



New York State Education Department
Office of Special Education
Educational Partnership





Special Education 101

Training of the Parent Member



Produced by the Technical Assistance Partnership for Transition at Cornell University.

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Disclaimer

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Introductions



- Name
- District
- What are you hoping to take away from today's training?

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

Training Objectives

Participants will:

- Review the special education process (Committee on Preschool Special Education [CPSE] through Committee on Special Education [CSE]).
- Discuss the role of the Parent Member and how they can support families, including reviewing their roles and rights, during the special education process.
- Discover tools and strategies that will further enhance their knowledge of the components of the special education process.

Training Materials

- 04 – Special Education 101: Training of the Parent Member Reference Materials Toolkit
- 05E – Individualized Education Program (IEP) Form with Preschool-Specific Descriptions
- 05S – Individualized Education Program (IEP) Form with Preschool-Specific Descriptions—Spanish
- 06 – IEP Form with Specific School-Age Descriptions
- 07 – 13 School-Age Classifications

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.

Role of the Parent Member



Active Listening

Answer the Following: Yes or No



I usually forget the name of the person I have been introduced to.

I find myself daydreaming or becoming fidgety when not fully engaged in a conversation.

I forget about my own body language and non-verbal information, and I tend to forget to recognize body language of others.

When I don't understand, I sometimes act as if I do in order to avoid embarrassment.

I can do other tasks while listening.

I sometimes finish the other person's sentence, or I form a response while the other person is talking.

I use language such as uh-huh or right so that the other person thinks I am listening.

I allow distractions or interruptions to take precedence over listening.

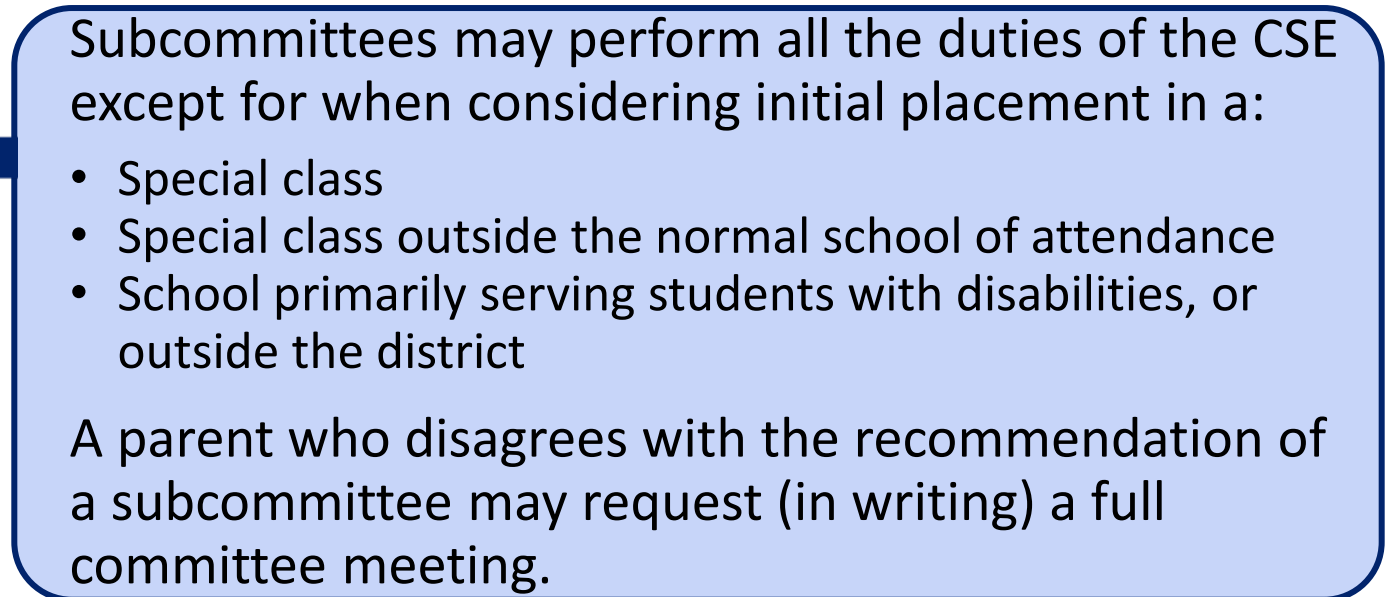
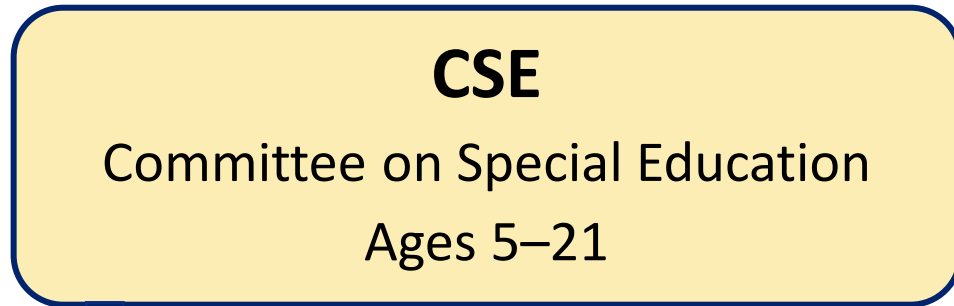
I tend to tune out to those people I disagree with.

I tend to find myself paying attention to the other person's clothes, mannerism, or other attributes not related to the conversation.

I tend to interrupt when I am anxious to say something, and I talk more than I listen.

I tend to make assumptions and misinterpret what people say.

Team Structures for CSE and CPSE



CSE and CPSE Membership in NYS

Member Title	CSE	CSE Subcommittee	CPSE
Parents of the Student	Required	Required	Required
Not < 1 General Ed. Teacher (if child is <u>or may be</u> in general ed)	Required	Required	Required
Not < 1 Special Ed. Teacher/Provider	Required	Required	Required
School Psychologist	Required	For new psych eval. or change to more intensive staff ratio	Not required
District Representative (Chairperson)	Required	Required	Required
Others with knowledge/expertise	Required	Required	Required
Ind. To Interpret Evaluations (may serve dual role with any of the professional members listed above, but not the parent)	Required	Required	Required
School Physician	If requested (72 hrs)	Not required	Not required
Additional Parent Member	If requested (72 hrs)	Not required	If requested (72 hrs)
Student, if appropriate	Required	Required	Not required
Representative from Municipality	Not required	Not required	Invited
Representative from Early Intervention (EI)	Not required	Not required	By parent request for transition to CPSE

Parent Member Requirements

- Resides in the school district or a neighboring school district
- Parent or guardian of a student with a disability (may be a parent or guardian of a student who has been declassified or graduated within five years)
- May not be employed by or under contract with the district
- Trained by school district
- Must maintain confidentiality
- For CPSE, must have a child enrolled in a preschool or elementary level education program

Defining the Parent Member

The Parent Member Is:	The Parent Member Is Not:
Member of the CPSE/CSE	Chairperson
Support	Advocate
Facilitator	The Committee Facilitator
Resource	Expert

An Effective Parent Member Will:

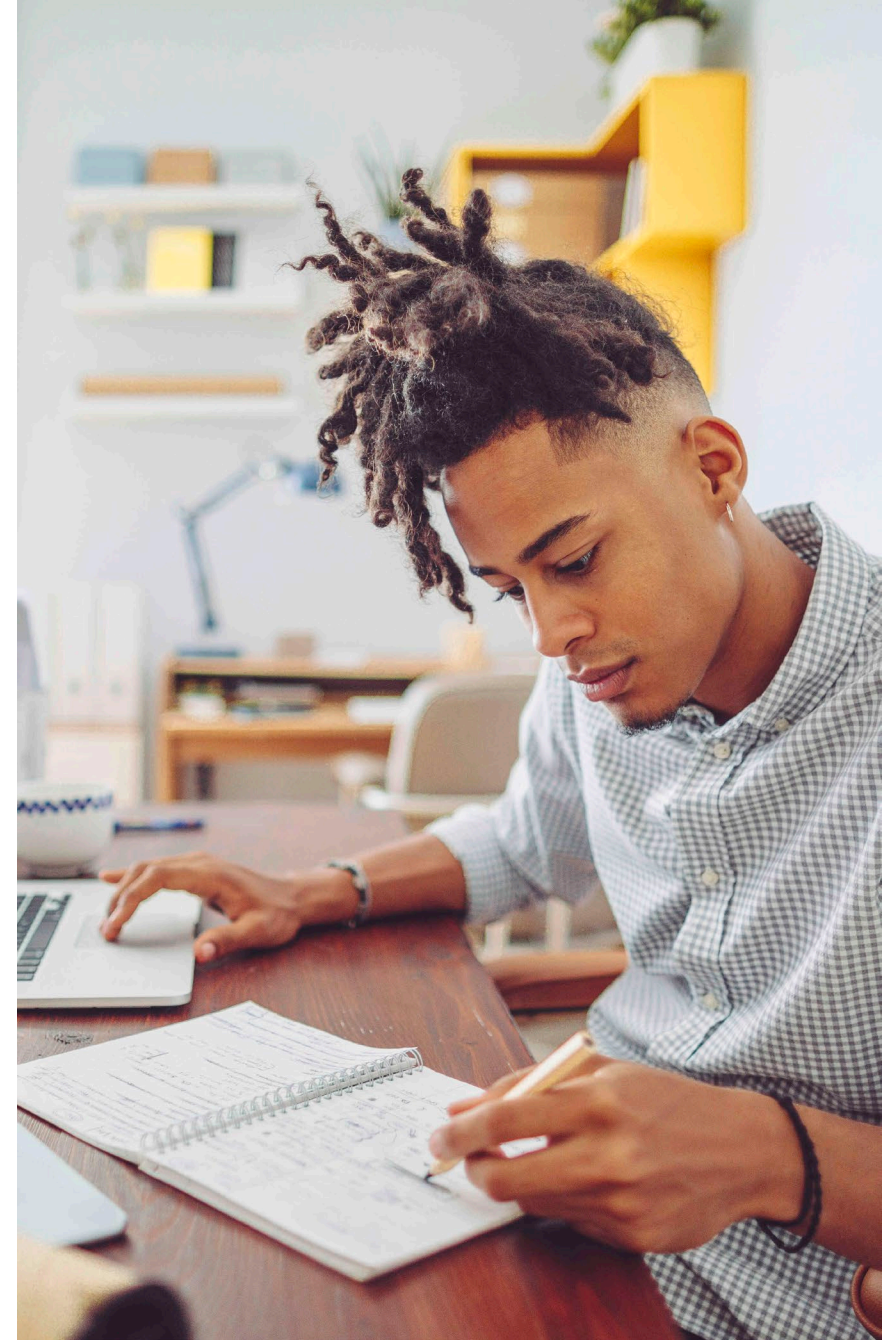
- Understand their role
- Understand the CPSE/CSE process
- Be an “active listener”
- Be a resource for the parent
- Facilitate communication between parent and school district
- Understand the parent perspective
- Collaborate with the CPSE/CSE Chairperson
- Use questions to facilitate understanding

The CPSE/CSE Process



Develop Knowledge of the Process

- General understanding of laws and regulations
- Understand Parent Rights
- Familiarity and understanding of the special education process



Laws and Regulations Impacting Students with Disabilities

Federal

- Individuals with Disabilities Education Act (IDEA) 2004
- Part 300 of the Code of Federal Regulations (implementing IDEA)
- Every Student Succeeds Act (ESSA)
- Section 504
- Family Educational Rights and Privacy Act (FERPA)
- Americans with Disabilities Act (ADA)

State

- New York State (NYS) Education Law Article 89—Children with Handicapping Conditions
- NYS Regulations of the Commissioner of Education:
 - Part 100—Elementary and Secondary Education School Program (All Students)
 - Part 200—Students with Disabilities
 - Part 201—Procedural Safeguards for Students with Disabilities Subject to Discipline

IDEA

Federal law governing special education ages 3–21, entitles students to a free appropriate public education (FAPE) in the Least Restrictive Environment (LRE).

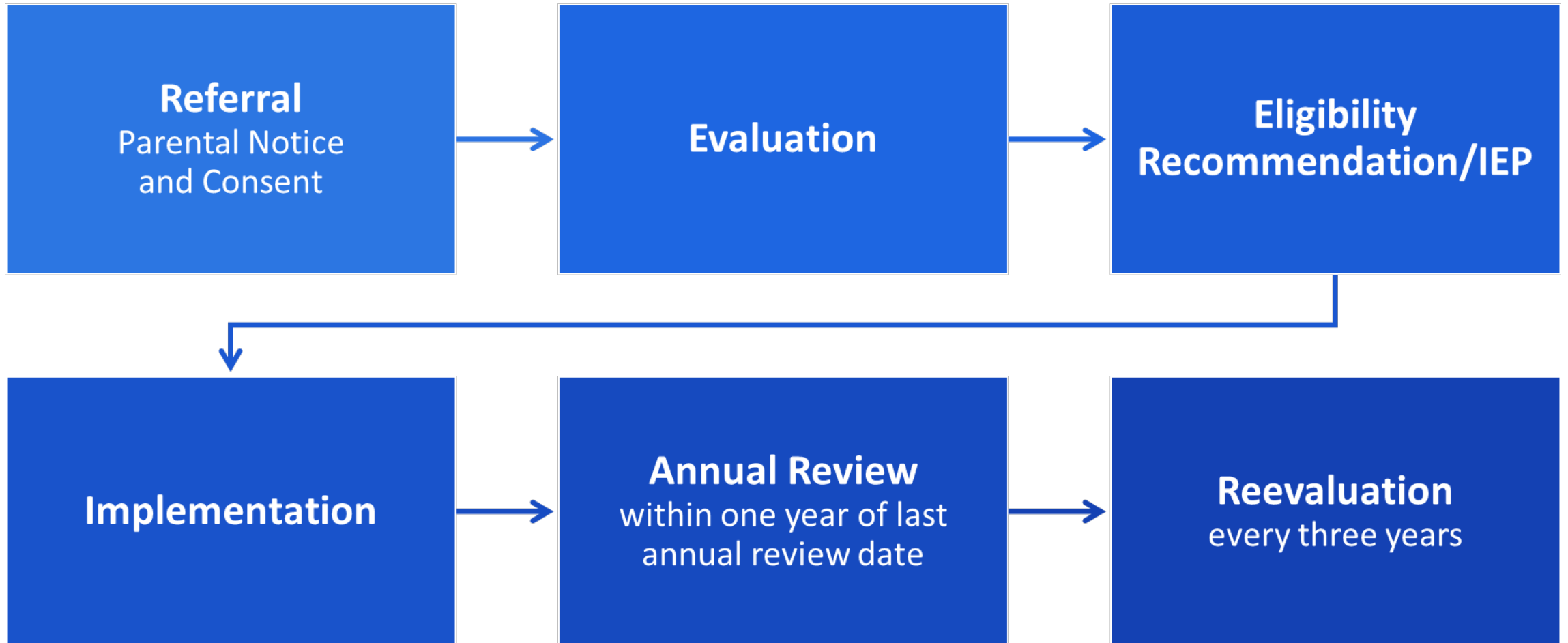


Parent Rights

Parents can expect to:

- Be fully informed
- Be notified about all meetings at least five calendar days before
- Participate in decision making
- Have all information explained
- Request a change in meeting date, time, and location, if needed
- Have confidentiality maintained
- Be able to review all school records including any data collection records, reports, or evaluations of their child
- Have access to mediation, due process complaint, and impartial hearing, if needed

CPSE/CSE Process



What Happens Before the Meeting?

- **Referral:**

- Made by parent or district representative
- Made in writing

- **Request for Referral:**

- Made by a teacher or other individual (related service, physician, judicial court, student, etc.)
- Must include a report which details pre-referral interventions and outcomes

- **Evaluation:**

- Variety of assessment tools and strategies, including parent input
- Defined timelines from consent to completion of evaluations

Purpose of the Meeting

- Initial eligibility
- Annual review
- Amendment
 - Requested meeting to review and, if appropriate, revise IEP
- Re-evaluation





This Is a Partnership

- The development of an IEP includes
 - A collaborative partnership and process between the family and district (for Preschool this may include provider and county)
 - Collaborative communication
 - Planning together and sharing in the responsibility for ensuring a quality education for their child
 - Respecting one another's opinions, knowledge, values, and beliefs

What Happens at the Meeting?



Stages of a CPSE/CSE Meeting

- Introductions
- Review of evaluations
- Eligibility
- Present Levels of Performance (strengths, needs, functioning levels)
- Review of data and student progress
- Annual goals
- Programs and services
- Placement

Potential Scenario and Possible Solutions #1



At an initial eligibility meeting, committee members are arriving, a sign-in sheet is passed around, and the Chairperson begins introductions. As individuals on the committee introduce themselves you notice that the parent appears uncomfortable, does not appear to know the committee members, and is shuffling reports and papers rather than paying attention to each person as they introduce themselves.

What can you do?

Preschool Eligibility



§200.16(a), §200.16(d)(1), §200.1(mm), §200.1(zz)

Upon the completion of the administration of tests and other evaluation materials, the committee must determine whether the student is a preschool student with a disability, as defined in §200.1(mm) as defined in the Regulations of the Commissioner of Education.

A significant delay or disorder in one or more functional areas which adversely affects a student's ability to learn including:

- Cognitive
- Language and communication
- Adaptive
- Socio-emotional
- Motor

CPSE—Determine Disability



Section §200.4(c)(i)

Preschool Student with a Disability:

- Evidence of a significant delay or a disorder in one or more functional areas indicating:
 - 12-month delay in one or more functional area(s); or
 - 33% delay in one functional area or 25% delay in each of two functional area(s); or
 - 2.0 standard deviations below mean in one functional area, or 1.5 standard deviations below mean in two functional area(s); or
- Meet criteria for student with a disability who, because of mental, physical, or emotional reasons, is identified as having one of the following disabilities as defined in §200.1(zz):
 - Autism; Deafness; Deaf-Blindness; Hearing Impairment; Orthopedic Impairment; Other Health Impairment; Traumatic Brain Injury; Visual Impairment

Definition of a Student with a Disability

§200.4(c)(i)

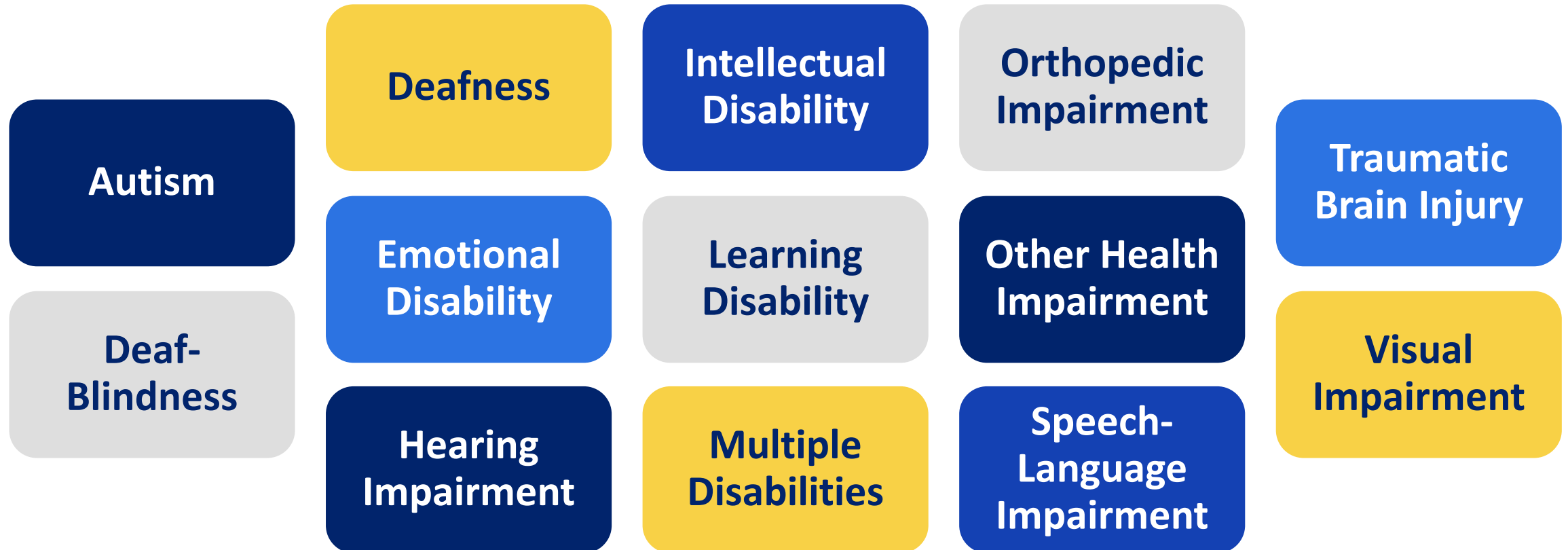
Upon the completion of the administration of tests and other evaluation materials, the committee must determine whether the student is a student with a disability as defined in the Education Law, who has not attained the age of 21 prior to September 1st.

The student has been identified as having a disability and requires special education services and programs approved by the education department due to reasons that are:

- Mental
- Physical
- Emotional

Determining Classification for School-Age Eligibility

Classification Categories



Recommendation for Students Determined Eligible



§200.4(d)

- CPSE/CSE provides a recommendation to the Board of Education (BOE) to arrange for the appropriate special education programs/services.
- Copy of this recommendation and the evaluation report shall be provided to the parent upon which the decision was made.

Students Determined Ineligible



§200.4(c)(2) §200.16(e)(2)

- Give recommendation to BOE.
- Some students may be found ineligible and prior written notice (PWN) should be given to the parent that indicates the reasons.
- Copy of the report used to determine eligibility shall be provided to the parent.

Ineligible vs. Eligible

Ineligible for special education services

CPSE: may provide information related to community programs and services available

CSE: building level team may consider:

- 504 referral
- Academic Intervention Services (AIS)
- Reading intervention, remedial instruction
- Behavioral support, social skills programs
- School may increase tiered supports to supplement skills

Eligible for special education services

CPSE/CSE develops an IEP to identify:

- Present levels of performance
- Annual goals
- Accommodations and supports
- Special education programs and services

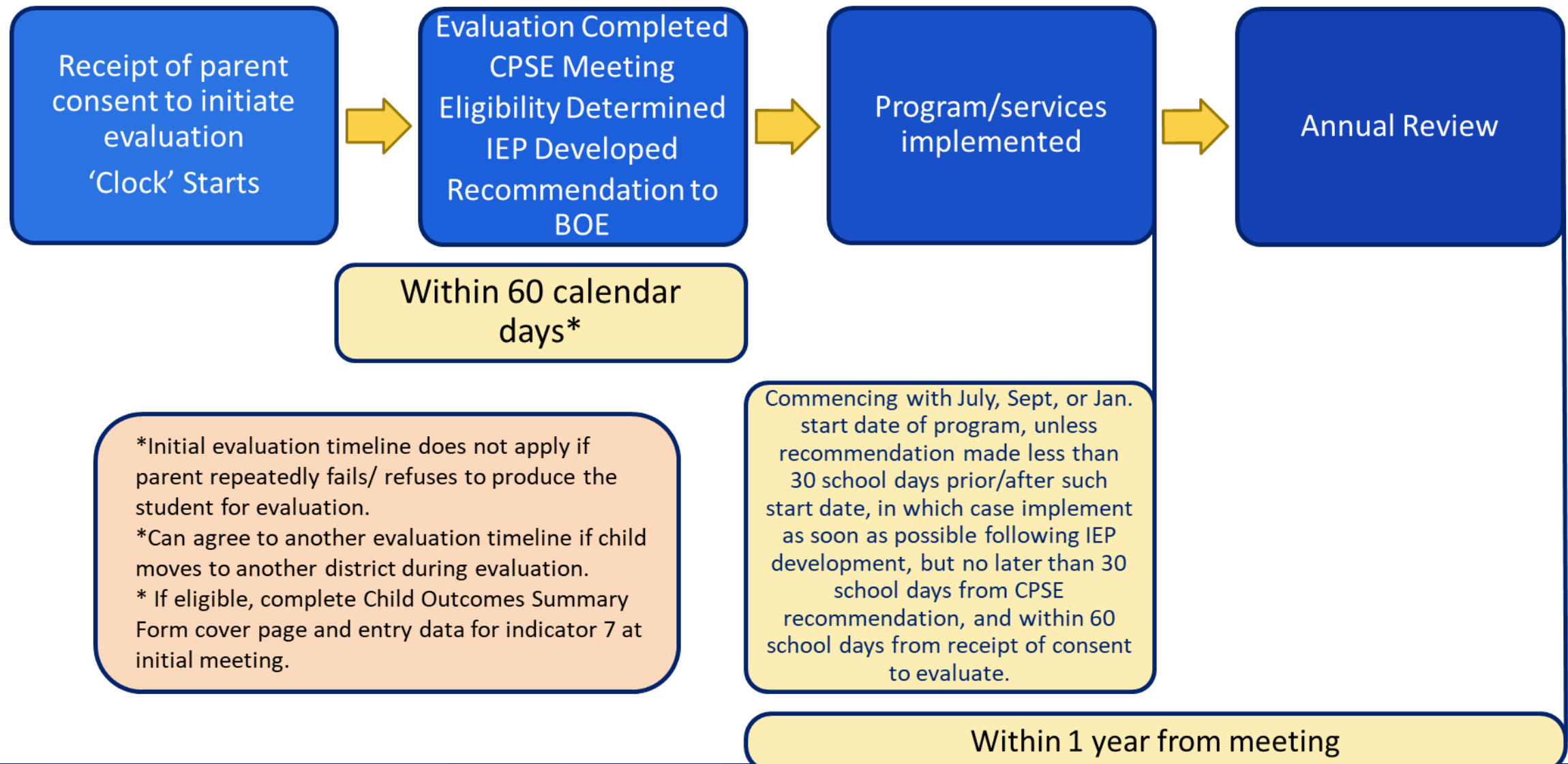
Potential Scenario and Possible Solutions #2



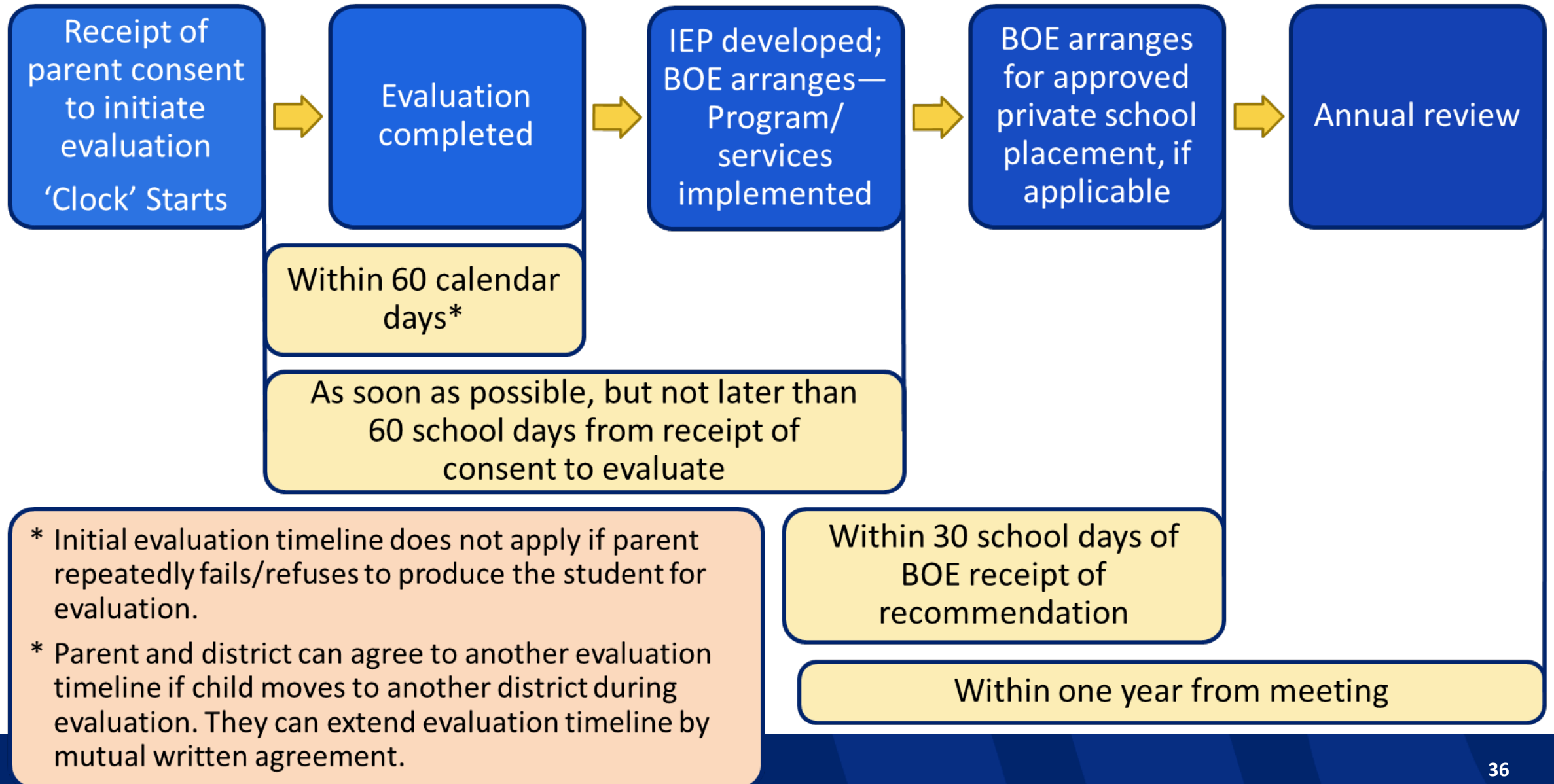
In a CSE meeting to determine initial eligibility, the parent provides a report from a private evaluator that indicates a diagnosis of a language processing disorder. Results from the district testing and evaluations indicate grade-level progress and average cognitive ability. The parent is adamant the child is entitled to an IEP and needs to be protected.

What can you do?

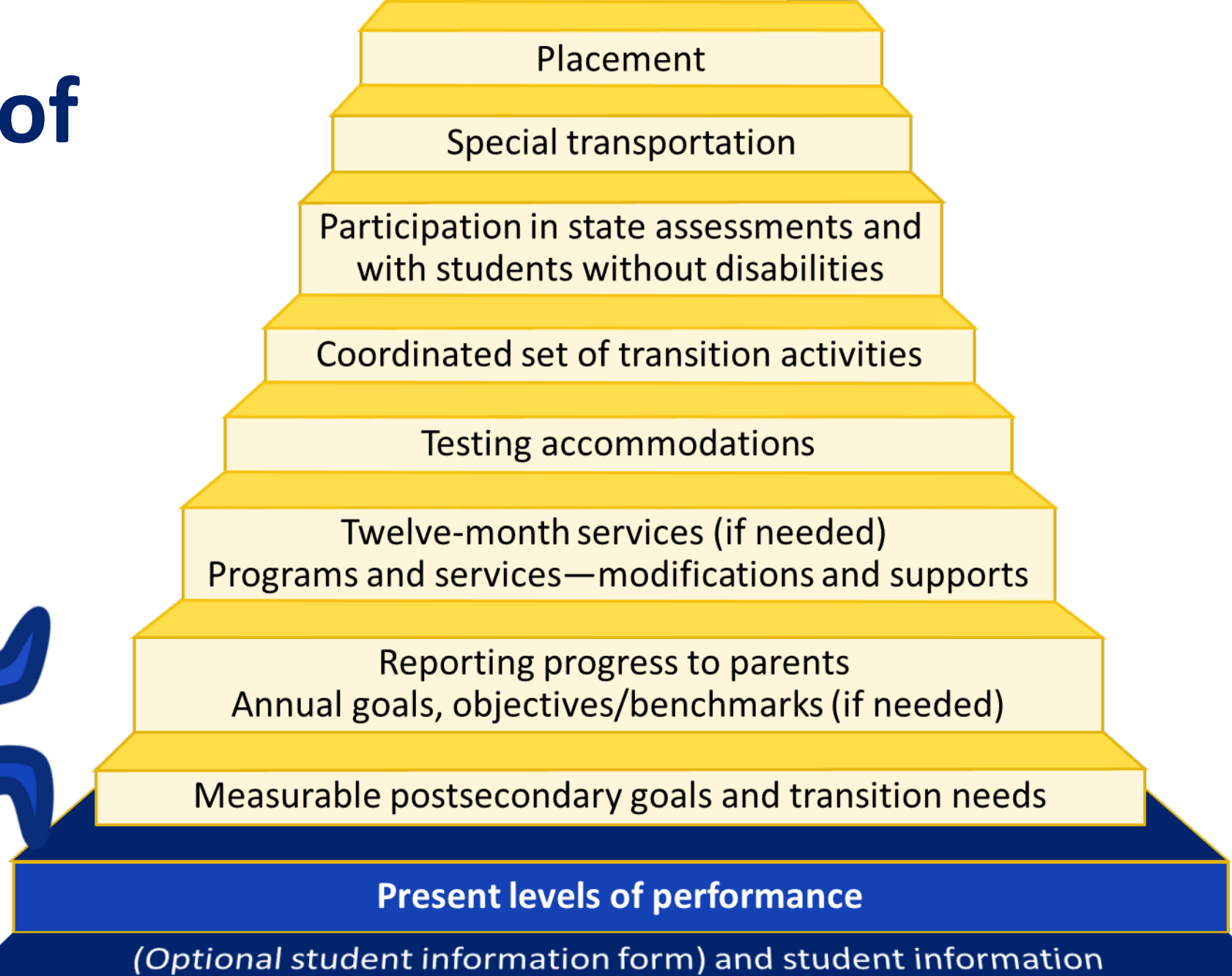
CPSE Process Timeline



CSE Process Timeline



Sections of the IEP



Strengths and Needs of the Student's Present Levels of Performance:

Academic

Social

Physical

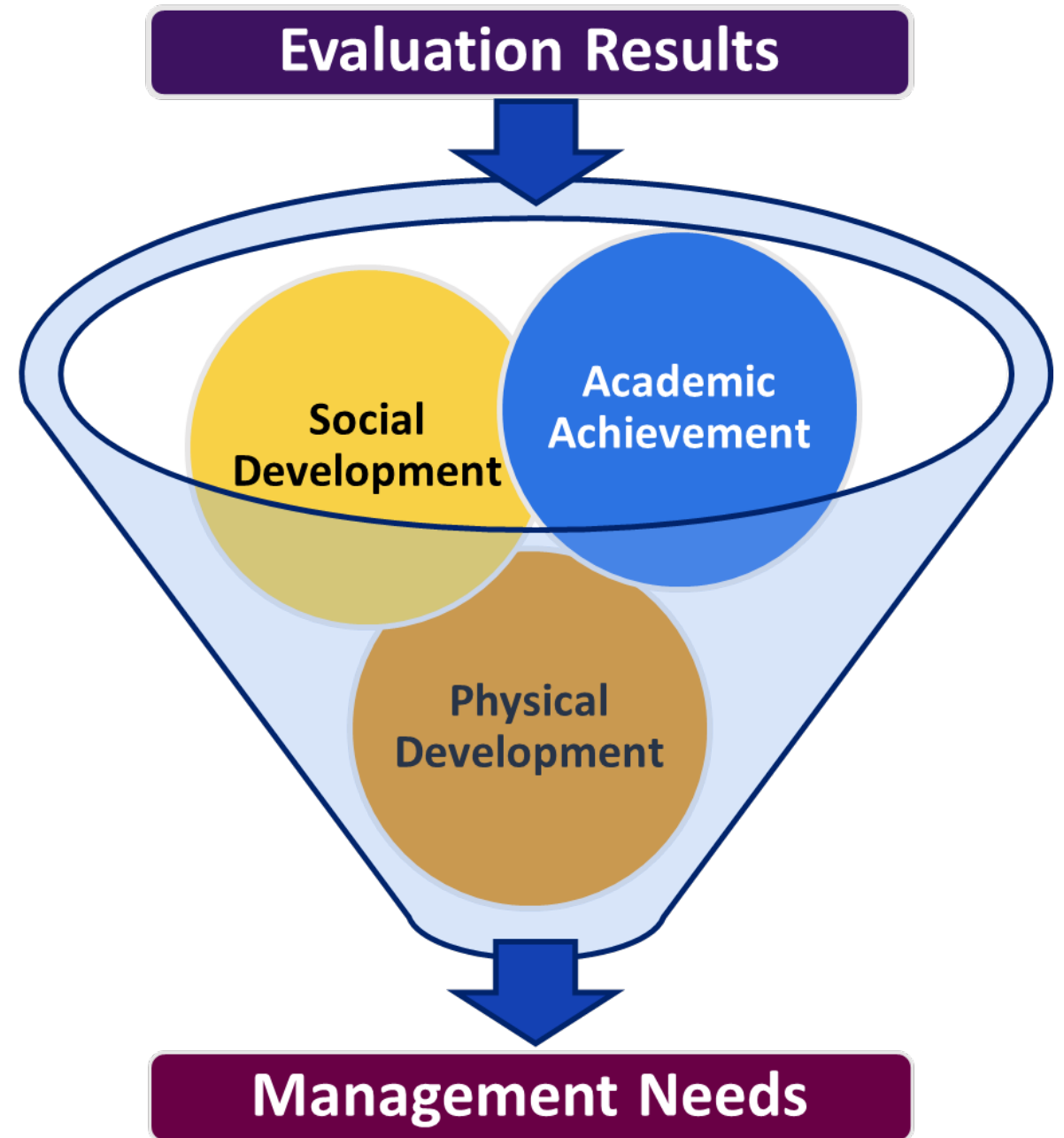
Management

- Student's current functioning, including their unique needs, strengths, preferences, and interests in the above areas
- Parental concerns reflected in Present Levels of Performance
- Impact of disability on participation in general education or age-appropriate activities

Components of the Present Levels of Performance

Including:

- Strengths
- Preferences
- Interests
- Needs
- Concerns of the family



Potential Scenario and Possible Solutions #3

Waiting in the hallway before the meeting, you have an opportunity to speak to the parent who is quite upset about some specific issues regarding their child. After the other committee members report on the current functioning of the student, the Chairperson asks if there is any other information the parent would like to offer. The parent says “no” even though the concerns mentioned were not discussed.

What can you do?



How/Why Are IEP Goals Developed?

- Each IEP includes annual goals.
- Goals are built upon Present Levels of Performance.
- Goals are related to the student's needs and are identified by the CPSE/CSE.
- Decisions about services, supports, and programs are determined by the student's needs and goals.



Potential Scenarios and Possible Solutions #4

The parent expresses during the meeting that they feel it is important for their child to learn to ride the city bus. The Chairperson indicates the child is still entitled to special transportation, and it will continue. As the Parent Member, you suspect the parent's reason of bringing it up had to do with encouraging the child's independence rather than eligibility for special transportation. However, the parent does not respond.

What can you do?

Continuum of Preschool Services (200.16(i))



Related Services: Speech, Occupational Therapy (OT), Physical Therapy (PT), and more

Special Education Itinerant Services (SEIS)

SEIS and Related Services

Special Class in an Integrated Setting (SCIS)

Special Class

Continuum of School-Age Services

Consultant Teacher

Related Services

Resource Room

Integrated Co-Teacher (Optional)

Special Class

Home and Hospital Instruction

In State and Out-of-State
Private Schools (Day or
Residential Placement)

12-month Services

Transitional Support Services

Definition of LRE:

(§200.1(cc))



“Least restrictive environment means that the placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs **only** when the nature or severity of the disability is such that even with the use of ***supplementary aids and services***, education cannot be satisfactorily achieved.”

Important Considerations for Program and Service Decisions

- **Continuum of Services**—The variety of services provided to students, e.g., related services, resource room, special class.
- **Continuum of Placement**—What type of school the student attends, e.g., public school, neighboring district, BOCES.
- **LRE**—The extent to which services are provided to the student with a disability in settings with nondisabled peers.

Every Committee on Special Education (CSE and CPSE) meeting includes a decision and discussion about LRE

- Initial placement
- Annual review
- Amendments to the IEP
- Re-evaluation

Regulations of the Commissioner of Education,
§200.4(f)(1)(vii)



Recommendations on the IEP:



§200.4(d)(4)(ii)

Be developed in conformity with the LRE provisions of the Regulations of the Commissioner of Education:

- Placement must be based on the student's needs and recommended services as identified in the student's IEP and determined annually;
- Placement shall be as close as possible to the student's home, and unless the student's IEP requires some other arrangement, the student shall be educated in the school they would have attended if not disabled;
- In selecting the LRE, consideration must be given to any potential harmful effect on the student or on the quality of services that they need; and
- A student with a disability must not be removed from education in age-appropriate regular classrooms solely because of needed ***modifications in the general education curriculum.***

Potential Scenario and Possible Solutions #5

A parent provides a copy of a private report from a neuropsychologist. A recommendation in the report is that the child be placed in a small class within a private school specializing in the education of students with learning disabilities. The committee has suggested special education services in the student's home school. The parent requests placement in a small private school in the region and indicates that their doctor is 'the expert.'

What can you do?



Self-Reflection



- Do I understand what makes an effective Parent Member of the CPSE/CSE?
- Do I have confidence in my ability to be an effective Parent Member of the CPSE/CSE?
- Are there areas where I would like to feel more confident in my ability?
- Am I aware of the resources available to assist a parent and how to access them?
- Do I recognize my role in facilitating communication between the parent and other committee members?

Additional Scenarios



The parent seems to be disengaging from the proceedings happening in the meeting due to disagreement over the cause of the student's lack of progress in certain subject areas. The teachers are discussing whether it is due to a lack of motivation or the impact of ADHD. There is a lot of conversation, and you sense the parent is becoming defensive and frustrated.

What would you do?

Potential Scenario and Possible Solutions #6

In an initial eligibility meeting, the teacher hands the parent a graph and goes through the student's academic progress monitoring data. The psychologist indicates the student has made progress and points to an upward trend on the graph. The Committee reviews the evaluation reports and discusses the results and overall performance. The Committee determines the student is not eligible for special education services. You know the parent is upset because the parent believes the district often denies services because of 'budget issues' and limited availability of service providers and programs.

What would you do?



Potential Scenario and Possible Solutions #7

A student is currently participating in the work-based learning (WBL) program and is working in an office setting. The transition assessments that the student has participated in have supported their interests and their goal is to work with cars in a car wash or detailing setting.

At their CSE meeting, the student's program is being discussed and their family brings up their interest in working with cars. The school does not currently have any courses related to automotives or any work relationships in this field and therefore state that they cannot offer this type of experience to the student in their program.

What would you do?



Potential Scenario and Possible Solutions #8

Questions and Answers



Resources

- [Part 200 Regulations of the Commissioner of Education](#)
- [Special Education in NYS for Children Ages 3–21: A Parent’s Guide](#)
- [Guide for Determining Eligibility and Special Education Programs and/or Services for Preschool Students with Disabilities](#)
- [Guide to Quality IEP Development and Implementation](#)
- [Additional Guidance Documents](#)
- [Assistance for Parents NYSED webpage](#)

Contact Us

TAP for Transition

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New York State
EDUCATION DEPARTMENT

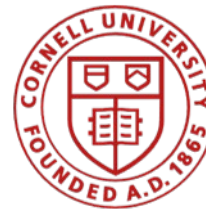
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education

Educational Partnership

Technical Assistance Partnership
for Transition



Cornell University

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