



New York State Education Department
Office of Special Education
Educational Partnership





What Is an Individualized Education Program (IEP)?

For Families of School-Age Students

Developed by the Technical Assistance Partnership (TAP) 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.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.).
- Speak your truth; use “I” statements.
- Ask what you need to understand and contribute.
- Listen with respect.
- Push your growing edge.
- Participate and struggle together.
- Expect a lack of closure.
- Respect each other's needs and learning styles.

Materials



- Common Acronyms
- All About Me
- IEP Form with School-Age Specific Descriptions
- Collaborating with the Committee on Special Education (CSE) Team to Develop Your Child's IEP Present Levels of Performance
- A Guide for Parents and Teachers Helping Students Develop their IEP
- New York State (NYS) Graduation Requirements—Understanding Current NYS Diploma Requirements
- NYS Graduation Requirements—Additional Options
- Understanding the IEP Next Steps
- Additional Resources

Training Objectives

Participants will be able to:

- Understand the 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.



Introductions



- Name
- School District
- What is something you are hoping to take away from this training?

Individuals with Disabilities Education Act (IDEA) 2004

IDEA is a Federal law governing special education ages 3–21, entitles students to a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).



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.



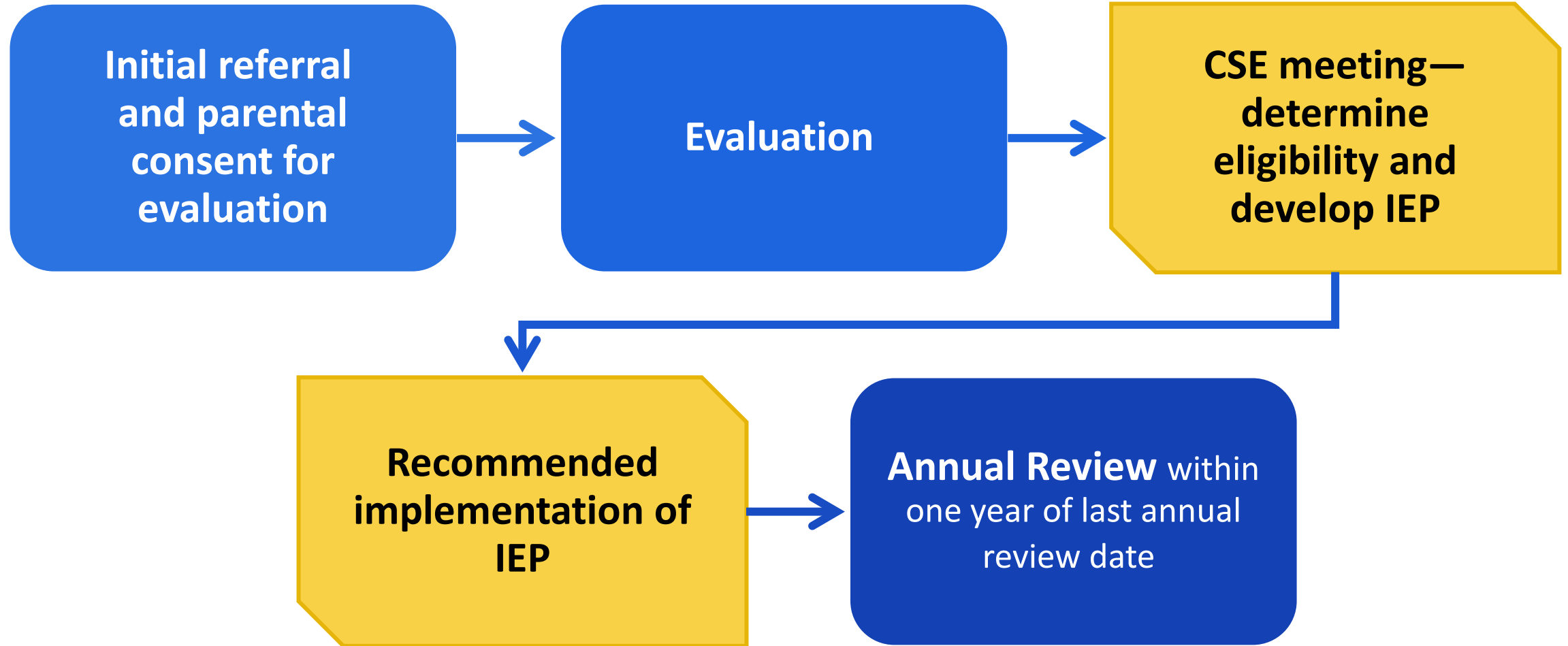
This Is a Partnership

- The development of an IEP is a collaborative partnership and process between the student, family, service providers, teachers, and district.
- Providers and families have the best knowledge of the child's:
 - Current levels of abilities.
 - Strengths and needs.
 - Supports and accommodations that work.
 - Next steps.

CSE and Committee on Preschool Special Education (CPSE) Membership in New York

| Member Title | CSE (5–21) | CPSE (3–5) |
|---|-------------------------|---|
| Parents/Individual in parental role, guardian | Required | Required |
| Not < 1 General Education Teacher (If child is or may be in general education) | Required | Required |
| Not < 1 Special Education Teacher/Provider | Required | Required |
| School Psychologist | Required | Not Required |
| District Representative (Committee on Preschool Special Education [CPSE]/CSE Chairperson) | Required | Required |
| Others with Knowledge/Expertise | Required | Required |
| Individual to Interpret Evaluations (may serve dual role with any of the professional roles listed above, but not the parent) | Required | Required |
| School Physician | If requested (72 hrs.) | Not Required |
| Additional Parent Member | If requested (72 hrs.) | If requested (72 hrs.) |
| Agency Representative (for transition planning) | With parent consent | Not Required |
| *Student (if appropriate) | *Required at 15+ | Not Required |
| Representative from Municipality | Not Required | Invited |
| Representative from Early Intervention | Not Required | By parent request for transition to CPSE |

CSE Process



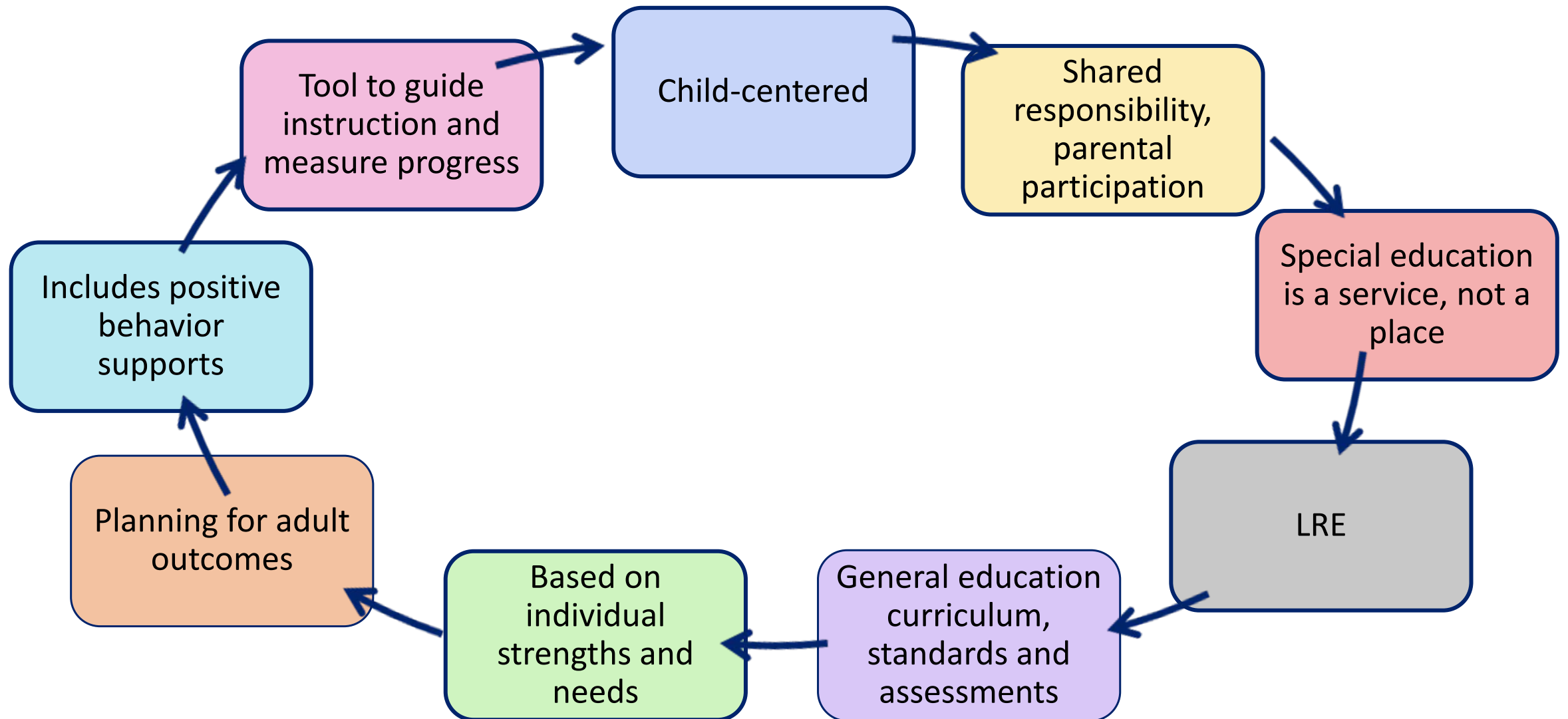
The IEP



The IEP ensures a student with a disability:

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

Guiding Principles for IEP Development

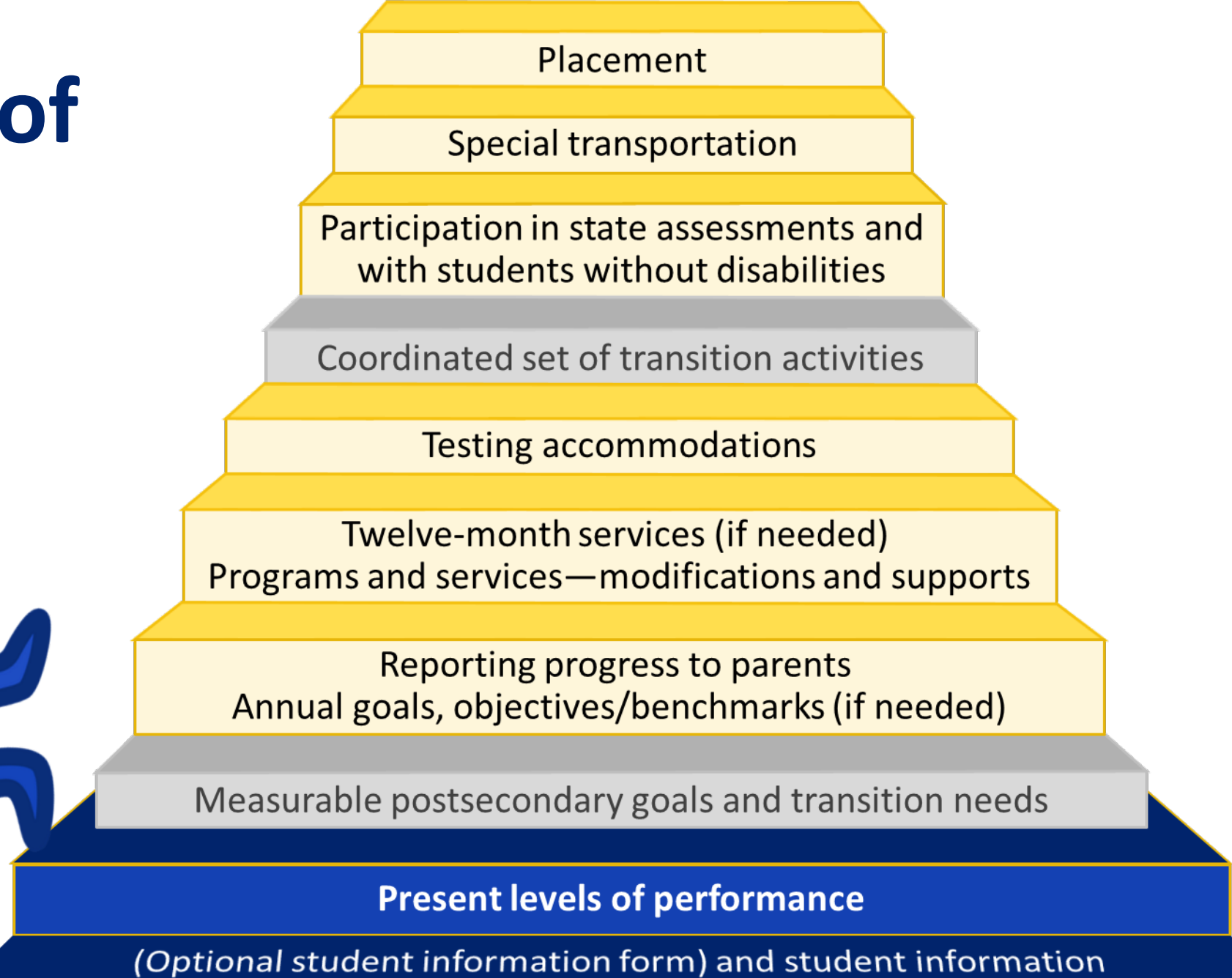


Family’s Role in the IEP Process

What to expect and how to prepare for success at the CSE meeting

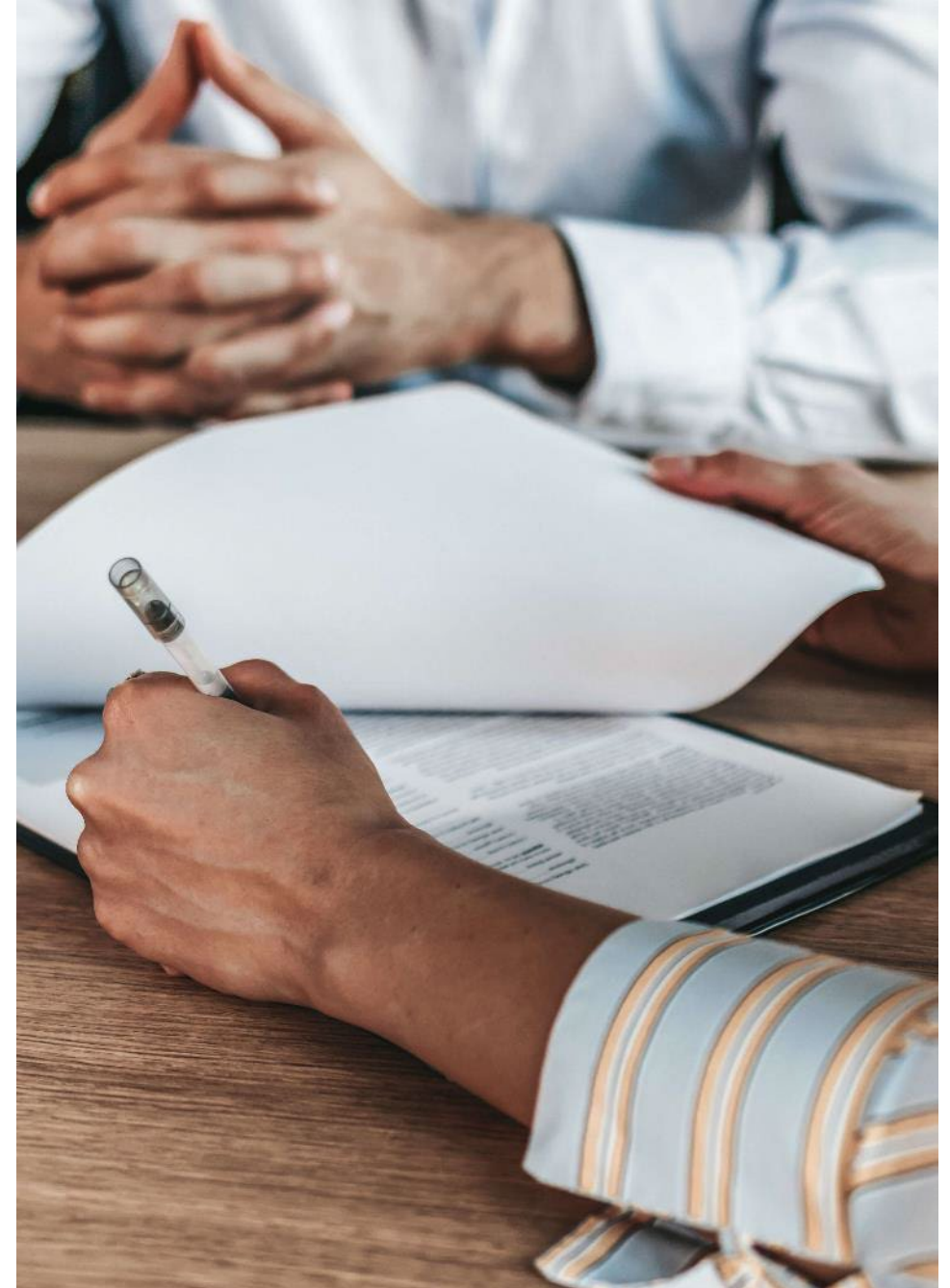
| Your role at the CSE meeting | How to prepare |
|--|---|
| Provide and/or look at documentation prior to meeting | <ul style="list-style-type: none"> • Request all documentation in your family's preferred language. • Read through all your child’s evaluations; highlight anything relevant. • Submit all documentation that professionals will need to have the most well-rounded description of your child. |
| Describe how your child learns, and their strengths, preferences, interests, and needs | <ul style="list-style-type: none"> • Make a list of your child’s strengths, preferences, interests, needs, and any questions or concerns prior to the meeting. • Consider completing the “about my child form” to bring to the meeting. |
| Consider bringing another person with you to the meeting | <ul style="list-style-type: none"> • This person could be a family member, friend, or outside service provider who may have prior experience with CSE meetings and/or knowledge of the special education system and will be able to advocate on your child's behalf. • You can request a parent member and interpreter up to 72 hours in advance. |
| Participate fully | <ul style="list-style-type: none"> • Voice your thoughts, questions, and concerns. • Advocate for what you believe your child needs to be successful. • Ensure you understand the recommendations made at the CSE meeting and that your questions and concerns have been addressed. |

Sections of the IEP



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.



Transition Planning Throughout the IEP

Purpose of Transition Planning:

- Helps students to answer
 - Who am I?
 - Where am I going?
 - How will I get there?

Focus of Transition Planning:

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

The IEP Form



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

| |
|---|
| PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS |
| DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS |
| EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS) [REDACTED] |
| ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE: [REDACTED] STUDENT STRENGTHS, PREFERENCES, INTERESTS: [REDACTED] ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT: [REDACTED] |
| SOCIAL DEVELOPMENT THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS: [REDACTED] STUDENT STRENGTHS: [REDACTED] |

Evaluation Results



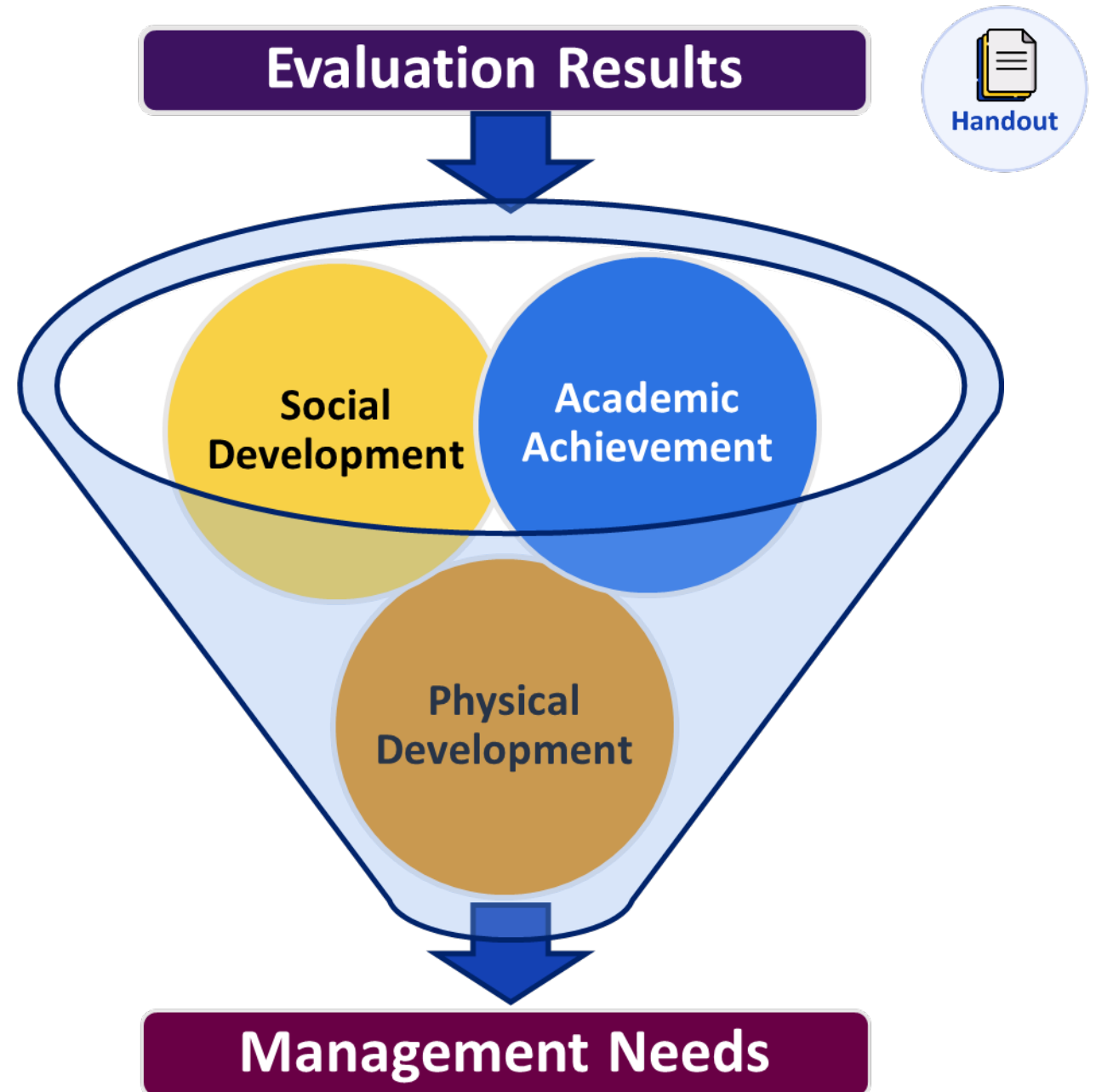
Evaluations include a variety of assessments, tools, and strategies, which contain information from the parent, to gather relevant functional, developmental, and academic information about the student.

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

Components of the Present Levels of Performance

Including:

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



Academic Achievement and Functional Performance



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

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

Social Development



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

- Sharing
- Friendships
- Resolving conflicts
- Working in groups
- Self-confidence
- Non-verbal communication
- Flexibility
- Social adjustment to school and community

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 bodies. Developing **gross motor** (large muscles involving the whole body) and **fine motor** (small muscles involving hands and fingers) skills is a component of physical development. Physical development also includes student needs that are of concern to the parent/guardian.

- **Gross Motor**

- Walking
- Running
- Controlled sitting

- **Fine Motor**

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

Management Needs



The nature (type) and degree (extent) to which environmental modifications and human or material resources will be provided by adults to address student needs identified in the Present Levels of Performance.

Environmental modifications:

- Consistency in routine
- Limited visual/auditory distractions
- Adaptive furniture
- Seating near front of room

Human resources:

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

Material Resources:

- Instructional material in alternative formats

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 (AT) | AT—calculator, tablet, etc. |
| Material Resources | Communication delays, severe articulation issues, nonverbal | Use of symbol/picture exchange cards |

Effect of Student Needs on Involvement and Progress in the General Education Curriculum

Summary of how your child's disability affects their ability to participate or progress in the general curriculum. For school-age children, these can include activities such as organizing, working independently, identifying main ideas, and summarizing information.

Examples:

- Kari's difficulty in organizing materials and information affects her ability to complete assignments independently and compose written essays.
- 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

Behavior

Limited English Proficiency

Blind or Visual Impairment

Communication Needs

AT Requirements

High-Quality Present Levels of Performance Should:

- Be based on evaluation results.
- Include parent concerns.
- Identify the impact the student's disability has on their ability to participate and progress in age-appropriate instruction, activities, and state learning standards.
- Provide the basis for annual goals, supports, and programming that will be addressed in other sections of the IEP.
- Be in "parent/guardian-friendly" language.
- Be descriptive, specific, and use data (e.g., "leaves the classroom without permission 3–4 times per day," "can follow 1- and 2-step directions without assistance").
- Identify successful supports and accommodations (e.g., verbal prompts, personal space, fidgets, repeat directions).
- Identify supports and accommodations that have been used successfully in the past.

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 reach those goals?

Coordinated Set of Activities

Transition Needs and Course of Study

Annual Goals

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):

Measurable Postsecondary Goals

Examples

Education/Training: After graduation from high school, Allison will attend a four-year college and take courses in Child Development.

Employment: After graduation from high school, Allison will work part time in a child-care center while attending college.

Independent Living Skills: After high school, Allison will self-advocate for accommodations in college.

Transition Needs/Courses of Study

Transition Needs statements:

- Allison needs to develop self-advocacy skills.
- Allison needs to learn organization and time management skills.
- Allison needs to develop reading comprehension and writing skills.

Courses of Study statements:

- Beyond the required curriculum for a (Regents/Local) diploma, Allison needs to take programs/courses that include Child Development, Psychology, Economics and Financial Management, and Technology, as well as specialized instruction in Resource Room to support the achievement of her post-secondary goals.

Transition and Diploma Options



Diploma Options:

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

Exiting Credentials:

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

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

§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:

- Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum.
- Meet each of the student's other educational needs that result from the student's disability.
- Move the student toward their postsecondary goals.

Measurable Annual Goals (continued)

§200.4(d)(2)(iii)

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

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 well/how often And over what period of time | Tangible method to evaluate | How often you evaluate |

Student does this

Adult does this

Benchmarks and Short-Term Instructional Objectives:

§200.4(d)(2)(iv)

- Are required for students who are eligible to take the New York State Alternate Assessment (NYSAA).
- Definitions:
 - Short-term objectives are 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.

Objectives and Benchmarks

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

| Objective | Benchmark |
|---|---|
| Will take out lunch box and put in cubby. | By November, Anthony will take out his lunchbox and put it into his cubby with two verbal prompts on 4 out of 5 occasions. |
| Will give communication log to teacher. | By February, Anthony will give his communication log to his teacher with two verbal prompts on 4 out of 5 occasions. |
| Will unpack his school bag. | By April, Anthony will unpack his backpack upon entering the classroom with two verbal prompts on 4 out of 5 consecutive occasions. |
| Will go to his desk to begin activity assigned. | Benchmark: By June, Anthony will go to his desk to begin the day's activities after unpacking his backpack on 4 out of 5 occasions with two verbal prompts. |

Reporting Progress to Parents

The IEP must identify when periodic reports on the progress the student is making toward the annual goals will be provided to the student's parents.

1. **Progress** reports will be provided at least as often as parents of nondisabled students are informed **of their student's progress**.
2. Progress is reported in a jargon free, objective manner that is easily understood **to inform parents of:**
 - a) Specific data regarding the extent to which the student is progressing toward meeting annual goals.
 - b) The **student's** progress or lack of progress **in order** to review/revise the IEP **to ensure the student is provided the appropriate supports to reach the annual goals**.

Special Education Programs and Services

What programs and services does a child need to achieve their annual goals and to participate in the general education curriculum?

(As a reminder, supports are individualized and based on a documented need.)



Special Education Programs and Services

(continued)

§200.4(d)(2)(v)(a)

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.

LRE

§200.1(cc)



Under IDEA, the presumption is that students with disabilities will attend the same schools they would have attended if they did not have disabilities and that removal or restriction from their regular schools and classrooms can only occur for reasons related to the student's disability when the student's IEP cannot be satisfactorily implemented in that setting, even with the use of supplementary aids and services.

LRE and Placement



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.



Special Education Program/Services

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

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: | | | | | |
| AT 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. 48

Related Services

- Frequency and duration
- Intensity of the disability—
individual or group
- Location
 - Service delivery model
may include push-in or
pull-out



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
- PT
- 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
- AT services
- Appropriate access to recreation, including therapeutic recreation
- Other appropriate developmental or corrective supports and services
- Other appropriate supports and services

Accommodation vs. Modification

Accommodation



Modification



Supplementary Aids and Services/ Program Modifications/Accommodations

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

Examples:

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

AT Devices and Services

AT 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.

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

AT 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 CSE must consider any training and/or professional development that providers or staff may need in order to help them to work more effectively with the student.
- 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 provider for adapted utensils or equipment.
- Assistance with instructional supports.

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

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

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"/> |
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| <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:

Twelve-Month Program/Services ESY

The CSE must determine whether a student requires special education services during the months of July and August in order to prevent substantial regression.

Typically for students as follows:

- Highly intensive management needs
- Severe multiple disabilities/services are mainly habilitation and treatment/in special classes
- Home/hospital instruction to prevent substantial regression
- Whose needs are so severe that they can be met only in a seven-day residential program

Not all students will qualify to receive services in July and August!

Testing Accommodations

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

| TESTING ACCOMMODATION | CONDITIONS* | IMPLEMENTATION RECOMMENDATIONS** |
|-----------------------|-------------|----------------------------------|
| 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.

- 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 State Education Department (SED) or district policy.

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).

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:

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 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 include self-advocacy skills, using AT, instruction in problem solving, etc. | <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 include speech and language services, counseling, etc. | <ul style="list-style-type: none"> • Speech and language teacher, XYZ Board of Cooperative Education Services (BOCES) |
| Community Experiences | <ul style="list-style-type: none"> • Consider how the student will access the community, e.g., public library, recreational activities, etc. • Examples include 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 include 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 include 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. • Example includes a situational assessment in work-based learning site. | <ul style="list-style-type: none"> • ARC of XXXX |

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.

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 iPad 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
 - BOCES class or BOCES class in a public school
 - Approved private school or Special Act School District
 - Home and hospital instruction



IEP Reflection



Based on your review of your child's IEP:

- Can you identify your child's strengths, interests, preferences, and needs?
- Do you have additional information about how your child's disability may impact them academically, physically, and/or socially?
- How might your child's disability impact them in the future?
- What skills would you like to see your child work toward developing?



Next Steps: Preparing for Your Child's CSE Meeting

- Make a list of your priority concerns.
- Write down the questions you have about the current modifications, accommodations, and/or services currently in place.
- Make a note of the progress you have observed and the types of supports that are working for your child.
- Know who will be in attendance at the CSE meeting. Think about additional people you would like to invite.

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-Age Family and Community Engagement (FACE) Centers in your region.



Next Steps



- Develop a yearly folder/binder to keep your child's educational documents.
- Secure a copy of your child's IEP for your records.
- Review your child's IEP—if there is anything that does not sound familiar or is unclear, contact the CSE chairperson for clarification.
- Communicate regularly with your child's providers to ensure all areas of the IEP are being implemented.
- Assist child at home with meeting their goals.
- Be sure to review progress monitoring information and share and gather more information from your child's team if necessary.

Thoughts or Questions



Resources (1 of 2)

- [A Parent's Quick Guide to the New York State Alternate Assessment \(NYSAA\)](#)
- [Assistive Technology](#)
- [General Education and Diploma Requirements](#)
- [Guide to Quality IEP 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](#)
- [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](#)
- [Virtual IEP Meeting TIP Sheets](#)

Contact Us

TAP for Transition

TAPtransition@cornell.edu



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education

Educational Partnership

Technical Assistance Partnership
for Transition



Cornell University

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