



New York State Education Department  
Office of Special Education  
**Educational Partnership**



# Understanding the Individualized Education Program (IEP) Process for Parents of School-Age Students with a Disability

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

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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.





# Introductions



- Name
- Educational Organization (EO)
- What is something you are hoping to take away from this training?



# Agenda

- Components of the Individualized Education Program (IEP)
- Transition planning to support postsecondary goals and adult outcomes
- Parent and family involvement in the development of the IEP

# Training Objectives

## Participants will be able to:

- Understand the Committee on Special Education (CSE) process and the parent/guardian role with the development of the IEP
- Identify the different components of the IEP
- Discuss how to develop relationships and practices that build home-school collaboration and support the student with a disability
- Participate in the transition planning process for students beginning the year they turn 15

# 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.



# The IEP



## **The IEP ensures a student with a disability:**

- Has access to the general education curriculum.
- Is provided the appropriate learning opportunities, accommodations, adaptations, specialized services, and supports needed for the student to progress towards achieving the learning standards and to meet their unique needs related to the disability.

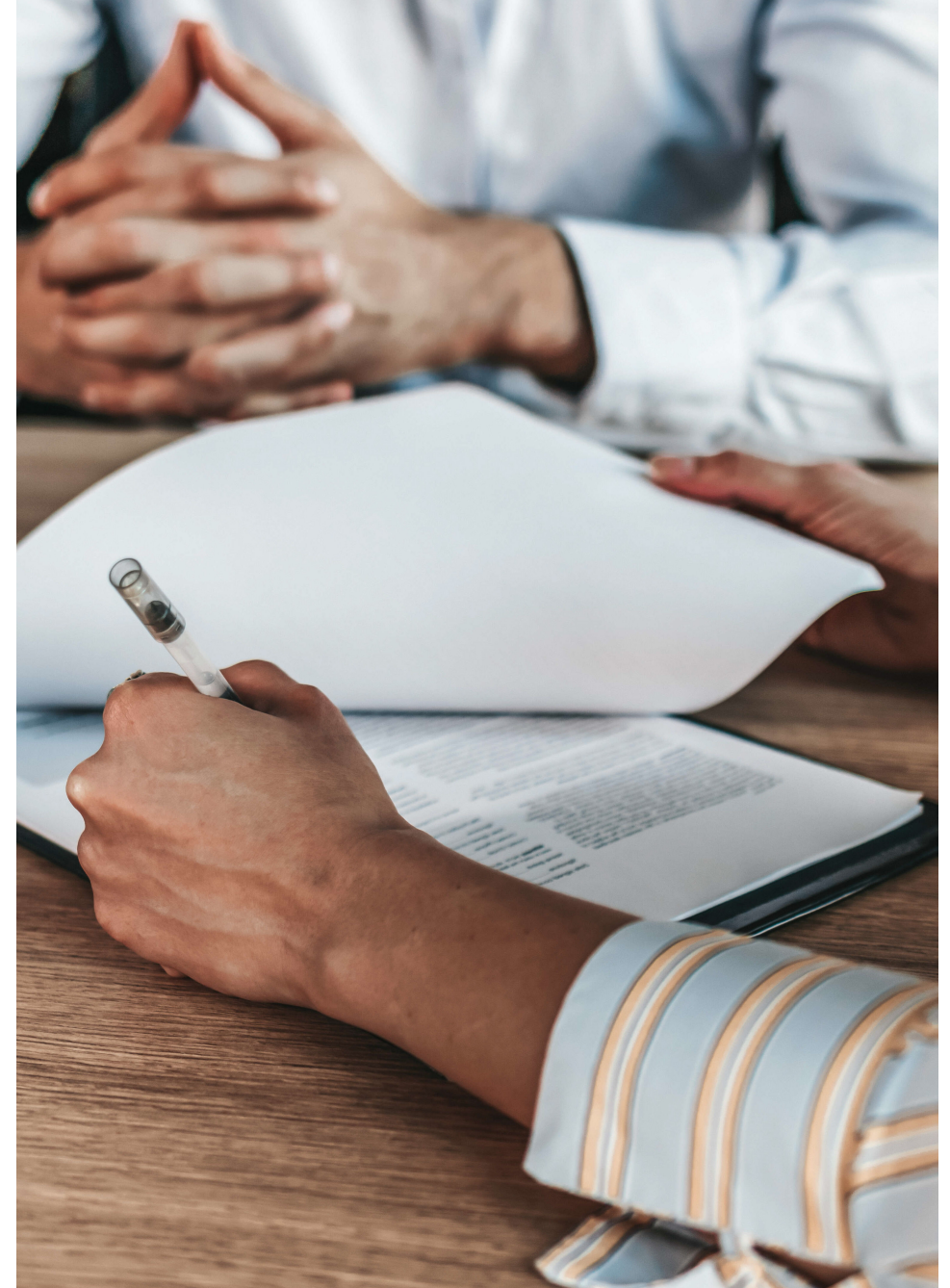
# Sections of the IEP



- 
- A blue pyramid graphic is positioned on the right side of the slide, with its apex pointing towards the top right. The pyramid is divided into horizontal segments, each containing a numbered section of the IEP. The sections are listed from bottom to top, corresponding to the pyramid's segments.
- 11) Placement
  - 10) Special transportation
  - 9) Participation in state assessments and with students without disabilities
  - 8) Coordinated set of transition activities**
  - 7) Testing accommodations
  - 6) Twelve-month services (if needed)
  - 5) Programs and services—modifications and supports
  - 4) Reporting progress to parents
  - 3) Annual goals, objectives/benchmarks (if needed)
  - 2) Measurable postsecondary goals and transition needs**
  - 1) Present level of performance
  - (Optional student information form) and student information

# A Quality IEP Should:

- Provide a comprehensive profile of the student
- Support the student's progress toward state learning standards
- Appropriately address the student's unique needs





# CSE Membership in NYS

Member Title	CSE (5-21)	CSE Sub-Committee
Parent/Individual in parental role, guardian	X	X
Not less than one General Education Teacher (if a child is or may be in general ed)	X	X
Not less than one Special Education Teacher/Provider	X	X
School Psychologist	X	
District Representative (CPSE/CSE Chairperson)	X	X
Others with knowledge/expertise	X	
Individual to interpret evaluations (may serve dual role with any of the professional roles listed above, but not the parent)	X	
School Physician	If requested in 72 hours	
Parent Member	If requested in 72 hours	
Agency Representative for transition planning	With parent consent	With parent consent
Student (if appropriate)	X	X

# 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]
<b>ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS</b> 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]
<b>SOCIAL DEVELOPMENT</b> 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]

# Present Levels of Performance

## The Present Levels of Performance should:

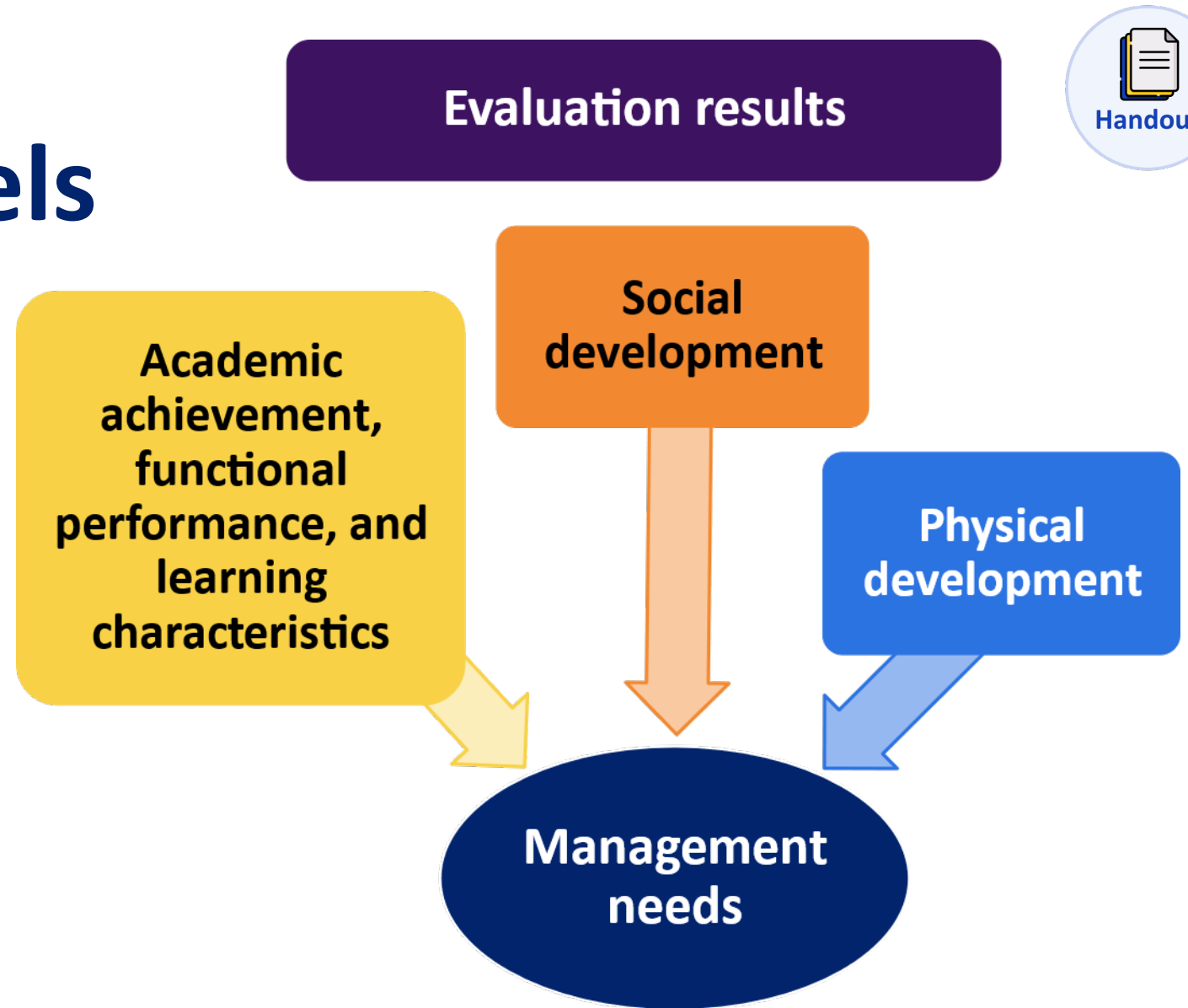
- Provide a comprehensive profile of the child as a student, including the specific educational needs identified
- Clearly describe the impact of the child's disability on their ability to learn in the general education setting and what is needed to access the general education curriculum to make progress on the state's learning standards at each grade level
- Describe assessments that indicate strengths, interests, and preferences, as well as the skill delays and characteristics of the disability
- Beginning the year the student turns 15, include a transition plan



# Components of the Present Levels of Performance

Including:

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

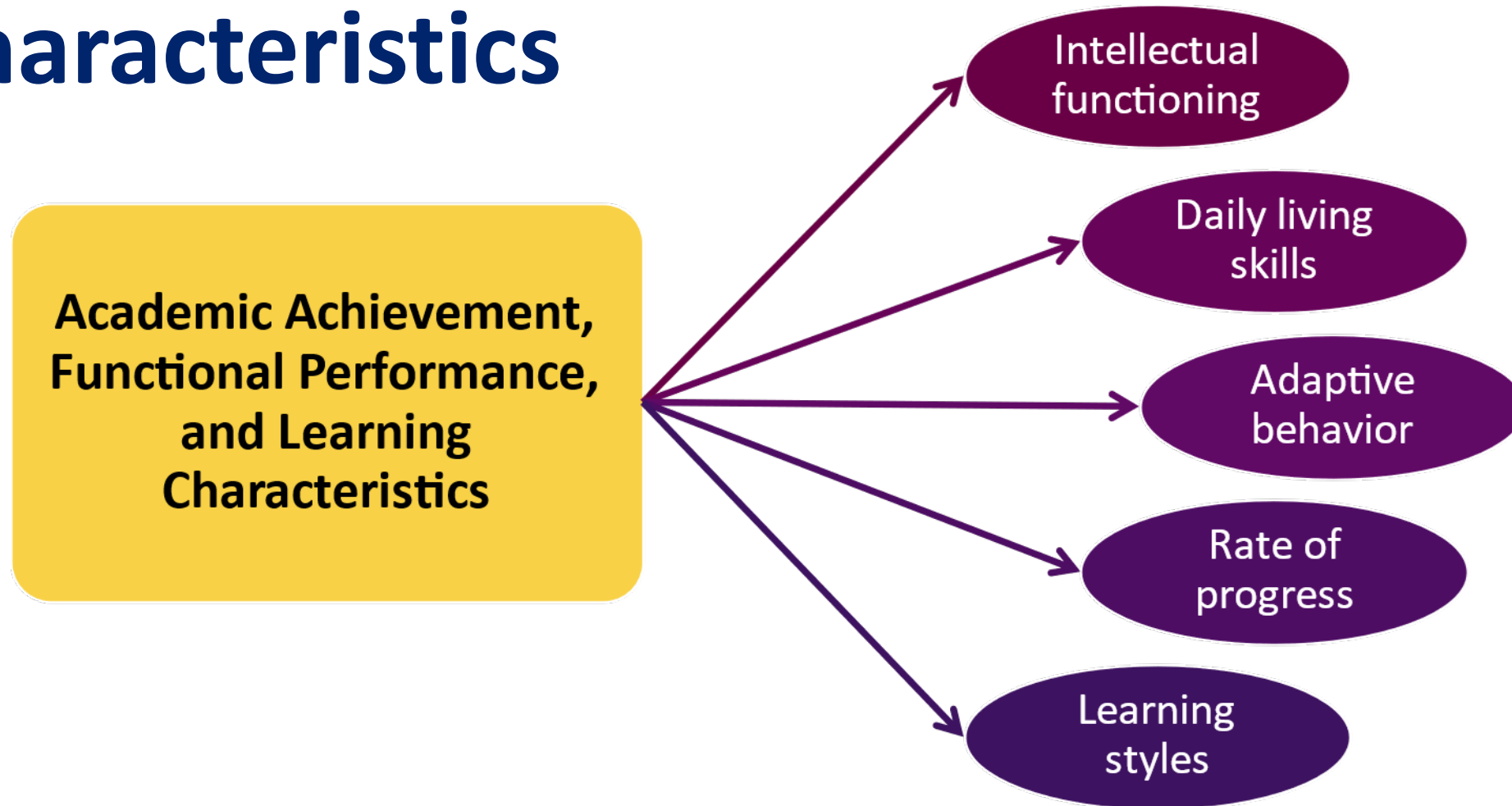




# Present Levels of Performance Evaluation Results

- Results of initial or most recent individual evaluation
- Results of the student's performance on any general state or district-wide assessment programs
- Instructional implications of those evaluations

# Academic Achievement, Functional Performance, and Learning Characteristics





# Present Levels of Performance: Academic Achievement and Functional Performance

## Language and Communication

- Receptive: Process verbal information, understand directions
- Expressive: Answer questions, talk with peers, share information, seek help

## Transition

- Organization skills
- Time Management Skills

## Cognitive—Thinking

- Identify concepts
- Ask questions
- Follow directions
- Problem solving
- Visualization

## Strengths, Preferences, and Interests

- Prefers hands-on activities
- Works hard to do their best
- Enjoys reading about Engineering

## Academic

- Reading, decoding, vocabulary
- Writing
- Math fluency, problem solving
- Activities of daily living (follow a schedule/routine, complete classroom activities, pay attention, participate in class)

# Present Levels of Performance: Academic Achievement and Functional Performance (continued)

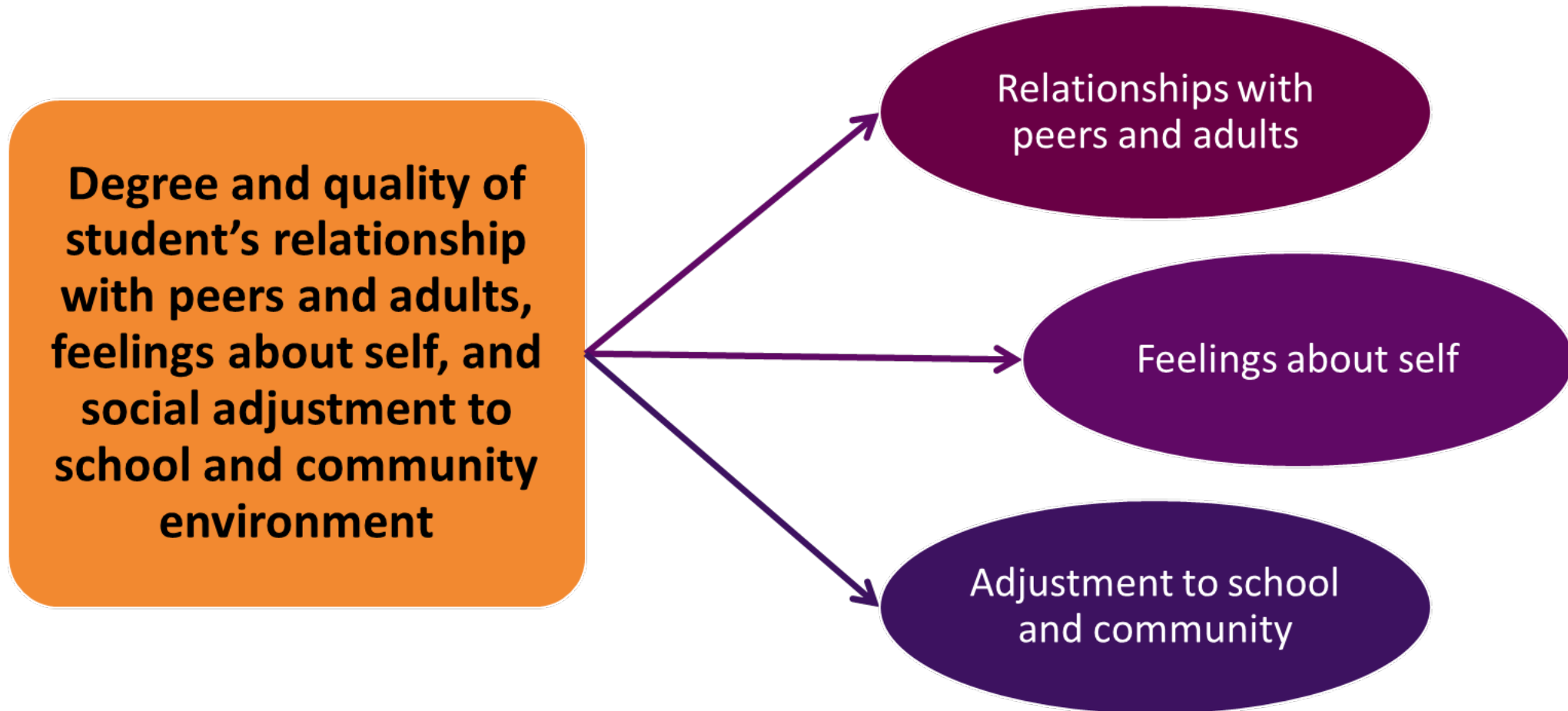
## **Motor: Fine and Gross Motor Skills**

- Gross: standing, sitting, walking/navigating settings (gym)
- Fine: unzipping backpack, gathering homework, managing writing utensils, keyboarding, finger use on Smartboard
- Using both hands, hand dominance, coordination, writing, manipulating materials or equipment
- Body awareness, positioning, staying in own physical space, sitting upright, navigating across school settings

## **Behavior: Self-Regulate and Self-Monitor**

- Pay attention, focus
- Stay on task, complete activities
- Work together with peers
- Work with others, share materials, and take turns
- Use manners, coping strategies
- Request support or clarification when needed

# Present Levels of Performance: Social Development (1 of 3)



# Present Levels of Performance:

## Social Development (2 of 3)

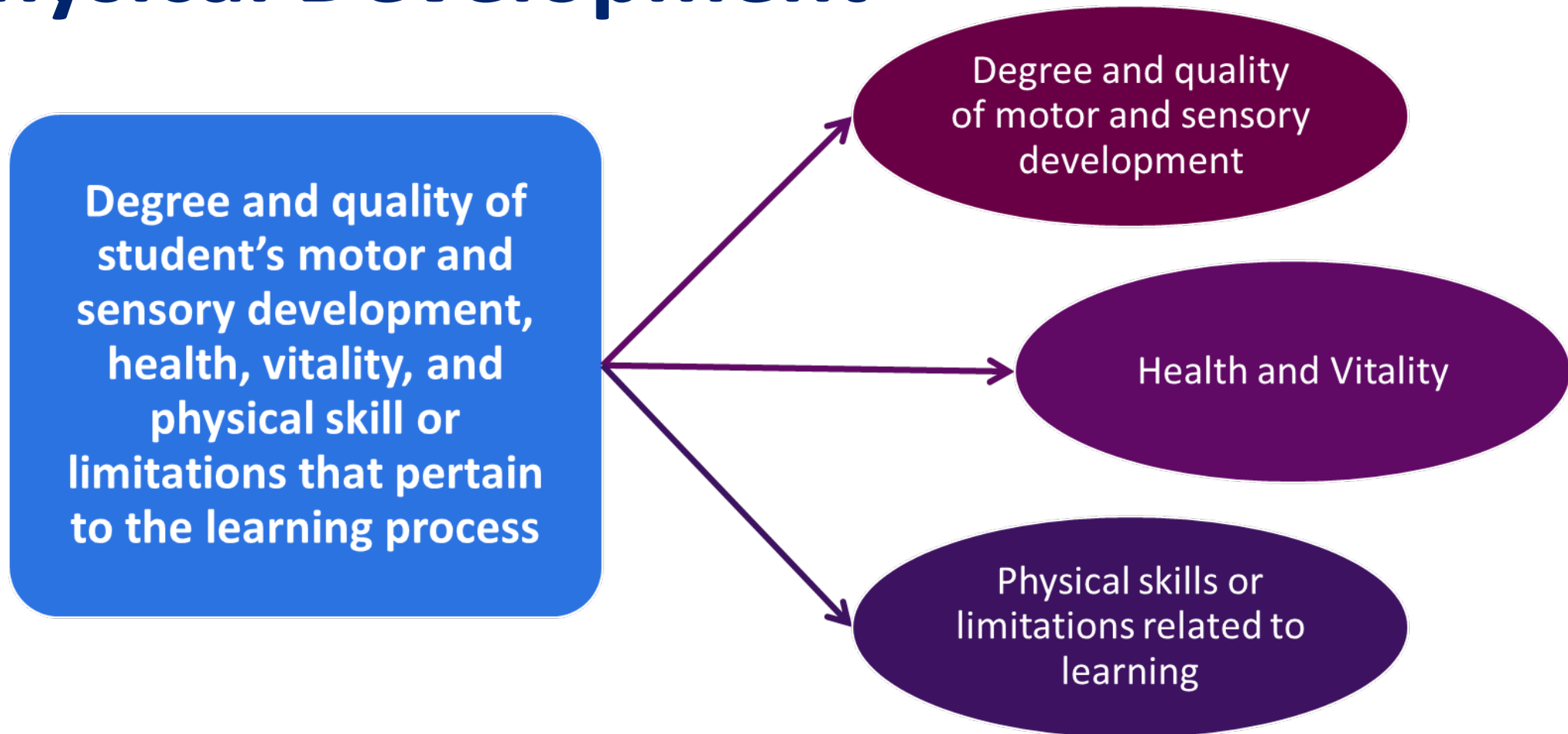
- Developing relationships with peers and adults
- Spontaneously engaging in conversations
- Working in large/small groups—taking turns, sharing responsibility for tasks, cooperation
- Understanding and interpreting nonverbal communication
- Displaying interest in new experiences
- Increasingly engaging in inventive and creative activities
- Negotiating solutions to conflicts, being flexible
- Wanting to be more independent and confident

# Present Levels of Performance: Social Development (3 of 3)

## Emotional

- Expressing affection openly within social norms
- Expressing a wide range of emotions—respect, empathy
- Self-regulating behavioral responses—use of coping strategies
- Accepting of major changes in routine/schedule—flexible
- Viewing self as a whole person involving body, mind, and feelings—understanding their disability
- Recognizing the difference between fantasy and reality

# Present Levels of Performance: Physical Development





# Present Levels of Performance:

## Physical Development (continued)

### Health, Nutrition, and Self-Care

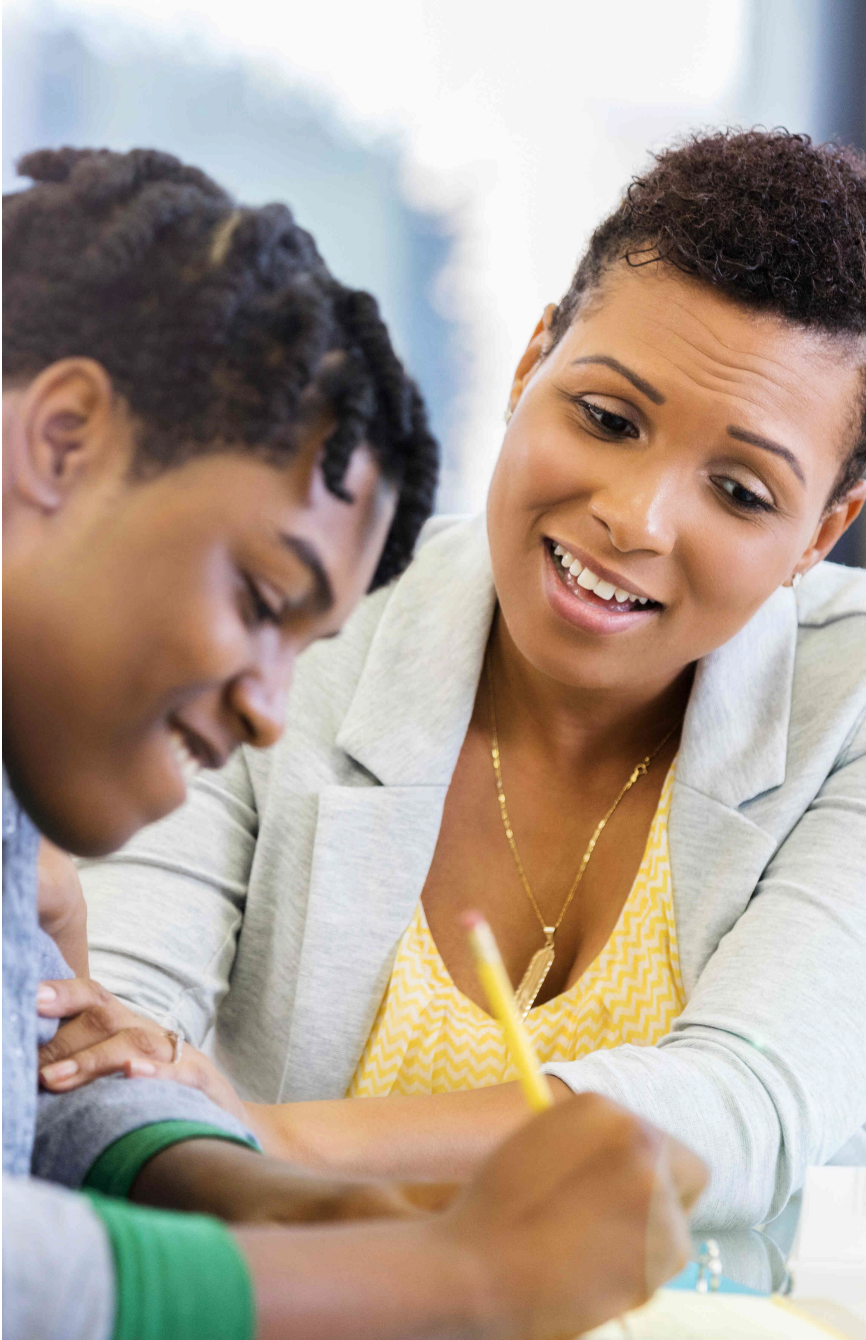
- Vision, visual tracking, visual perceptual and visual motor skills
- Hearing, auditory processing
- Sensory—touch, smell, etc.
- Personal care/hygiene
- Health/medical alerts/needs
- Impact of health issues on attendance and participation

### Motor Skills

- Gross motor—running, climbing, stairs, navigating hallways/ settings
- Positioning, body awareness, balance, motor coordination
- Muscle strength and endurance
- Athletic skills—participation in physical education/sports

### Fine Motor

- Hand dominance
- Manipulating objects
- Collecting supplies/equipment
- Using utensils
- Writing



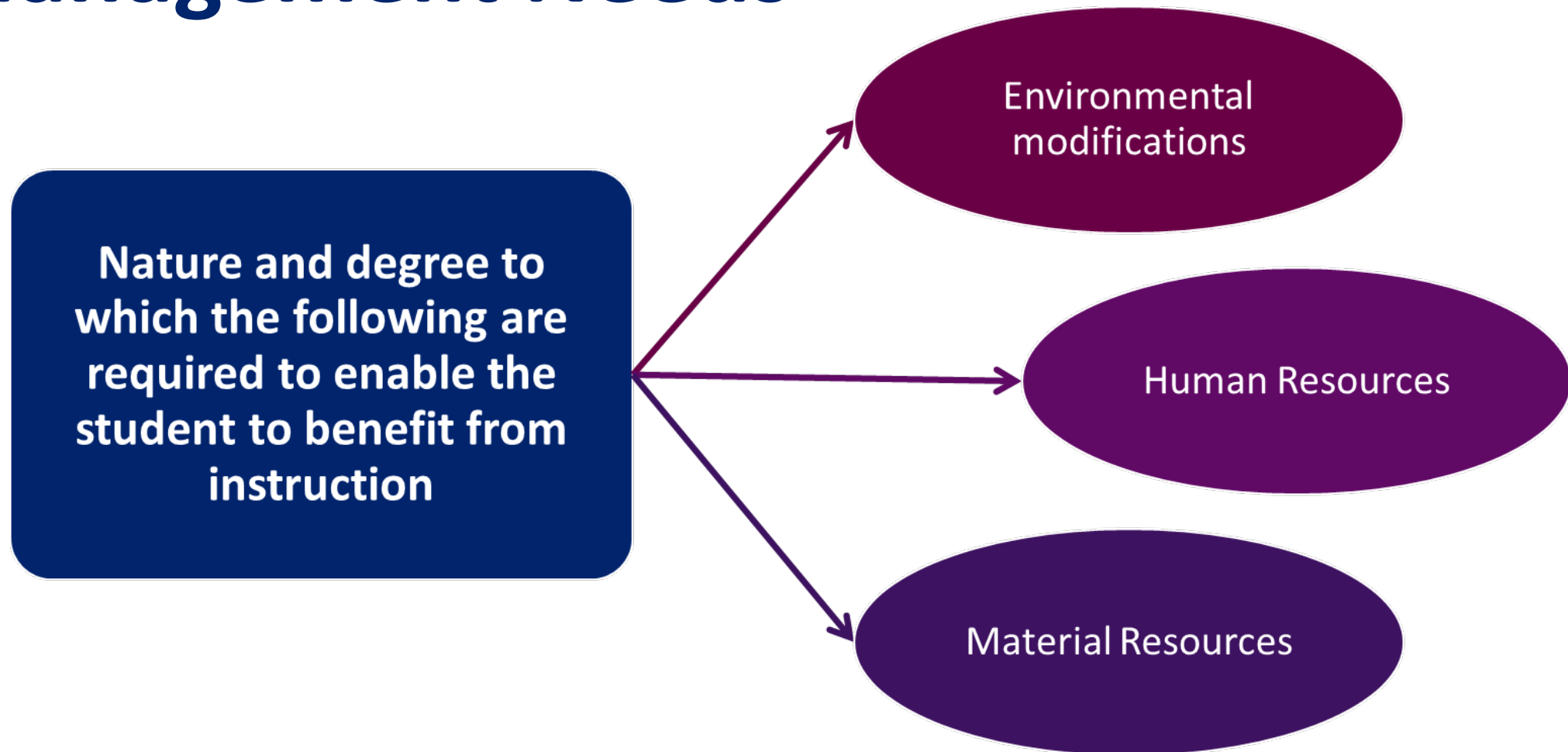
# Reflection: Present Levels of Performance



Take a few minutes to review your child's **Present Levels of Performance—Academic, Social, and Physical**, as described in the IEP.

- What do you find?
- What questions do you have?

# Present Levels of Performance: Management Needs



# 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





# Reflection: Management Needs



Take a few minutes to review your child's **management needs**, as described in the IEP.

- What do you find?
- What questions do you have?

# 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? ☐ Yes ☐ No

Does the student need a behavioral intervention plan? ☐ No ☐ 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?  
☐ Yes ☐ No ☐ Not Applicable

For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? ☐ Yes ☐ No ☐ Not Applicable

Does the student need a particular device or service to address his/her communication needs? ☐ Yes ☐ 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?

☐ Yes ☐ No ☐ Not Applicable

Does the student need an assistive technology device and/or service? ☐ Yes ☐ No

If yes, does the Committee recommend that the device(s) be used in the student's home? ☐ Yes ☐ No



# Behavior Needs in the IEP

When a student's behavior interferes with their learning or that of others, the CSE must consider strategies, including positive behavioral interventions and supports and other strategies to address that behavior.

What behaviors may impact or interfere with learning?

- Refusing to participate
- Hitting others
- Talking or yelling out of turn
- Other?

# English Language Learner (ELL)

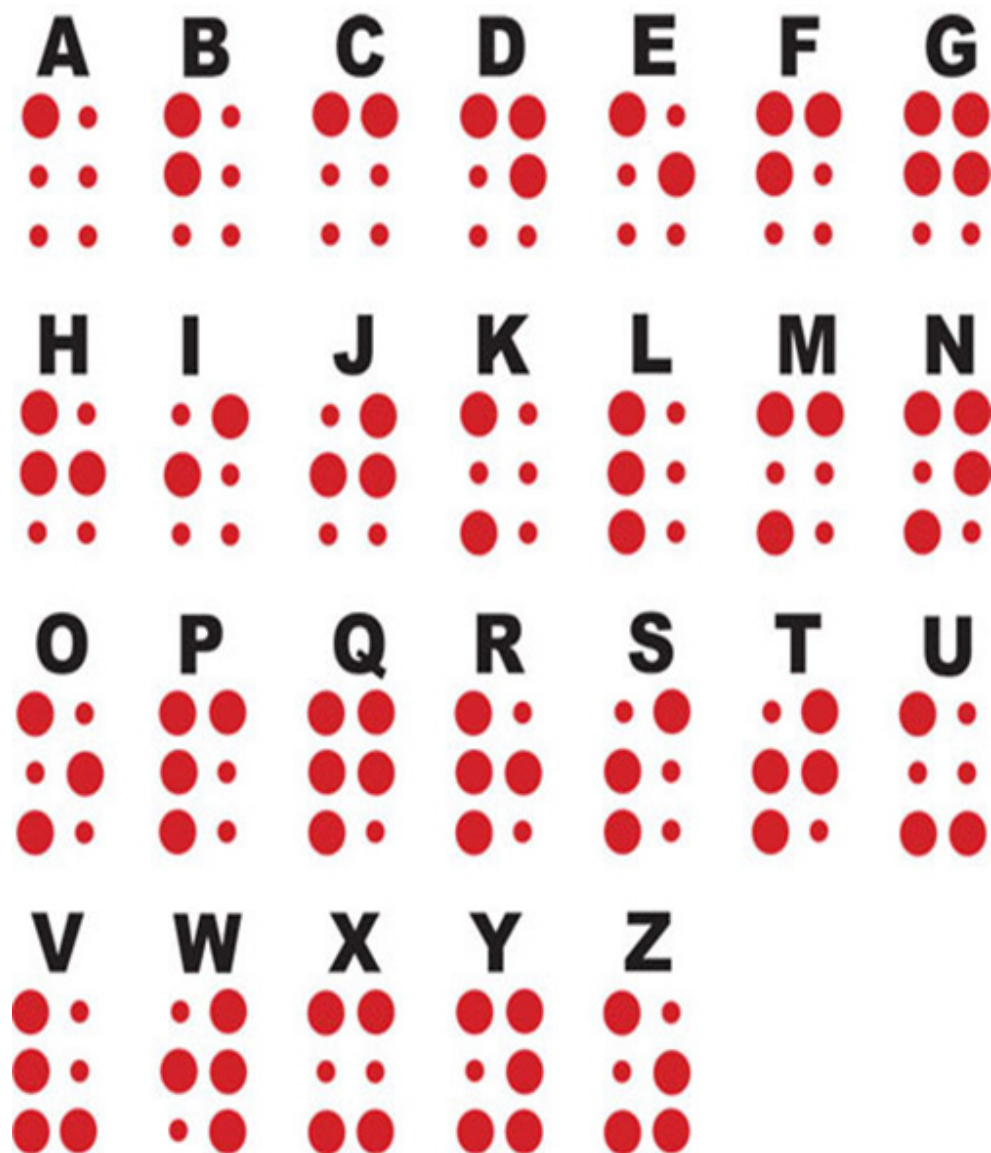
When developing an IEP for a student who is an ELL, the CSE must consider how the student's language needs relate to the IEP.

## Considerations:

- Whether the student may need special education for aspects of the educational program that address the development of English language skills

**AND**

- Whether special education services will be provided in a language other than English.



## Student Who Is Blind or Visually Impaired

IEP must recommend that the student be provided instruction in Braille and in the use of Braille.

# Communication Needs: Student Who Is Deaf or Hard-of-Hearing

For each student with a disability, the Committee must consider whether a student needs a particular device or service to address the student's communication needs.

- Opportunities the student needs for direct communication with peers and professional personnel in the student's language and communication mode
- AND**
- Student's academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode

# Assistive Technology



Assistive technology is 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.

- Visual routine displaying simple picture instructions for daily routines (organizing materials) at home and school
- Noise-blocking headphones to mute sounds in noisy or over-stimulating environments
- Picture cards for exchange, or apps for tablets, such as an iPad, that “speak” words for objects a child selects on the screen
- Adaptive furniture—Rifton chair, stand-up desk, wheelchair accessibility



# Measurable Postsecondary Goals

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:**

**EMPLOYMENT:**

**INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):**

# Transition Planning

## Purpose of Transition Planning:

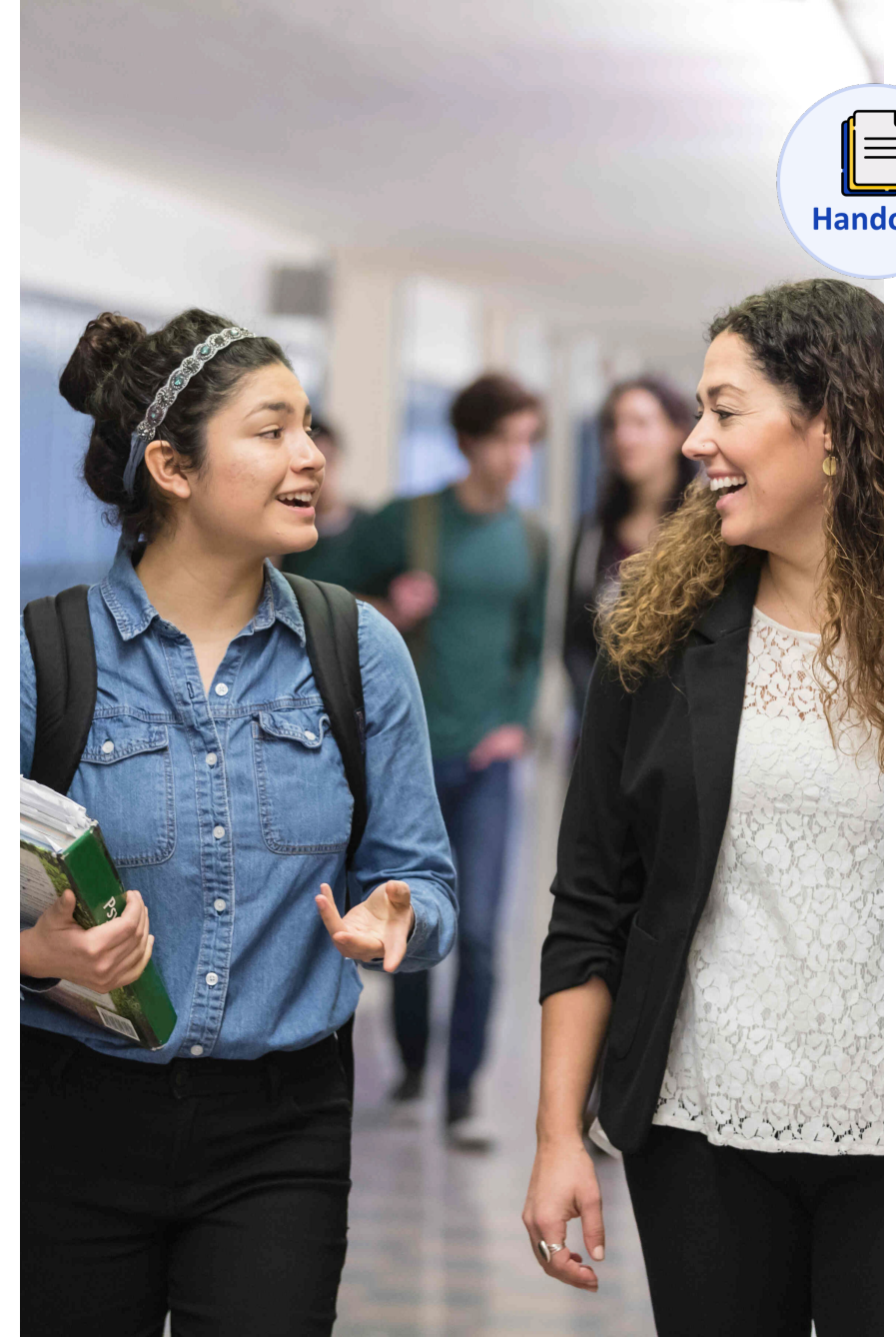
- To help students and families establish a vision for the future about where students will live and work, and how they will participate in the community.

## Focus of Transition Planning:

- Future education and training
- Future careers and employment
- Independent living
- Self-determination

# Where Is Transition Planning Reflected in the IEP?

- Present Levels of Performance
- Measurable Postsecondary Goals
- Transition Needs
- Annual Goals
- Coordinated Set of Transition Activities



# Measurable Postsecondary Goals

## Examples

**Education/Training:** Lisa will attend a two-year college to take courses in animal care.

**Employment:** Lisa will work as a dog groomer as she participates in veterinary science course work.

**Independent Living Skills:** Lisa will obtain her driver's license. She will live in an apartment assisted by friends and family.

# Transition Needs/Courses of Study

## 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 Diploma Options

## Diploma Options:

- Regents Diploma with Advanced Designation
- Regents Diploma
- Local High School Diploma (based on safety net)

## Existing Credentials:

- Skills and Achievement Commencement Credential for Students with Severe Disabilities
- Career Development and Occupational Studies (CDOS) Commencement Credential



# Reflection: Measurable Postsecondary Goals



Take a few minutes to review your child's **postsecondary goals** in the IEP.

- What do you find?
- What questions do you have?

# Measurable Annual Goals Template

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

# Measurable Annual Goals

## Section 200.4(d)(2)(iii)(a-c)

The IEP shall list measurable annual goals, including academic and functional goals, consistent with the student's needs and abilities.

### Measurable Annual Goals will:

- Enable the student to be involved in and progress in the general education curriculum
- Address other needs that result from the student's disability
- Prepare the student to meet postsecondary goals

# Measurable Annual Goals (continued)

## Section 200.4(d)(2)(iii)(a-c)

### **Are student goals, not program goals**

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

### **Should 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 or givens for performance identified

# Making Goals Measurable

“Will improve fluency” becomes...

Annual Goal	Criteria	Method	Schedule
Given grade level material, Joey will orally read 100 words per minute.	With no more than two errors  For five consecutive trials	Recorded observation	Weekly

# Benchmarks and Short-Term Instructional Objectives:

200.4(d)(2)(iv)

- Are not required for each student with a disability
- Are required for students who take a New York State Alternate Assessment (NYSAA)
- Benchmarks and Objectives are measurable intermediate steps between the student's present levels of performance and the measurable annual goal



# 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)

**Goal:** Anthony will follow a classroom routine with no more than two prompts daily.

## **Objectives:**

- Will unpack his backpack
- Will take out lunch box and put in cubby
- Will give communication log to teacher
- Will go to his desk to begin activity assigned

# Benchmarks

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

**Annual Goal:** Juanita will speak to peers and adults using a minimum of eight words across settings.

## Benchmarks:

- By November, Juanita will use 2–3 words when speaking...
- By February, Juanita will use 3–5 words when speaking...
- By April, Juanita will use 5–7 words when speaking....



# Reporting Progress to Parents

- Progress should be reported at least as often as parents of nondisabled students are informed of their child's progress.
- The report of the child's progress informs parents of:
  - Their child's progress toward the annual goals
  - Whether this progress is sufficient for their child to achieve the goals by the end of the school year



# Reflection: Measurable Annual Goals



Take a few minutes to review your child's **measurable annual goals** in the IEP.

- What do you find?
- What questions do you have?

# Recommended Special Education Programs and Services Form

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:					
Related services:					
Supplementary aids and services/ program modifications/ accommodations:					
Assistive technology devices and/or services:					
Supports for school personnel on behalf of the student:					

\* 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. 50



# The IEP Shall Indicate

## §200.4(d)(2)(v)

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.

# Special Education Program/Services

- Related services
- Consultant teacher services
- Integrated co-teaching
- Resource room
- Special class





# Related Services

## §200.1(qq)



- Speech/Language Therapy
- Audiology Services
- Interpreting Services
- Psychological Services
- Counseling Services
- Physical Therapy
- Occupational Therapy
- Orientation and Mobility Services
- Parent Counseling and Training
- School Health Services
- School Nurse Services
- School Social Work
- Assistive Technology Services

# Recommended Special Education Programs and Services

## Must state:

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

## Service delivery recommendations:

- Group or individual services
- Direct and/or indirect consultant teacher services
- Class size ratio

# Supplementary Aids and Services/ Program Modifications/ Accommodations

Provided in general education classes or other education-related settings and in extracurricular and nonacademic settings, to enable students with disabilities to be educated alongside students ***without disabilities*** to the greatest extent possible in the Least Restrictive Environment (LRE).

## Examples:

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

# An Assistive Technology Device Is:

## §200.1(e)

“...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 functional capabilities of a child with disabilities.”

"Such term does not include a medical device that is surgically implanted, or the replacement of such a device."

# Assistive Technology Examples

## Low Tech

- Color overlay/filter
- Velcro under desk for sensory input
- Sticky notes to reduce visible text
- Pencil grip
- Handheld magnifiers
- Large print text

## High Tech

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

# Support for School Personnel

The IEP must indicate any training and/or development providers or staff may need to help them work more effectively with the student.

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





# Reflection: Recommended Special Education Programs and Services



Take a few minutes to review your child's IEP.

- What do you find?
- What questions do you have?

# Twelve-Month Program: Extended School Year (ESY) Services

If different from ten-month services, identify services and/or program.

<b>12-MONTH SERVICE AND/OR PROGRAM</b> – Student is eligible to receive special education services and/or program during July/August: <input type="checkbox"/> No <input type="checkbox"/> Yes					
If yes:					
<input type="checkbox"/> Student will receive the same special education program/services as recommended above.					
OR					
<input type="checkbox"/> Student will receive the following special education program/services:					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY	DURATION	LOCATION	PROJECTED BEGINNING/ SERVICE DATE(S)
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name of school/agency provider of services during July and August: <input type="checkbox"/>					
For a preschool student, reason(s) the child requires services during July and August: <input type="checkbox"/>					

# Testing Accommodations Section

**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**
NONE		

\*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.

# Example Testing Accommodations

- Extended time—specify the amount of extended time (e.g., time and a half, double time).
- Breaks—specify the duration of break and at what intervals (e.g., ten-minute break every 40 minutes).
- Directions read—specify the number of times (e.g., directions read two more times than the standard number of times provided for all students).
- Separate setting—specify individual or small group.
- Adaptive furniture—special lighting or acoustics, specify type (e.g., study carrel).

# Testing Accommodations Considerations

- Must be documented in the IEP in a clear, specific manner
- Conditions, if any, should be specified
- Accommodations apply to all assessments and settings, unless otherwise noted in IEP or prohibited by SED or district policy

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





# Reflection: Testing Accommodations



Take a few minutes to review the **testing accommodations** in your child's IEP.

- What do you find?
- What questions do you have?



# Coordinated Set of Transition Activities

- Activities that prepare the student to achieve post-school goals
- A statement of responsibilities for the school district and, when applicable, participating agencies for the provision of such services

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: 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	<ul style="list-style-type: none"> <li>• Instruction in problem-solving</li> <li>• CTE coursed in culinary arts</li> <li>• Instruction in computer processing skills</li> </ul>	<ul style="list-style-type: none"> <li>• ABC public school</li> <li>• BOCES</li> <li>• ABC public school</li> </ul>
Related Services	Counseling to work on self-advocacy skills	ABC public school
Community Experiences	<ul style="list-style-type: none"> <li>• Visits to community agencies to develop an understanding of the location of services and their functions</li> <li>• Practice banking in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Living Center</li> <li>• ABC public school</li> </ul>
Functional vocational assessment (if applicable)	Considered, but not needed	N/A

# Example: Coordinated Set of Transition Activities (continued)

Needed activities to facilitate the student's movement from school to post-school activities	Service/Activity	School District/Agency Responsible
Development of employment and other post-school adult living objectives	<ul style="list-style-type: none"> <li>• Facilitate meeting of student with Independent Living Center to explore post-school supports available</li> <li>• Complete sample college and job applications</li> <li>• Explore summer job opportunities</li> <li>• Apply for local transportation pass and discount card if available</li> <li>• Initiate application to VESID Vocational Rehabilitation (VR)</li> </ul>	<ul style="list-style-type: none"> <li>• ABC public school and Independent Living Center</li> <li>• ABC public school</li> <li>• ABC public school</li> <li>• Independent Living Center</li> <li>• ABC public school and VESID VR</li> </ul>
Acquisition of daily living skills (if applicable)	Considered, but not needed	N/A

# Reflection: Transition Activities



Take a few minutes to review the **transition section** of your child's IEP.

- What do you find?
- What questions do you have?



# State and District-Wide Assessments

All students with disabilities must be included in state and district-wide assessment programs.

## 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:



# State and District-Wide Assessments

## (continued)

- The CSE determines whether the student will participate in the NYS general assessments with or without accommodations, or whether the student is eligible for participation in NYSAA with or without accommodations.
- If the CSE recommends participation in NYSAA, the IEP must include a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.



# Participation with Students Without Disabilities

## 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.

# Participation with Students Without Disabilities (continued)

- Removal from the general education environment only occurs 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.
- The IEP must provide an explanation of the extent, if any, to which the student will not participate in regular class and/or extracurricular activities and other non-academic activities with nondisabled peers.

# Special Transportation

## Special transportation can include:

- Special seating—near window, individual seat
- Vehicle and/or equipment needs—harness, lift
- Adult supervision or training
- Type of transportation—small bus, curb-to-curb
- Other accommodations—permission to bring personal items or to use iPod on bus

### SPECIAL TRANSPORTATION

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY

- ☐ None.
- ☐ Student needs special transportation accommodations/services as follows:

☐ Student needs transportation to and from special classes or programs 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
  - Board of Cooperative Educational Services (BOCES) class or BOCES class in a public school
  - Approved private school or Special Act School District
  - Home and hospital instruction



# Final Reflection



Based on your review of your child's IEP:

- What are your overall observations?
- What questions do you have?
- What are your next steps?



# Next Steps: Preparing for Your Child's CSE Meeting

- What accommodations and/or modifications will my child need, if any?
- What can my child currently do and what do they need help doing?
- What gets in the way of my child learning/gaining the grade-level knowledge/skills?
- What progress has my child made toward the learning standards and their postsecondary goals?



# Tips for a Successful Virtual CSE Meeting



- Be patient—technology may not work as intended. Assume that everyone is doing their best.
- Test out technology in advance, and make sure all devices are charged.
- Actively listen and participate in the meeting.
- Set up a meeting space that reduces potential distractions to minimize background noise as much as possible.
- Turn off any notifications on your computer—they may show up on others' screens.
- Request interpreters or other supports, if needed.
- Confirm the method for receiving a copy of the completed IEP.



# Follow-Up Steps After the CSE Meeting

- Review your child's IEP.
- Support your child's annual goals across settings, including at home.
- Maintain ongoing communication with your child's teacher and/or providers.
- Share information about your child's progress and needs with the members of the CSE, as needed.
- Explore resources available through the School-Aged Family and Community Engagement (FACE) Centers in your region.

# Questions and Answers



# Resources (1 of 2)

- [A Parent's Quick Guide to the New York State Alternate Assessment \(NYSAA\)](#)
- [Assistive Technology](#)
- [Continuum of Special Education Services for School-Age Students with Disabilities—Questions and Answers](#)
- [Curriculum Instruction toward the Common Core Learning Standards—Attachments 3 & 4—Parent Questions at CSE Meeting](#)
- [General Education and Diploma Requirements](#)
- [Guide to Quality Individualized Education Program Development and Implementation](#)
- [Information Related to the New York State Alternate Assessment \(NYSAA\)](#)
- [World Languages \(formerly Languages Other Than English \[LOTE\]\)](#)

# Resources (2 of 2)

- [New York State Alternate Assessment \(NYSAA\)](#)
- [NYSED Blueprint for Students with Disabilities](#)
- [Present Levels of Performance and Individual Needs](#)
- [Regulations Concerning English Language Learners/Multilingual Learners](#)
- [Skills and Achievement Commencement Credential for Students with Severe Disabilities](#)
- [Student Information Summary and Individualized Education Program \(IEP\)](#)
- [Testing Accommodations for Students with Disabilities](#)
- [Transportation—Developing Recommendations For Special Transportation](#)
- [Virtual IEP Meeting TIP Sheets](#)

# Contact Us

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New York State  
EDUCATION DEPARTMENT

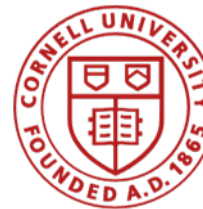
Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education

**Educational Partnership**

Technical Assistance Partnership  
for Transition



Cornell University

This training was provided by the Technical Assistance Partnership for Transition at Cornell University. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.