslaw.com/advoc/articles/iep.hollero.hearts.htm>



To register for any of these trainings or to inquire about desired trainings please contact PTAC via the web at: www.ptac-stic.com or by phone at: 607-724-2111



PTAC

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UPCOMING TRAININGS

May 5, 2015 from 6:00 pm - 8:00 pm - "Understanding Diploma and Credential Options for Students with Disabilities"

Have you heard about the new Diploma and Credential options for students with disabilities? This training will provide families with important information to help them understand these options to become an active participant in the transition planning process. The training is being held at the EOP Building 650 Baldwin Street Elmira NY, 14901. This event is FREE, but registration is required.

May 6, 2015 from 6:00 pm - 7:00 pm- "Signing with the Stars"

This integrated group is open to individuals with disabilities, their friends and family that would like to learn to sign songs. The group then performs these songs twice a year, in the winter and spring, in the community. If you are interested in joining please contact Sue Lozinak at 607-724-2111.

May 7, 2015 at 12:15 pm - 3:00 pm- Special Education 101:

Fundamentals of Special Education. Special education can include supports needed to assist your child with learning delays, physical delays, speech delays, language barrier issues, and many other special needs a student may have. This training will provide answers to questions about special education supports, 504 Plans and Individualized Education Programs (IEP). Come join us to learn the basics of special education services. Feel free to bring your child's IEP or 504 Plan and any questions you may have about their plan. This training is being held at the American Civic Association 131 Front Street Binghamton, NY 13905. To register: Contact PTAC at our website: www.ptac-stic.com or by phone at 607-724-2111. You can also register at the American Civic Association call Andrew at 607-723-9419. When registering please notify us of any need for materials to be printed in your native language and interpreter services provided through the American Civic Association upon request.

May 19, 2015 at 5:30pm- ECDC presents "Summer Safety"

Join us at TR Events Front St. Binghamton, NY to discuss summer safety techniques to use with your child this summer. The children will have supervised fun bouncing, while the adults are in the adjoining room learning information pertinent to their child with special needs. To Register for this event contact PTAC at : Website: ptac-stic.com Or by Phone: 607-724-2111.

May 12, 2015- Dr. James Ball presents "What's the Game Plan? Transitioning Young Adults with Autism: Implementing Behavioral, Social, Educational/ Vocational Strategies"

He will be discussing implementing effective strategies to use as a young adult transitions from school into the adult world. The conference is being held at the Otesaga Resort Hotel 60 Lake St. Cooperstown, NY from 9:00am- 3:00pm.



May 13, 2015- Dr. James Ball presents "Behavior, Social Skills and Autism"

He will be discussing behavior strategies for children with autism. The conference is being held at the Holiday Inn and Suites Schoharie 160 Holiday Way Schoharie, NY from 9:00am- 3:00pm.

June 4, 2015- Dr. James Ball presents "What's the Game Plan? Transitioning Young Adults with Autism: Implementing Behavioral, Social, Educational/ Vocational Strategies"

He will be discussing implementing effective strategies to use as a young adult transitions from school into the adult world. The conference is being held at the Harbor Hotel 16 North Franklin St Watkins Glen, NY from 9:00am- 3:00pm.

June 5, 2015- Dr. James Ball presents "Home and School Behavioral Strategies for Children with an Autism Spectrum Disorder"

He will be discussing behavior strategies for children with autism. The conference is being held at the Harbor Hotel 16 North Franklin St. Watkins Glen, NY from 9:00am- 3:00pm.

