



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 5: Recommendation—Individualized Education Program (IEP) Development

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 the TAP for Equity at Bank Street College of Education.

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Disclaimer

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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 5—Recommendation/IEP Development
- Regulatory Content
- Wrap-Up

Overview of Series

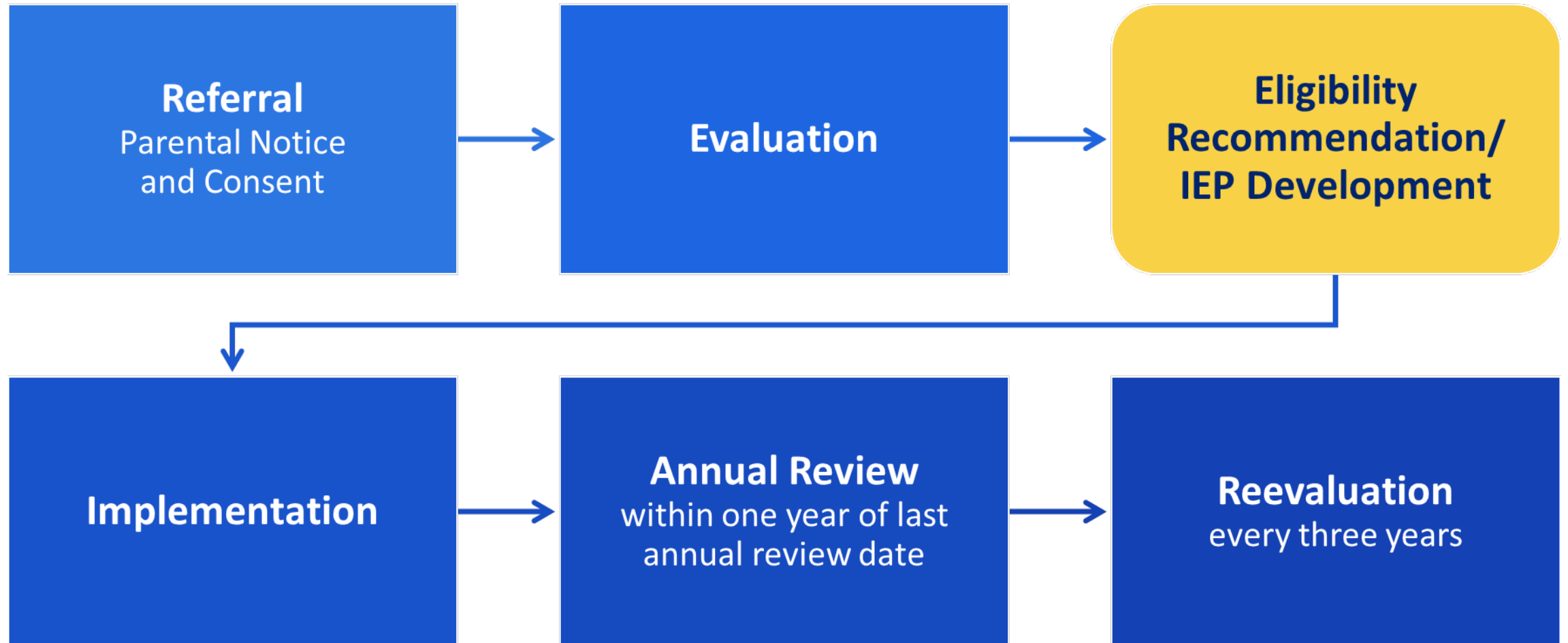
- Module 1: The Foundations
- Module 2: Referral
- Module 3: Evaluation
- Module 4: Eligibility
-  **Module 5: Recommendations/IEP Development**
- Module 6: Implementing and Amending the IEP
- Module 7: Annual Review
- Module 8: Reevaluation
- Module 9: Effective Preschool Special Education (CPSE)/Committee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

Participants will:

- Examine the CPSE/CSE Chairperson's responsibilities in the development of the IEP.
- Recognize that IEPs are developed to deliver educational benefit.
- Understand that IEP development is a child-centered, sequential process that is outcome-oriented.
- Learn about the key elements of an IEP and the ways in which they build upon each other.
- Recognize that the participation of the student and parent in IEP development contributes to a better quality process and outcome.

Module 5: Learning Objectives

CPSE/CSE Process



The IEP Is a Legal Document:



Federal law: Individuals with Disabilities Education Act (IDEA)—
§614(d)(1)(A)(i)

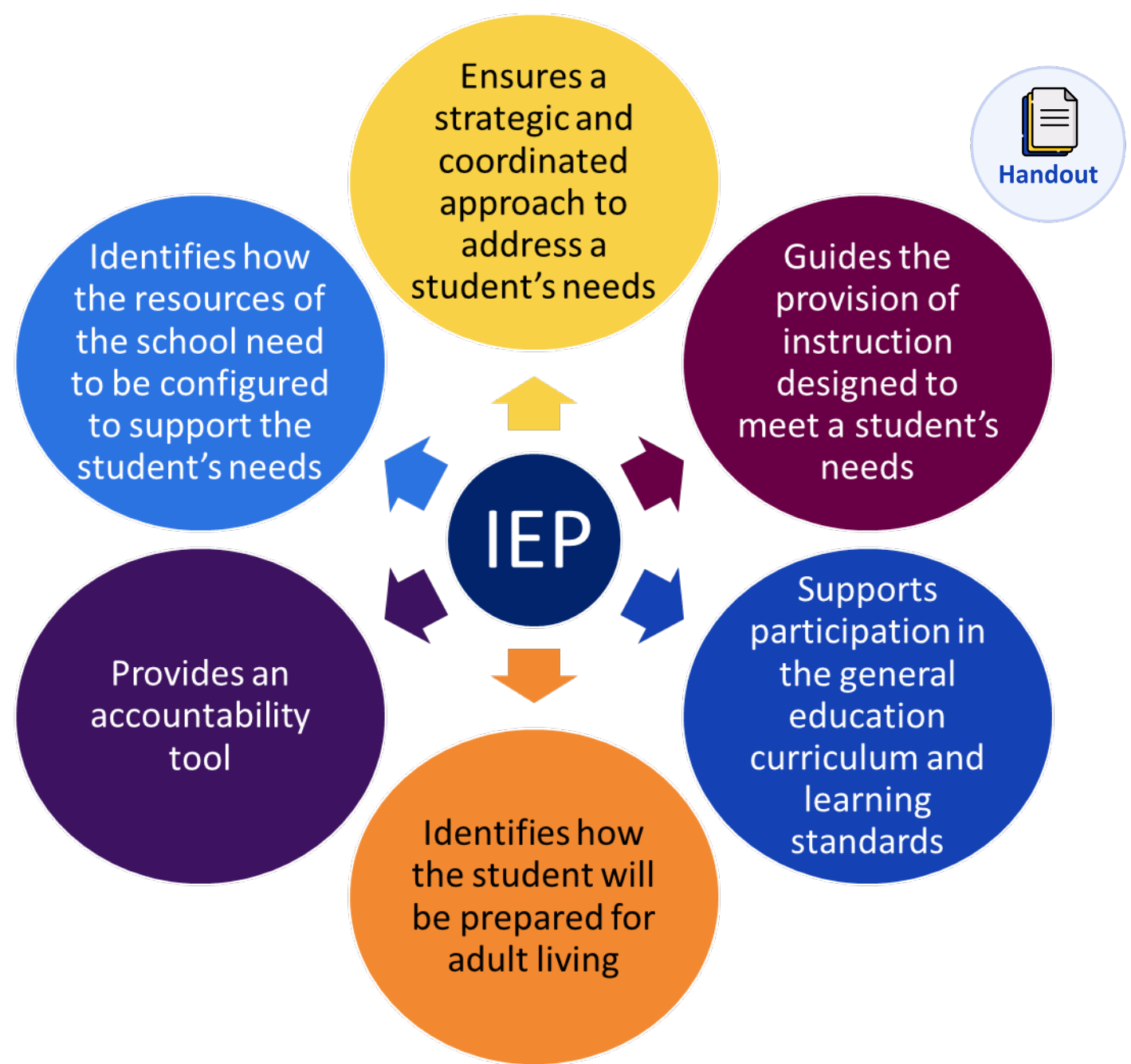
“In general—The term ‘individualized education program’ or ‘IEP’ means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes...”

New York State (NYS) regulations: §200.4(d)(2), §200.1(y)

“If a student has been determined to be eligible for special education services, the Committee shall develop an IEP...”

“IEP means a written statement, developed, reviewed and revised... to be provided to meet the unique educational needs of a student with a disability”...

The IEP Is the Cornerstone of the Special Education Process



Role of the Chairperson in Relationship to IEP Development

§200.4(d)(2) and §200.3(e)



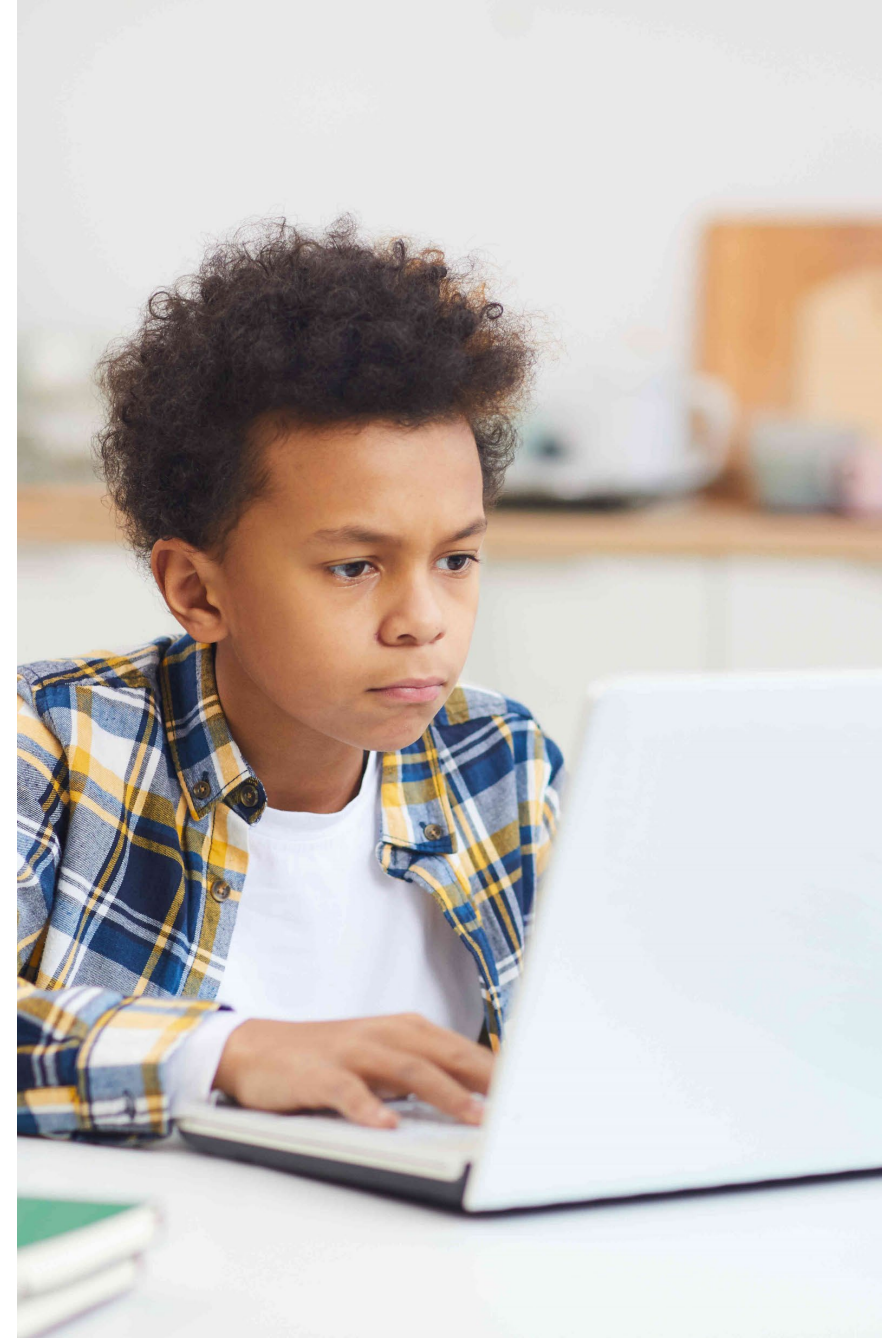
If the student has been determined to be eligible for special education services, the committee shall develop an IEP and the role of the chairperson is to preside over the meetings of the Committee, at which IEPs are developed.

Educational Benefit



Guiding Question—IEP Development

What are some ways you ensure the IEP is developed in a manner that meets procedural compliance and is reasonably calculated to enable the child to receive educational benefit?



**Board of
Education (BOE)
of the Hendrick
Hudson Central
School District v.
Rowley
and
Andrew F. v.
Douglas County
School District
Activity**



Read the article, “Defining Educational Benefit.”



Complete the text tagging protocol as you read.



Write your ideas on the Poster board/Jamboard.



Share ideas with the whole group.



Text Tagging Protocol Symbols Activity



Put a star next to items that you found important.



Put a question mark next to items that you found confusing.



Put an exclamation point next to items that you want to explore further.



Put a check mark next to items that you already knew.



Critical Concepts



Free and Appropriate Public Education (FAPE)



BOE of the Hendrick Hudson School District v. Rowley (*Two-Pronged Test*)



Endrew F. v. Douglas County School District (*Educational Benefit Standard*)



Implications of the Supreme Court Rulings



IEP Team Responsibilities

Educational Benefit Expectations and the IEP

- IEP identifies present levels, needs related to disability, and impact on involvement/progress in the **general education curriculum**
- **Measurable** annual goals
- Services planned to support **progress** toward goals and in the general education curriculum
- Education in the **Least Restrictive Environment (LRE)**, participation in extracurricular and other nonacademic activities
- **Transition** needs are addressed (ages 15–21)
- **IEP is adjusted** if progress is not made

Measuring Educational Benefit

Educational Benefit can be measured in a variety of ways:

1. Making progress toward meeting annual goals
2. Achieving passing marks
3. Advancing from grade to grade
4. Improving scores on statewide/district-wide assessments and alternate assessment measures
5. Passing high school exiting exams such as the Regents exams
6. Graduating with a diploma

**Educational
Benefit
and IDEA
Expected
Outcomes**

The Office of Special Education Programs (OSEP) measures the progress of students with disabilities in each state, by evaluating data in several ways, including:

- The percent of students with disabilities who graduate with a diploma
- Participation and performance of students with disabilities in same state assessments as nondisabled peers
- Education in the LRE
- Post-school outcomes for students with disabilities
- Preschool outcomes for preschool students with disabilities

Standards- Based IEPs



Developing IEPs Linked to the Standards

- The CPSE/CSE is responsible for recommending goals and services that will assist the student in being involved and progressing in the general education curriculum (or appropriate activities for preschool students).
- Standard-based goals do not mean that a student's goals and objectives in an IEP are a re-statement of a standard or a curriculum goal in a specific content area, but rather are a statement that reflects the necessary learning that will lead to the attainment of the standard.

Standard-Based IEP Process

The CPSE/CSE should:

- Review the content as well as the expectations for how the student will learn or demonstrate knowledge and skill in the content areas.
- Identify the strengths and challenges for the student in relation to those expectations in the Present Levels of Performance section of the IEP.
- Identify how a student's needs are linked to the general education curriculum.

Standard-Based IEP Process (Continued)

The CPSE/CSE should:

- Identify the goals the student will be expected to achieve in one year and, when appropriate, short-term instructional objectives or benchmarks that are the intermediate steps to reach those annual goals.
- Identify the special education services, including the adaptations, accommodations, or modifications to the general education curriculum, and/or instructional environment and materials, as needed by the student to reach those standards.

Overview of the IEP Development Process

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

LOCAL ID #:	DISABILITY CLASSIFICATION:
IMPLEMENTED:	PROJECTED DATE OF ANNUAL REVIEW:

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS

ACADEMIC PERFORMANCE AND LEARNING CHARACTERISTICS

LEVEL OF DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

QUESTIONS:

ACADEMIC AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS

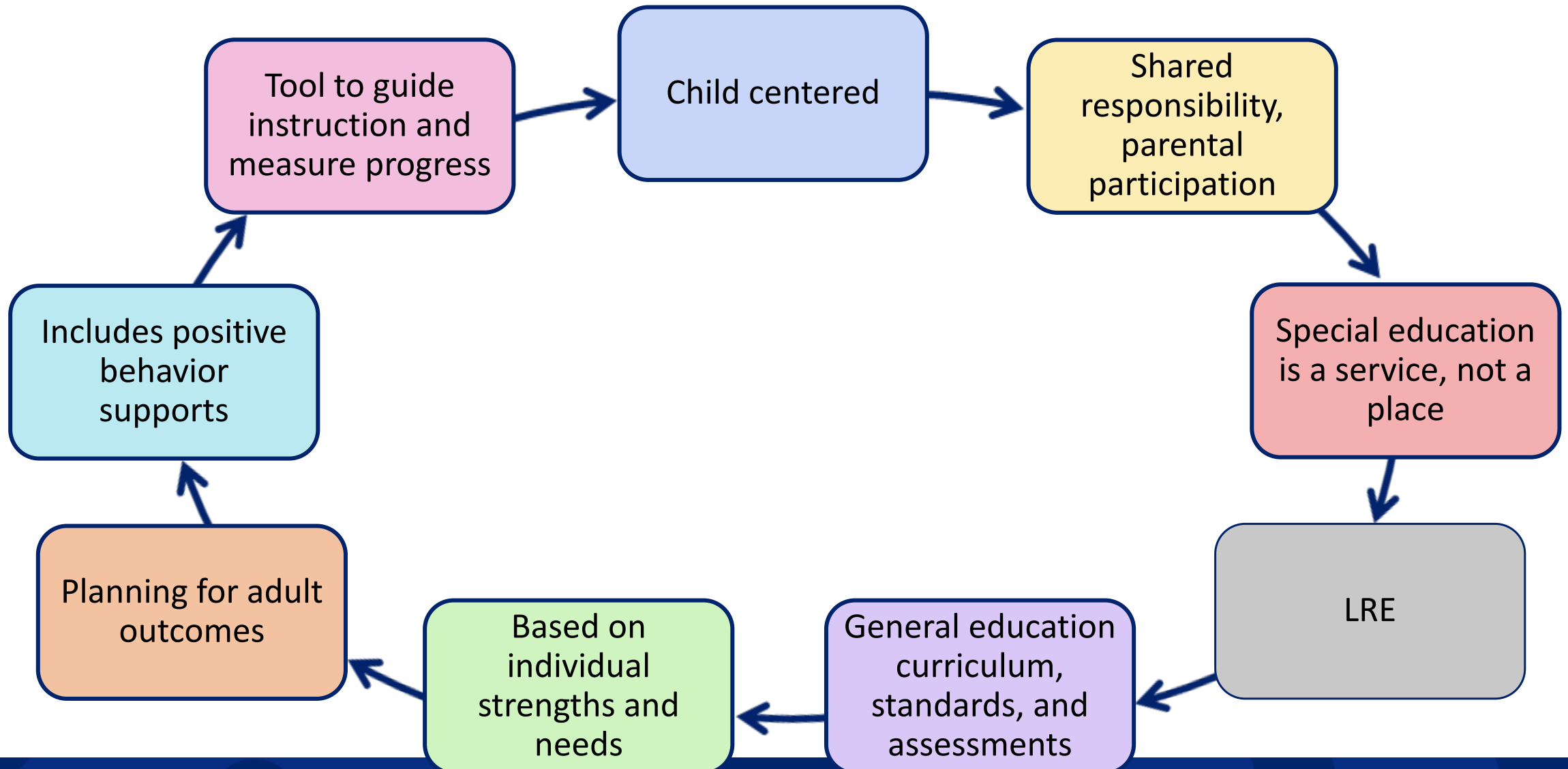
RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND

OTHER ASPECTS OF STUDENT NEEDS THAT ARE OF CONCERN TO THE

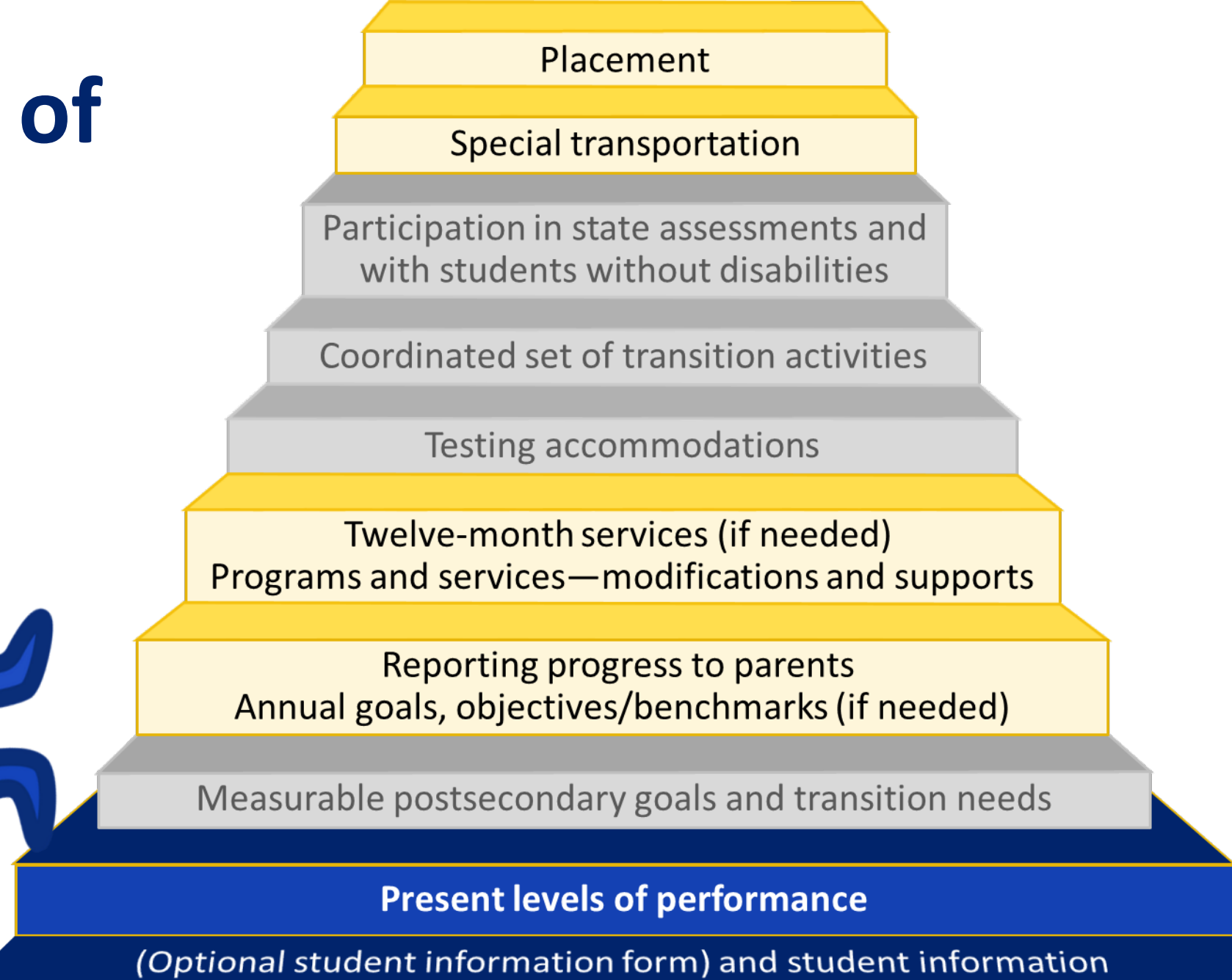
Guiding Questions—IEP Development

- What are some ways you can facilitate a meaningful discussion of the student's strengths and needs and elicit recommendations to complete the IEP?
- What are some ways you can encourage and facilitate the participation of the student and the parent(s) in the development of the IEP?
- What are some ways you can ensure that the IEP is developed in a manner that meets procedural compliance and is reasonably calculated to enable the child to receive educational benefit?

Guiding Principles for IEP Development



Sections of the IEP



When Does Transition Planning Start?

NYS regulations require transition planning be in a student's IEP beginning not later than the first IEP to be in effect when the student is age 15.

Transition planning can start at an earlier age if determined appropriate.

NYS regulations require students aged 12, and those referred to special education for the first time who are age 12 and over, to receive an assessment to determine vocational skills, aptitudes, and interests.

Students are at the center of transition planning.



Student and Family Involvement

- How can students be directly involved in their transition planning?
 - Student-involved in the IEP process at the CSE meeting (student-directed IEPs).
- Where and how is the student's voice reflected?
 - Student statements or perspectives evident across IEP areas: Present Levels of Performance, Measurable Postsecondary Goals, Transition Needs, Coordinated Set of Activities, etc.



Student and Family Involvement (continued)

- How is the family involved?
 - What are the hopes and dreams for your child?
 - What are your child's strengths and needs?
- Culturally responsive engagement
 - Understanding students' and parents'/families' perspectives and cultures (Gay 2018, Banks 2015)

Present Levels of Performance



Guiding Questions—Present Levels of Performance

- In what ways will you guide the conversation to focus on the unique needs that are the result of the student’s disability?
- In what ways will you ensure that the student’s strengths are highlighted?
- In what ways will you facilitate the conversation so that the Committee considers how these needs affect the student’s participation and progress in the general education curriculum or, for a preschool student, participation in age-appropriate activities?
- In what ways will you ensure that the parents’ concerns for the education of their child are heard?
- In what ways will you guide a discussion to assess what instructional and/or behavioral supports or services have been effective or ineffective in addressing the need in the past year?

Present Levels of Performance are the Foundation of the IEP

The Present Levels of Performance provides the informational basis for generating goals, supports and services that are specifically designed to meet the student's **individual** needs and begin to prepare them to select and reach their postsecondary goals.

“A problem well stated...

...is a problem half solved”

—Charles F. Kettering, American Inventor

The IEP Shall Report...



§200.4(d)(2)(i)

...Present levels of academic achievement and functional performance and indicate the individual needs of the student, including:

- How the student's disability affects involvement and progress in the general education curriculum; or
- For preschool students...how the disability affects participation in age-appropriate activities

Present Levels of Performance Should:

- Use language that is clear and understandable to all, including the parent, staff, student
 - Avoid jargon
 - Avoid vague terms such as: “misbehaves”
- Identify supports and accommodations that have been used successfully in the past
- Be specific and use data:

Without data, the Present Levels of Performance is only an opinion!

Create a Clear Picture of the Student

If the student moved to Montana tomorrow, could their new teacher read the Present Levels of Performance and know their instructional strengths and needs?





Transition in the Present Levels of Performance



- Transition must be addressed beginning with the IEP in effect at age 15 or earlier, as appropriate.
- The Present Levels of Performance must include the student's strengths, preferences, and interests identified from transition assessments as they relate to transition from school to post-school activities.

The IEP Form

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME: [REDACTED]	DISABILITY CLASSIFICATION: [REDACTED]
DATE OF BIRTH: [REDACTED] LOCAL ID #: [REDACTED]	
PROJECTED DATE IEP IS TO BE IMPLEMENTED: [REDACTED]	PROJECTED DATE OF ANNUAL REVIEW: [REDACTED]

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

[REDACTED]

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

[REDACTED]

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

[REDACTED]

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

[REDACTED]

SOCIAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

[REDACTED]

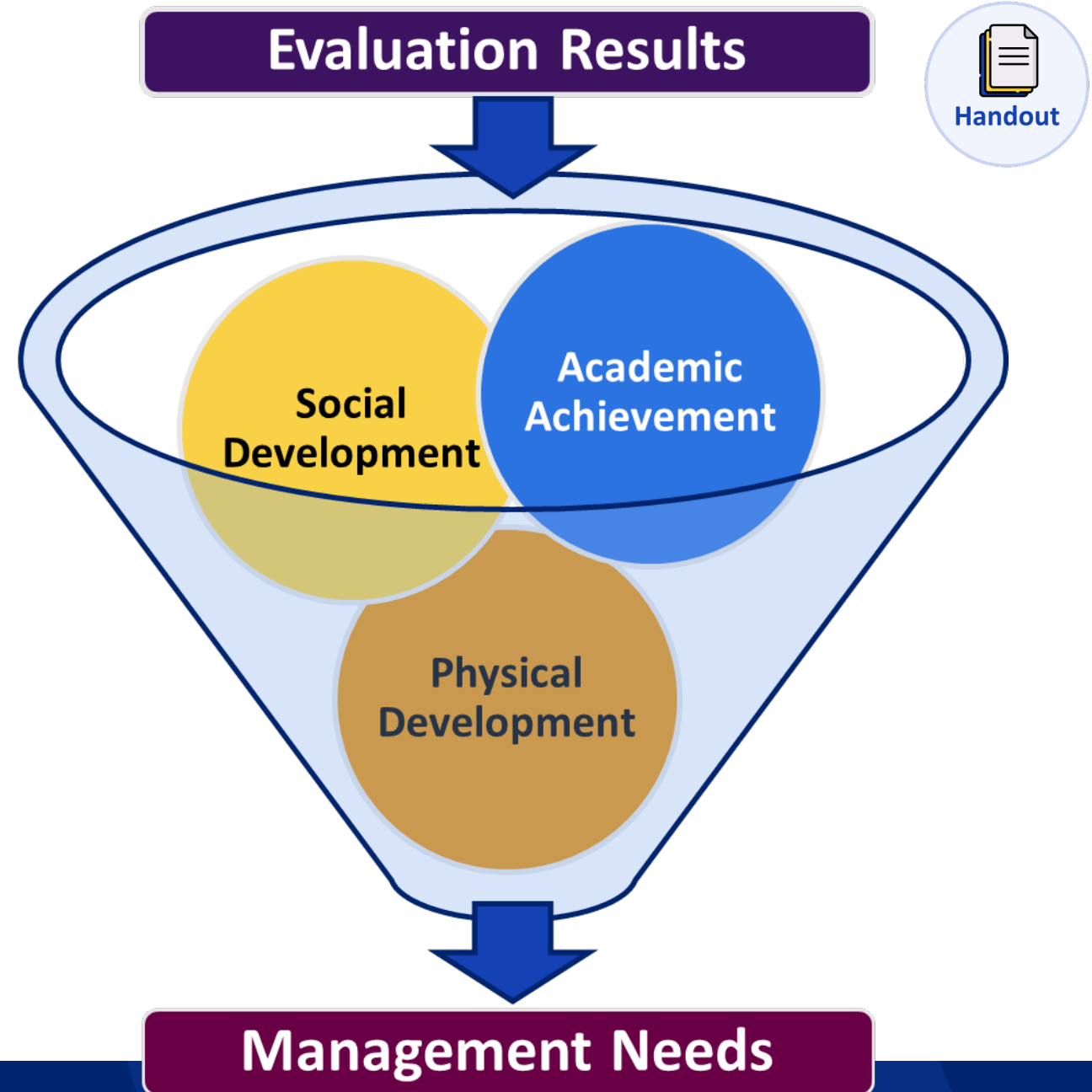
STUDENT STRENGTHS:

[REDACTED]

Components of the Present Levels of Performance

Including:

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



Evaluation Results



Evaluations are a variety of assessments, tools, and strategies including information from the parent to gather relevant functional, developmental and academic information about the student.

- Individual Evaluations (psychological, speech, occupational therapy (OT), physical therapy (PT), physical/medical, etc.)
- Social history
- Student observation
- Factors related to the disability
- Family concerns

Academic Achievement and Functional Performance



Levels of knowledge and development in subject and skill areas including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style. Academic achievement and functional performance also includes student needs that are of concern to the parent/guardian.

- Dressing
- Toileting
- Identifying objects
- Problem-solving
- Decision-making
- Following a schedule and routine
- Attention to tasks
- Following directions
- Avoiding danger
- Communication skills
- Processing verbal information

Social Development

Social development is the process through which students learn the ability to interact with others and regulate their own behaviors. The student can develop and maintain meaningful interpersonal relationships, engage in positive social interaction skills with adults and peers, regulate their emotions, and develop self-awareness. Social development also includes student needs that are of concern to the parent/guardian.

- Sharing
- Friendships
- Identifying feelings
- Resolving conflicts
- Cooperative play
- Non-verbal communication
- Social adjustment to school and community
- Self-confidence

Physical Development

Physical development is the growth and skill development of the body including the brain, muscles and senses during infancy and early childhood. This includes the student's use and control of their body. Developing gross (large muscles involving the whole body) and fine (small muscles involving hands and fingers) motor skills is a component of physical development. Physical development also includes student needs that are of concern to the parent/guardian.

Gross Motor

- Walking
- Running
- Controlled sitting

Fine Motor

- Using classroom supplies
- Self-feeding
- Self-grooming

Management Needs

The nature (type) and degree (extent) to which environmental modifications and human or material resources are needed to address student needs identified in the Present Levels of Performance.

Environmental Modifications

- Consistency in routine
- Limited visual/auditory distractions
- Adaptive furniture

Human Resources

- Assistance in locating classes and following schedules
- Assistance in note-taking

Material Resources

- Instructional material in alternative formats

Present Levels of Performance: Management Needs (continued)

Management Needs	Student Need in Present Levels of Performance	Supports Provided
Environmental Modifications	Unable to sit/stay in place	Cushion (sit disc), visual space/mark for circle time
Environmental Modifications	Monitor fatigue level	Scheduled rest periods
Human Resources	Difficulty following directions	Simplify, repeat directions, visual pictures/prompts
Human Resources	Engage in peer interaction	Encourage and reinforce peer interaction
Material Resources	Difficulty using writing utensils	Adapted utensils, pencil grip, weighted utensils
Material Resources	Learn strategies to use assistive technology	Assistive technology—calculator, tablet, etc.
Material Resources	Communication delays, severe articulation issues, nonverbal	Use of symbol/picture exchange cards

Effect of Student Needs on Participation in Appropriate Activities



A summary of how the student's disability affects their involvement and progress in the general education curriculum; or, for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities.

Examples:

- Damien's attention problems result in failure to follow the teacher's directions, talking out of turn, and responding inappropriately during group activities.
- Luis has difficulty organizing information into larger units (e.g., main ideas or themes). He understands parts of a text but has difficulty determining the main ideas and writing summaries of information read.

Student Needs Relating to Special Factors



STUDENT NEEDS RELATING TO SPECIAL FACTORS	
BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.	
Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? <input type="checkbox"/> Yes <input type="checkbox"/> No Does the student need a behavioral intervention plan? <input type="checkbox"/> No <input type="checkbox"/> Yes: _____	
For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	
For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	
Does the student need a particular device or service to address his/her communication needs? <input type="checkbox"/> Yes <input type="checkbox"/> No In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	
Does the student need an assistive technology device and/or service? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, does the Committee recommend that the device(s) be used in the student's home? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Special Factors: Limited English Proficiency

The Committee should consider the following questions:

- Does the disability impact the student's involvement and progress in the bilingual education or English as a New Language (ENL) program or the general education curriculum?
- What language will be used for this student's instruction?
- What language or mode of communication will be used to address the parents or family members of the student?
- What accommodations are necessary for instruction and testing?
- What other language services (e.g., ENL, bilingual education) must be provided to ensure meaningful access to general and special education and related services?

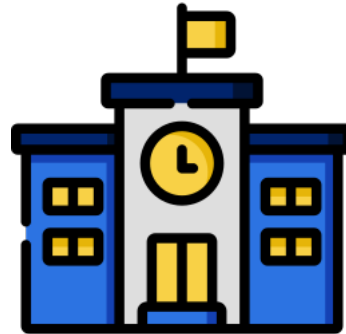
What Factors Might Present Barriers to Access, Participation and Progress in General Education?



Content



Materials



Environment



Instruction



How learning
is measured

IEP Analysis Activity 1

Present Levels of Performance



Present Levels of Performance and Individual Needs Quality Indicators

Directions: Are the following in place, partially in place or in need of improvement?

The present levels of performance and individual needs statements:

#	Quality Indicator	In Place	Partially in Place	Needs Improvement	Evidence
1	Provide instructionally relevant information about the student				
2	Identify how the student is progressing towards the State learning standards				
3	Are descriptive and specific				



Questions and Answers on

Educational Benefit, Standards-Based IEPs, Overview of IEP Development Process, and Present Levels of Performance

Measurable Postsecondary Goals, Transition Needs, and Courses of Study



For students beginning not later than the first IEP in effect at age 15 (or younger) the IEP shall include:



§200.4(d)(2)(ix)

1. A statement of the student's needs, considering the student's strengths, preferences, and interests, as they relate to the transition from school to post-school
2. Measurable postsecondary goals **based upon age-appropriate transition assessments** relating to training, education, employment, and, where appropriate, independent living skills
3. Transition service needs of the student that focus on the students' courses of study such as participation in specific courses or a vocational education program
4. Needed activities to facilitate the student's movement from school to post-school activities, including instruction, related services, community experiences, employment, and other post-school adult living objectives
5. A statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to post-school opportunities before the student leaves the school setting

Transition Planning as Reflected in the IEP

The Student Today

Present Levels of Performance

What are the student's functioning levels and what do they need to access the curriculum—and to achieve the Measurable Postsecondary Goals?

The Student Tomorrow (Post High School)

Measurable Postsecondary Goals

What will the student's life look like post high school in the areas of: Education/Training, Employment, and Independent Living Skills (if needed)?

How Will We Help the Student to be Successful?

Coordinated Set of Activities

Transition Needs and Course of Study

Annual Goals

Measurable Postsecondary Goals



§200.4(d)(2)(ix)

For those students beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), and updated annually, the IEP shall, under the applicable components of the student's IEP, include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments relating to training, education, employment, and, where appropriate, independent living skills

Measurable Postsecondary Goals and Transition Needs

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)

MEASURABLE POSTSECONDARY GOALS

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

EDUCATION/TRAINING: [REDACTED]

EMPLOYMENT: [REDACTED]

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE): [REDACTED]

TRANSITION NEEDS

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities: [REDACTED]

Measurable Postsecondary Goals (continued)

- **Education/Training:** After graduation from high school, RJ will attend college and major in Information Technology.
- **Employment:** Upon graduation, RJ will work full-time in an information technology career.
- **Independent Living Skills:** After graduating high school, RJ will continue to live with his family until he saves enough money to make his own living arrangements.



Transition Needs Statements



§200.4(d)(2)(ix)(3)

- A statement of the **student's needs identified from transition assessment** and reflects the student's strengths, preferences, and interests, as they relate to transition from school to post-school activities.
- A statement of the **transition service needs** of the student that focuses on their **courses of study**, such as participation in advanced placement courses or a vocational education program.

Transition Needs Examples

- **Transition needs statements:**

- Lisa needs to develop self-advocacy skills.
- Lisa needs to learn computer and time management skills.

- **Courses of study statements:**

- Lisa will take courses of study that include animal biology and computer word processing as well as courses that include career and technical education courses in veterinary science.

Transition and Preparing for Graduation



§200.4(d)(2)(ix)(b)(1)

To ensure appropriate transition planning, the development of transition goals and services must include a discussion with the student's parents about:

- The graduation requirements that apply.
- The progress the student is making toward receipt of a diploma including:
 - The courses the student has passed;
 - The number of credits the student has earned as required for graduation;
 - The assessments required for graduation that the student has taken and passed; and
 - The appeal, safety net, and superintendent determination options that may be available to the student to allow the student to meet the graduation examination requirements.

IEP Analysis Activity 2

Measurable Postsecondary Goals and Transition Needs



The measurable postsecondary goals and transition need statements:

#	Quality Indicator	In Place	Partially in Place	Needs Improvement	Evidence
1	Reflect the dreams, aspirations and hopes of the student				
2	Reflect the student's strengths, preferences, and interests as they relate to transition from school to post-school activities				
3	Are written to the greatest extent possible in the student's own words				
4	Are reviewed and updated at least annually				

Measurable Annual Goals and Reporting Progress to Parents



Annual Goals



§200.4(d)(2)(iii)(a-c)

1. Are student's goals, not program goals

- Based on identified needs
- Reasonable to achieve within one year, based on student's present abilities and rate of progress

2. Must be written in observable and measurable terms—clearly state what student will do

- Describe the skill, behavior, or knowledge
- Extent to which it will be demonstrated (anticipated level)
- Conditions for performance identified

Accessing the General Education Curriculum

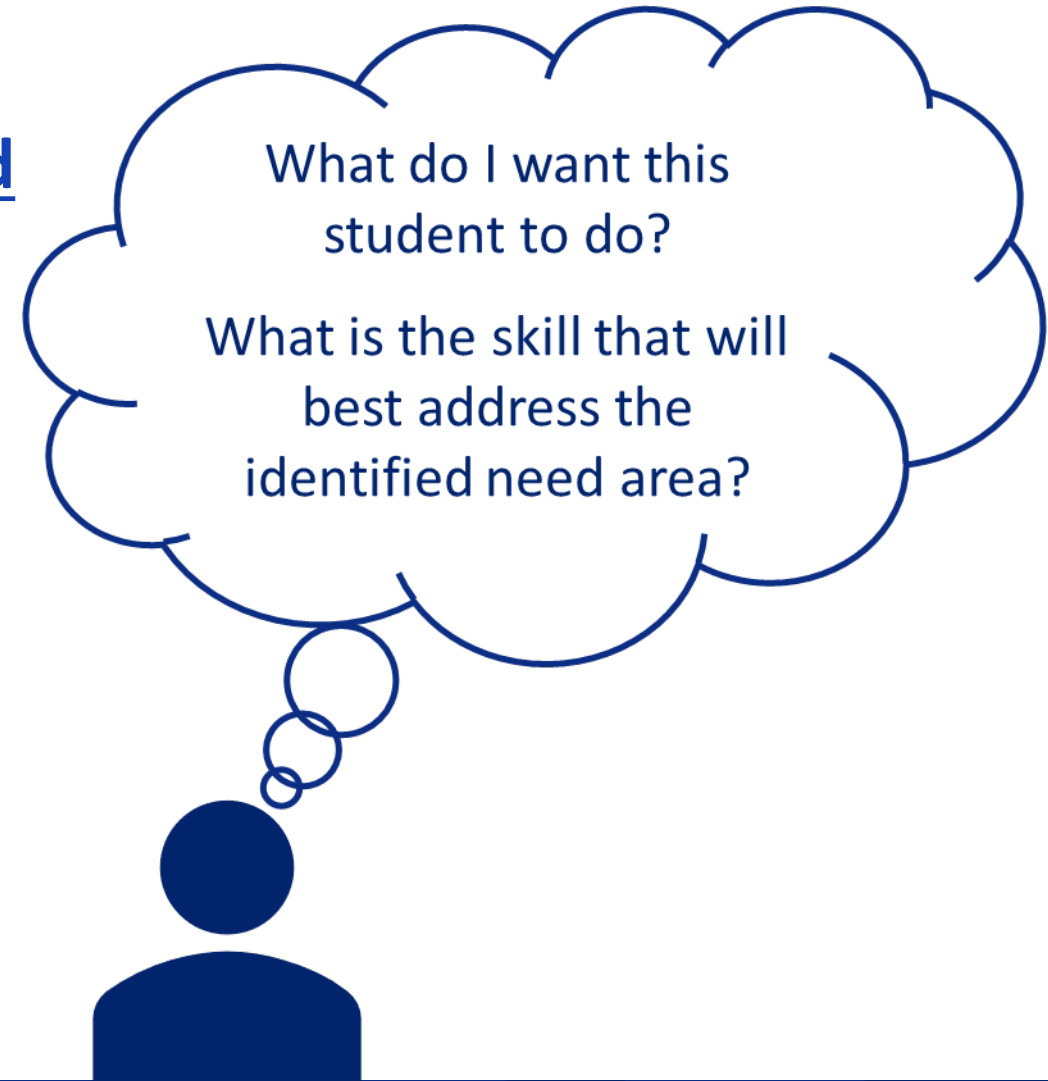
Measurable Annual Goals are personalized for each student:

- Develop goals that answer the question:

“What skills does the student require to master the content of the curriculum?”

not

“What curriculum content does the student need to master?”



Guiding Questions for Prioritizing Annual Goals

- What is preventing this student from participating in an LRE and/or from progressing in the general education curriculum?
- What foundational skills are needed cross multiple content areas and settings? (e.g., reading)
- How many goals are reasonable given the student's abilities and rate of progress?
- What do the Present Levels of Performance say the student's needs are? Which needs are priorities?
- Will the annual goals incrementally prepare the student to achieve their postsecondary goals?

What Makes Goals Measurable?

1. **Clarity** of language describing what the student will *do*.
 - Observable behavior
 - Extent or anticipated level of skill
 - Conditions for performance are identified (e.g., prompt level)
2. Evaluation plan for goal is identified
 - **Criteria:** *How well/how often* and over *what period of time* must the student perform the skill to demonstrate mastery of the goal?
 - **Method for evaluation:** Tangible method—how will progress be measured?
 - **Schedule for evaluation:** When, how often, or at what intervals of time will you evaluate progress?

Measurable Goals: Can Be *Observed* or *Counted*

Examples

Not Measurable

Emily will improve decoding skills

Michael will improve his attention

Jane will improve her writing skills



Measurable

Given 10 consonant-vowel-consonant words, Emily will orally read eight words with no more than three errors

Michael will remain seated for 15 minutes during circle time

Given lined paper, Jane will copy all 26 upper-case letters writing on the line

Observable? ... or Not?


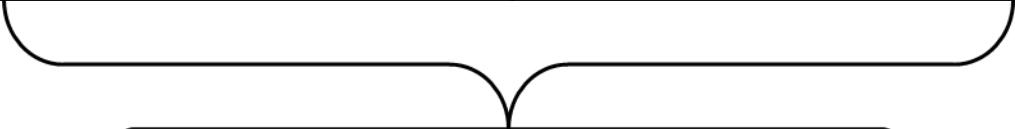
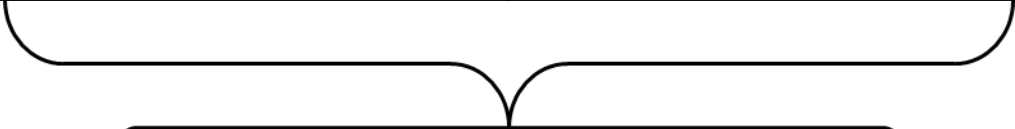


- Point to
- Understand
- Spell orally
- List in writing
- Remember
- Read orally
- Walk
- Demonstrate
- Be familiar with
- Enjoy
- Grasp the meaning of
- Eat
- Know
- Count objects
- Participate in
- Have a better attitude

Identify terms as “**O**” observable, or “**N**” not observable

Annual Goal Template

Measurable Annual Goal Template

Annual Goal	Criteria	Method	Schedule
Student will... 1. Do what 2. To what extent/ anticipated level 3. Under what conditions or givens	<p style="text-align: center;"> How well/ how often </p> <p style="text-align: center;">  </p> <p style="text-align: center;"> AND over what period of time </p>	<p style="text-align: center;"> Tangible method to evaluate </p>	<p style="text-align: center;"> How often you evaluate </p>
 <div data-bbox="310 1196 1090 1290" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 15px; display: inline-block;"> <p><i>Student does this</i></p> </div>		 <div data-bbox="1452 1196 2232 1290" style="background-color: #f1c232; padding: 10px; border-radius: 15px; display: inline-block;"> <p><i>Adult does this</i></p> </div>	

Criteria

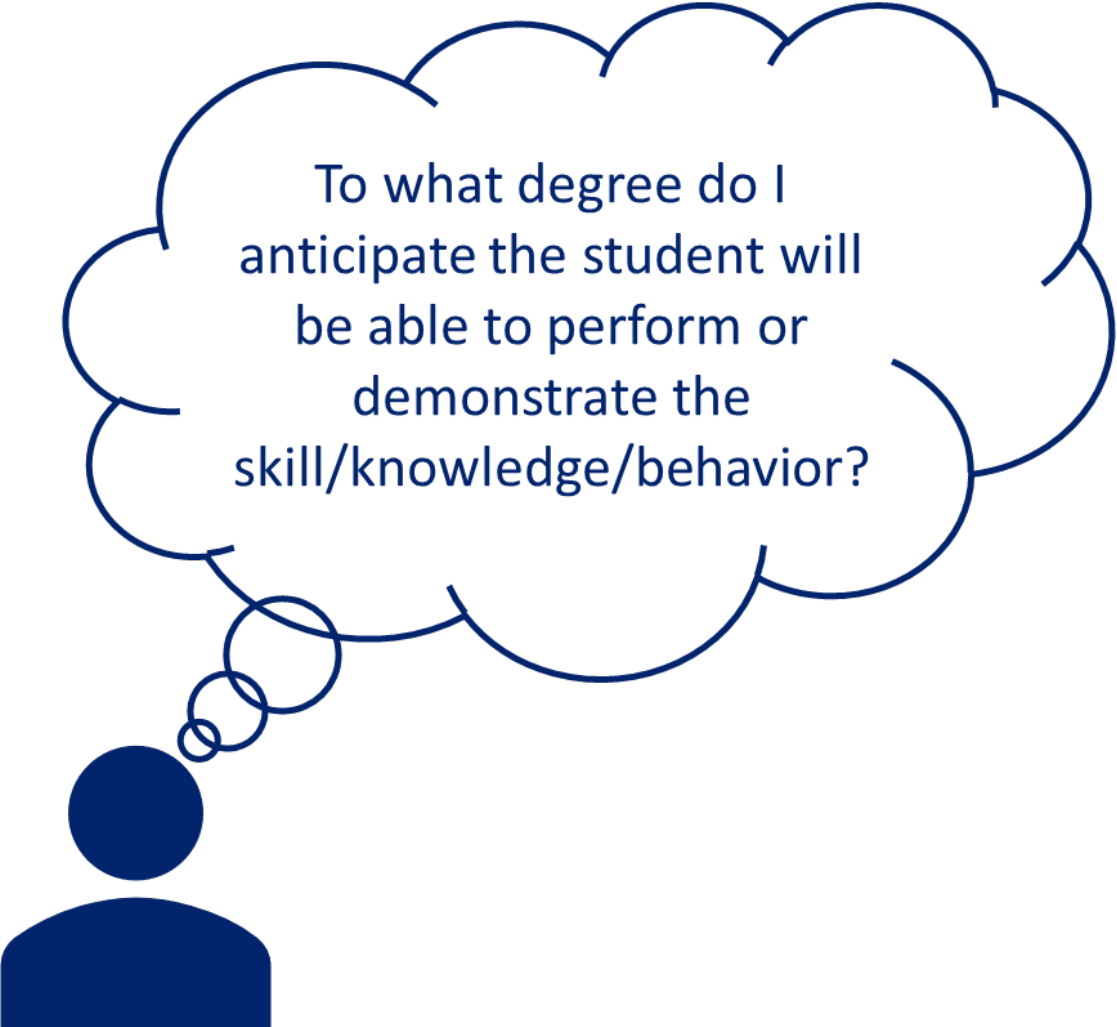
How well a student must perform

Could be measured in terms such as:

- Frequency (9 out of 10 trials)
- Duration (for 20 minutes)
- Distance (20 feet)
- Accuracy (90% accuracy)

Examples:

- 85% accuracy
- 50 words per minute, with 3 or fewer errors
- 3 out of 5 trials per week, with 2 prompts



To what degree do I anticipate the student will be able to perform or demonstrate the skill/knowledge/behavior?

Criteria Period

Over what period of time the student must perform a behavior in order to consider it met

Could be measured in terms such as:

- Number of days (over 3 consecutive days)
- Number of weeks (over a 4-week period)
- Occasions (during math and English classes, on 6 consecutive occasions)



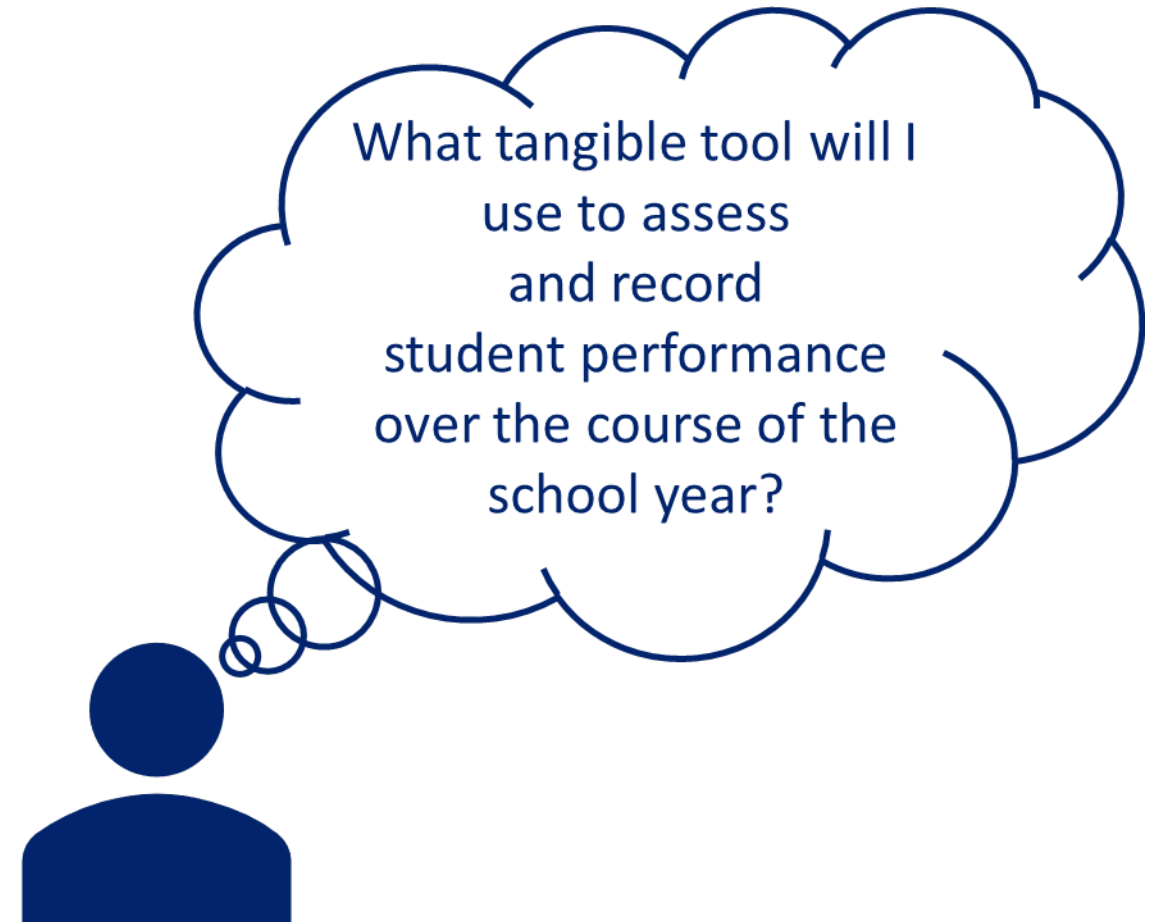
Method for Evaluation

Evaluation procedures identify the method that will be used to measure progress and determine if the student has met the objective or benchmark

An evaluation procedure must provide an objective method in which the student's behavior will be measured or observed.

Examples:

- Structured observations of targeted behavior in class
- Student self-monitoring checklist
- Written tests
- Audio-visual recordings
- Behavior charting
- Work samples



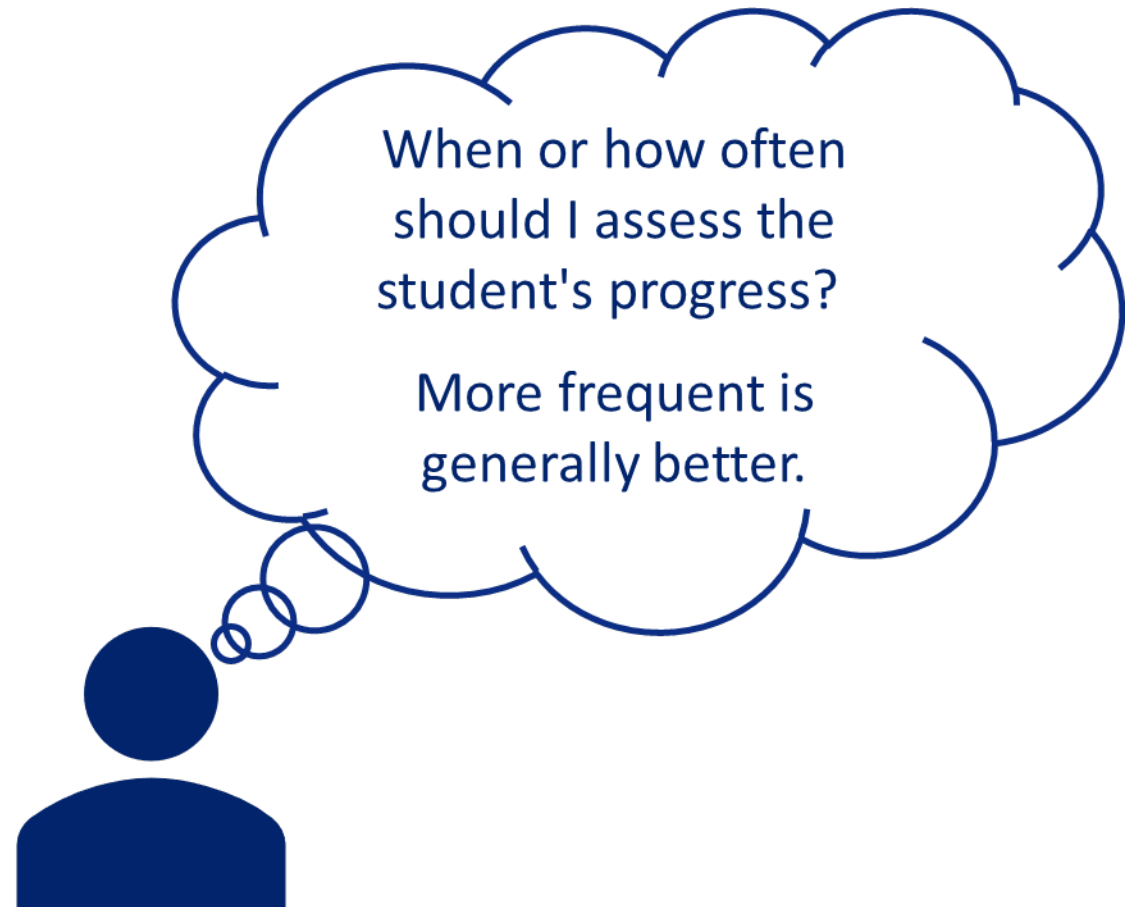
Evaluation Schedule

The date or intervals of time by which evaluation procedures will be used to measure the student's progress toward the objective or benchmark

Evaluation schedules are not dates by which the student must demonstrate mastery of the objective.

Examples:

- Each class period
- Daily
- Weekly
- Monthly
- On specific dates



The Goal Schedule Is Not:

- When you will report progress to the parent—(this goes in another part of the IEP)
- When the student will achieve the goal (it is assumed the goal will be achieved within the year)
- “By June”



Measurable Annual Goals

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED

Example of Making Goals Measurable

“Will improve peer relationships” becomes...

Annual Goal	Criteria	Method	Schedule
Given 15 minutes of free play time, Sam will engage in interactive play with peers for at least 10 minutes	3 out of 4 trials over two consecutive weeks	Recorded observation of timed interactive play	Weekly

Short-Term Instructional Objectives or Benchmarks



§200.4(d)(2)(iv)

- Required for students who take the New York State Alternate Assessment (NYSAA) and for each preschool student with a disability.
- These are the measurable intermediate steps between the student's Present Levels of Performance and the measurable annual goal.

Objectives v. Benchmarks

Short-Term Objectives

The intermediate knowledge, skills, and/or behaviors that must be learned for the student to reach the annual goal.

Objectives break down the skills into discrete components or sub-skills (task analysis).

Benchmarks

Indicate those **measurable intermediate steps** between the student's Present Levels of Performance and the Measurable Annual Goal.

Objective

Can include increasing independence/decreasing support.

For example:

- Given 3 verbal prompts
- Given 2 verbal prompts
- Given 1 verbal prompt

Benchmark

Can include increasing levels toward final goal.

For example:

- By November
- By February
- By April

IEP Analysis Activity 3



Annual Goals, Short-Term Instructional Objectives and/or Benchmarks

The annual goals, short-term instructional objectives and/or benchmarks:

#	Quality Indicator	In Place	Partially in Place	Needs Improvement	Evidence
1	Are directly related to the student's present levels of performance statements				
2	Are written in observable and measurable terms				

Reporting Progress to Parents

§200.4(d)(2)(iii)(c)



The IEP shall identify when periodic reports on the progress the student is making toward the annual goals (such as through the use of quarterly or other periodic reports that are concurrent with the issuance of report cards) will be provided to the student's parents.

Reporting Progress to Parents

Quality Indicators



REPORTING PROGRESS TO PARENTS

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:

1. The IEP must identify when periodic reports will be provided, at least as often as parents of nondisabled students are informed.
2. Progress is reported in a jargon free, objective manner that is easily understood.
3. Specific data is included regarding the extent to which the student is progressing toward meeting annual goals.
4. The information included is sufficient to identify progress or lack of progress to review/revise the IEP.

IEP Analysis Activity 4



Reporting to Parents

Reporting progress to parents includes:

(Note that items 2-4 in the section will not be observable on an IEP; however, they are important for the progress monitoring process.)

#	Quality Indicator	In Place	Partially in Place	Needs Improvement	Evidence
1	The frequency and manner of reporting to parents is determined in consideration of a student's unique needs				
2	Progress is reported to parents in a manner that is understood by them (e.g., jargon-free) and is objective, not subjective				
3	Specific data is included in measurable terms regarding the extent to which the student is progressing towards meeting annual goals				



Questions and Answers on

Measurable Postsecondary Goals, Transition Needs, Course of Study, Measurable Annual Goals, and Reporting Progress to Parents

Special Education Programs, Services, and Placement



The IEP Shall Indicate

§200.4(d)(2)(v), §200.16(e)(3)



- The recommended program and services that will be provided to the student to
 - advance toward attaining the annual goals.
 - be involved in and progress in the general education curriculum, extracurricular, and other nonacademic activities.
 - be educated/participate with other disabled and nondisabled students.

Guiding Question—Programs, Services, and Placement

Do Committee members understand and consider the full continuum of services and LRE when determining how to meet a student's individual needs as identified in the Present Levels of Performance and goals?

Programs and Services

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM: [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
RELATED SERVICES: [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS: [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES: [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT: [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.					



Important Considerations for Program and Service Decisions



LRE—The extent to which services are provided to the student with a disability in settings with nondisabled peers

Important Considerations for Program and Service Decisions (Continued)

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, Board of Cooperative Education Services (BOCES)

School-Age Programs and Services



Consultant Teacher §200.6(d)

Resource Room §200.6(f)

Related Services §200.1 (qq)

Integrated Co-teaching §200.6(g)

Special Classes §200.6(h)

In-state or Out-of-State Private Day and Residential Schools §200.6(j)

Home—Hospital Instruction §200.6(i)

Preschool Programs and Services



Related Services §200.16(i)(3)(i)

Special Education Itinerant Services (SEIS) §200.16(i)(3)(ii)

Related Services and SEIS §200.16(i)(3)(ii)(d)

Special Classes in an Integrated Setting (SCIS) §200.9(f)(2)(x)

Special Classes §200.16(i)(3)(iii)

Half-day/Full-day

12-month Special Services/Programs

Related Services (§200.1(qq))



Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability, and includes:

- Speech-language pathology
- Audiology services
- Interpreting services
- Psychological services
- Physical Therapy (PT)
- Occupational Therapy (OT)
- Counseling services, including rehabilitation counseling services
- Orientation and mobility services
- Medical services as defined in this section
- Parent counseling and training
- School health services
- School nurse services
- School social work
- Assistive Technology services
- Appropriate access to recreation, including therapeutic recreation
- Other appropriate developmental or corrective supports and services
- Other appropriate supports and services
- Includes the early identification and assessment of disabling conditions in students

Recommended Special Education Programs and Services

Must state:

- Frequency
- Duration
- Location
- Projected beginning/Service date(s)



Supplementary Aids and Services/ Program Modifications/ Accommodations



Provided in general education classes or other education-related settings to enable students with disabilities to be educated with students without disabilities to the greatest extent possible in the LRE.

Examples:

- Notetaker
- Visual schedule or visual routine
- Simplify language/restate directions
- Pictures, visual cues of people, places, things
- Preferential seating—close to teacher
- One-to-one aide/teaching assistant

Accommodation vs. Modification

Accommodation



Modification



Assistive Technology Devices and Services



Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of a student with a disability.

Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

Assistive Technology Examples

Low Tech

- Color overlay/filter
- Velcro under desk for sensory input
- Pencil grips
- Handheld magnifiers
- Large print text
- Noise-blocking headphones
- Fidgets

High Tech

- Computer
- Tablet
- Communication software or device
- Talking word processor
- Screen reading software
- Braille readers

Supports for School Personnel

- The IEP must consider any training and/or professional development that providers or staff may need in order to help them to work more effectively with the student.
- IEP should consider what support the student might need in meeting annual goals.

Examples:

- Information on a specific disability and implications for instruction
- Training in the use of a specific positive behavior intervention
- Training on specific software or technology
- Consulting with related service for adapted utensils or equipment
- Assistance with instructional supports

Twelve-Month Program/Extended School Year (ESY)



12-MONTH SERVICE AND/OR PROGRAM – Student is eligible to receive special education services and/or program during July/ August: No Yes

If yes:

Student will receive the same special education program/services as recommended above.

OR

Student will receive the following special education program/services:

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY	DURATION	LOCATION	PROJECTED BEGINNING/ SERVICE DATE(S)

Name of school/agency provider of services during July and August: _____

For a preschool student, reason(s) the child requires services during July and August: _____

If different from ten-month services, identify services and/or program.
 For a preschool student, state reason student needs July/August services.



Twelve-Month Program Section/ESY



§200.16(i)(3)(v)

Services shall be considered during July and August to **school-age or preschool students with disabilities:**

- Whose management needs are determined to be highly intensive and require a high degree of individualized attention
- With severe multiple disabilities
- Recommended for home, hospital instruction
- Seven-day residential programs
- To prevent substantial regression

Definition of Testing Accommodations



Testing accommodations are **changes** in the standard **administration of** a test including testing procedures or formats that **enable** students with disabilities to **participate** in assessment programs on an **equal basis** with their nondisabled peers.

Testing accommodations do **not** affect the constructs being measured.

Testing Accommodations

TESTING ACCOMMODATIONS (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN):
 INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT’S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT

TESTING ACCOMMODATION	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
<input type="checkbox"/> NONE		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

*Conditions – Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.
 **Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

Testing Accommodations for Students with Disabilities—Policy and Tools to Guide Decision-Making and Implementation—February 2018 (Updated Sept. 2019)

Choosing Testing Accommodations

- Must be documented in the IEP in a clear, specific manner.
- Conditions, if any, should be specified.

Accommodation	Conditions	Implementation Recommendation
Extended Time	Only for tests requiring essay responses	Double time

- Accommodations apply to all assessments and settings, unless otherwise noted in IEP or prohibited by State Education Department (SED) or district policy.

IEP Analysis Activity 5

Programs and Services



The recommended special education programs and services as documented in the student's IEP:

#	Quality Indicator	In Place	Partially in Place	Needs Improvement	Evidence
1	Reflect educational needs identified in present levels of performance (i.e., identifies the supports and services to be provided to the student to address each of the student's identified needs)				
2	Reflect input from parents and, when appropriate, students				
3	Specify resources needed to accomplish goals and to ensure access to the general education curriculum (or, for preschool students, to participate in appropriate activities)				
	Provide support while continuing to build independence				



Questions and Answers on

Special Education Programs, Services,
and Placement

Transition Services for School-Age Students



Transition Services

§200.1(fff) and §200.4(d)(2)(ix)



- Are defined as: A coordinated set of activities designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities
- The IEP shall Include:
 - Needed activities to facilitate the student's movement from school to post-school activities
 - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments relating to training, education, employment, and, where appropriate, independent living skills
 - A statement of the responsibilities of the school district, and, when applicable, participating agencies for the provision of such services and activities

Coordinated Set of Transition Activities

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).

COORDINATED SET OF TRANSITION ACTIVITIES

NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE / ACTIVITY	SCHOOL DISTRICT / AGENCY RESPONSIBLE
Instruction	█	█
Related Services	█	█
Community Experiences	█	█
Development of Employment and Other Post-school Adult Living Objectives	█	█
Acquisition of Daily Living Skills (if applicable)	█	█
Functional Vocational Assessment (if applicable)	█	█

Example of Coordinated Set of Transition Activities

Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity	School District/Agency Responsible
Instruction	<ul style="list-style-type: none"> • Courses to help a student meet their postsecondary goals • Instruction to learn a particular (academic and/or non-academic) skill • Examples: self-advocacy skills, using assistive technology, instruction in problem-solving 	<ul style="list-style-type: none"> • Special class teacher, ABC School • Career and Technical Education (CTE) teacher
Related Services	<ul style="list-style-type: none"> • Must identify any related services the student may need as a transition support for attaining their postsecondary goals. Related services recommended as a transition support must also be documented in the Special Education Programs/Services section of the IEP • Examples: Speech and Language Services, Counseling 	<ul style="list-style-type: none"> • Speech and language teacher, XZ BOCES
Community Experiences	<ul style="list-style-type: none"> • Consider how the student will access the community, public library, recreational activities, etc. • Examples: learning to take the bus to a community center, practice with grocery shopping, etc. 	<ul style="list-style-type: none"> • Special Class teacher, ABC School, CTE teacher

Example of Coordinated Set of Transition Activities (continued)

Needed Activities to Facilitate the Student’s Movement from School to Post-School	Service/Activity	School District/Agency Responsible
Development of Employment and Other Post-School Adult Living Objectives	<ul style="list-style-type: none"> • Services or activities to help a student meet their postsecondary goals • Examples: Interview skills, participation in work-based learning, resume writing, etc. 	<ul style="list-style-type: none"> • CTE teacher, Adult Career & Continuing Education Services—Vocational Rehabilitation (ACCES-VR) • ABC School
Acquisition of Daily Living Skills (if applicable)	<ul style="list-style-type: none"> • Services or activities to help a student meet their postsecondary goals • Examples: laundry and kitchen safety, self-medication, hygiene, etc. 	<ul style="list-style-type: none"> • Independent Living Center (ILC) • Special Class Teacher, ABC School
Functional Vocation Assessment (if applicable)	<ul style="list-style-type: none"> • An assessment to determine a student’s strengths, abilities and needs in an actual or simulated work setting or in real work sample experiences • An example includes—Situational assessment in work-based learning site 	<ul style="list-style-type: none"> • ARC of XXXX

IEP Analysis Activity 6

Coordinated Set of Transition Activities



The recommended coordinated set of transition activities:

#	Quality Indicator	In Place	Partially in Place	Needs Improvement	Evidence
1	Are based on individual student's needs and postsecondary goals				
2	Are reasonably calculated to assist the student to reach their career and other post-school goals in the areas of employment, education, and community living				
3	Are based on assessment information, including vocational assessment				
4	Focus on the student's strengths, interests, and abilities				

Placement Decisions



Participation in Assessments

- All students with disabilities must participate in NYS general or alternate assessments.
- The Committee determines whether a student with a disability will take the general education assessments or NYSAA.
- There are multiple criteria for NYSAA eligibility that must be reviewed **annually**.

Participation in State and District-Wide Assessments

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)

- The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.
- The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.
Identify the alternate assessment:
Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student:

The student will be assessed using NYSAA because the student has a severe cognitive disability, significant deficits in communication/language and adaptive behavior; requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace); and requires educational support systems including assistive technology, personal care services, health/medical services, and behavioral intervention.

Participation with Students Without Disabilities

- Removal from the general education environment occurs only when the nature/severity of the disability is such that, even with the use of supplementary aids and services, education can't be satisfactorily achieved.
- The IEP must document:
 - Any general education classes the student will not participate in
 - Any extracurricular and other nonacademic activities the student will not participate in with students without disabilities
 - Participation in specially designed or adaptive physical education (APE) if the student is not participating in general education physical education (PE)

Participation with Students without Disabilities (continued)

PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES

REMOVAL FROM THE GENERAL EDUCATION 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.

FOR THE PRESCHOOL STUDENT:

Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify particular activities):

FOR THE SCHOOL-AGE STUDENT:

Explain the extent, if any, to which the student will not participate in regular class, extracurricular and other nonacademic activities (e.g., percent of the school day and/or specify particular activities):

If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education:

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT: No Yes - The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

LRE Revisited (§200.1(cc))



The placement of an individual student with a disability in the LRE must:

- Provide the special education needed by the student
- Provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities
- Be as close as possible to the student's home

Exemption: Language Other than English (LOTE) Exemption

- A student identified as having a disability that adversely affects their ability to learn a language may be exempted from the LOTE requirement.
- The exemption must be documented in the IEP.
- Other high school credit must be substituted for the LOTE credit in order to meet total number of credits required for a diploma.



Special Transportation in the IEP

SPECIAL TRANSPORTATION	
TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY	
<input type="checkbox"/>	None.
<input type="checkbox"/>	Student needs special transportation accommodations/services as follows:
<input type="checkbox"/>	
<input type="checkbox"/>	Student needs transportation to and from special classes or programs at another site: <input type="checkbox"/>

Special Transportation

- The Committee must determine whether a student's disability prevents them from using the same transportation provided to other students.
- **Special transportation** may be needed for:
 - Travel to and from school including school-related work programs
 - Travel to receive a special education service, such as a related service delivered at an off-school site
 - Travel to extracurricular activities
 - Movement in and around the school
- **Transportation** to and from special class or other program at another site

Placement Recommendation

PLACEMENT RECOMMENDATION

The identification of placement must specify where the student's IEP will be implemented and should indicate the type of setting where the student will receive special education services.

For example:

- Public school district
- BOCES class
- Approved private school or Special Act School District
- Home instruction

In- or Out-of-State Approved Private Schools



§200.6(j)

- There are specific procedures for placement in an approved private or residential setting:
 - Must have evaluations and observations completed within six months prior to recommendation
 - Must have determined that public facilities are not available due to the nature/severity of the disability
 - Must document ALL efforts to place the student in an LRE, why other placements were not recommended, detailed evidence of lack of progress in previous programs and placements or a statement of reasons that such evidence is not available

Residential Placement



§200.6(j)

- Shall only be recommended if no other program can meet the needs of the student.
- Documentation that residential services are necessary to meet the student's educational needs as identified in the student's IEP, including a proposed plan and timetable for enabling the student to return to LRE or a statement of reasons why such a plan is not currently appropriate.
- Application is made to approved schools listed on NYSED website.
- May place a student in an out-of-State approved program only if no appropriate in-State program is available.

Home and Hospital



§200.6(i)

- Shall only be recommended if the student is confined to home or hospital (e.g., prolonged health concern, rehabilitation).
- CSE determines instruction and related services based on individual needs.
- Shall be provided instruction and appropriate related services as determined and documented by the committee on special education in consideration of the student's unique needs.
- Home and hospital instruction shall only be recommended if such placement is in the least restricted environment.
- Minimum 10 hours per week elementary, preferably two hours daily.
- Minimum 15 hours per week secondary, preferably three hours daily.

IEP Analysis Activity 7

Placement Decisions



Placement Decisions:

#	Quality Indicator	In Place	Partially in Place	Needs Improvement	Evidence
1	Are based on student's individual strengths and needs, without regard to classification				
2	Are determined by a process that first considers a general education environment in the school the student would attend if they did not have a disability				
3	Reflect consideration of the full range of the student's needs and abilities (academic or educational achievement and learning characteristics, social development, physical development, and management needs, including a student's transition needs)				



Questions and Answers on

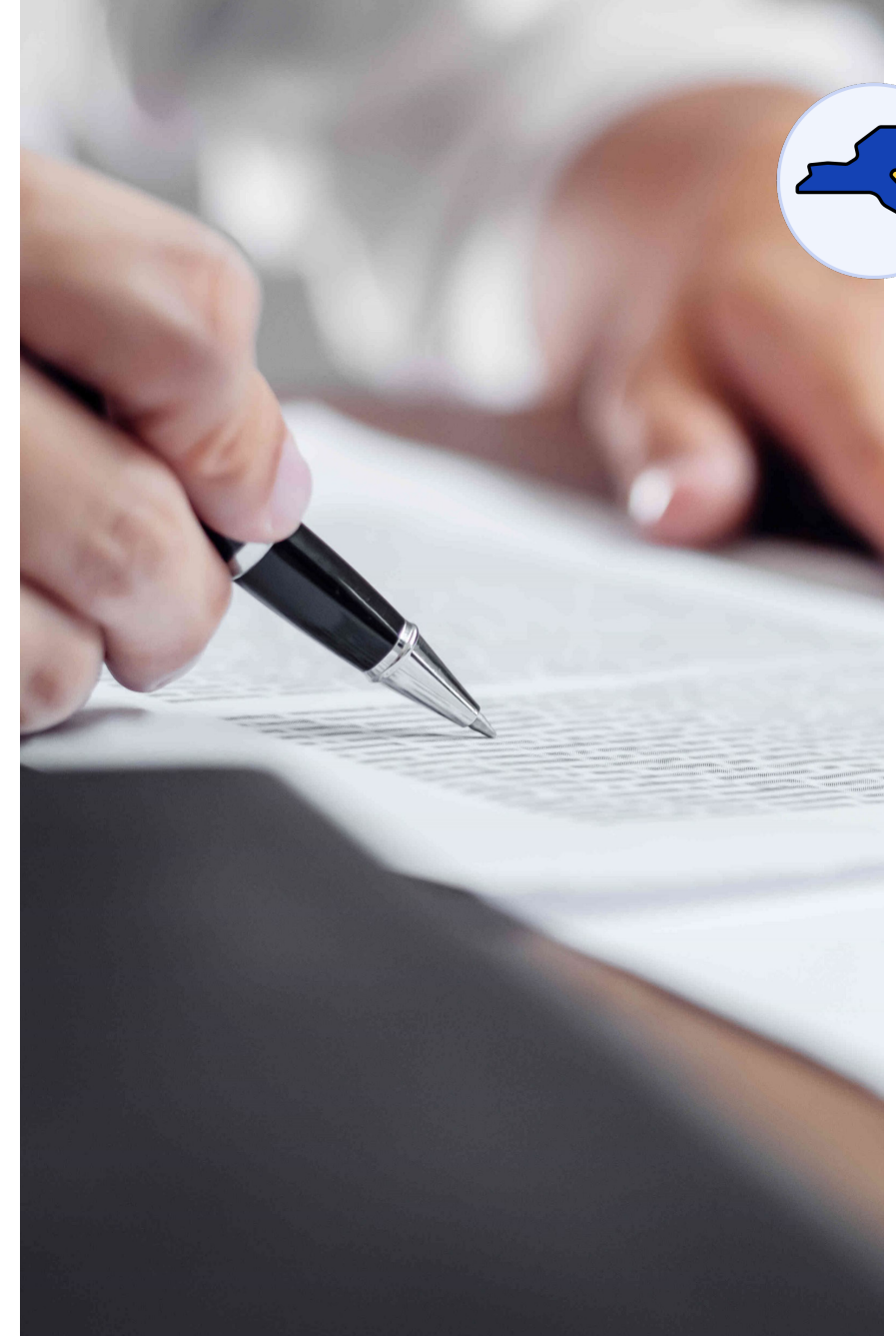
Transition Services for School-Age Students, and Placement Decisions

Prior Written Notice (PWN)



Review: Circumstances Requiring PWN

- Initial evaluation
- Reevaluation
- Initial eligibility recommendation
- Initial provision of the special education programs and services
- Changes to special education programs and services
- Revocation of parental consent
- Declassification recommendation
- Receipt of a non-diploma credential
- Graduation with a local high school **or** Regents Diploma



PWN Key Elements Review



§200.5(a)

- Understandable
- Provide in native language of parent
- Description of proposed evaluations
- Include Procedural Safeguards Notice and Parent's Guide to Special Education
- Notice of right of parent to submit information
- Informed consent for evaluation

For CPSE also include: §200.16(h)

- List of approved preschool evaluators and programs in the county and adjoining counties
- Procedures for parent to select evaluator
- Notice of right to withhold consent



Consent for Initial IEP Implementation

§200.5(b)(1)(ii), §200.5(b)(4)



- Must provide the parent with PWN and a copy of the IEP and obtain written consent for the **initial** provision of special education services.
- If the parent does not respond or denies consent, shall not provide services, pursue mediation, or a hearing (section 200.5(b)(4)).

If Parent Withdraws Consent for Services



§200.5(b)(5)

- Withdrawal is not retroactive.
- Provide PWN before special education programs and services cease.
- Do not provide services as of date indicated in prior notice.
- May not pursue mediation or impartial hearing.
- Do not need to convene a meeting of the Committee or to develop an IEP.
- Are not required to amend the student's records to remove references to special education.

Quality PWN



- Based on the PWN work completed in Module 2, does each section of the PWN meet regulatory standards?
- Is each section of the PWN written in a way that provides parents the information they need in a parent-friendly manner?
- What is one way in which the PWN could be improved?

Wrap-Up



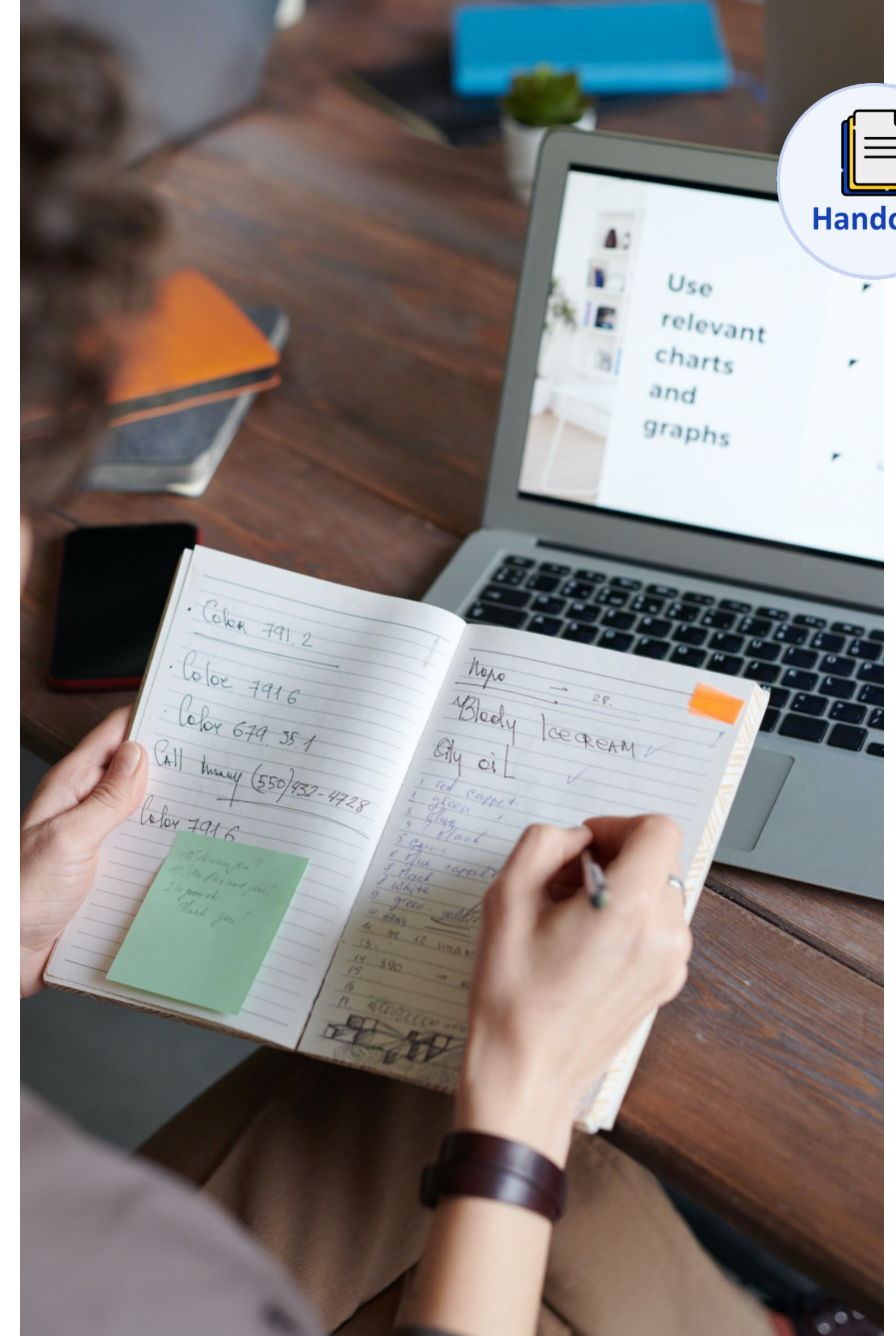
Post-IEP Development Process



- Do we have a system to document and track the recommendations that result from each committee meeting?
- Do we have a system to document and track the completion of the eligible student's IEP that results from each committee meeting?
- Do we have a system to document the recommendation of each student to the BOE?
- Do we notify the parent of the recommendation using PWN?

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

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



Final Questions and Answers



Exit Ticket



What is one takeaway from Module 5?

Resources

- [Approved Private, Special Act, State-Operated and State Supported Schools in New York State](#)
- [ESY Programs and Services](#)
- [New York State Regulations of the Commissioner of Education, Part 200: Students with Disabilities](#)
- [NYSAA](#)
- [NYSED General Education Diploma Requirements: Multiple Pathways](#)
- [NYSED IEP](#)
- [PWN Recommendations](#)

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Office of Special Education

Educational Partnership

Technical Assistance Partnership
for Transition

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