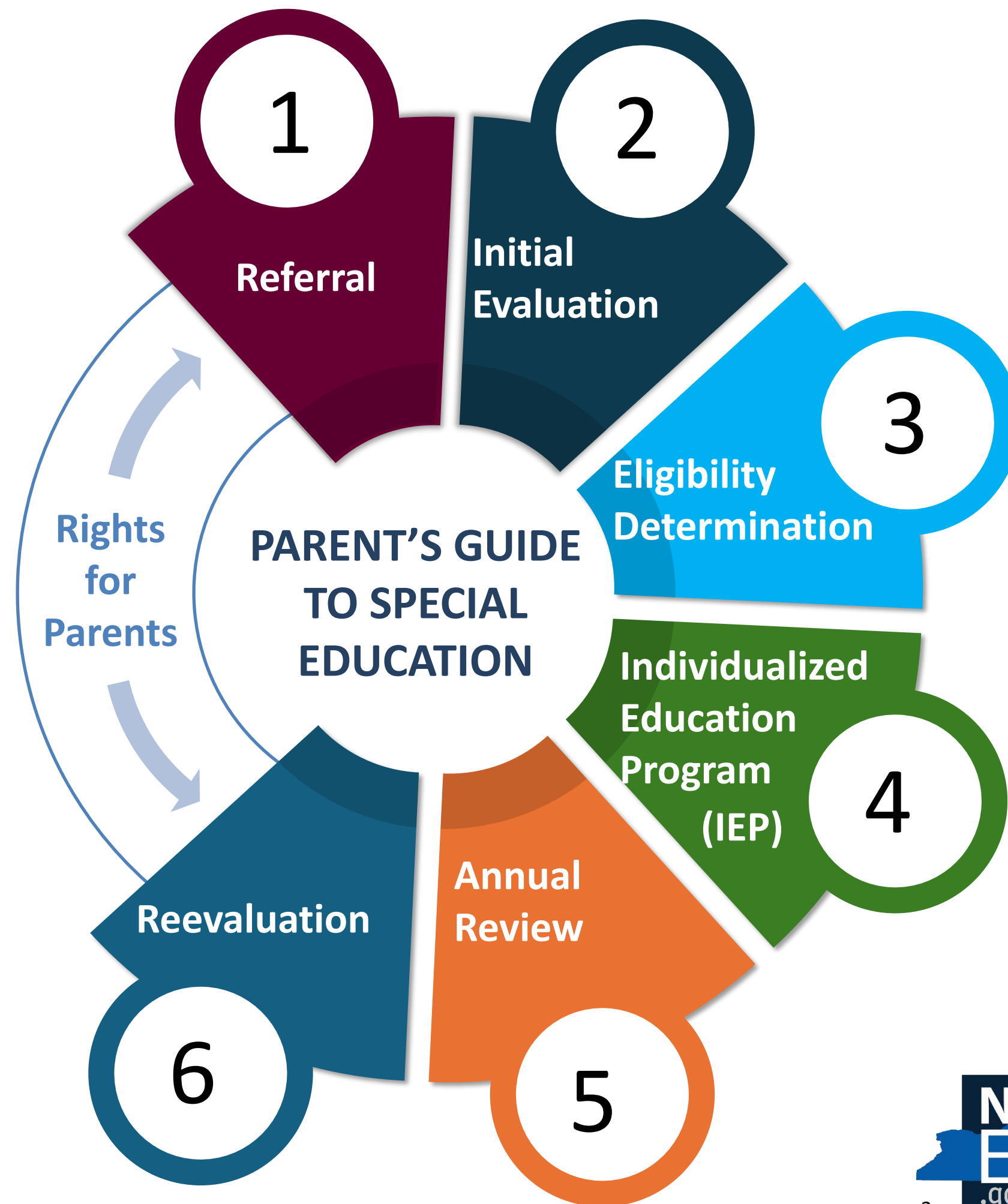




# Parent's Guide to Special Education



November 2025  
Board of Regents





### **Step 1: Referral for Special Education Services**

A student suspected of having a disability is referred to the Committee on Special Education/Committee on Preschool Special Education (Committee) for an initial evaluation.

### **Step 2: Initial Evaluation**

The Committee arranges for an evaluation of the student's abilities and needs.

### **Step 3: Eligibility Determination**

Based on evaluation results, the Committee decides if the student is eligible to receive special education programs and services.

### **Step 4: IEP Development and Implementation**

If the student is eligible to receive special education services, the Committee develops and implements an appropriate IEP to meet the needs of the student.

### **Step 5: Annual Review**

The student's IEP is reviewed and, if needed, revised by the Committee at least once a year.

### **Step 6: Reevaluation**

A reevaluation is conducted at least once every three years to review the student's need for special education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur sooner if necessary or when requested by a parent or teacher.

## Checklist for Parent Participation in the Evaluation Process

- You have input as to assessments to be conducted as part of the initial evaluation or reevaluation.
- Your written consent is obtained for the initial evaluation.
- You are fully informed of the initial evaluation and the purposes for which the evaluation will be used.
- Your concerns about the education of your child are considered in the evaluation process.
- Evaluation information you share is considered in the evaluation process.
- The results of the evaluation are shared with you in the language you speak or other kind of communication you understand.
- You are provided with a copy of the evaluation report.
- If your child is a preschool student, you are provided a copy of the Preschool Evaluation Summary Report.

## IEP Required Components

The IEP is the cornerstone of the special education process for each individual student. Federal and State laws and regulations specify that the following information must be included in each student's IEP:

- ☐ Your child's name and disability classification;
- ☐ Date the IEP is to be implemented;
- ☐ Projected date of annual review;
- ☐ Your child's current abilities, needs, and evaluation results;
- ☐ Annual goals and, for preschool students with disabilities and students who take the NYS Alternate Assessment, short-term instructional objectives and/or benchmarks for your child to meet this school year;
- ☐ Information about the special education programs or services your child will receive (the frequency (how often), duration (how long) and location (where) each recommended service will be provided) to help your child meet your child's goals and support
  - your preschool child's participation in appropriate activities; or
  - your school-age child's involvement and progress in the general education curriculum;
- ☐ Special accommodations, if any, your child will receive to take tests<sup>6</sup> (such as a longer time to take tests);
- ☐ Supplementary aids and services, accommodations and/or program modifications for your child (such as special seating arrangements);
- ☐ Special equipment your child may need in school;
- ☐ Supports for your child's teachers to help implement your child's IEP;
- ☐ When you will receive reports on your child's progress;
- ☐ For students age 15 and older, transition needs and services;
- ☐ Type of setting where your child's IEP will be implemented in consideration of your child's unique needs; and
- ☐ Placement decisions must be developed consistent with the Least Restrictive Environment (LRE) requirements.

# Distribution of the Parent's Guide

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Consistent with New York State's Language Access Law, the Parent's Guide will be translated into the 12 most commonly spoken languages.

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The Parent's Guide will be published on the NYSED Office of Special Education Parent Resources webpage.

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In addition to school districts and BOCES, information about the Parent's Guide will be distributed to organizations that engage with parents and families.



# Thank You



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