



New York State Education Department
Office of Special Education
Educational Partnership



Quality Individualized Education Programs (IEPs) that Drive Student Success

Aligning Present Levels of Performance, Goals & Services for Meaningful Student Outcomes

Produced by the Technical Assistance Partnership (TAP) for Behavior.

5/6/2026





Disclaimer

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Today's Facilitators

Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

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.

Today's Materials

- Guide to Quality Individualized Education Program Development and Implementation, February 2010 (revised September 2023) <https://www.nysed.gov/special-education/guide-quality-individualized-education-program-iep-development-and-implementation>
- General Directions to Use the State's Mandatory Individualized Education Program (IEP) Form (Updated October 2022) <https://www.nysed.gov/special-education/general-directions-use-states-mandatory-individualized-education-program-iep-form>
- Testing Accommodations for Students with Disabilities; Policy and tools to guide decision-making and implementation <https://www.nysed.gov/special-education/testing-accommodations-students-disabilities-policy-and-tools-guide>
- Regulations of the Commissioner of Education Part 200 Students with Disabilities and 201 Procedural Safeguards for Students with Disabilities Subject to Discipline <https://www.nysed.gov/special-education/new-york-state-laws-and-regulations-related-special-education-and-students>

Participants will:

- Understand the purpose of the IEP
- Understand how to develop an IEP with the learning standards in mind
- Learn to develop Present Levels of Performance
- Learn about the key elements of Transition in the IEP
- Learn to develop Measurable Annual Goals
- Learn about other sections of the IEP

Learning Objectives

Agenda

- Overview of IEP Development Process
- Standards-Based IEPs
- Present Levels of Performance
- Measurable Postsecondary Goals/Transition Needs
- Measurable Annual Goals/Progress Reports
- Special Education Programs, Services, and Placement
- Testing Accommodations
- Coordinated Set of Transition Activities
- Participation in State Assessments/Participation with non-disabled peers
- Special Transportation
- Participation and Placement Decisions

Slide Marker Icons



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

FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

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

ES, INTERESTS:

D FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS

ITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND
:

THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO TH

Overview of the IEP Development Process

The IEP Is a Legal Document:



Federal Law: Individuals with Disabilities Education Act (IDEA)—
§1414(d)(1)(A)(i)

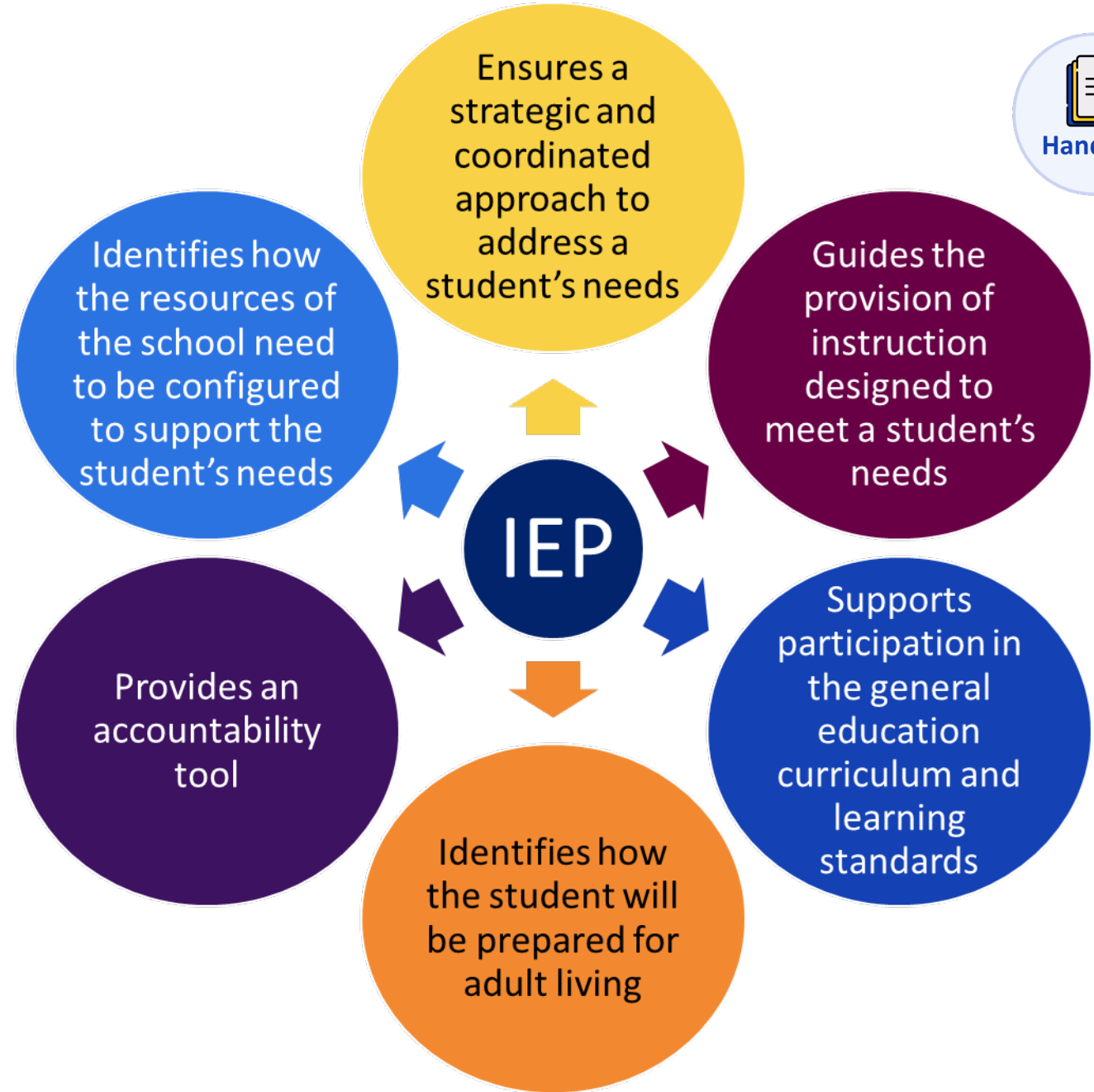
“In general—The term ‘individualized education program’ or ‘IEP’ means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes...”

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

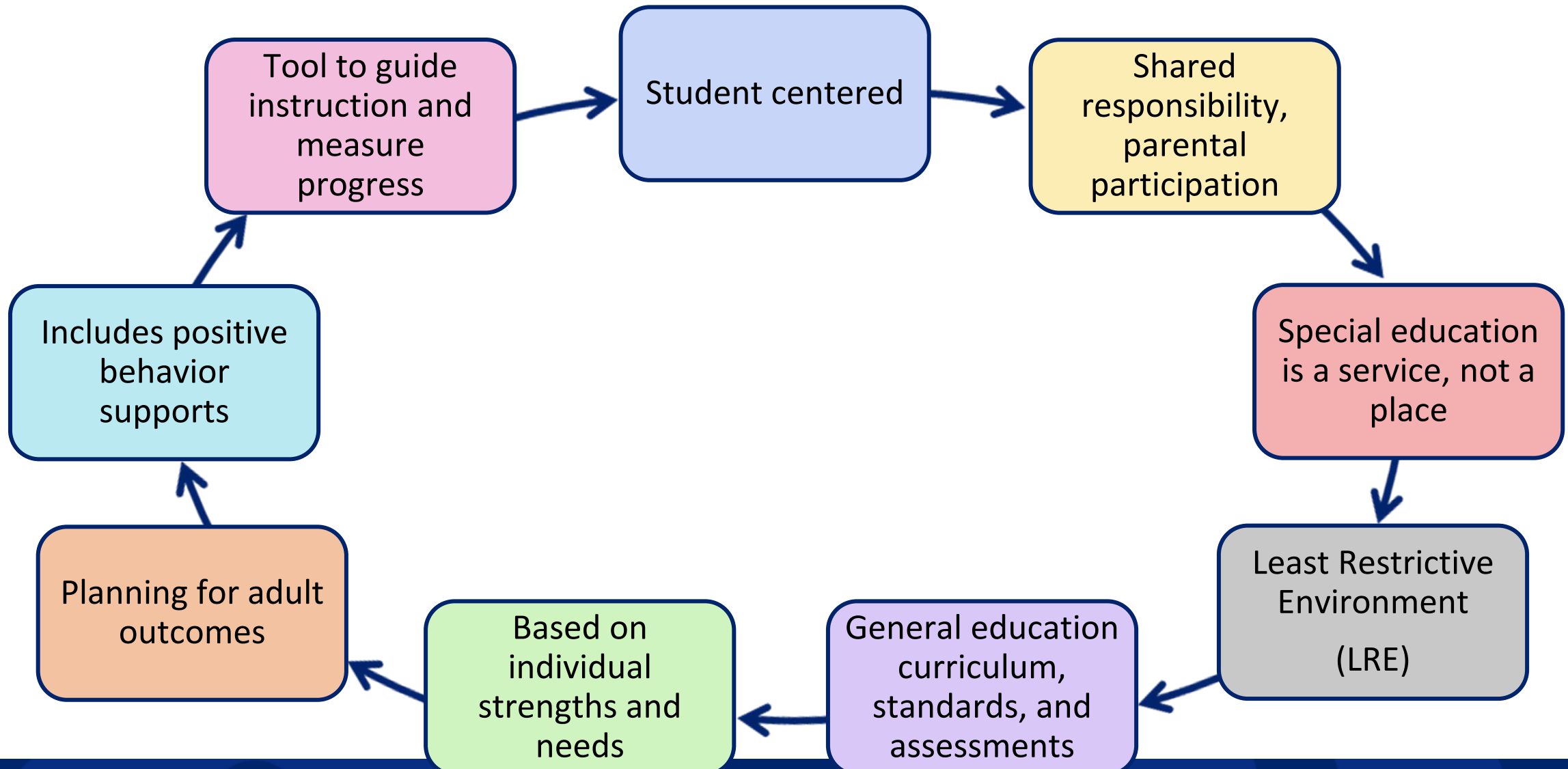
“If a student has been determined to be eligible for special education services, the Committee shall develop an IEP...”

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

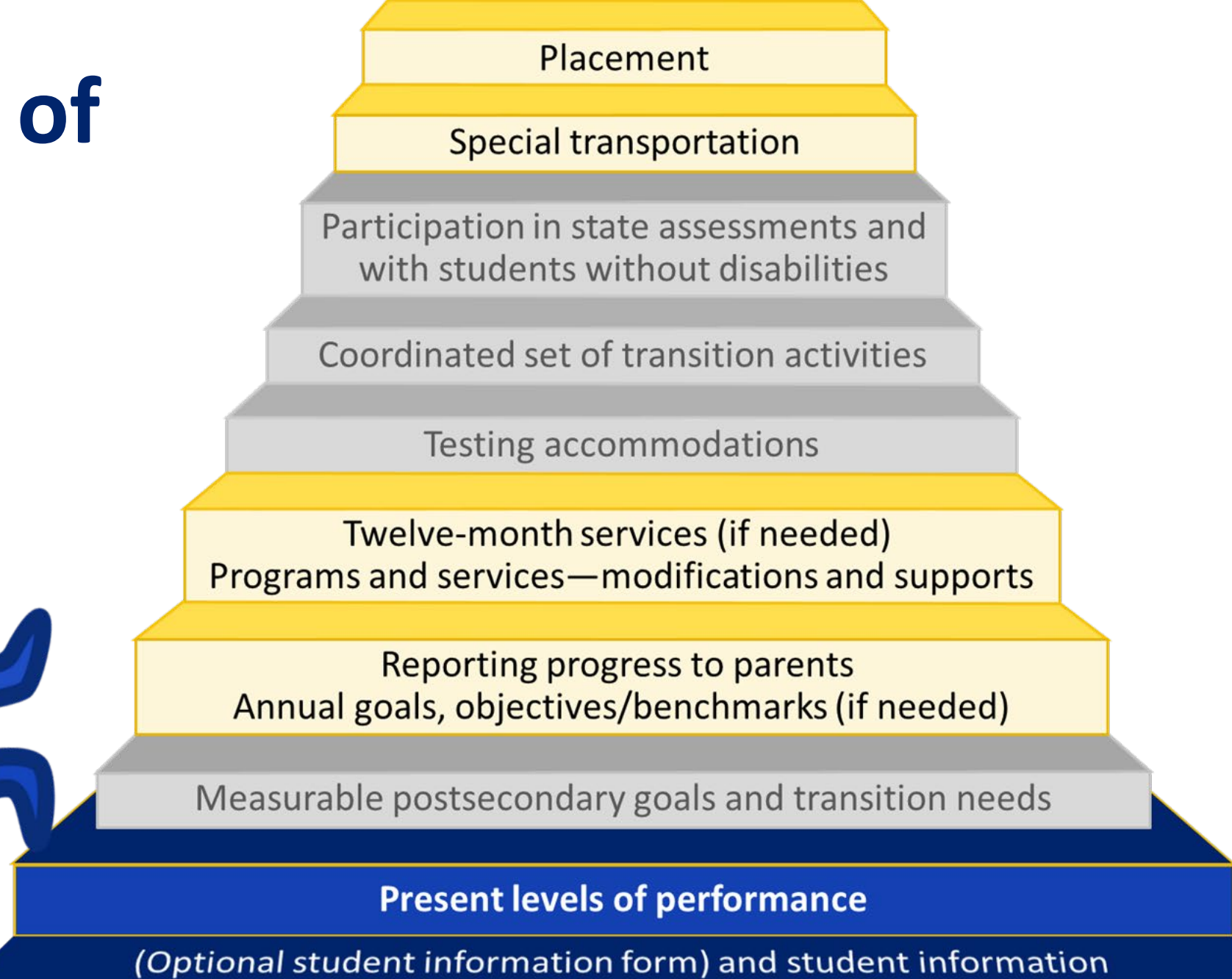
The IEP Is the Cornerstone of the Special Education Process



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 age 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.

Standards-Based IEPs





Developing IEPs Linked to the Standards

- The Committee on Preschool Special Education (CPSE)/Committee on Special Education (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.
 - Short-term instructional objectives or benchmarks are required for preschool and NYSAA IEPs.
- 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.

Present Levels of Performance



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, and 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.

Present Levels of Performance Quality Indicators

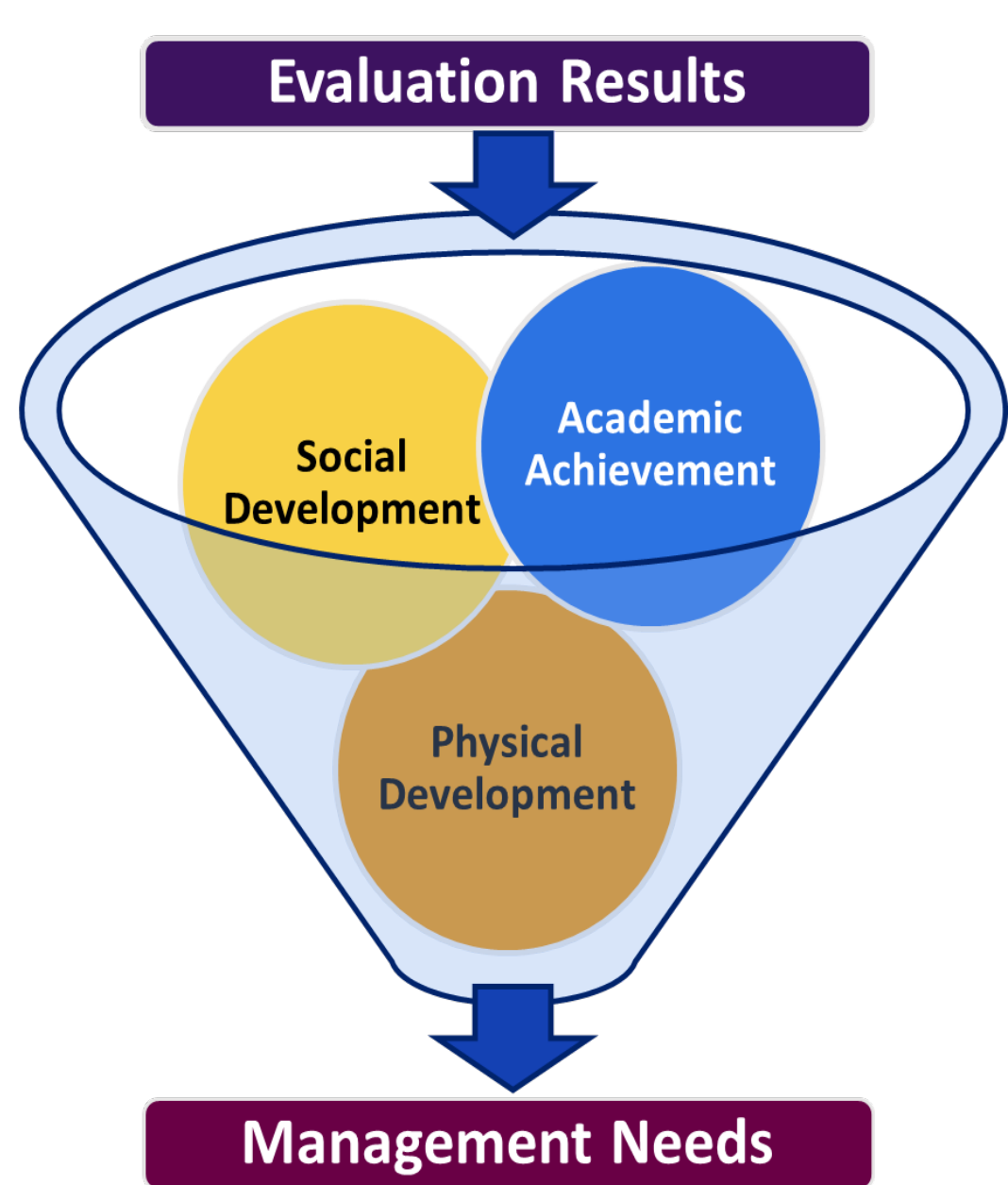


Quality Indicators	<p>Present levels of performance and individual need statements:</p> <ul style="list-style-type: none">• provide instructionally relevant information about the student.• identify how the student is progressing towards the State learning standards.• are descriptive and specific.• provide the basis for annual goals and direction for provision of appropriate educational programs and services.• are written in such a way that they can be understood by parents, professionals and paraprofessionals.• are based on the results of the individual evaluation.• reflect the concerns of the parents for enhancing the education of their child.• identify what impact the student's disability is having on his or her ability to participate and progress in age-appropriate activities or in the same curriculum as nondisabled peers.
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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
- Does the student have a Functional Behavioral Assessment?
- Factors related to the disability
- Family concerns

Present Levels of Performance Information Comes From



- Evaluations
 - Initial or most recent individual evaluation
 - Classroom assessments
 - Progress monitoring data
 - State and district assessments
 - Age-appropriate transition assessments
 - Classroom observations
 - Work samples
- The student, parents, teachers and related service providers
- Factors related to the disability
- Transcripts, credits earned, exams taken (High School age)

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

What is Functional Performance?

Functional means nonacademic, as in “routine activities of everyday living.”

- Telling time
- Counting money
- Organization
- Time management
- Self Monitoring

Universal Foundation Skills



CDOS—Standard 3a

Basic Skills

- Can read
- Can write
- Perform math functions
- Listens effectively
- Speaks clearly

Personal Qualities

- Responsibility
- Ability to plan
- Ability to take independent action
- Integrity/honesty
- Self-determination and ability to self-evaluate knowledge, skills, and abilities

Thinking Skills

- Can think creatively
- Uses decision-making skills
- Thinking leads to problem-solving
- Knows how to learn
- Applies knowledge to new situations

Systems

- Improves and designs systems
- Monitors and corrects performance
- Understands how systems perform related to goals, resources, and organizational function

Universal Foundation Skills (continued)

CDOS—Standard 3a

Managing Resources:

- Understands how to use materials, facilities, time, money, human resources, networking

Managing Information:

- Acquires and evaluates information
- Organizes/maintains information
- Interprets/communicates information
- Uses computers to enter, modify, retrieve and store data

Technology:

- Selects/applies technology
- Maintains equipment
- Designs and creates to meet needs

Interpersonal Skills:

- Teaches others
- Serves clients
- Exercises leadership
- Negotiates/communicates
- Works as a member of a team
- Works with diversity

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

Present Levels of Performance Sentence Stems

WHEN YOU COMPLETE THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND INDIVIDUAL NEED SECTION OF AN IEP, YOU SHOULD BE ABLE TO STATE:

Can do, can't do

Strengths

Parent concerns

The student's unique needs that require the student's educational program to be individualized:

We are individualizing this student's education program because of his unique needs related to his disability in the areas of (e.g., reading, writing, organization, memory, vision, hearing, problem solving, attention, motor skills).

What the student can and cannot do in each area of identified need:

In the area of _____, we know this student can currently _____, but cannot _____. (e.g., in the area of memory, he can remember a two-step sequence, but does not complete activities that involve multiple steps such as "get ready for school.")

The strengths of the student are upon which you can build:

He learns best through _____ (e.g., pairing auditory with written work; using music to trigger memory; redirection; modeling).

The areas of concern the parents have raised about their child's needs:

(e.g., He becomes upset and cries at home when he has to do writing assignments; he is not showing at home any of the language skills teachers report he has achieved in school; he has tantrums whenever we bring him out into the community).

The environmental, human or material resources the student will need to enable him/her to benefit from education:

(e.g., He will need structure and routine throughout his instructional day; close supervision during transitions; assistance with note taking; adaptive furniture for motor support; instructional materials in large print formats; a positive reward system for appropriate behavior).



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

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				

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:

EMPLOYMENT:

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):

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:

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)(1) and (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.

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



Think of a personal goal you have achieved.

- Why did you choose that goal?
- What evidence did you have to know you were making progress?
- How did you know you were successful?



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Measurable Annual Goals Quality Indicators

Quality Indicators	<p>Annual goals, including short-term instructional objectives or benchmarks:</p> <ul style="list-style-type: none">• are directly related to the student's present levels of performance statements.• are written in observable and measurable terms.• identify an ending level of performance that is achievable within one year.• identify objective procedures to evaluate a student's progress.• incrementally provide knowledge and skills towards achieving the student's projected measurable postsecondary goals.• are achievable in relation to the student's current level of educational performance, expected rate of progress, strengths and needs.• are instructionally relevant.• are written in terms that parents and educators can understand.• support participation and progress in the general education curriculum and for preschool students, participation in age-appropriate activities.
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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

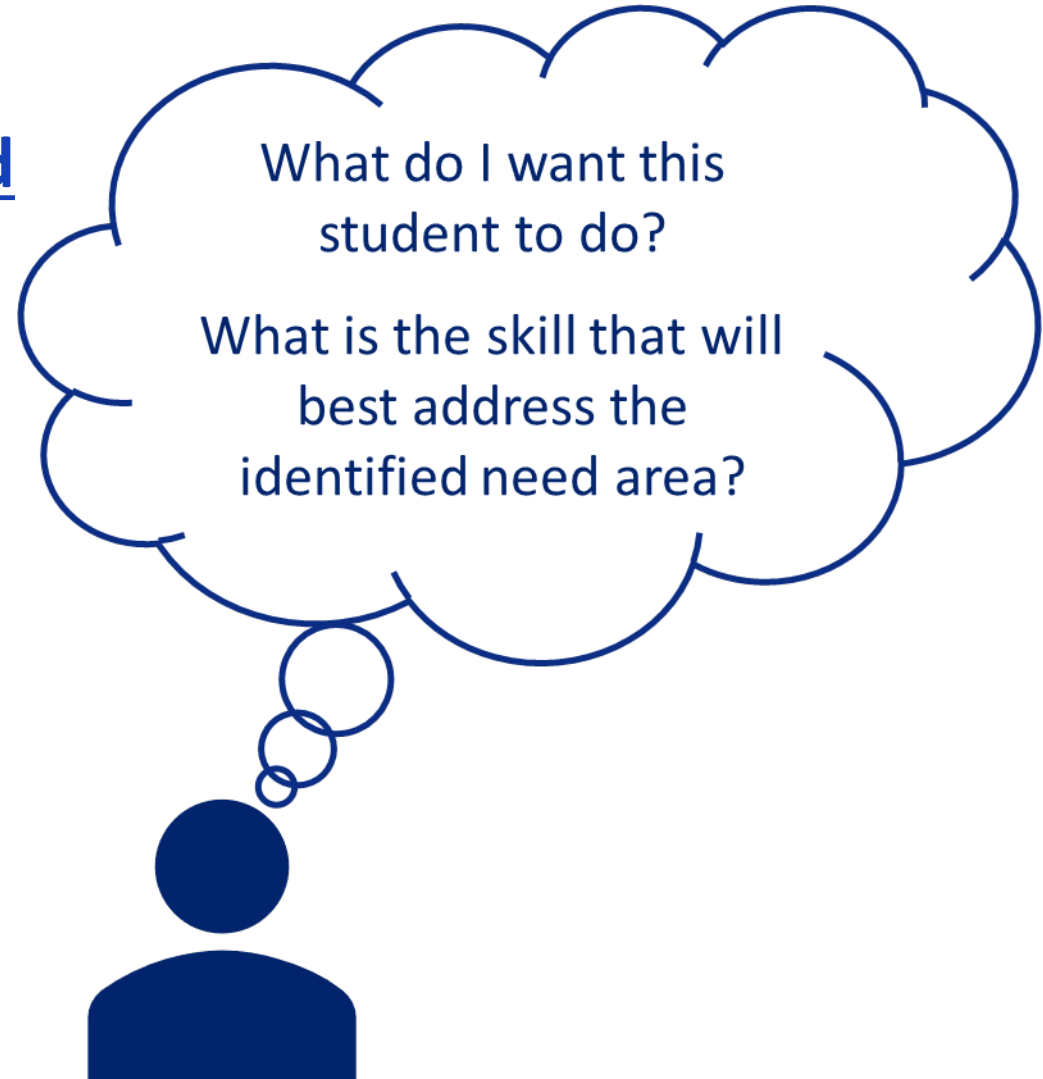
Measurable Annual Goals are personalized for each student:

- 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?”






Basic Skills

- Can Read
- Can Write
- Perform Math Functions
- Listens Effectively
- Speaks Clearly




Thinking Skills

- Can Think Creatively
- Uses Decision Making Skills
- Thinking Leads to Problem Solving
- Knows How to Learn
- Applies Knowledge to New Situations



Technology

- Selects /Applies Technology
- Maintains Equipment
- Designs and Creates To Meet Needs



Interpersonal Skills


- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates/Communicates
- Works as a Member of a Team
- Works with Diversity



Career Development and Occupational Studies Standard 3A Universal Foundation Skills

Systems

- Improves & Designs Systems
- Monitors & Corrects Performances
- Understands How Systems Perform Related to Goals, Resources and Organizational Function



Managing Information


- Acquires and Evaluates Information
- Organizes/Maintains Information
- Interprets/Communicates Information
- Uses Computers to Enter, Modify, Retrieve and Store Data



Managing Resources

Understands how to use:

- Materials
- Facilities
- Time
- Money
- Human Resources
- Networking



Personal Qualities

Demonstrates:

- Responsibility
- Ability to Plan
- Ability to Take Independent Action
- Integrity/Honesty
- Self-determination and Ability to Self-evaluate Knowledge, Skills and Abilities



Resource

Next Generation Learning Standards Progressions

Grade 8 Reading Standards (Literary and Informational Text) (8R)

Key Ideas and Details

Standard	Competencies	Essential Skills/Concept	Academic Vocabulary	Question Stems
8R1	Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	<ul style="list-style-type: none">Analyze the textIdentify explicit textual evidenceCite evidenceDraw inferencesSupport inference using several pieces from the textProvide varying degrees of support (evidence)Identify inference that can be drawn from the textIdentify hierarchy of evidence to support analysis	<ul style="list-style-type: none">citeanalyzeexplicit/implicittextual evidenceinferenceconcludeanalysis	<ul style="list-style-type: none">What textual evidence did you identify to support your analysis of the text? Cite several examples.What inferences can you draw from your analysis of the text?Show me in the text what makes you think that.What evidence (textual or informational) most strongly supports your analysis?What is stated explicitly in the text?What evidence leads you to this conclusion?What evidence is most supportive of your analysis?

Unpacking Learning Standards

Next Generation Learning Standards Progressions



Handout



Activity

- Choose a case study grade level and one skill deficit found in the Present Levels of Performance narrative
- Use the Progressions handout to identify the grade level standard related to the skill deficit
- Determine which embedded skills may be holding the student back from accessing the standard
- List the embedded skills that might be evidenced in the Present Levels of Performance and goals

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



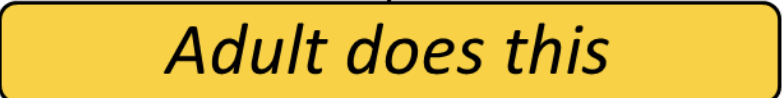
Given 10 consonant-vowel-consonant words, Emily will orally read eight words with no more than three errors

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

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	 How often AND over what period of time	Tangible method to evaluate	How often you evaluate
 <p><i>Student does this</i></p>		 <p><i>Adult does this</i></p>	

Criteria

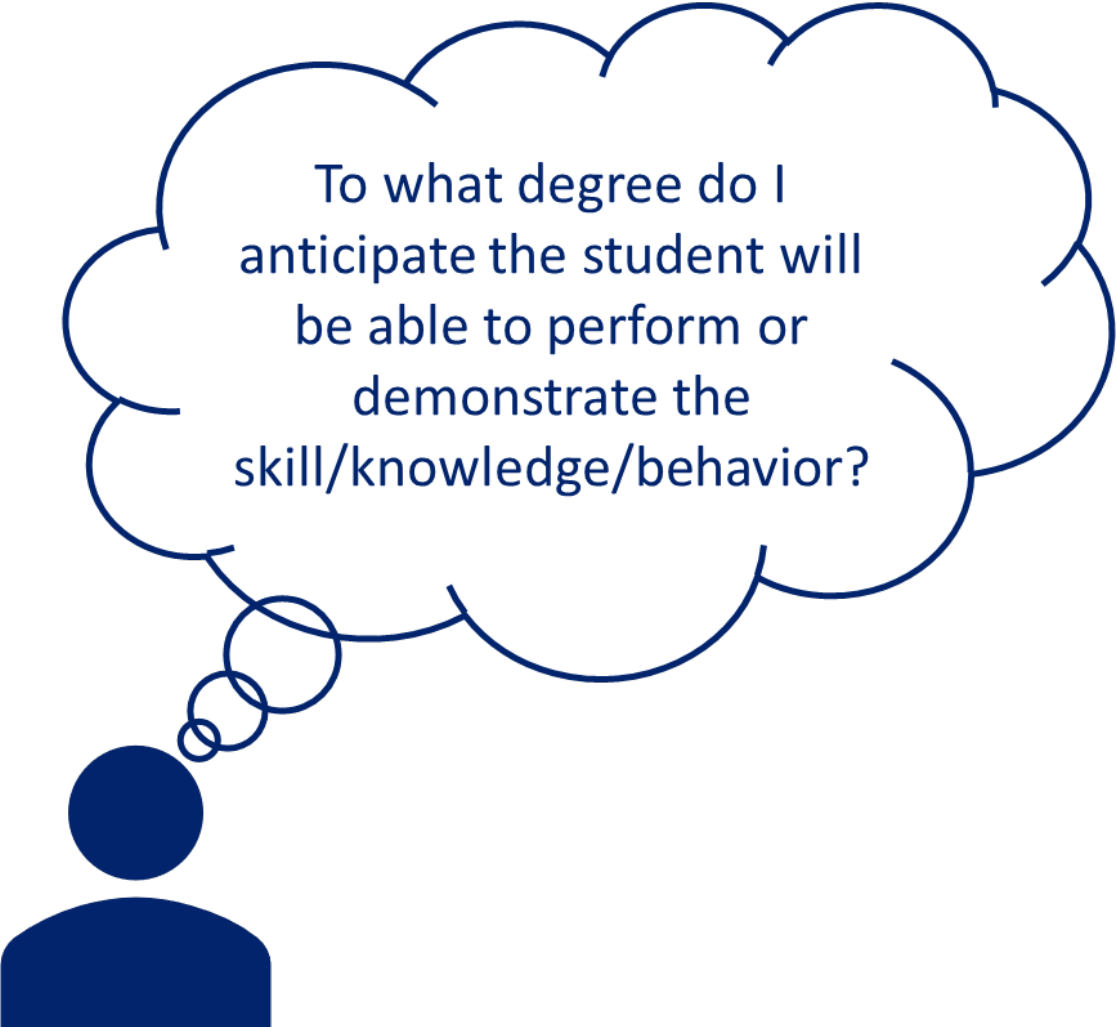
How well a student must perform

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



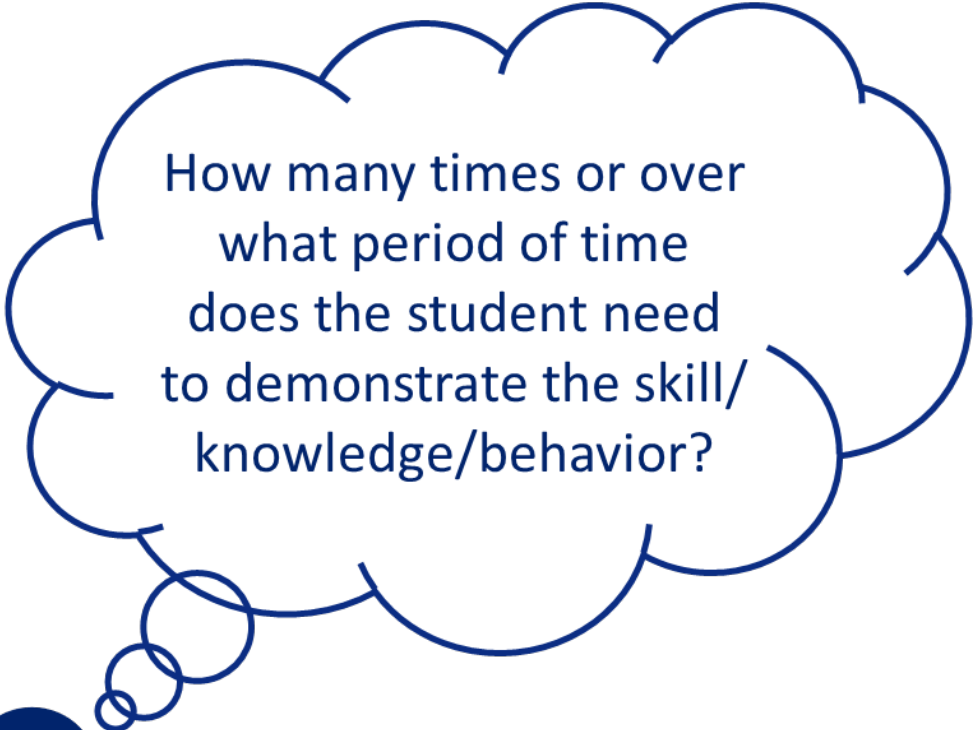
To what degree do I anticipate the student will be able to perform or demonstrate the skill/knowledge/behavior?

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)



How many times or over what period of time does the student need to demonstrate the skill/knowledge/behavior?

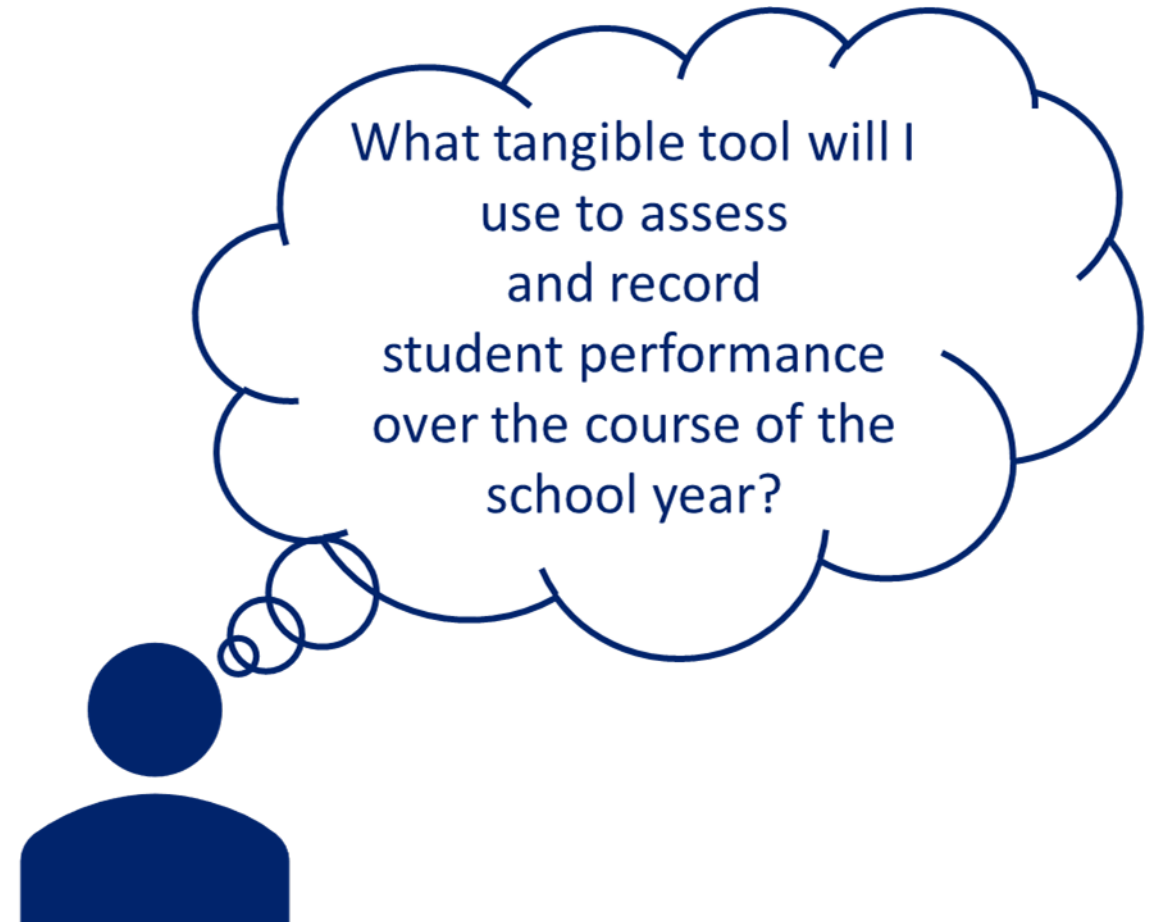
Method for Evaluation

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



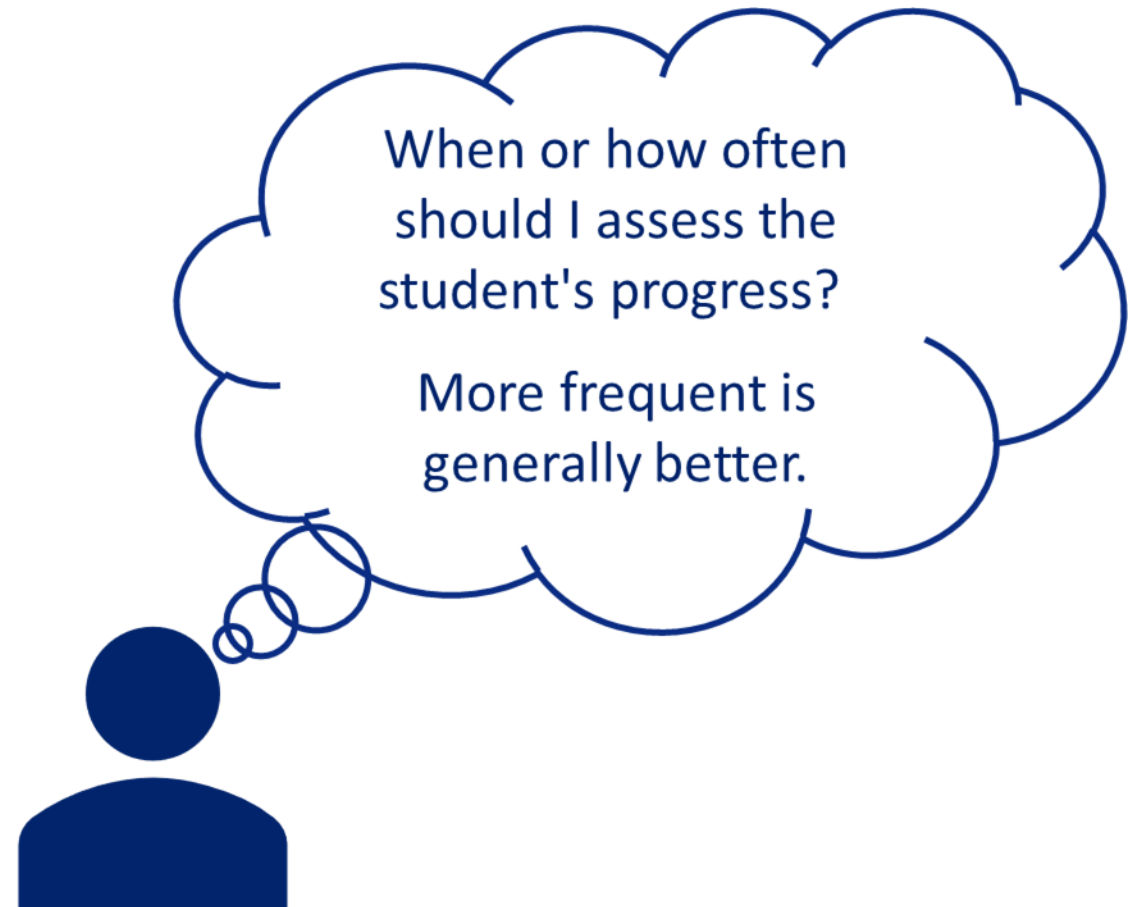
Evaluation Schedule

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”



Example of Making Goals Measurable

“will increase mathematical problem-solving ability ” becomes...

Annual Goal	Criteria	Method	Schedule
Given a 4-function calculator, Sue will solve one-step word problems using addition and subtraction	90% accuracy Over 1 month	Teacher-created assessments	weekly

Example 2 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

Example 3 of Making Goals Measurable

“will improve fluency” becomes...

Annual Goal	Criteria	Method	Schedule
Given 5th grade reading material, Joey will orally read 100 words per minute	With no more than 2 errors For 5 consecutive trials	Recorded observation	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

Key Questions For Prioritizing Goals

- What is preventing this student from participating in a less restrictive environment and/or from progressing in the general education curriculum?
- What foundation skills needs cross multiple content areas and settings? (e.g., reading)
- How many goals are reasonable given the student's abilities and rate of progress?

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.

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.

Recommended 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.					

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

School-Age Programs and Services



Consultant Teacher §200.6(d)

Resource Room §200.6(f)

Related Services §200.1 (qq)

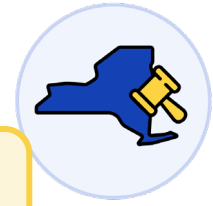
Integrated Co-teaching §200.6(g)

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

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
- 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 to help them to work more effectively with the student.
- The 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



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)

Extended School Year (ESY)



Twelve-Month Program/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)
<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:

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.



ESY



§200.4(d)(2)(x), §200.6(k)(1), and §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

Testing Accommodations



Definition of Testing Accommodations



Testing accommodations are changes in testing materials or procedures that enable students to participate in assessments in a way that accesses abilities rather than disabilities. The purpose of testing accommodations is to 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 Section on IEP

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		
<div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div>	<div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div>	<div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #cccccc; height: 15px; width: 100%; margin-bottom: 5px;"></div>

*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 Aug. 2023)

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 New York State Education Department (NYSED) or district policy.

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 student 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	[REDACTED]	[REDACTED]
Related Services	[REDACTED]	[REDACTED]
Community Experiences	[REDACTED]	[REDACTED]
Development of Employment and Other Post-school Adult Living Objectives	[REDACTED]	[REDACTED]
Acquisition of Daily Living Skills (if applicable)	[REDACTED]	[REDACTED]
Functional Vocational Assessment (if applicable)	[REDACTED]	[REDACTED]

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 3

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				

Participation and Placement Decisions

- Participation in State and District-wide Assessments
- Participation with Students Without Disabilities
- Special Transportation
- Placement Recommendation



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 to meet total number of credits required for a diploma.

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



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"/>	<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>																						
<input type="checkbox"/>	Student needs transportation to and from special classes or programs at another site: <input type="checkbox"/>																						

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

Final Questions and Answers



Exit Ticket



What is one takeaway from today?

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](#)

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Contact Information



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