



The University of the State of New York • The State Education Department

Sample Individualized Education Program and Guidance Document



Office of Vocational and Educational Services
for Individuals with Disabilities
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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

DEPUTY COMMISSIONER FOR VOCATIONAL AND EDUCATIONAL SERVICES FOR INDIVIDUALS WITH DISABILITIES
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December 2002

Dear Educators, Parents and Others Interested in the Education of Students with Disabilities:

The process of providing a free appropriate public education to a student with a disability requires that each student have an individualized education program (IEP). The IEP is the document that identifies a student with a disability's unique needs. It sets forth the recommendations for the supports, services, programs and accommodations necessary to address those unique needs and to support that student's participation and progress in the general curriculum (or, for preschool students, to support the student's participation in age appropriate activities).

In 1998, the New York State Education Department issued a *Sample Individualized Education Program (IEP) and Guidance Document*. Since that time, both Part 300 of the Code of Federal Regulations and Part 200 of the Regulations of the Commissioner of Education of New York State have been amended relating to IEP development. The attached revised sample IEP and guidance document reflects new requirements and provides additional technical assistance to develop instructionally relevant and legally correct IEPs. I recommend you use the attached sample IEP and carefully follow the guidance provided in this document. If you do so, the IEPs developed for your students will be useful documents that guide instruction and provide a tool to measure a student's progress.

If you have any questions regarding this document, contact the Special Education Policy Development Unit at (518) 473-2878. Other school district specific questions should be directed to the Regional Associate at one of the following VESID Special Education Quality Assurance Regional Offices:

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Sincerely,

Lawrence C. Gloeckler

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NEW YORK STATE EDUCATION DEPARTMENT

**SAMPLE
INDIVIDUALIZED EDUCATION PROGRAM
(IEP)
AND GUIDANCE DOCUMENT**

The University of the State of New York
The State Education Department
Office of Vocational and Educational
Services for Individuals with Disabilities
Albany, New York 12234

December 2002

THE UNIVERSITY OF THE STATE OF NEW YORK

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SAMPLE INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND GUIDANCE DOCUMENT

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
OVERVIEW	4
THE NEW YORK STATE EDUCATION DEPARTMENT SAMPLE IEP FORMS	12
SCHOOL AGE IEP FORM.....	13
PRESCHOOL IEP FORM	25
IEP IDENTIFYING INFORMATION	36
PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS	40
PROJECTED POST-SCHOOL OUTCOMES.....	51
ANNUAL GOALS, SHORT TERM INSTRUCTIONAL OBJECTIVES AND BENCHMARKS	54
RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES	62
COORDINATED SET OF TRANSITION ACTIVITIES (SCHOOL TO POST SCHOOL).....	79
PLACEMENT RECOMMENDATION	84
REPORTING PROGRESS TO PARENTS.....	89
RECOMMENDATIONS UPON DECLASSIFICATION	92
SUPPLEMENTAL INFORMATION.....	95
IEP IMPLEMENTATION.....	98
ATTACHMENT 1:	
COMMITTEE ON PRESCHOOL SPECIAL EDUCATION, COMMITTEE ON SPECIAL EDUCATION, SUBCOMMITTEE ON SPECIAL EDUCATION	101
ATTACHMENT 2:	
CONSIDERATION OF SPECIAL FACTORS.....	104
ATTACHMENT 3:	
SUPPLEMENTAL FORM: PROGRESS TOWARD ANNUAL GOALS	108
ATTACHMENT 4:	
SAMPLE COMPLETED PRESCHOOL IEP	109
ATTACHMENT 5:	
ADDITIONAL RESOURCES RELATING TO IEP DEVELOPMENT	120

Introduction and Overview

INTRODUCTION

“Improving educational results for children with disabilities is an essential element of our nation’s policy of ensuring equality of opportunity, full participation, independent living and economic self-sufficiency for individuals with disabilities.” (*Congress, 1997, IDEA Reauthorization*)

This publication provides a guide on the logical sequence of events to develop an individualized education program (IEP) and how information should/must be documented in the IEP. However, it can only serve to reinforce the new direction for IEPs if the members of the Committees on Special Education, parents and other school personnel embrace the concepts intended by Congress as outlined below.

A NEW DIRECTION FOR IEPs: “MAKING THE SHIFT – MAKING A DIFFERENCE”

The IEP is the cornerstone of the special education process for each individual student. It is the tool to document how one student’s special needs will be met within the context of an educational environment. The IEP development process and implementation needs to be premised on the research and experience that has shown that, to improve results for students with disabilities, schools must:

- have high expectations for students with disabilities;
- ensure their access in the general education curriculum to the maximum extent possible;
- strengthen the role of parents;
- ensure that families have meaningful opportunities to participate in the education of their children at school and at home;
- ensure that special education is a service, rather than a place where students are sent;
- provide appropriate special education services, aids and supports in the general education classroom, whenever appropriate;
- ensure that all those who work with students with disabilities have the skills and knowledge necessary to help such students to meet developmental goals and, to the maximum extent possible, those challenging expectations that have been established for all children, and to prepare them to lead productive independent, adult lives, to the maximum extent possible;

➤ provide high quality research-based instruction and supports to all students who are experiencing learning difficulties to reduce the need to label children as disabled in order to address their learning needs; and

➤ focus resources on teaching and learning.

DEVELOPING IEPs LINKED TO THE STANDARDS

“The New York State Standards apply to all students, regardless of their experiential background, capabilities, developmental learning differences, interests or ambitions. There are multiple pathways to learn effectively, participate meaningfully and work towards attaining the curricular standards. Students with diverse needs may need accommodations and/or adaptations of instructional strategies and materials to enhance their learning and/or adjust their learning capabilities.” (Learning Standards for English-Language Arts, New York State Education Department, March 1996).

The New York State Learning Standards include learning standards, performance indicators and sample tasks a student is expected to know or demonstrate at different levels (alternate, elementary, intermediate and commencement). Standards should serve as the basis for developing instructional curriculum.

This means that members of a Committee on Special Education will need to consider both the standards as well as the school-based instructional curriculum, which should be aligned to the standards. They will need to know the expectations of the general education classroom for the corresponding age of the student both in terms of what learning is expected (general curriculum) as well as how the students are expected to access/demonstrate that learning. This information will assist the Committee to determine if the student needs adaptations, accommodations, or modifications to the general curriculum for all or part of his/her learning. This is one reason it is important for the general education teacher(s) to participate in the Committee meetings and for the school district representative to be knowledgeable of the general education curriculum.

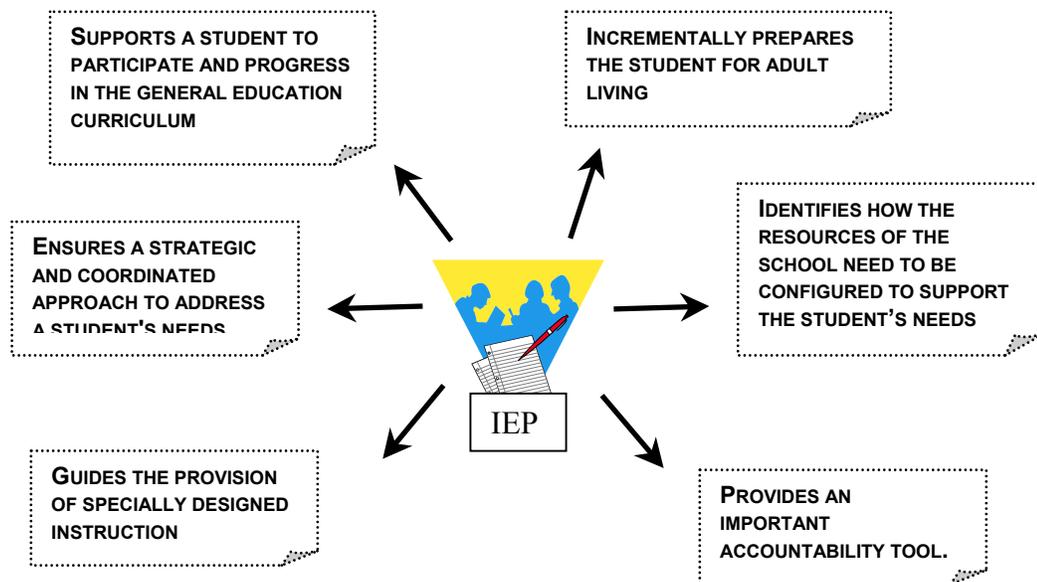
To develop IEPs that are linked to the standards, the Committee should:

1. Review the content as well as the expectations for how the student will learn or demonstrate knowledge and skill in the content areas.
2. Identify the strengths and challenges for the student in relation to those expectations in the present levels of performance section of the IEP.
3. Identify how a student’s needs are linked to the general curriculum (e.g., learning to use a switch device is linked to communication or reading).

4. Identify goals and short-term instructional objectives or benchmarks that are individualized for the student, and yet linked to the general curriculum. A student's goals and objectives on an IEP should not be a re-statement of a standard or a curriculum goal, but rather a statement that reflects the necessary learning that will lead to attaining a standard. For example, a student may have goals to acquire essential learning strategies that will help him or her better meet the expectations around how to learn the content.
5. Identify adaptations, accommodations, or modifications to the general curriculum as needed by the student.

THE IEP AS THE CORNERSTONE OF THE SPECIAL EDUCATION PROCESS

The IEP is a strategic planning document that should be far reaching in its impact. An IEP identifies a student's unique needs and how the school will strategically address those needs. IEPs identify how specially designed instruction will be provided in the context of supporting students in general education programs and in reaching the same learning standards as nondisabled students. IEPs guide how the resources of a school will be configured. IEPs identify how students will be incrementally prepared for adult living. IEPs also provide an important accountability tool for school personnel, students and parents. By measuring students' progress toward goals and objectives, schools should use IEPs to determine if they have appropriately configured how they use their resources to reach the desired outcomes for students with disabilities.



OVERVIEW

THE INDIVIDUALIZED EDUCATION PROGRAM

An IEP is a written statement for a student with a disability that is developed, reviewed and revised in a meeting(s) of a Committee on Special Education (CSE), Subcommittee on Special Education or Committee on Preschool Special Education (CPSE). The IEP is the tool that ensures a student with a disability has access to the general education curriculum and is provided the appropriate learning opportunities, accommodations, adaptations, specialized services and supports needed for the student to progress towards achieving the learning standards and to meet his or her unique needs related to the disability.

Each student with a disability must have an IEP in effect by the beginning of each school year. Federal and State laws and regulations specify the information that must be documented in each student's IEP, including the classification of the disability of the student, a description of the student's unique needs, the student's goals for the school year and the special education services that will be provided to the student in the least restrictive environment.

WHO DEVELOPS THE IEP?

An IEP can only be developed or revised by the CSE, Subcommittee on Special Education or CPSE. The Committee is required to include certain individuals who know the student and his or her unique needs and who can commit the resources of the school to address the student's needs.

To develop an appropriate IEP for the student, a group of individuals with the knowledge and expertise about the student, curriculum and resources of the school must come together and the process for discussion and decision-making needs to be effective and efficient. Information about the student's strengths, interests and unique needs gathered from parents, teachers, the student, related service providers, evaluations and observations are the foundation upon which to build a program that will result in effective instruction and student achievement. Each member of the multidisciplinary team that makes up the CSE, Subcommittee or CPSE brings information and a unique perspective to the discussion of the student's needs and has an important role and responsibility to contribute to the discussion and the recommendations for the student.

Each Committee has a chairperson who has certain responsibilities under the law and regulations. The chairperson of the CPSE must be the school district representative. The required members of the Committee include the following:

STUDENT	In most cases, the student should be invited to participate in the Committee meetings. It is the student, after all, who will be most affected by the recommendations of the Committee. The concerns, interests and recommendations of the student need to be considered. An IEP that builds on the strengths of the student and includes recommendations that the student can support is more likely to result in successful outcomes for the student. The decision to invite the student should be discussed with the student's parent(s) to determine if the student's attendance at the meeting will be helpful in developing the IEP and/or directly beneficial to the student. Each student, beginning at age 14, must be invited to any meeting at which his or her transition service needs will be discussed. If the student does not attend, the district must take steps to ensure that the student's preferences and interests are considered.
PARENTS OF THE STUDENT	As Committee members, parents participate in the development, review and revision of their child's IEP. Parents are the constant individuals on the Committee from year to year for that student. They bring a history as well as current information on their child's strengths and needs and their concerns and ideas for enhancing their child's education. They bring information on what expectations and hopes and dreams they have for their child, and often can speak to those approaches that have been successful and/or unsuccessful for their child. They can also provide information on their child's interests that can be used to motivate the child's learning, the skills that the child shows at home and in other settings and whether skills learned in school are being demonstrated elsewhere.
GENERAL EDUCATION TEACHER OF THE STUDENT	The general education teacher of the student has knowledge of the school's general education curriculum requirements and helps the Committee determine appropriate positive behavioral interventions, instructional strategies, supplementary aids and services, program modifications and supports for school personnel for and on behalf of the student that are necessary for the student to participate to the fullest extent possible in general education classes. While only one general education teacher of the student is required to attend the meeting, the Committee is encouraged to seek the input of the student's other general education teachers who will not be attending the Committee meeting.
INDIVIDUAL WHO CAN INTERPRET THE INSTRUCTIONAL IMPLICATIONS OF THE EVALUATIONS	At least one individual must participate in the Committee meeting who can provide information on the results of the student's individual evaluation report and assist the Committee in identifying the implications of those results for the instruction of the student. This individual may be a member of the Committee who is also serving as the general education teacher or special education teacher or related service provider of the student, the school psychologist, the representative of the school district or a person having knowledge or

special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill this role on the Committee.

SCHOOL DISTRICT REPRESENTATIVE

The school district representative must be someone who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of resources of the district. This individual brings knowledge of the continuum of special education supports and services and should have the authority to commit the resources of the school and to ensure that whatever services are set out in the IEP will be provided.

The individual who meets these qualifications may also be the same individual appointed as the special education teacher or related service provider of the student or the school psychologist on the Committee. The chairperson of the CPSE must be the school district representative on the Committee.

INDIVIDUALS WITH KNOWLEDGE OR SPECIAL EXPERTISE ABOUT THE STUDENT

In addition to the other required members, parents and school personnel have discretion to include other individuals who have knowledge or special expertise regarding the student. This is important to ensure that the Committee includes the input of those persons that can add to the discussion of the student's needs and recommendations for supports and services. Such individuals could include, for example, a school nurse, a physical therapist or other related service provider, the student's private counselor, a paraprofessional working with the student, a student's athletic coach or a family friend who knows the student and who can assist the parents. The determination of the knowledge or special expertise of any such individual is made by the party (parents or school) who invited the individual to be a member of the Committee.

SPECIAL EDUCATION TEACHER, OR RELATED SERVICE PROVIDER, OF THE STUDENT

A special education teacher or related service provider of the student must participate in the Committee meetings. If the student is being considered for initial provision of special education, this individual must be a teacher qualified to provide special education in the type of program in which the student may be placed and be the teacher likely to implement the student's IEP. The student's special education teacher can provide information on the specially designed instruction needed to address the student's unique needs.

SCHOOL PSYCHOLOGIST

A school psychologist is a member of the CSE, and under certain circumstances, the Subcommittee. This individual contributes to an understanding of the individual evaluations conducted on the student, assists to identify the positive behavioral intervention supports and strategies needed by the student, assists to plan school programs to meet the student's needs and to identify, plan and

manage any psychological services the student might need.

**ADDITIONAL
PARENT MEMBER**

In addition to the parent of the student, another parent of a student with a disability must participate in meetings of the CSE and CPSE, except when the parents of the student request, in writing, that the additional parent member not participate. The additional parent member must be a parent of a student with a disability and must reside in the same school district or a neighboring school district. For a CPSE, the additional parent member must be a parent of a child with a disability who is enrolled in a preschool or elementary level education program. The additional parent member is not a required member of a Subcommittee.

The additional parent member can provide important support and information to the parents of the student during the meeting and, in addition to the student's parents, participates in the discussions and decision making from the perspective of a parent of a student with a disability.

**SCHOOL
PHYSICIAN**

A school physician, if requested in writing at least 72 hours before the meeting, is a required member of the CSE.

**OTHER AGENCY
REPRESENTATIVES**

- When the purpose of the meeting is to discuss transition services, other agency representatives are invited to discuss their role in supporting the student in school to post-school activities. If an agency invited to send a representative to a meeting does not do so, the district must find other ways to involve the other agency in the planning of any transition services.
- When a student is or may be attending a private school or facility, a representative of that school or facility must be invited to participate in the student's Committee meetings. This is also the case when a student is residing in a facility operated by another State department or agency (e.g., Office of Mental Health, Office of Children and Family Services). If the private school or facility representative cannot attend, the school district must use other methods to ensure participation by the private school or facility, including individual or conference telephone calls.
- Other members of the CPSE include the representative of the municipality and, for certain students when transitioning from early intervention services to the CPSE, a representative of the county's early intervention program.

Attachment 1 provides further information on the required members of these Committees.

STEPS TO DEVELOPING AND IMPLEMENTING AN IEP

The IEP needs to be developed in a particular sequence, in accordance with a parent's due process rights (e.g., meeting notices, prior notices, consent, participation). The information considered and discussed in each step provides the basis for the next step in the process.

STEP 1: Obtain and consider evaluation information

Evaluation information must be obtained in all areas of the student's disability or suspected disability. Evaluations need to identify and provide instructionally relevant information as to the unique needs of the student, current functioning, cognitive, physical, developmental and behavioral factors that affect learning and how the disability affects the student's participation and progress in the general education curriculum and in general education classes (or, for preschool students with disabilities, participation in appropriate activities).

STEP 2: Determine eligibility for special education services

The Committee must review the evaluation information to determine if the student has a disability that requires special education services. Before a student is identified as needing special education services, the Committee must ensure that the appropriateness of the resources of the general education program, including educationally related support services and academic intervention services, has been considered. If the Committee determines the student eligible, it must identify the student's disability classification. For school age students one of the following disabilities must be identified: autism, deafness, deaf-blindness, emotional disturbance, hearing impairment, learning disability, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury or visual impairment including blindness. Each 3 - 4 year old in need of special education is identified as a "preschool student with a disability."

STEP 3: Identify the student's present levels of educational performance

The student's present skills, strengths and individual needs must be discussed and documented. This includes how the student's disability affects his or her participation and progress in the general education curriculum (or for preschool students, participation in appropriate activities), consideration of specific student needs, and the student's needs as they relate to transition from school to post-school activities.

STEP 4: Identify the projected post-school outcomes

Beginning at age 15, the Committee must, in consideration of the student's needs, preferences and interests, identify projected post-school outcomes for the student in the areas of employment, post-secondary education and community living.

STEP 5: Set realistic and measurable goals for the student

The measurable annual goals that the student can realistically reach in the year in which the IEP will be in effect and that will move the student toward the projected post-school outcomes must be discussed and documented on the IEP. For each annual goal, measurable intermediate steps between the student's present levels of performance and the annual goals (i.e., the short-term instructional objectives and/or benchmarks) must be identified. These goals should relate to the student's unique needs and promote the student's participation and progress in the general education curriculum in the least restrictive environment. In determining goals, the Committee must discuss and document how the student's progress toward the goals will be measured and communicated to the student's parents.

STEP 6: Determine the special education services the student will need

Based on the student's needs and goals, the Committee must decide what services and programs, as well as accommodations, program modifications and supports the student needs.

STEP 7: Determine the coordinated set of transition activities

For students beginning at age 14, the Committee must identify courses of study to meet a student's transition needs; beginning at age 15, the Committee must identify the transition activities that will be provided to help the student reach his or her annual goals and projected post-school outcomes.

STEP 8: Determine where those services will be provided

The Committee must decide where the special education services will be provided. The location of services and the recommended placement must be based upon least restrictive environment requirements. Unless the student's IEP requires some other arrangement, the student with a disability must be educated in the school he or she would have attended if the student did not have a disability.

STEP 9: Implementation

There may be no delay in implementing a student's IEP, including any case in which the payment source for providing or paying for special education services for the student is being determined. The student's IEP must be implemented as soon as possible following the Committee meeting.

The school must take steps to ensure a student's IEP is implemented as recommended by the Committee, including but not limited to:

- providing copies of the student's IEP, as appropriate;
- informing each individual of his or her IEP implementation responsibilities; and
- providing a student with his or her instructional materials in an alternative format if recommended on the student's IEP.

STEP 10: Measure progress throughout the year

A process needs to be identified to measure the student's progress toward meeting the annual goals and report the progress to the student's parents in the format and time schedule as agreed upon in the student's IEP.

STEP 11: Review and, if appropriate, revise the IEP

The Committee must reconvene to review the student's IEP when requested by the student's teacher or parent, but at least annually. Discussions at the IEP review meeting must consider the student's progress toward meeting the annual goals, the concerns of the parent, any new evaluation information, the student's progress in the general education curriculum (or for preschool students, participation in appropriate activities), the student's need for test accommodations and identify the least restrictive environment for the student. For students ages 15 and older, the projected post-school outcomes should be reviewed annually.

Upon consideration of these factors, the IEP should be revised, as appropriate, to address any lack of expected progress toward the annual goals and in the general education curriculum; the results of any reevaluation and any information about the student provided to, or by, the parents; the student's anticipated needs; or other matters, including a student's need for test accommodations.

STEP 12: Conduct a meeting to review reevaluation information on the student

The needs of students change over time. Therefore, a reevaluation of the student's individual needs and the continued appropriateness of the special education services that have been provided to the student must be conducted at least every three years, but more often if conditions warrant or if the parent or the teacher requests a reevaluation of the student. The Committee must convene a meeting to discuss and, if appropriate, revise the student's IEP in consideration of the results of the reevaluation.

Guiding Principles for IEP Development

The following guiding principles for IEP development are important to ensure that each student's IEP is developed and implemented in the true spirit and intent of the law.

- ★ The IEP development process is a student-centered process. No other issues, agenda or purposes should interfere.
- ★ Information provided by parents regarding their child's strengths and needs is a vital part of the evaluation and is critical in developing an IEP that will lead to student success.
- ★ The input of each individual on the Committee should be encouraged and valued.
- ★ All members of the Committee share the responsibility to contribute meaningfully in the development of a student's IEP.
- ★ Meaningful efforts must be made to ensure parents and students participate in the IEP development process. Information is shared in language a parent and student can understand.
- ★ Special education is a service, not a place. The IEP development process evolves to address concerns and considerations so as to support the student's progress toward the State's learning standards and to ensure the student receives services in the least restrictive environment appropriate for the student.
- ★ The IEP recommendations are based on the student's present levels of performance and in consideration of the student's strengths, needs, interests and preferences and the concerns of the parent for the education of their child.
- ★ The IEP needs to be developed in such a way that it is a useful document that guides instruction and provides a tool to measure progress.
- ★ The IEP must appropriately address all the student's unique needs without regard to the current availability of needed services.
- ★ Positive behavioral supports and services needed by the student are identified.
- ★ A student's need for transition services is considered throughout the IEP development process, including during discussions of the student's present levels of performance, projected post-school outcomes, goals and objectives/benchmarks, services, accommodations, program modifications and placement.
- ★ The student's parents participate in developing, reviewing and revising the IEP, having concerns and information considered and being regularly informed of their child's progress.
- ★ The IEP development process includes steps to ensure IEP implementation.

Sample Forms

THE NEW YORK STATE EDUCATION DEPARTMENT

SAMPLE IEP FORMS

The New York State Education Department has developed the attached recommended IEP forms, one for school-age students and one for preschool students. The sample IEP forms guide schools to develop the IEP in a particular sequence and include sections for schools to complete each of the required components of the IEP.

The forms should be used in accordance with the guidance provided in this document. The sample IEP forms may be used in the electronic version found on the Department's web site at www.vesid.nysed.gov/specialed/publications or may be duplicated by the district/agency and converted to an electronic format most compatible with the district's/agency's software and hardware. Local districts may create their own IEP forms as long as all mandated sections and information are included.

The following chapters of this document provide guidance on developing and documenting recommendations on each of the components of the IEP.

- IEP Identifying Information
- Present Levels of Performance and Individual Needs
- Projected Post-School Outcomes
- Annual Goals, Short-Term Objectives and Benchmarks
- Recommended Special Education Programs and Services
- Coordinated Set of Transition Activities (School to Post-School)
- Reporting Progress to Parents
- Placement Recommendation
- Declassification Recommendations
- Supplemental Information (Parent Information and Committee Participants)
- IEP Implementation

In general, each chapter presents regulatory requirements, followed by guidance and examples on each of the required components, quality indicators and a sample IEP for that section.

Examples and sample IEPs are provided to demonstrate how the form would be completed. The examples and samples should not be construed as a model IEP for any particular student or disability category. The sample IEP sections at the end of each chapter are from a school-age student's IEP. Attachment 4 provides a completed sample of a preschool student's IEP.

Confidential Student Information
SCHOOL-AGE
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School District
Street Address
City, State, And Zip Code
Telephone Number

Student Name:	Date of Birth: / /	Age:
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Disability Classification:

Street: [REDACTED]	Telephone:
City:	County of Residence:
Zip:	Male <input type="checkbox"/> Female <input type="checkbox"/>
Student ID#:	Native Language of Student:
Current Grade/Grade Equivalent:	Interpreter for Student Needed: Yes <input type="checkbox"/> No <input type="checkbox"/>
Medical Alerts:	If yes, specify language:
Surrogate Parent Needed: Yes <input type="checkbox"/> No <input type="checkbox"/>	

Date of Committee on Special Education (CSE) Meeting: / /
Type of Meeting: <input type="checkbox"/> Initial <input type="checkbox"/> Requested Review <input type="checkbox"/> Annual Review <input type="checkbox"/> Reevaluation <input type="checkbox"/> _____
Date IEP is to be Implemented: / /
Projected Date of Next Review: / /
Projected Date of Reevaluation Meeting: / /

Other Information:

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

Current functioning and individual needs in consideration of:

- the results of the initial or most recent evaluation, the student's strengths, the concerns of the parents, the results of the student's performance on any State or districtwide assessment programs;
- the student's needs related to communication, behavior, use of Braille, assistive technology, limited English proficiency;
- how the student's disability affects involvement and progress in the general curriculum;
- the student's needs as they relate to transition from school to post-school activities (ages 14 and older).

TRANSCRIPT INFORMATION - SECONDARY STUDENTS ONLY

Diploma Credits Earned:

Expected Date of High School Completion:

/ /

Commencement-level State Tests Passed:

Expected Diploma:

ACADEMIC/EDUCATIONAL ACHIEVEMENT AND LEARNING CHARACTERISTICS:

Current 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.

SOCIAL DEVELOPMENT:

The degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment to school and community environments.

PHYSICAL DEVELOPMENT:

The degree or quality of the student's motor and sensory development, health, vitality and physical skills or limitations that pertain to the learning process.

MANAGEMENT NEEDS:

The nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs are determined in accordance with the factors identified in the areas of academic/educational achievement and learning characteristics, social development and physical development.

PROJECTED POST-SCHOOL OUTCOMES (AGES 15 AND OLDER)

Employment:

Postsecondary Education/Training:

Community Living:

MEASURABLE ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES/BENCHMARKS

ANNUAL GOAL:

INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:

INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:

INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES

SPECIAL EDUCATION PROGRAM/SERVICES				
	Frequency	Duration	Location	Initiation Date
				/ /
				/ /
				/ /
				/ /
				/ /

RELATED SERVICES				
	Frequency	Duration	Location	Initiation Date
				/ /
				/ /
				/ /
				/ /
				/ /

PROGRAM MODIFICATIONS/ACCOMMODATIONS/SUPPLEMENTARY AIDS AND SERVICES				
	Frequency	Duration	Location	Initiation Date
				/ /
				/ /
				/ /
				/ /
				/ /

ASSISTIVE TECHNOLOGY DEVICES/SERVICES				
	Frequency	Duration	Location	Initiation Date
				/ /
				/ /
				/ /

SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF STUDENT				
	Frequency	Duration	Location	Initiation Date
				/ /
				/ /

SPECIAL TRANSPORTATION NEEDS:

OTHER:

TESTING ACCOMMODATIONS

The following testing accommodations will be used consistently:

- in the student's education program,
- in the administration of districtwide assessments of student achievement, and,
- in the administration of State assessments of student achievement, consistent with State Education Department policy.

TESTING ACCOMMODATION	CONDITIONS	SPECIFICATIONS

PARTICIPATION IN ASSESSMENTS

- Student will participate in the same State or local assessments that are administered to general education students.
- The following State or local assessments (or part of an assessment) that are administered to general education students are not appropriate for the student:

Assessment(s): _____

Reason not appropriate: _____

How student will be assessed:

- New York State Alternate Assessment for Students with Severe Disabilities
- Other _____

REMOVAL FROM THE GENERAL EDUCATIONAL 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.

- Explanation of the extent, if any, to which the student will not participate in general education programs, including extra curricular and other nonacademic activities:

- The student will not participate in the general education physical education program, but will participate in specially designed or adapted physical education.

LANGUAGE OTHER THAN ENGLISH EXEMPTION No

- Yes, the student's disability adversely affects the ability to learn a language, and the student is excused from the language other than English requirement.

COORDINATED SET OF TRANSITION ACTIVITIES (SCHOOL TO POST SCHOOL)

- For students ages 14 and older, courses of study (i.e., instructional activities and educational experiences) to meet transition needs:
- For students beginning at age 15 (and younger if deemed appropriate) needed transition services/activities in each area:

COORDINATED SET OF TRANSITION ACTIVITIES	ACTIVITY	SCHOOL DISTRICT/AGENCY RESPONSIBLE	DATE
Instruction			/ /
Related Services			/ /
Development of Employment/Other Post-School Adult Living Objectives			/ /
Community Experience			/ /
Acquisition of Daily Living Skills			/ /
Functional Vocational Assessment			/ /

PLACEMENT RECOMMENDATION

10 Month Placement:

Extended School Year Eligible: Yes No Projected dates of services: / / to / /

If yes: Provider: _____

Site: _____

REPORTING PROGRESS TO PARENTS

The student's progress toward the annual goals and the extent to which the progress is sufficient to enable the student to achieve the goals will be reported to parents as follows:

Manner:

Frequency:

RECOMMENDATIONS UPON DECLASSIFICATION

Date Declassified: / /

IEP recommendations to continue upon declassification:

Testing Accommodations	Conditions	Specifications

Continued Eligibility for Local Diploma ("Safety Net"): Yes No

Continued "Language Other Than English" Exemption: Yes No

DECLASSIFICATION SUPPORT SERVICES to be provided during the first year that a student moves from a special education program to a full-time general education program.

Service	Initiation Date	Frequency	Duration	Ending Date
	/ /			/ /
	/ /			/ /
	/ /			/ /

SUPPLEMENTAL INFORMATION

PARENT INFORMATION	
Student's Name:	
Mother's/Guardian's Name:	Telephone:
Street:	County of Residence:
City:	Native Language of Parent/Guardian:
Zip:	Interpreter Needed for Meeting: Yes <input type="checkbox"/> No <input type="checkbox"/>
Father's/Guardian's Name:	
Telephone:	
Street:	County of Residence:
City:	Native Language of Parent/Guardian:
Zip:	Interpreter Needed for Meeting: Yes <input type="checkbox"/> No <input type="checkbox"/>
<input type="checkbox"/> Surrogate Parent Needed	
Surrogate Parent's Name:	Date Appointed: / /
Street:	Telephone:
City:	Native Language of Surrogate Parent:
Zip:	Interpreter Needed for Meeting: Yes <input type="checkbox"/> No <input type="checkbox"/>

STUDENT INFORMATION
For data collection purposes only:
Race/Ethnicity:

Confidential Student Information
SUPPLEMENTAL PAGE FOR ADDITIONAL GOALS AND OBJECTIVES

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

Confidential Student Information
PRESCHOOL
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School District
Street Address
City, State, And Zip Code
Telephone Number

STUDENT NAME:	DATE OF BIRTH: / / AGE:
----------------------	---

DISABILITY CLASSIFICATION: <input type="checkbox"/> Preschool Student with a Disability <input type="checkbox"/> Declassified
--

STREET:	TELEPHONE:
CITY:	COUNTY OF RESIDENCE:
ZIP:	MALE <input type="checkbox"/> FEMALE <input type="checkbox"/>
STUDENT ID#:	NATIVE LANGUAGE OF STUDENT:
MEDICAL ALERTS:	SURROGATE PARENT NEEDED: Yes <input type="checkbox"/> No <input type="checkbox"/>

DATE OF COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEETING: / /
TYPE OF MEETING: <input type="checkbox"/> Initial <input type="checkbox"/> Requested Review <input type="checkbox"/> Annual Review <input type="checkbox"/> Reevaluation <input type="checkbox"/> _____
DATE IEP IS TO BE IMPLEMENTED: / /
PROJECTED DATE OF NEXT REVIEW: / /
PROJECTED DATE OF REEVALUATION MEETING: / /

OTHER INFORMATION:

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

Current functioning and individual needs in consideration of:

- the results of the initial or most recent evaluation, the student's strengths and the concerns of the parents;
- the student's needs related to communication, behavior, use of Braille, assistive technology, limited English proficiency; and
- how the student's disability affects participation in appropriate activities.

ACADEMIC/EDUCATIONAL ACHIEVEMENT AND LEARNING CHARACTERISTICS:

Current 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.

SOCIAL DEVELOPMENT:

The degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment to school and community environments.

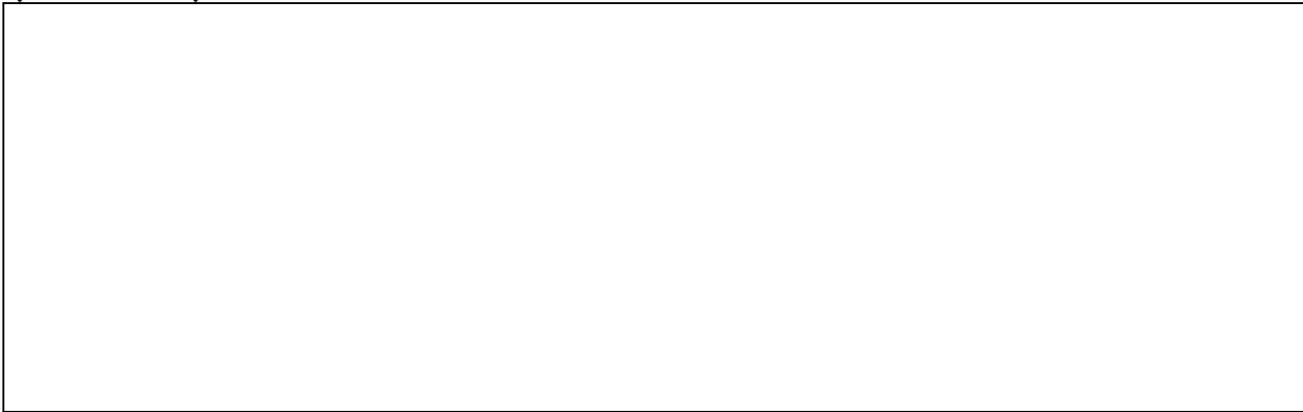
PHYSICAL DEVELOPMENT:

The degree or quality of the student's motor and sensory development, health, vitality and physical skills or limitations that pertain to the learning process.



MANAGEMENT NEEDS:

The nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs are determined in accordance with the factors identified in the areas of academic/educational achievement and learning characteristics, social development and physical development.



MEASURABLE ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES/BENCHMARKS

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE

Confidential Student Information

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE

Confidential Student Information

SPECIAL EDUCATION PROGRAM/SERVICES				
	Frequency	Duration	Location	Initiation Date
				/ /
				/ /
				/ /
				/ /
				/ /

RELATED SERVICES				
	Frequency	Duration	Location	Initiation Date
				/ /
				/ /
				/ /
				/ /
				/ /

PROGRAM MODIFICATIONS/ACCOMMODATIONS/SUPPLEMENTARY AIDS AND SERVICES				
	Frequency	Duration	Location	Initiation Date
				/ /
				/ /
				/ /
				/ /
				/ /

ASSISTIVE TECHNOLOGY DEVICES/SERVICES				
	Frequency	Duration	Location	Initiation Date
				/ /
				/ /
				/ /
				/ /
				/ /

SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF STUDENT				
	Frequency	Duration	Location	Initiation Date
				/ /
				/ /
				/ /
				/ /
				/ /

Confidential Student Information

SPECIAL TRANSPORTATION NEEDS: _____

OTHER PRESCHOOL TRANSPORTATION NEEDS: _____

OTHER: _____

TESTING ACCOMMODATIONS
The following testing accommodations will be used consistently:

- in the student's education program,
- in the administration of districtwide assessments of student achievement, and
- in the administration of State assessments of student achievement, consistent with State Education Department policy.

TESTING ACCOMMODATION	CONDITIONS	SPECIFICATIONS

PARTICIPATION IN ASSESSMENTS

Student will participate in the same State or local assessments that are administered to general education students.

The following State or local assessments (or part of an assessment) that are administered to general education students are not appropriate for the student:

Assessment(s): _____

Reason not appropriate: _____

How student will be assessed: _____

PARTICIPATION WITH AGE APPROPRIATE PEERS
Provision of special education services in a setting with no regular contact with age appropriate peers without disabilities should only be considered when the nature or severity of the child's disability is such that education in a less restrictive environment with the use of supplementary aids and services, cannot be satisfactorily achieved.

Explanation of the extent, if any, to which the student will not participate in appropriate activities with age-appropriate non-disabled peers: _____

Will the preschool student receive services in a setting with no regular contact with age-appropriate peers without disabilities? Yes No

REPORTING PROGRESS TO PARENTS

The student's progress toward the annual goals and the extent to which the progress is sufficient to enable the student to achieve the goals will be reported to parents as follows:

Manner:	Frequency:

PLACEMENT RECOMMENDATION

10 Month Placement: _____

Approved Preschool Program Provider: _____

Extended School Year Eligible: Yes No

If yes: Reason: _____

Projected dates of services: / / to / /

Provider: _____

Site: _____

Confidential Student Information
SUPPLEMENTAL INFORMATION

PARENT INFORMATION

Student's Name:

Mother's/Guardian's Name:

Telephone:

Street:

County of Residence:

City:

Native Language of Parent/Guardian:

Zip:

Interpreter Needed for Meeting: Yes No

Father's/Guardian's Name:

Telephone:

Street:

County of Residence:

City:

Native Language of Parent/Guardian:

Zip:

Interpreter Needed for Meeting: Yes No

Surrogate Parent Needed

Surrogate Parent's Name :

Date Appointed: / /

Street:

Telephone:

City:

Native Language of Surrogate Parent:

Zip:

Interpreter Needed for Meeting: Yes No

STUDENT INFORMATION

For data collection purposes only:

Race/Ethnicity:

Confidential Student Information
SUPPLEMENTAL PAGE FOR ADDITIONAL GOALS AND OBJECTIVES

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

Identifying Information

IEP IDENTIFYING INFORMATION

PURPOSE	The cover sheet of the IEP provides important information regarding the student and the Committee meeting at which the current IEP has been developed.
STUDENT IDENTIFYING INFORMATION	The student's name, date of birth and age are indicated on the IEP.
DISABILITY CLASSIFICATION	<p>The IEP must designate the disability classification of the student from one of the disabilities defined in regulations. Only one disability category should be listed on the IEP.</p> <ul style="list-style-type: none">• For preschool students, the disability category must be designated as "<u>preschool student with a disability</u>." This is the case regardless of whether a preschool student's eligibility was determined on the basis of a significant delay or disorder or one of the specific disability categories of autism, deafness, deaf-blindness, hearing impairment, orthopedic impairment, other health-impairment, traumatic brain injury or visual impairment including blindness.• For school age students, the IEP must <u>specify one of the following disabilities</u>: autism, deafness, deaf-blindness, emotional disturbance, hearing impairment, learning disability, mental retardation, multiple disabilities, orthopedic impairment, other health-impairment, speech or language impairment, traumatic brain injury or visual impairment including blindness. These disabilities are defined in section 200.1(zz) of the Regulations of the Commissioner.• When a student is determined to no longer require special education services, the IEP classification should indicate "<u>declassified</u>."
INDIVIDUAL STUDENT INFORMATION	<p>The IEP could indicate other identifying information on the student, including but not limited to the following:</p> <ul style="list-style-type: none">• address• telephone number• county of residence• gender• the student's identification number, if used by the school district• current grade (or grade equivalent) <p>Native Language of Student: It is important to document the language normally used by the student in the home or learning</p>

environment. For a student with deafness or blindness, or for an individual with no written language, specify the mode of communication that is normally used by the individual (such as sign language, Braille or oral communication).

Need for Interpreter for Student: The IEP should indicate if the student needs an interpreter to participate meaningfully in the Committee meeting to develop the IEP. If an interpreter is needed, the IEP should specify the language.

Medical Alerts: Only medical information that would be readily available to all teachers and other appropriate school personnel, such as medications or specific health-related conditions requiring either constant or intermittent care by a qualified individual, can be specified on an IEP (e.g., hearing aids, allergic reactions, medication for seizures). *The type of medication or frequency of administration (i.e., brand name and specific dosage) should not be indicated on the IEP. This information is kept in the child's confidential health records file.*

Surrogate Parent Needed: To ensure the rights of the student are protected, the Committee must designate a surrogate parent in every case when:

- no parent of the student can be identified,
- the school district, after reasonable efforts, cannot discover the whereabouts of the student's parents; or
- the student is a ward of the State.

A surrogate parent cannot be an officer, employee or agent of the school district or any other agency involved in the education or care of the student, except that a foster parent of the student who meets the surrogate parent qualifications may be appointed as the surrogate parent of that child. Information about the surrogate parent may be documented in the supplemental "Parent Information" section of the IEP.

MEETING INFORMATION

Important information pertaining to the Committee meeting at which the current IEP is developed should be indicated, including the date and the type of the meeting.

The type of meeting would include one of the following:

Initial: A meeting to determine the student's initial eligibility and recommendation for special education services.

Requested Review: A meeting requested by the parent or school personnel to discuss a particular concern.

Annual Review: A meeting to review the student's IEP, which

must occur at least once a year.

Reevaluation: A meeting to review the results of a reevaluation and, as appropriate, to revise the student's IEP.

Other: Any meeting held for another purpose, such as a meeting to conduct a manifestation determination or a meeting to review a behavioral intervention plan. The IEP form provides a field to designate the purpose of the meeting.

DATE IEP IS TO BE IMPLEMENTED

The IEP should indicate the projected date the IEP is to be implemented. An IEP is in effect beginning with placement and ending with the next scheduled review by the Committee.

PROJECTED DATE OF THE NEXT REVIEW

The IEP must indicate the projected date of the review of the student's need for special education services. Each student's IEP must be reviewed at least annually. Some students require more frequent reviews to adjust the student's educational program as a result of a student's changing needs.

PROJECTED DATE OF REEVALUATION MEETING

A meeting must be held to discuss the results of the reevaluation and to determine the student's individual needs and progress, whether the student still needs special education services or what changes may be needed to address the student's needs. This meeting must occur at least every three years (calculated from the date of the Committee meeting of the initial determination of eligibility or previous reevaluation meeting).

OTHER INFORMATION

This section of the IEP provides space to document other important identifying information about the student or the meeting.

Resources for Additional Information:

- Sections 200.1, 200.4 and 200.16 of the Regulations of the Commissioner of Education
- *Individual Evaluations and Eligibility Determinations for Students with Disabilities* – August 2000, revised January 2002

See Attachment 5

SAMPLE:

Confidential Student Information

**SCHOOL-AGE
INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Lauderdale School District
25 Florida Street
Miami, New York 23792
333-257-1111

Student Name: Kevin Smith	Date of Birth: 10/3/86	Age: 16
----------------------------------	-------------------------------	----------------

Disability Classification: Traumatic Brain Injury	
Street: 345 Ocean Street	Telephone: 333-425-6677
City: Miami	County of Residence: Seaside
Zip: 23792	Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>
Student ID#: 00-11-23	Native Language of Student: English
Current Grade: 11	Interpreter for Student Needed: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Medical Alerts: Medication for headaches	If yes, specify language:
Surrogate Parent Needed: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

Date of Committee on Special Education (CSE) Meeting: 9/30/02
Type of Meeting: <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Requested Review <input type="checkbox"/> Annual Review <input type="checkbox"/> Reevaluation <input type="checkbox"/> _____
Date IEP is to be Implemented: 10/14/02
Projected Date of Next Review: Review in 4 months on 2/1/03; Annual Review: 9/03
Projected Date of Reevaluation Meeting: 9/05

Other Information: Kevin sustained a head injury as a result of a car accident in May 2002. He spent 2 weeks in the hospital. Upon returning home he began receiving rehabilitation therapy to address cognitive and speech difficulties.

**Present Levels of
Performance and
Individual Needs**

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

REQUIREMENTS

The IEP recommendation must report the student's present levels of performance and indicate the individual needs according to each of the four areas:

- academic/ educational achievement and learning characteristics,
- social development,
- physical development, and
- management needs.

The report of the student's present levels of performance and individual needs in the above areas must include:

- how the disability affects involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students), or for preschool students, as appropriate, how the disability affects participation in age appropriate activities;
- for students age 14 (and updated annually), a statement of the transition service needs that focuses on the student's courses of study; and
- for students age 15 (and at a younger age, if determined appropriate) a statement of the student's needs, taking into account the student's preferences and interests, as they relate to transition from school to post-school activities.

WHAT IS THE PURPOSE OF INCLUDING PRESENT LEVELS AND NEEDS ON A STUDENT'S IEP?

An appropriate program for a student with a disability begins with an IEP that reflects the results of the student's individual evaluation and describes the needs of the student to be addressed through the provision of special education services, including a student's interests and preferences. This section of a student's IEP identifies the areas of unique needs related to the student's disability and the current level of functioning, including the strengths of the student, related to those areas. This is the foundation on which the Committee builds to identify goals and services to address the student's individual needs and to begin to incrementally prepare the student to select and reach the projected post-school outcomes.

WHERE DOES THE INFORMATION COME FROM THAT IS REPORTED IN PRESENT LEVELS AND INDIVIDUAL NEEDS?

The Committee must ensure that the present levels of performance and individual need statements are developed in consideration of:

- the results of the student's most recent individual evaluation(s);
- the student's strengths;
- the parents' concerns for the education of their child;
- the student's results on State and districtwide assessments;

- special factors related to the student's disability such as a student's needs in the areas of behavior, communication, limited English proficiency, instruction in and the use of Braille, and assistive technology devices and services;
- how the student's disability affects involvement and progress in the general curriculum, or for preschool students, participation in age appropriate activities; and
- the student's needs, preferences and interests relating to transition from school to post-school outcomes.

Present levels of performance and need statements:

- summarize information from a variety of sources;
- translate information from technical evaluation reports to clear, concise statements;
- identify the instructional implications of evaluations; and
- describe, in language the parents and professionals can understand, the unique needs of the student that the IEP will address and identify the student's level of performance in those need areas.

**TRANSCRIPT
INFORMATION FOR
SECONDARY
STUDENTS ONLY**

It is important for the Committee and the parent to know how the student is progressing toward receipt of a diploma. This information should be designated for students at the secondary-school level only. To assist the Committee to monitor the extent to which the instruction and the special education services provided to the student are preparing the student for graduation, the following information should be noted on an annual basis.

- ***Diploma Credits Earned*** (i.e., the number of credits earned toward a high school diploma)
- ***Commencement-level State Tests Passed*** (i.e., the specific commencement level State examinations the student has taken and passed that are required for a high school diploma).
- ***Expected Date of High School Completion*** (i.e., the anticipated date the student will graduate).
- ***Expected Diploma*** As a student progresses through his secondary school years, it is appropriate to indicate on the student's IEP the type of diploma (e.g., Regents diploma, Local diploma, IEP diploma) that the student is expected to achieve. This helps to ensure that the student's parents are informed as to whether the student is participating in classes to prepare the student for a high school diploma or whether the modifications to the curriculum or grading are such that the student is not earning units of credit for courses that will lead to a high school diploma.

Determination that a student will be working toward an IEP

diploma should not be made early in a student's school career. Students with disabilities must be afforded the opportunity to earn a high school diploma, if appropriate. Each student's IEP, developed and reviewed annually, is the mechanism to ensure that students have access to and participate in the required courses, electives and tests as specified in Part 100 of the Regulations of the Commissioner. **This opportunity must be available to students regardless of where the student attends school or who is providing special education services to the student** (e.g., local school district, Board of Cooperative Educational Services (BOCES), approved private school, Special Act School District, State-operated or State-supported school).

THE FOUR NEED AREAS

The following areas must be considered in reporting a student's present levels of performance and individual needs:

ACADEMIC/
EDUCATIONAL
ACHIEVEMENT AND
LEARNING
CHARACTERISTICS

The student's current levels of knowledge and development in subject and skill areas, including, as appropriate:

- activities of daily living (e.g., personal care, preparing meals, household activities, managing resources);
- level of intellectual functioning (e.g. general intelligence, attention, memory, problem-solving ability, language functioning);
- adaptive behavior (e.g., the effectiveness with which the individual copes with the natural and social demands of his or her environment; how the student makes judgments and decisions);
- expected rate of progress in acquiring skills and information (e.g., the pace in which a student learns new information or skills, in consideration of factors such as those associated with the child's levels of cognitive skills, interests, age and history of rate of progress); and
- learning style (e.g., how the student learns best such as through visual or auditory modalities, hands-on approaches, cooperative learning, repetition).

SOCIAL
DEVELOPMENT

The degree and quality of the student's:

- relationships with peers and adults,
- feelings about self, and
- social adjustment to school and community environment.

PHYSICAL
DEVELOPMENT

The degree or quality of the student's:

- motor and sensory development,
- health,
- vitality, and

MANAGEMENT
NEEDS

- physical skills or limitations that pertain to the learning process.

The nature and degree to which the following are required to enable the student to benefit from instruction:

- environmental modifications (e.g., consistent room arrangement, materials and routine; written rules displayed; limited number of items on his desk);
- human resources (e.g., a paraprofessional to assist the student to locate classes and follow schedules); and
- material resources (e.g., two sets of books – one for home and one for school; large print font).

Management needs must be developed in accordance with the factors identified in the areas of academic or educational achievement and learning characteristics, social and physical development.

HOW THE DISABILITY
AFFECTS
INVOLVEMENT AND
PROGRESS IN THE
GENERAL
CURRICULUM, OR
FOR PRESCHOOL
STUDENTS, HOW THE
DISABILITY AFFECTS
PARTICIPATION IN
AGE APPROPRIATE
ACTIVITIES

The present levels of performance must include a description of how a student's disability affects the student's involvement in the general curriculum so that the programming and services for each individual student is tailored to address the student's unique needs that impede the student's ability to make meaningful progress in the general curriculum.

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.*

For preschool students, appropriate activities include those activities that children of that chronological age engage in as part of a formal preschool program or in informal activities (e.g., coloring, pre-reading activities, play time, listening to stories, sharing-time).

Examples:

- *Dayton prefers to play in isolation and becomes upset (e.g., cries and hits others) when another student comes too close. As a result his peer interactions at playtime are limited.*
- *Damien's attention problems result in failure to follow teacher's directions, talking out of turn and responding inappropriately during group activities.*

A STATEMENT OF THE STUDENT'S NEEDS, TAKING INTO ACCOUNT THE STUDENT'S PREFERENCES AND INTERESTS, AS THEY RELATE TO TRANSITION FROM SCHOOL TO POST-SCHOOL ACTIVITIES

For students ages 14 and older, the student's individual needs that may impact the student's successful transition to post-school activities must be included in the IEP under the student's present levels of performance. Such statements should include information on the student's educational achievement (e.g., career skills) as well as social, physical and management needs related to transition.

Example:

Joey follows basic written directions in community settings (e.g., vending machines and work schedules). He is able to travel in his wheelchair for short distances in school, but needs adult assistance to travel in the community. He can read simple sentences but does not generalize his reading skills to functional activities (e.g., reading a menu in a restaurant).

ADDRESSING SPECIAL CONSIDERATIONS

In developing a student's IEP, the Committee must consider special factors that may be unique to the student, including:

- whether a student has behaviors that impede his or her learning or that of others;
- the language needs of a student with limited English proficiency as such needs relate to the student's IEP;
- the needs of a student who is blind or visually impaired for instruction in Braille and the use of Braille;
- the communication needs of the student and, in the case of a student who is deaf or hard of hearing, the language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level and the full range of needs, including opportunities for direct instruction in the student's language and communication mode; and
- whether the student requires assistive technology devices and services, including whether the use of such devices is required to be used in the student's home or in other settings in order for the student to receive a free appropriate public education.

The IEP must state, under the present levels of educational performance, the student's needs in consideration of the above special factors. For example, the results of a student's functional behavioral assessment (FBA) should be reported in the present levels of performance under the applicable need area such as:

- If a student's FBA indicated that the student's behavior is related to a cognitive area (e.g., the student hits his head

when he cannot recall the correct words), it would be appropriate to indicate this in the academic/educational achievement and learning characteristics section.

- If a student's behavior is related to a social concern (e.g., the student yells at his peers when he is embarrassed by something that is said), it would be appropriate to indicate this in the social development section.
- If a student demonstrates a particular behavior as a result of a medical condition (e.g., side affect of a medication; pre-seizure related behavior), it would be appropriate to indicate this in the physical development section.
- If the student needs an individual behavioral intervention plan to address his or her behaviors, this should be indicated in the management needs section.

A student's need for a particular device or service (including an intervention, accommodation, or other program modification) to address any of the special factors described above would be documented under the applicable sections of the IEP (see pages 63-65).

Attachment 2 provides examples of guiding questions that may be used by a Committee to determine whether a student needs such an intervention, accommodation or program modification to address one of these special considerations.

PRESENT LEVEL
STATEMENTS SHOULD
ANSWER THESE
QUESTIONS:

Present levels of performance statements should answer such questions as:

- What are the student's unique needs that result from his or her disability?
- What is it that the student can and cannot do at this time?
- What are the student's strengths in this area?
- How do these needs affect the student's participation and progress in the general curriculum or, for a preschool student, participation in age appropriate activities?
- What are the parents' concerns for the education of their child?
- What instructional and/or behavioral supports or services have been effective or not effective in addressing the need area in the past year?
- What accommodations and/or program modifications or supplementary aids and services have been effective or not effective in addressing the need area in the past year?
- What instructional supports and services will likely be supported and used by the student?
- What transition needs of the student must be addressed to prepare the student for living, learning and working in the

community as an adult?

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

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.")

What 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).

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

He will need the following resources to meet his needs (e.g., 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, positive reward system for appropriate behavior).

<p>QUALITY INDICATORS</p>	<p>Present levels of performance and individual need statements:</p> <ul style="list-style-type: none"> ☆ Reflect individual-need determinations. ☆ 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 parents, professionals and paraprofessionals can understand. ☆ Are based on the results of the individual evaluation. ☆ Reflect the priorities and concerns of the parents for the education of their child. ☆ Reflect transition service needs. ☆ Identify where the student is now so it is clear what it is he/she has to learn next and what supports and services he/she needs to get there. ☆ 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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<p>Resources for Additional Information:</p> <ul style="list-style-type: none"> • Sections 200.1 and 200.4 of the Regulations of the Commissioner of Education • <i>Individual Evaluations and Eligibility Determinations for Students with Disabilities</i> – August 2000, revised January 2002 • <i>Guidance on Functional Behavioral Assessments for Students with Disabilities</i> – Policy 98-05, July 1998 <p>See Attachment 5</p>
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SAMPLE:

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

Current functioning and individual needs in consideration of:

- the results of the initial or most recent evaluation, the student's strengths, the concerns of the parents, the results of the student's performance on any State or districtwide assessment programs;
- the student's needs related to communication, behavior, use of Braille, assistive technology, limited English proficiency;
- how the student's disability affects involvement and progress in the general curriculum;
- the student's needs as they relate to transition from school to post-school activities (ages 14 and older).

TRANSCRIPT INFORMATION - SECONDARY STUDENTS ONLY

Diploma Credits Earned: 11

Expected Date of High School Completion: 6/04

Commencement-level State Tests Passed:

Expected Diploma: Regents

Biology, Earth Science, Math A, Global History

ACADEMIC/EDUCATIONAL ACHIEVEMENT AND LEARNING CHARACTERISTICS:

Current 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.

Prior to his injury, Kevin was an honor student at the 10th grade level and demonstrated particular strengths in math and writing activities.

STRENGTHS:

- Current achievement testing shows he has maintained appropriate grade level reading skills.
- Learns best when materials are presented visually. However, he has some visual-perception problems (noted below).
- Is aware of the effects of his injury and has a positive attitude to overcome them (based on student interviews and parent reports).
- Is open to trying different ways to compensate for his injuries, but does not want to stand out as "different" among his peers.
- Does well when expectations are clearly and simply explained to him.
- Has retained prior learning in subject areas, but has difficulty learning new information.

WRITTEN EXPRESSION:

Testing and classroom assignments indicate difficulties with written expression:

- Omits punctuation and does not sequence more than 3 sentences in a logical order in written work (topic sentence, supporting sentences, conclusion).
- Written expression difficulties result in a slower pace of progress (it takes him on the average twice as long as his peers to complete an assignment.) This also impacts his ability to complete tests requiring written expression within a prescribed time period.
- Has difficulty taking notes in class and understanding and benefiting from notes taken.

MATH SKILLS:

- Achievement tests show basic computation skills are at appropriate grade level.
- In day-to-day class work, he has difficulty with problem solving tasks that involve multiple steps (3 or more).
- Unable to analyze the information presented in graphs and charts due to level of detail and has difficulty separating object from background.
- Has retained the knowledge and skills necessary for maintaining a checkbook.

ORGANIZATION SKILLS:

- Has difficulty analyzing a task that has more than three steps (e.g., the steps to get ready for physical education class).
- Relies on following the actions of his peers but cannot follow teacher directions independently when they involve multiple steps (more than 3).

MEMORY/ATTENTION:

- Has difficulty remembering homework assignments and what books to bring to class, class schedule, and the combination to his locker. As a result, he misses an average of 2 classes per week and over a 30-day period he failed to complete 50% of his assignments.

COMMUNICATION:

- Has difficulty participating in oral discussions in the classroom, especially when new material is being taught and he is having difficulty expressing new information.
- Answers direct questions appropriately, but when more than one topic is being discussed, he shifts unexpectedly from topic to topic, especially when unfamiliar subjects are being discussed.
- Speaks out of turn in class and/or responds inappropriately with contributions to conversations that are often off topic.

VOCATIONAL EVALUATION:

- Interest inventories show preferences for work in agriculture, building, repairing, and working outdoors. Highest interest scores were in working with plants, animals, tools and equipment.
- His assessed interests match his expressed vocational interests.
- Needs to develop strategies to address difficulties in comprehension, problem-solving, new-task learning, staying on task and endurance.

SOCIAL DEVELOPMENT:

The degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment to school and community environments.

- Is a well-liked, cooperative student who has maintained close ties with his friends since the accident and continues his interest in sports activities.
- Responds to cues and seeks feedback from others in a positive manner.
- Enjoys and participates in individual school and community sports (e.g., swimming, racquetball).
- Has difficulty participating in team sports because he becomes very agitated when in a competitive situation.
- His self-awareness when speaking in front of his peers has resulted in his leaving class unexcused on the average of twice a week.
- Needs to acquire the social and work skills that will enable him to get along with co-workers and respond appropriately to supervision.

PHYSICAL DEVELOPMENT:

The degree or quality of the student's motor and sensory development, health, vitality and physical skills or limitations that pertain to the learning process.

HEALTH:

- Experiences frequent fatigue throughout the day, especially after periods of reading and physical activity.
- Gets headaches at least once a week, which often necessitates trips to the nurse and result in frequent absences from class. If he remains in class, he often puts his head down and indicates he cannot concentrate.
- Needs to increase his level for work tolerance and endurance.
- Cannot participate in contact sports without medical clearance.

SENSORY:

- Hearing is within normal limits.
- Has visual perception problems in separating objects from background without strong contrast.

MANAGEMENT NEEDS:

The nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs are determined in accordance with the factors identified in the areas of academic/educational achievement and learning characteristics, social development and physical development.

- Scheduled rest periods throughout the instructional day.
- Tasks analyzed and written in steps.
- Use short and direct instructions.
- Assistance during transition between classes.
- Organizational strategies such as assignment notebooks, organizers.
- Strategies to compensate for visual perception problems.

**Projected
Post-School
Outcomes**

PROJECTED POST-SCHOOL OUTCOMES

REQUIREMENTS

For students beginning at age 15 (and at a younger age, if determined appropriate), the IEP must include a statement of the student's projected post-school outcomes based on the student's preferences and interests, as they relate to transition from school to post-school activities, in the areas of:

- employment (e.g., integrated competitive employment);
- post-secondary education and training (e.g., career and technical education and training, continuing and adult education, college); and
- community living (e.g., adult services, independent living or community participation).

WHAT ARE PROJECTED POST-SCHOOL OUTCOME STATEMENTS?

Projected post-school outcome statements identify the student's long-term goals for living, working and learning as an adult.

WHAT IS THE PURPOSE OF INCLUDING POST-SCHOOL OUTCOME STATEMENTS ON THE IEP?

The projected post-school outcome statements on the student's IEP establish a direction for the school, the student, the student's family and any participating agencies to work towards in recommending transition activities for the student. These statements guide planning for activities that prepare the student to move from school to post-school activities and for discussion with appropriate public and private community agencies regarding their contributions to the student's transition process. The student's IEP should include goals, services and activities to incrementally prepare the student to achieve the projected post-school outcomes.

WHAT INFORMATION MAY BE USED TO IDENTIFY A STUDENT'S PROJECTED POST-SCHOOL OUTCOME STATEMENTS?

Students and parents need to be involved in developing these statements. Information to develop a student's projected post-school outcome statements should be obtained using a variety of formal and/or informal methods which may vary from student to student, including vocational assessments, assessment of post-secondary education skills, interviews with the student and/or parent, strength-based assessments and teacher observations.

HOW CAN THE PROJECTED POST-SCHOOL OUTCOME STATEMENTS BE WORDED?

The projected post-school outcome statements are intended to acknowledge the student's needs, preferences and interests and should be expressed in terms of the student's aspirations for the future. Statements may be written using the student's own words, in answer to such questions as:

- What do you want to do when you finish high school?

- Do you want to go to college?
- What kind of work do you want to do?
- What do you want to learn more about?
- Where do you plan on living?

The projected post-school outcome statements can be general or specific since they will be reviewed and, as appropriate, revised annually to reflect the student's current aspirations as well as his or her ability to narrow general interests to specific directions concerning post-school plans. For example, when Maria first begins to participate in the transition planning process, projected post-school plans may be broad in scope: *"Maria wishes to work in the technology field."* Later, after involvement in career and technical education courses and work experiences, the IEP might more specifically state that *"Maria plans to attend college to study engineering with the goal of working as an electrical engineer."*

MUST GOALS AND OBJECTIVES BE ESTABLISHED THAT RELATE TO THE POST-SCHOOL OUTCOME STATEMENTS?

Once the statements are established, annual goals and objectives or benchmarks and other activities can be developed to help the student incrementally develop skills, knowledge, experiences and contacts with resources, as needed, to work toward these desired post-school outcomes.

<p>QUALITY INDICATORS</p>	<p>Projected post-school outcome statements:</p> <ul style="list-style-type: none"> ☆ Reflect the dreams, aspirations and hopes of the student. ☆ Are developed in consideration of the student's needs, preferences and interests. ☆ Are written to the greatest extent possible in the student's own words. ☆ Are reviewed and, if appropriate, revised at least annually. ☆ Become increasingly specific as the student comes closer to the time he or she will be leaving school. ☆ Are developed with direct student involvement. ☆ Are written in such a way as to guide the development of annual goals and recommendations for transition services, linkages and activities.
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Resources for Additional Information:

- Sections 200.1 and 200.4 of the Regulations of the Commissioner
 - *Transition Services: A Planning and Implementation Guide* – July 1994
 - Transition Services Web Site <http://www.vesid.nysed.gov/specialed/transition/home.html>
 - *Effective Models in Transition Planning for Students with Disabilities*, Videotape, April 2002
- See Attachment 5

SAMPLE:

PROJECTED POST-SCHOOL OUTCOMES (AGES 15 AND OLDER)

Employment:

Kevin would like to work in a landscaping business.

Postsecondary Education/Training:

Kevin hopes to attend community college or complete an apprenticeship to study landscaping.

Community Living:

Kevin plans to continue to live at home until he completes school and begins working successfully. He also plans to learn to drive a car.

**Annual Goals/
Objectives and
Benchmarks**

ANNUAL GOALS SHORT-TERM INSTRUCTIONAL OBJECTIVES AND BENCHMARKS

REQUIREMENTS

Individual need determinations (i.e., present levels of performance and individual needs) must provide the basis for written annual goals. The IEP must list measurable annual goals, consistent with the student's needs and abilities to be followed during the period beginning with placement and ending with the next scheduled review by the Committee (effective dates of the IEP).

For each annual goal, the IEP must indicate the benchmarks and/or short-term instructional objectives and evaluative criteria, evaluation procedures and schedules to be used to measure progress toward the annual goal.

The benchmarks or short-term instructional objectives must be measurable, intermediate steps between present levels of educational performance and the annual goals that are established for a student with a disability.

The measurable annual goals, including benchmarks or short-term objectives, must be related to:

- meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum (or for preschool students, in appropriate activities); and
- meeting each of the student's other educational needs that result from the student's disability.

WHAT ARE ANNUAL GOALS?

Annual goals are statements that identify what knowledge, skills and/or behaviors a student is expected to be able to demonstrate within the period of time beginning with the time the IEP is implemented until the next scheduled review. Annual goals must be identified that meet the student's needs, as identified in the present levels of performance.

HOW SHOULD ANNUAL GOALS BE LINKED TO THE STANDARDS?

Annual goals should focus on the knowledge, skills, behaviors and strategies to address the student's needs. A student's needs generally relate to domains such as, but not limited to, reading, writing, listening, organization, study skills, communication, physical development, motor skills, cognitive processing, problem-solving, social skills, play skills, memory, visual perception, auditory perception, attention, behavior, and career

and community living skills. The goals on a student's IEP should relate to the student's need for specially designed instruction to address the student's disability needs and those needs that interfere with the student's ability to participate and progress in the general curriculum.

Goals should not be a restatement of the general education curriculum (i.e., the same curriculum as for students without disabilities), or a list of everything the student is expected to learn in every curricular content area during the course of the school year or other areas not affected by the student's disability. In developing the IEP goals, the Committee needs to select goals to answer the question: "What skills does the student require to master the content of the curriculum?" rather than "What curriculum content does the student need to master?"

For example, a student may be performing very poorly on written tests in global studies that require written expression. The IEP goal for this student should focus on developing written expressive skills (e.g., using outlines or other strategies to organize sentences in paragraphs) rather than the curriculum goal that the student will write an essay about the economy of a particular country. Generally, goals should address a student's unique needs across the content areas and should link to the standards so that a student has the foundation or precursor skills and strategies needed to access and progress in the curriculum.

HOW FAR ... BY WHEN?

ONE YEAR FROM NOW, WE EXPECT THE STUDENT TO BE ABLE TO....

From information in the present levels of performance, the Committee has identified which need areas must be addressed and where the student is currently functioning in each of those areas. The next step is to identify what the focus of special education instruction will be over the course of the upcoming year. The annual goals will guide instruction, serve as the basis to measure progress and report to parents and serve as the guideposts to determine if the supports and services being provided to the student are appropriate and effective.

An annual goal indicates what the student is expected to be able to do by the end of year in which the IEP is in effect (i.e., the period beginning with placement and ending with the next scheduled review by the Committee). The annual goal takes the student from his/her present level of performance to a level of performance expected by the end of the year.

To be measurable, an annual goal should, in language parents and educators can understand, describe the skill, behavior or

knowledge the student will demonstrate and the extent to which it will be demonstrated.

Examples: One year from now,

- *Jim will write 10 sentences with correct punctuation.*
- *Terry will ask questions about the instructions or materials presented to ensure comprehension.*
- *Tom will use a datebook for appointments and assignments.*
- *Terry will solve multi-step word problems.*
- *Brianna will stand at least two feet away from the other person while conversing.*
- *Lisa will walk 10 feet independently.*
- *Mackenzie will speak in complete sentences.*
- *Ron will point independently to pictures described.*
- *Jose will use word prediction software to write essays.*

Terms such as “will improve...,” “will increase...” and “will decrease...” are not specific enough to describe what it is the student is expected to be able to do in one year. To be measurable, a behavior must be observable or able to be counted. In general, it is recommended that goals describe what the student will do, as opposed to what the student will not do.

Example:

The student will ask for a break from work versus The student will not walk out of the classroom without permission.

HOW DOES THE IEP INDICATE THE STEPS THE STUDENT WILL TAKE TO REACH THE ANNUAL GOAL?

For each annual goal, the IEP must include short-term instructional objectives or benchmarks. The instructional objectives or benchmarks must include evaluative criteria, evaluation procedures and schedules to be used to measure progress toward the annual goal. Short-term objectives and benchmarks should be general indicators of progress, not detailed instructional plans, that provide the basis to determine how well the student is progressing toward his or her annual goal and which serve as the basis for reporting to parents.

Generally, one annual goal would not include both short-term objectives and benchmarks. Whether short-term objectives or benchmarks are used for a particular annual goal is at the discretion of the Committee.

SHORT-TERM OBJECTIVES

Short-term objectives are the intermediate knowledge and skills that must be learned in order for the student to reach the annual goal. Short-term objectives break down the skills or steps necessary to accomplish a goal into discrete components.

For example, the sequential steps that one student must demonstrate in order for him to reach the annual goal to “*remain in his reading class for the entire period and ask for help when the reading work is difficult for him*” are as follows:

- *Grant will be able to identify what upset him after a behavioral disruption.*
- *Grant will be able to state the physical signs he is feeling when reading work gets difficult and leads to a behavioral disruption.*
- *Grant will raise his hand for assistance when he begins to experience those physical signs.*

(Note: Evaluation criteria, schedule and procedures need to be added.)

BENCHMARKS

Benchmarks are the major milestones that the student will demonstrate that will lead to the annual goal. Benchmarks usually designate a target time period for a behavior to occur (i.e., the amount of progress the student is expected to make within specified segments of the year). Generally, benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of their child’s progress toward the annual goals. For example, benchmarks may be used for this same student for this annual goal as follows:

- *By November, Grant will remain in his reading class for 15 minutes without disruptions.*
- *By February, Grant will remain in class for 25 minutes without disruptions.*
- *By April, Grant will remain in his reading class for 35 minutes without disruption.*
- *By June, Grant will remain in his reading class for 45 minutes without disruption.*

(Note: Evaluation criteria, schedule and procedures need to be added.)

EVALUATIVE CRITERIA

Evaluative criteria identify how well and over what period of time the student must perform a behavior in order to consider it met.

How well a student does could be measured in terms such as:

- frequency (e.g., 9 out of 10 trials)
- duration (e.g., for 20 minutes)
- distance (e.g., 20 feet)
- accuracy (90% accuracy)

The period of time a skill or behavior must occur could be measured in terms such as:

- number of days (e.g., over three consecutive days)
- number of weeks (e.g., over a four week period)
- occasions (e.g., during Math and English classes, on six consecutive occasions)

EVALUATION PROCEDURES

Evaluation procedures identify the method that will be used to measure progress and determine if the student has met the objective or benchmark. An evaluation procedure must provide an objective method in which the student's behavior will be measured or observed.

Examples: *structured observations of targeted behavior in class; student self-monitoring checklist; written tests; audio-visual recordings; behavior charting; work samples.*

EVALUATION SCHEDULES

Evaluation schedules state the date or intervals of time by which evaluation procedures will be used to measure the student's progress toward the objective or benchmark. It is not a date by which the student must demonstrate mastery of the objective.

Examples: *by March 2003, in three months, every four weeks, at the end of the term, quarterly*

WRITING SHORT-TERM INSTRUCTIONAL OBJECTIVES AND BENCHMARKS

The following template may assist in the writing of short-term objectives or benchmarks:

Student will (do what) – (to what extent) - (over what period of time) or (by when) as evaluated through _____ on the following schedule: _____.

Examples:

S. will wait his turn in group games for 3/5 turn-taking activities over three consecutive days as evaluated through teacher charting of the targeted behavior every 4 weeks.

K. will highlight and/or underline important concepts in reading materials on 4 out of 5 trials over a two-week period as evaluated through corrected work in class every 2 months.

By December, J. will initiate his class work when prompted by the teacher within 3 minutes over 10 consecutive trials as evaluated by structured observations of the targeted behavior once a month.

L. will use appropriate phrases to request toys or activities during free play on 5 trials over a 2-week period as evaluated by

structured observations every 8 weeks.

D. will wait until all directions are received before beginning activities or assignments as evaluated through teacher charting of the targeted behavior every 4 weeks.

By January, M. will independently remove himself from the situation on all occasions when he is teased by peers during recess as evaluated quarterly by daily self-monitoring checklists.

**MEASURING
PROGRESS
TOWARD ANNUAL
GOALS**

In accordance with the procedures, methods and schedules to measure a student's progress toward the annual goals, school personnel need to establish a reporting and recording system that ensures that a student's progress is objectively assessed. This information is necessary for reporting progress to parents and for the Committee to review the student's IEP. While reporting progress to parents may require more than a data recording form, Attachment 3 provides a supplemental form, as shown below, for school personnel to use to track each student's progress toward meeting the annual goals (also see page 90).

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

PROGRESS TOWARD ANNUAL GOAL:

1st period	2nd period	3rd period	4th period	July-August

<p>QUALITY INDICATORS</p>	<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. ☆ Identify objective procedures to evaluate a student's progress. ☆ Incrementally provide knowledge and skills towards achieving the student's projected post-school outcomes. ☆ 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.
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Resources for Additional Information:

- Sections 200.1, 200.4 and 200.16 of the Regulations of the Commissioner
- *A New Direction for IEPs in New York State*, 1999, New York State Education Department Training Program

See Attachment 5

SAMPLE:

MEASURABLE ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES/BENCHMARKS

ANNUAL GOAL: Kevin will accurately interpret graphs and charts to solve grade-level mathematical problems.			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule
Kevin will use manipulatives to reproduce graphs and charts to solve math problems.	4/5 times over 2 weeks	Classroom assignments Tests	Every 4 weeks
Kevin will highlight the large print graphs and charts to increase the contrast between the various parts of the graph, in order to solve math problems.	4/5 times over 2 weeks	Classroom assignments Tests	Every 4 weeks
Kevin will verbally describe the material presented on graphs and charts to the teacher, in order to solve the problem.	4/ 5 times over 2 weeks	Classroom assignments Tests	Every 4 weeks

ANNUAL GOAL: Kevin will use graphic organizers to write a three-paragraph essay using correct sequencing of sentences including topic sentence, supporting sentences and conclusion.			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule
Kevin will use graphic organizers to write a three-sentence paragraph using correct sequencing of sentences including topic sentence, supporting sentences and conclusion with assistance by November.	5/5 times over 2 weeks	Writing sample Tests Classroom assignments	Every 6 weeks
Kevin will use graphic organizers to write a five-sentence paragraph using correct sequencing of sentences including topic sentence, supporting sentences and conclusion with assistance by January.	4/ 5 times over 2 weeks	Writing sample Teacher observation Classroom assignments	Every 6 weeks
Kevin will use graphic organizers to write a two-paragraph essay using correct sequencing of sentences including topic sentence, supporting sentences and conclusion without assistance by March.	4/5 times over 2 weeks	Writing sample Teacher observation	Every 6 weeks
Kevin will use graphic organizers to write a three-paragraph essay using correct sequencing of sentences including topic sentence, supporting sentences and conclusion without assistance by June.	4/ 5 times over 2 weeks	Writing sample Tests Classroom assignments	Every 6 weeks

**Recommended
Programs and
Services**

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES

REQUIREMENTS

The IEP must indicate the recommended program and services as defined in law and regulation from the options set forth in sections 200.6 and 200.16 of the Regulations of the Commissioner; the class size, if appropriate; the supplementary aids and services to be provided to the student, or on behalf of the student; and a statement of the program modifications and/or supports for school personnel that will be provided for the student:

- to advance appropriately toward his or her annual goals;
- to be involved and progress in the general curriculum (or for preschool students, in appropriate activities);
- to participate in extracurricular and other nonacademic activities; and
- to be educated and participate in activities with other students with disabilities and with nondisabled students in the activities.

The regulations require that the IEP must state:

- the projected date for initiation of special education and related services and supplementary aids and services;
- the recommended special education programs and services, (special education and related services) specified from the options set forth in Regulations for the continuum of services (section 200.6 for school-age students and section 200.16 for preschool students);
- the frequency, location, duration and projected initiation date of such services;
- whether the student is eligible for a 12-month special service and/or program and the identity of the provider of services during the months of July and August; for preschool students, the reasons the student needs a 12-month program.
- the class size, if appropriate;
- the supplementary aids and services to be provided to the student or on behalf of the student;
- a statement of the program modifications to be provided on behalf of the student;
- supports for school personnel that will be provided for the student;
- the general education classes in which the student will receive consultant teacher services;
- any assistive technology devices or services needed for the student to benefit from education;
- a statement of any individual testing accommodations to be used that are needed in order for the student to participate in assessments;
- if the student will not participate in particular State or local assessments (or part of an assessment), why the assessment is not appropriate for the student and how the student will be

assessed.

- an explanation of the extent to which the student will not participate in general education programs (or for preschool students, in appropriate activities with age-appropriate nondisabled peers); and
- if the student is not participating in a general physical education program, the extent to which the school-age student will participate in specially-designed instruction in physical education, including adapted physical education.

In addition, for preschool students, the IEP must:

- identify an appropriate program and/or service selected from the lists of approved preschool programs;
- identify the child care location arranged by the parent or other site at which each service will be provided if the recommendation is for one or more related services selected from the list maintained by the municipality or itinerant services;
- define the extent to which the preschool student's parents will receive parent counseling and training, when appropriate; and
- identify the transportation option for the preschool child to receive programs and services.

DEVICES OR SERVICES TO ADDRESS UNIQUE NEEDS

The IEP must include a statement (under the applicable sections of the IEP) if the student needs a particular device or service (including an intervention, accommodation or other program modification) to address one or more of the following needs in order for the student to receive a free appropriate public education.

STRATEGIES, INCLUDING POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS TO ADDRESS THE BEHAVIOR WHEN A STUDENT HAS BEHAVIOR THAT IMPEDES HIS OR HER LEARNING OR THAT OF OTHERS

The Committee must determine what special education programs, services, supports, program modifications, accommodations and/or supports for school personnel are needed to address those behaviors that are impeding learning. The behavioral interventions and/or supports should be indicated under the applicable section of the IEP. For example, a Committee may determine that the positive behavioral supports a student needs require a special education service (e.g., consultant teacher), a related service (e.g., counseling), a program modification (e.g., special seating arrangements), assistive technology (e.g., communication board) and/or supports for school personnel (e.g., consultation with the school psychologist).

To ensure that all services recommended to address a student's behavior are clearly understood by the student's parent and school personnel, the IEP could include a summary statement (in the field entitled "Other Information") that specifies the combination of services, including interventions, accommodations and/or other program modifications to be provided.

LANGUAGE NEEDS OF THE STUDENT WITH LIMITED ENGLISH PROFICIENCY, AS SUCH NEEDS RELATE TO THE STUDENT'S IEP

In developing an IEP for a student with limited English proficiency (LEP), the Committee must consider how the student's level of English language proficiency affects the special education services that the student needs, including:

- whether a student with LEP may need special education services for those aspects of his or her educational program that addresses the development of English language skills and other aspects of the student's educational program (e.g., consultant teacher to be provided in the student's English as a second language course); and
- whether the special education services will be provided in a language other than English (e.g., bilingual speech and language therapy).

COMMUNICATION NEEDS OF THE STUDENT

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

For a student who is deaf or hard-of-hearing, such consideration must also include:

- the opportunities the student needs for direct communications with peers and professional personnel in the student's language and communication mode; and
- the student's academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

The communication needs of the student would be addressed on the IEP under the applicable sections. For example:

- "Annual Goals/ Short Term Objectives/Benchmarks" (e.g., reflecting instruction in sign language or use of an augmentative communication device).
- "Related Services" (e.g., reader)
- "Program Modifications/Accommodations/Supplementary Aids and Services" (e.g., instructional materials in alternative formats: audio text)
- "Assistive Technology Devices/Services" (e.g., tape recorder, computer, speech synthesizer, headphones; related hardware and software; instruction in the use of speech synthesizer software).
- "Testing Accommodations" (e.g., separate location with double time)

IN THE CASE OF A STUDENT WHO IS BLIND OR VISUALLY IMPAIRED, THE STUDENT'S NEED FOR

In the case of a student who is blind or visually impaired, the IEP must recommend that the student be provided instruction in Braille and in the use of Braille, unless the Committee determines, after reviewing the results of the student's individual evaluation, that instruction in Braille or the use of Braille is not appropriate for that

INSTRUCTION IN
BRAILLE AND THE USE
OF BRAILLE

student. If instruction in Braille or the use of Braille is to be provided, this would be documented under the applicable sections of the IEP, for example:

- “Annual Goals/ Short Term Objectives/Benchmarks” (e.g., reflecting instruction in the use of Braille and/or instruction in the use of a related assistive technology device).
- “Related Services” (e.g., teacher of the blind and visually impaired; parent counseling and training in use of the Braille Lite).
- “Program Modifications/Accommodations/Supplementary Aids and Services” (e.g., instructional materials in alternative formats: Braille text).
- “Assistive Technology Devices/Services” (e.g., Braille Lite; refreshable Braille notetaker; related hardware and software; instruction in the use of Braille).
- “Supports for School Personnel” (e.g., training in the use of the Braille Lite).

THE STUDENT’S NEED
FOR ASSISTIVE
TECHNOLOGY
DEVICES AND
SERVICES

The Committee must consider each student’s need for assistive technology devices and/or services. If a student needs such devices and/or services the IEP must specify:

- the nature of the assistive technology to be provided;
- the services the student needs to use the assistive technology device;
- the frequency, duration of such services;
- the location where the assistive technology devices and/or services will be provided; and
- whether such device is required to be used in the student’s home or another setting in order for the student to receive a free appropriate public education.

(Also see pages 44-45.)

(Attachment 2 provides additional guidance on the consideration of these special factors.)

**CONSIDERATIONS
TO DEVELOP
RECOMMENDED
PROGRAMS AND
SERVICES**

The recommended special education programs and services on a student’s IEP identify what the school will do so that the student is able to achieve the annual goals and to participate and progress in the general education curriculum (or for preschool students, age appropriate activities) in the least restrictive environment. In determining the recommended programs and services for each student to achieve his or her annual goals, the Committee needs to consider the results of the student’s evaluation, the student’s strengths, the concerns of the parents for enhancing the education of their child, the results of any general State or districtwide assessment programs and any special considerations unique to this student.

In all cases, the determination of programs and services must be individually determined on the basis of each student's abilities and needs. The recommendations of the programs and services a student needs cannot be based solely on factors such as the category of the student's disability, the availability of special education programs or related services or personnel, the current availability of space, administrative convenience, or how the district/agency has configured its special education service delivery system.

PROJECTED DATE OF INITIATION OF SERVICES

The IEP must indicate the projected date of the initiation of each of the services, supports, program modifications and accommodations recommended on the IEP. Some of the services may pertain specifically, for example, to the student's July/August program or to a general education summer school academic program the student must attend. For example:

	Frequency	Duration	Location	Initiation Date
Speech/Lang Therapy- Ind	2x week	30 min.	Therapy room	10/14/02- 6/24/03
Speech/Lang Therapy-group	2 x week	30 min.	Therapy room	7/5/03 – 8/14/03

SPECIAL EDUCATION PROGRAM/ SERVICES

The IEP must specify the special education program and/or services needed by the student. Special education programs and services include:

- special classes,
- resource rooms,
- direct and/or indirect consultant teacher services,
- travel training,
- home instruction, and
- special teachers, including itinerant teachers.

There are additional special education programs/services (e.g., transitional support services, assistive technology services and transition services) that will be documented in other sections of the IEP.

In recommending special education services for a preschool student, the CPSE must first consider the appropriateness of providing (1) related services only or (2) special education itinerant services only, or (3) related services in combination with special education itinerant services or (4) a half-day preschool program or (5) a full day program.

SPECIAL EDUCATION ITINERANT TEACHER (SEIT)

For preschool students, SEIT services are provided for the purpose of providing specialized individual or group instruction and/or indirect services. Indirect SEIT services means consultation provided by a certified special education teacher to assist the student's teacher in adjusting the learning environment

and/or modifying the teacher's instructional methods to meet the student's individual needs. SEIT services may be provided to a preschool student with a disability who attends an early childhood program (or with documented medical or special needs, SEIT may be provided in the student's home). Recommendations for SEIT services should specify if the service will be provided on an individual or group basis.

CONSULTANT
TEACHER SERVICES

Consultant teacher services are defined as direct and/or indirect services provided to a school-age student with a disability who attends general education classes, including career and technical education classes, and/or to such student's general education teachers.

- Direct consultant teacher services means specially designed individualized or group instruction provided by a certified special education teacher to a student with a disability to aid the student to benefit from the student's general education classes.
- Indirect consultant teacher services means consultation provided by a certified special education teacher to general education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.

If the student's IEP indicates consultant teacher services, the IEP *must* specify the general education class(es) (including career or technical education classes, as appropriate) where the student will receive the services.

A student could receive both direct and indirect consultant teacher services. It is recommended that the IEP specify the type of consultant teacher services the student will receive (i.e., direct or indirect) so that it is clear to parents and educators the extent to which such services will be provided. If indirect consultant teacher services are to be provided, the IEP must indicate the general education class being taught by the teacher receiving the consultation (e.g., Consultant Teacher – indirect for English).

The effective implementation of this service requires general and special education teachers to work cooperatively to address the needs of students with disabilities. Following the development of an IEP in which consultant teacher services are recommended, the general education teachers of the student for whom the service will be provided must be given the opportunity to participate in the instructional planning process with the consultant teacher to discuss the objectives and to determine the methods and schedules for such services.

RESOURCE ROOM PROGRAM

A resource room program is a special education program for a student with a disability who needs *specialized supplementary instruction* (i.e., in addition to the student's general education instruction) in an individual or small group setting for a portion of the school day. As examples, a resource room program might be recommended for students who need specialized supplementary instruction in organization skills, reading, the use of an assistive technology device, the use of Braille or the use of a compensatory strategy.

SPECIAL CLASS

Special class means an instructional group consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction. A special class may be provided as a separate class or as a class within a general education class.

If the student's IEP indicates special class, the IEP must describe the special class size. Special class size is defined as the maximum number of students who can receive instruction together in a special class and the number of teachers and paraprofessionals assigned to the special class (e.g., six students to one teacher and one paraprofessional). For preschool students, the IEP must also indicate if the special class is a half-day or a full-day program.

TRAVEL TRAINING

Travel training is a special education service that means providing instruction, as appropriate, to students with significant cognitive disabilities and any other students with disabilities who require this instruction to enable them to develop an awareness of the environment in which they live and learn the skills to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

ADAPTED PHYSICAL EDUCATION

Adapted physical education means a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the general physical education program.

RELATED SERVICES

Related services means developmental, corrective and other supportive services as required to assist a student with a disability. The IEP must indicate the specific related services, if any, needed by the student based on the individual student's need for the service. The IEP should specify if the services will be provided in individual or small group sessions. Related services include, but are not limited to, such services as:

- speech/language pathology
- audiology services

- psychological services
- counseling services
- physical therapy
- orientation and mobility services
- parent counseling and training¹
- school health services
- school social work
- assistive technology services
- rehabilitation counseling

**PROGRAM
MODIFICATIONS,
ACCOMMODATIONS,
SUPPLEMENTARY
AIDS AND
SERVICES**

Supplementary aids and services and/or program modifications or supports means aids, services and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment. The IEP must specify the projected date for initiation of services and the frequency, location and duration of such services. Following are examples of supplementary aids and services, accommodations and program modifications:

- A note taker
- Instructional materials in alternative formats (e.g., Braille, large print, books on tape)
- Extra time to go between classes
- Special seating arrangements
- Highlighted work
- Books on tape
- Study guide outlines of key concepts
- Use of a study carrel for independent work
- Assignment of paraprofessional staff
- Behavior management/support plan
- Extra time to complete assignments

**ASSISTIVE
TECHNOLOGY
DEVICES AND
SERVICES**

The IEP must describe any assistive technology devices and/or services needed for the student to benefit from education, including whether the use of a school-purchased assistive technology device is required to be used in the student's home or in other settings in order for the student to receive a free appropriate public education.

¹ Parent counseling and training means assisting parents in understanding the special needs of their child; providing parents with information about child development; and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP. While parent counseling and training may be recommended for any student, the regulations require that provision must be made for parent counseling and training, as appropriate, to enable parents to perform appropriate follow-up intervention activities at home:

- for parents of students placed in certain special classes;
- for students with autism; and
- for preschool students.

- 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 devices can range from “low technology” items like pencil grips, markers or paper stabilizers to “high technology” items such as voice synthesizers, Braille readers or voice activated computers.
- 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.

When a student needs an assistive technology device or service, the Committee needs to consider what instruction the student might require to use the assistive technology device as well as any supports and services the student and/or the student’s teachers may need related to the use of the device.

SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT

Supports for school personnel are those that would help them to more effectively work with the student. This could include, for example, special training for a student’s teacher to meet a unique and specific need of the student. The IEP must describe the supports for school personnel that will be provided on behalf of the student in order for the student to advance toward attaining the annual goals, to be involved in and progress in the general curriculum and to participate in extracurricular and other nonacademic activities. These supports for school personnel are those that are needed to meet the unique and specific needs of the student.

Examples of supports that may be provided for school personnel include:

- information on a specific disability and implications for instruction;
- training in use of specific positive behavioral interventions;
- training in the use of American Sign Language;
- assistance with curriculum modifications;
- behavioral consultation with school psychologist, social worker or other behavioral consultant;
- transitional support services.

TRANSITIONAL SUPPORT SERVICES

Transitional support services may be recommended for a student’s general or special education teacher(s) to aid in the provision of appropriate services to a school age student with a disability transferring to a general education program or to a program or service in a less restrictive environment.

**FREQUENCY,
DURATION AND
LOCATION**

The IEP must indicate how often, how long and where each recommended service is needed by the student. These must be stated with sufficient clarity to be understood by all persons involved in the development and implementation of the IEP. This quantifies the school's commitment of resources to address the student's needs.

The frequency and/or duration of services must be specific enough so that the extent to which services will be provided is clear. Only in unique situations when the frequency or duration of a service may vary because of a student's unique needs may frequency or duration be indicated on the IEP as a range (e.g., 30 – 40 minutes per day as determined by the student's evidence of fatigue). A range may not be indicated for reasons other than to address a student's unique needs (e.g., personnel availability or administrative convenience).

To be considered a special education program or service, the Regulations require a minimum frequency and/or duration for certain special education programs and related services:

- SEIT – minimum two hours per week
- Consultant teacher – minimum two hours each week (in any combination of direct and/or indirect services)
- Speech and language services – minimum two 30-minute sessions per week
- Resource room programs – minimum three hours per week

FREQUENCY

Frequency is the number of sessions a service will be provided during a particular time period (e.g., 3 times per week). This must be stated on the IEP in a manner that is appropriate to the type of service being provided. Frequency can be stated, for example, as the number of times per day, week or month that a service will be provided.

DURATION / INTENSITY

Duration or intensity is the amount of time within a time period that a service will be provided. Duration can be stated, for example, as the number of minutes per session or per week (e.g., 3 hours per week) or the duration of an activity (e.g., for all writing assignments).

LOCATION

The "location" of services in the context of a student's IEP generally refers to the type of environment that is the appropriate place where a particular service, program modification or accommodation would be provided. The decision as to the location where a service will be provided should be made in consideration of the least restrictive environment provisions and in consideration of the student's overall schedule and participation in general education classes. A Committee should first consider the

general education class as the location for special education services including related services rather than a separate location in order to facilitate the student's maximum participation in general education programs and in the general education curriculum.

The determination of location for the special education services may influence decisions about the nature and amount of these services and when they should be provided. For example, an appropriate location for the related service of occupational therapy may be the English class during which the student may have opportunities for writing activities.

- The location where services will be provided needs to be stated specifically enough so the Committee's recommendations regarding location of services is clear (e.g., English class; gymnasium; separate therapy room; cafeteria; playground; community; special class; general education summer school academic program).
- It is generally not sufficient to simply state "within general education classes or outside general education classes" for the location of services.
- The location of services should be more specific than simply stating the provider of services or where the student attends school (e.g., within the public school, at the BOCES Center, at the approved private school).

For preschool students, if the recommendation is for one or more related services or itinerant services, the IEP must indicate the child care location arranged by the parent or other site at which each service will be provided. The location must also indicate where, within that site, the services will be provided (e.g., speech and language therapy in the preschool class).

SPECIAL TRANSPORTATION NEEDS

The IEP must specify any special transportation, including any specialized transportation equipment (such as special or adapted buses, lifts and ramps), needed by the student based on his or her unique needs related to the student's disability to:

- travel to and from school (including such school-related programs as work programs and settings other than the school where the student receives education or special education services); and, as appropriate,
- to travel in and around the school.

In developing its recommendation for a preschool student with a disability, the CPSE must identify transportation options for the student and encourage parents to transport their child at public expense where cost-effective. The IEP must indicate how the preschool student will be transported to his or her special education program (e.g., parent transportation or transportation arranged by the county).

TESTING ACCOMMODATIONS

The IEP must indicate the needed individual testing accommodations, if any, to be used consistently by the student:

- in his or her recommended education program;
- in the administration of districtwide assessments of student achievement; and
- consistent with Department policy, in State assessments of student achievement that are needed by the student to participate in the assessment.

Testing accommodations must be clearly stated to ensure a consistent understanding by the Committee, school principal, teacher(s), paraprofessionals, student and the student's parents. Specific testing accommodations (e.g., use of word processor) should be indicated, not generic test accommodation categories (e.g., answers recorded in any manner).

It is appropriate to indicate the conditions or types of tests that will require testing accommodations. Such conditions may include the length of the test, the purpose of the test, presentation of test items and the method of response required by the student. As examples: a student with a motor impairment may need a scribe for tests requiring extensive writing such as essay writing, but not for multiple-choice tests; a student may need breaks at certain intervals for tests longer than an hour in length but not for 40 minute classroom tests.

A particular test accommodation may also be needed due to and in conjunction with the provision of another accommodation. For example, separate setting may be needed when the student has the use of a scribe. In such instances, both accommodations must be indicated on the IEP and qualifying conditions would be indicated as appropriate.

If it is determined that the student needs a particular testing accommodation for all tests, then qualifying conditions are not indicated or would indicate "all tests."

When documenting the following accommodations, the following specifications should be included

- When documenting extended time, specify the amount of extended time (e.g., time and a half, double time).
- When documenting breaks, specify the duration of break and at what intervals (e.g., ten-minute break every 40 minutes).
- When documenting directions read or signed or listening passages read or signed more than the standard number of times, specify the number of times (e.g., directions read two more times than the standard number of times provided for all students as per Department directions).

- When documenting separate setting, specify individual or small group.
- When documenting adaptive furniture, special lighting or acoustics, specify type (e.g., study carrel).

Qualifying terms such as “as appropriate” or “when necessary” should not be used on the IEP.

Testing accommodations should not be indicated in a test-specific manner (e.g., “calculator with fraction capability,” not “calculator with fraction capability on Regents examination in mathematics”).

Example:

Testing Accommodation	Conditions	Specifications
<i>Use of scribe</i>	<i>For tests requiring essay writing</i>	
<i>Separate setting</i>	<i>When using a scribe</i>	<i>Individual</i>
<i>Directions read</i>	<i>All tests</i>	<i>2 additional times</i>
<i>Breaks</i>	<i>For tests longer than 30 minutes in length</i>	<i>5 min. break every 30 min.</i>

PARTICIPATION IN STATE AND DISTRICTWIDE ASSESSMENTS

All students with disabilities must be included in State or districtwide assessment programs. If the Committee determines that the student will not participate in a particular State or districtwide assessment, or a portion of the assessment, the IEP must:

- specify the State or districtwide tests or portions of tests that the student will not participate in;
- include a statement of why that assessment (or specific portions) is not appropriate for the student; and
- indicate how the student will be assessed.

If the student meets the criteria for participation in the New York State Alternate Assessment for Students with Severe Disabilities (NYSAA), the IEP must indicate that the student will not be participating in the State assessments administered to general education students, and the IEP must indicate that the student will participate in the NYSAA.

There are some students with disabilities who may not be appropriate for participation in the State assessments and who do not meet the participation criteria for the NYSAA. For these students, other assessments must be identified in accordance with the March 2002 “Supplemental Guidelines for Participation of Students with Disabilities in State Assessments: Locally Selected Assessments” and any subsequent guidelines.

This section of the IEP would be completed for preschool students only if there is an assessment program for nondisabled preschool students.

**PARTICIPATION IN
GENERAL
EDUCATION
PROGRAMS,
INCLUDING
EXTRA-
CURRICULAR AND
OTHER
NONACADEMIC
ACTIVITIES**

Removal from the general educational 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.

- The IEP must provide an explanation of the extent, if any, to which a student will not be educated in general education classes and/or participating in extracurricular and nonacademic activities with nondisabled peers. The explanation would identify the general education classes, extracurricular and nonacademic activities in which the student will not participate, as a result of his or her disability, and explain why the Committee made those decisions based on the unique needs of the student. For example:

Richard needs a special class for each subject area because he is very distractible, even with small group work or working at a study carrel in a general education class; his tantrums and self-stimulatory behaviors necessitate a small student-teacher ratio.

- For preschool students, the IEP must provide an explanation of the extent, if any, to which the student will not be participating in age-appropriate activities with nondisabled peers and indicate if the special education services will be provided in a setting with no regular contact with age-appropriate peers without disabilities. For example:

Darcy's hypersensitivity to noise and visual distractions requires extensive environmental modifications that an integrated setting could not provide. Her screaming and running behaviors significantly impact the learning of others.

- If a student is not participating in a general physical education program, the IEP must indicate the extent to which the student will participate in specially designed instruction in physical education, including adapted physical education.

**LANGUAGE
OTHER THAN
ENGLISH
EXEMPTION**

A student identified as having a disability which adversely affects the ability to learn a language may be excused from the language other than English requirement if such student's IEP indicates that such requirement is not appropriate to the student's special educational needs. For further information, refer to: <http://www.emsc.nysed.gov/ciai/lote.html>.

QUALITY INDICATORS	<p>The recommended special education programs and services, as documented on the student's IEP:</p> <ul style="list-style-type: none"> ☆ Specify resources needed to accomplish goals and to participate in general education curriculum (or, for preschool students, to participate in age-appropriate activities). ☆ Address transition needs, as appropriate. ☆ Reflect educational needs identified in present levels of performance (i.e., identifies the supports and services to be provided to the student to address each of the student's identified needs). ☆ Reflect input from parents. ☆ Are only as "special" as are needed by the student. ☆ Promote the student's participation in the least restrictive environment. ☆ Are age-appropriate. ☆ Facilitate active participation by the student. ☆ Are written in language the parents and educators can understand. ☆ Are clearly stated as to identify the district's commitment of resources to assist the student in reaching his or her goals. ☆ Identify the programs and services a student will receive using terminology from law and regulation.
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Resources for Additional Information:

- Sections 200.1, 200.4, 200.6 and 200.13 and 200.16 of the Regulations of the Commissioner of Education
- *Amendment to Section 200.2 of the Regulations of the Commissioner Implementing Chapter 377 of the Laws of 2001: Plans to Provide Instructional Materials in Alternative Formats for Students with Disabilities* – Policy 02-05; May 2002
- *Assistive Technology Devices and Services* – September 1995
- *Braille Instruction for Students who are Blind and Visually Impaired* – Policy 98-01, April 1998
- *Educating Blind and Visually Impaired Students: Policy Guidance* - Federal Register/ Vol. 65
- *The State Alternate Assessment for Students with Severe Disabilities*, March 2001
- *Supplemental Guidelines for Participation of Students with Disabilities in State Assessments: Locally Selected Assessments*, March 2002
- *Test Access and Modification for Individuals with Disabilities*, December 1995
- *Transition Services: A Planning and Implementation Guide* – July 1994
- *The Committee on Special Education Program: A Parent's Guide Videotape*, 2002
- *Access to General Education Curriculum: Building Opportunities for Participation*, Dec. 2001*
- *Alternate Assessment: Assessing Students with Severe Disabilities*, April 2001*
- *Assistive Technology – The New Power Tools*, January 2001*
- *Effective Models in Transition Planning for Students with Disabilities*, April 2002*

* Tools for Schools Broadcasts

See Attachment 5

SAMPLE

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES

SPECIAL EDUCATION PROGRAM/SERVICES				
	Frequency	Duration	Location	Initiation Date
Resource Room	5X week	40 minutes	Resource room	10/14/02
Consultant teacher (direct)	3X week	40 minutes	English class	10/14/02

RELATED SERVICES				
	Frequency	Duration	Location	Initiation Date
Speech and Language Therapy - Group	2x week	30 minutes	Therapy room	10/14/02
Counseling – individual	1x week	30 minutes	Counselor's office	10/14/02
Job Coach - individual	1x week	120 minutes	Job site	1/3/03

PROGRAM MODIFICATIONS/ACCOMMODATIONS/SUPPLEMENTARY AIDS AND SERVICES				
	Frequency	Duration	Location	Initiation Date
Use of graphic organizers for writing assignments	Daily	Writing assignments	English class History class	10/14/02
Extended time for writing assignments	Daily	Writing assignments	English class History class	10/14/02
Scheduled rest periods for fatigue	Daily every 2 hours	20 minutes	Nurse's office	10/14/02
Presentation of curricula content organized into smaller parts.	Daily	New lessons	All academic classes	10/14/02
Teacher provided notes or outlines of unit information	Once a week	New lessons & units	All academic classes	10/14/02

ASSISTIVE TECHNOLOGY DEVICES/SERVICES				
	Frequency	Duration	Location	Initiation Date
Computer program graphic organizer	Daily	Writing assignments	English class History class	10/14/02

SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF STUDENT				
	Frequency	Duration	Location	Initiation Date
Consult with behavior management counselor	1X mo. for 3 months	30 minutes	Staff meeting room	10/14/02

SPECIAL TRANSPORTATION NEEDS: None

OTHER: Assignment notebook; written schedule to assist Kevin to transition from class to class.

TESTING ACCOMMODATIONS

The following testing accommodations will be used consistently:

- in the student's education program,
- in the administration of districtwide assessments of student achievement and,
- in the administration of State assessments of student achievement, consistent with State Education Department policy.

TESTING ACCOMMODATION	CONDITIONS	SPECIFICATIONS
Extended time	For tests requiring extended writing (essay) responses	Double Time
Separate setting	All tests	Small group – quiet with limited visual distractions
Breaks	For tests longer than 40 minutes in length	10 minute break every 40 minutes

PARTICIPATION IN ASSESSMENTS

- Student will participate in the same State or local assessments that are administered to general education students.
- The following State or local assessments (or part of an assessment) that are administered to general education students are not appropriate for the student:

Assessment(s): _____

Reason not appropriate: _____

How student will be assessed:

- New York State Alternate Assessment for Students with Severe Disabilities
- Other _____

REMOVAL FROM THE GENERAL EDUCATIONAL 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.

- Explanation of the extent, if any, to which the student will not participate in general education programs, including extra curricular and other nonacademic activities: Kevin will receive resource room services for supplementary instruction on organizational strategies, counseling and speech and language therapy in lieu of study halls. These services will be provided in place of study halls due to Kevin's problems with new learning and organization and to meet his need for structured small group and individual instruction and counseling. Kevin cannot participate in contact sports without prior medical clearance.
- The student will not participate in the general physical education program, but will participate in specially designed or adapted physical education.

LANGUAGE OTHER THAN ENGLISH EXEMPTION No

- Yes, the student's disability adversely affects the ability to learn a language, and the student is excused from the language other than English requirement.

Transition Activities

COORDINATED SET OF TRANSITION ACTIVITIES (SCHOOL TO POST SCHOOL)

REQUIREMENTS

Beginning at age 14 and updated annually, the IEP must include a statement of the transition service needs of the student that focus on the student's courses of study (such as participation in advanced placement courses or a vocational education program).

Beginning at age 15 (and younger if appropriate) the IEP must include a statement of the needed transition services including a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of services and activities that promote movement from school to post-school opportunities, or both, before the student leaves the school setting. The IEP must include those transition services/activities in each of the following areas as appropriate to the needs of the individual student:

- instruction,
- related services,
- employment and other post-school adult living objectives,
- community living experiences,
- activities of daily living, if appropriate, and
- functional vocational assessment, if appropriate.

WHAT ARE TRANSITION SERVICES?

Transition services means a coordinated set of activities for a student with a disability, designed within an outcome-oriented process, that promotes movement from school to post-school activities. Post-school activities include, but are not limited to:

- post-secondary education,
- vocational training,
- integrated competitive employment (including supported employment),
- continuing and adult education,
- adult services,
- independent living or community participation.

Transition services should be those that assist the student to reach his or her projected post-school outcomes.

WHAT INFORMATION SHOULD A COMMITTEE USE TO DETERMINE A STUDENT'S NEEDED TRANSITION SERVICES?

The coordinated set of activities must be based on the individual student's needs, taking into account the student's preferences and interests. To determine the transition services the student needs, the Committee should consider the student's most recent evaluation information including vocational assessment, teacher recommendations, annual reviews, student aptitudes and accomplishments, parent concerns and student goals.

WHAT IS THE PURPOSE OF TRANSITION PLANNING AND TRANSITION PROGRAMS AND SERVICES?

The purpose of transition programs and services is to incrementally prepare students with disabilities to live, learn and work within the community by providing them with career and life skills, knowledge and experiences.

Transition planning focuses attention on how the student's educational program can be planned to help the student make a successful transition to his or her goals for life after high school, including:

- providing instruction and courses of study that are meaningful to the student's future and will motivate the student to complete his or her education;
- teaching students the skills and knowledge needed in adult life (including career development and occupational skills); and
- providing contacts (linkages) with adult agencies to provide a smooth transition.

STATEMENT OF NEEDED TRANSITION SERVICES

The statements of needed transition services, developed in consideration of the student's needs, preferences and interests, should specify the particular activity or service and the participating agency (i.e., the school district or another agency) providing the service. The beginning date for the service should be provided if the date of initiation is different than the date of initiation for the IEP.

INSTRUCTION

The IEP must identify any instruction and/or specific courses that the student might need to prepare the student for post-school living. Instruction could include specific general and/or special education course instruction, career and technical education, or advanced placement course(s); and/or instruction to learn a particular skill (e.g., instruction in problem solving skills, how to use public transportation, how to use a particular assistive technology device, how to balance a checkbook, etc.).

RELATED SERVICES

The IEP must identify any related services (e.g., rehabilitation counseling services; job coach; school social work; orientation and mobility services) the student may need as a transition service to support the student in attaining the projected post-school outcomes. (Related services recommended as a transition activity must also be documented under the IEP section "Special Education Program/Services").

EMPLOYMENT, OTHER POST-SCHOOL ADULT LIVING OBJECTIVES

The IEP must identify what services or activities the student needs to prepare him or her for employment and to assist the student in meeting other post-school adult living objectives (e.g., participation in a work experience program; assistance with completing college or employment applications; practice in interviewing skills; travel training).

COMMUNITY EXPERIENCES

The IEP must indicate if a student needs to participate in community-based experiences or learn to access community resources (e.g., after school jobs, use of public library, community recreational activities) to achieve his or her projected post-school outcomes.

ACTIVITIES OF DAILY LIVING

If appropriate to the needs of the student, the IEP must indicate the services or activities that will assist the student in activities of daily living skills (e.g., dressing, hygiene, self-care skills, self-medication).

FUNCTIONAL VOCATIONAL ASSESSMENT

The IEP must indicate if the student will need a functional vocational assessment as a transition service or activity. A functional vocational assessment is an assessment to determine a student's strengths, abilities and needs in an actual or simulated work setting or in real work sample experiences.

WHAT IS THE DEFINITION OF A PARTICIPATING AGENCY?

Participating agency means a State or local agency, other than the public agency responsible for a student's education, which is financially and legally responsible for providing transition services to the student.

When an agency agrees to provide a service, the IEP must include the service and the implementation date of the service if it is different than the implementation date of the IEP.

WHAT IF THE PARTICIPATING AGENCY FAILS TO PROVIDE SERVICES AS PLANNED?

If a participating agency fails to provide agreed-upon transition services contained in the student's IEP, the district responsible for the student's education must, as soon as possible, initiate a meeting to identify alternative strategies to meet the transition objectives, and if necessary, revise the student's IEP.

QUALITY INDICATORS	<p>The recommended coordinated set of transition activities:</p> <ul style="list-style-type: none"> ☆ Are based on individual needs and correspond to careers and real life skills. ☆ Are based on assessment information including vocational assessment. ☆ Promote movement from school to post-school employment, education, and community living. ☆ Focus on the student's strengths, interests and abilities. ☆ Assist the student to realize the projected post-school outcomes. ☆ Address instruction and courses of study beginning at age 14. ☆ Address instruction, related services, community experiences and preparation for employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation beginning at age 15. ☆ Reflect involvement and connections with general and career and technical education programs as well as post-school supports and programs. ☆ Are developed with students and parents as active participants. ☆ Clearly identify the responsibilities of the school district and other agencies.
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Resources for Additional Information:

- *Transition Services: A Planning and Implementation Guide* – July 1994
- <http://www.vesid.nysed.gov/specialed/transition/home.html> Transition Services Web Site
- *Effective Models in Transition Planning for Students with Disabilities*, Videotape, April 2002

See Attachment 5

SAMPLE:

COORDINATED SET OF TRANSITION ACTIVITIES (SCHOOL TO POST SCHOOL)

- For students ages 14 and older, courses of study (i.e., instructional activities and educational experiences) to meet transition needs:
- For students beginning at age 15 (and younger if deemed appropriate) needed transition services/activities in each area:

COORDINATED SET OF TRANSITION ACTIVITIES	ACTIVITY	SCHOOL DISTRICT/AGENCY RESPONSIBLE	DATE
Instruction	Resource room to address organization strategies	Home district	10/14/02
	Horticulture class	ABC Career and Technical Education Center	1/4/03
Related Services	Counseling services	Home district	10/14/02
	Job Coach	Youth Career Support Services, Inc.	1/3/03
Development of Employment/Other Post-School Adult Living Objectives	Resume development; interview skills; application completion	Youth Career Support Services, Inc.	3/1/03
Community Experience	3 community experiences with job coaching – florist; retail; landscaping	Youth Career Support Services, Inc.	1/3/03
Acquisition of Daily Living Skills	NA		
Functional Vocational Assessment	Situational assessment with job experiences	Youth Career Support Services, Inc.	1/3/03

Placement

PLACEMENT RECOMMENDATION

REQUIREMENTS

The IEP must indicate:

- the recommended placement of the student; and
- the provider of services for students recommended for extended school year (i.e., July-August) programs.

In addition, for preschool students, the IEP must:

- identify the approved provider from the lists of preschool programs and services established pursuant to section 4410 of the Education Law; and
- provide a reason why a preschool student has been recommended for extended school year services.

HOW SHOULD PLACEMENT BE INDICATED?

For purposes of the IEP, the identification of placement needs to specify where the student's IEP will be implemented. Placement should indicate the type of setting where the student will receive special education services and, whenever possible, include the name of the school. For example:

- *Public school district - Anaheim High School*
- *BOCES class –Johnson Educational Center Based Program*
- *BOCES class in public school - Kyle Middle School*
- *Approved private school – day: Koppel Hill Center*
- *Special Act School District – XYS Union Free School District*
- *5-day Residential – Rome School for the Deaf*
- *Residential – in State: Century First Child and Family Center*

PLACEMENT SHOULD NOT BE CONFUSED WITH LOCATION OF SERVICES

The student's placement is the setting in which the student's IEP will be implemented. The location where each of the recommended services will be provided, as indicated in the section *Recommended Special Education Programs and Services*, specifies where within that placement the services will be provided (e.g., Placement: Darry Public High School. Location of Services: consultant teacher services will be provided in the general education math class; special class will be in the general education English class; individual speech and language therapy will be provided in a separate therapy room).

EXTENDED SCHOOL YEAR SERVICES

A student's need for extended school year services must be made on an individual basis. Extended school year services must be provided only if a Committee determines that services are necessary for the provision of a free appropriate public education to the student. Some students may require special education services during the months of July and August to prevent substantial regression. Substantial regression means a student's inability to maintain developmental levels due to a loss

of skill or knowledge over the summer months of such severity as to require an inordinate period of review at the beginning of the school year (e.g., eight weeks or more) in order to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year.

The IEP must indicate:

- whether the student met the eligibility criteria for extended school year services;
- for preschool students, the reasons the student needs a structured learning environment of 12 months duration to prevent substantial regression; and
- the recommended provider of the extended school year program.

Placement decisions for extended school year services must also be developed consistent with least restrictive environment regulations. Schools are not, however, required to create new programs as a means of providing extended school year services to students with disabilities in integrated settings if it does not provide services at that time for its nondisabled students. However, the Committee could recommend that a student receive his/her extended school year services in a noneducational setting (e.g., a community recreational program that has been arranged for by the parent.)

Extended school year programs or services may be provided in a setting that differs from the one the student attends during the school year, provided the Committee determines that the setting is appropriate for the student to benefit from the special education services and to meet his/her IEP goals.

HOW IS PLACEMENT DETERMINED?

The recommended placement of the student must be developed in conformity with the least restrictive environment provisions of the Regulations of the Commissioner of Education.

- Placement must be based on the student's IEP and determined annually.
- Placement must be as close as possible to the student's home and, unless the student's IEP requires some other arrangement, the student must be educated in the school he or she would have attended if not disabled.
- In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the student or on the quality of the services that the student needs.
- A student with a disability must not be removed from education in age-appropriate general education classrooms

solely because of needed modifications in the general curriculum.

The IEP forms the basis for the placement recommendation. Only after consideration and development of all other components of the student's IEP, including the identification of the student's strengths, needs, goals and the services necessary to meet those goals, does the Committee determine the recommended placement that is most appropriate for the individual student.

Placement decisions must:

- be based on the student's strengths and needs;
- reflect consideration of whether the student could achieve any of his/her IEP goals in a general education class with the use of supplementary aids and services and/or modifications to the curriculum;
- consider the nonacademic benefits to the student that will result from interaction with nondisabled students; and
- be developed in conformity with the least restrictive environment requirements.

In addition, for **preschool students**, prior to recommending the provision of special education services in a setting which includes only preschool children with disabilities, the CPSE must first consider providing special education services in a setting where age-appropriate peers without disabilities are typically found. A CPSE may only consider provision of special education services in a setting with no regular contact with age-appropriate peers without disabilities when the nature or severity of the child's disability is such that education in a less restrictive environment with the use of supplementary aids and services cannot be achieved satisfactorily.

Placement decisions must be made on an individual basis in consideration of the student's unique needs. Placement decisions should not be based solely on:

- category of disability,
- availability of special education and related services,
- design of the service delivery system,
- availability of space, or
- administrative convenience.

**LEAST
RESTRICTIVE
ENVIRONMENT**

Least restrictive environment means that placement of students with disabilities in special classes, separate schools and other removal from the general educational 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. The placement of an individual student with a disability in the least restrictive environment 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; and
- be as close as possible to the student's home and, unless the student's IEP requires some other arrangement, the student must be educated in the school he or she would have attended if not disabled.

<p>QUALITY INDICATORS</p>	<p>Placement decisions:</p> <ul style="list-style-type: none"> ☆ Are based on student's individual strengths and needs, without regard to classification. ☆ Are determined by a process that first considers a general education environment in the school the student would attend if he/she did not have a disability. ☆ Reflect consideration of the full range of the student's needs and abilities (academic or educational achievement and learning characteristics, social development, physical development and management needs, including a student's transition needs). ☆ Reflect consideration of whether the student could achieve any of his/her IEP goals in a general education class, including nonacademic classes, with the use of supplementary aids and services. ☆ Are not based solely on whether the student needs modifications to the curriculum. ☆ Reflect flexible consideration of all options of the continuum of services. ☆ Consider opportunities for the student to participate with students without disabilities in all nonacademic and extracurricular activities. ☆ Consider potential harmful effects of removal from the general education setting or on the quality of services the student needs. ☆ Consider proximity to the student's home. ☆ Are reviewed at least annually.
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REPORTING PROGRESS TO PARENTS

REQUIREMENTS

The IEP must provide a statement of how the student's parents will be regularly informed of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year. The frequency at which parents are informed must be at least as often as parents of nondisabled students are informed of their child's progress.

WHAT IS THE PURPOSE OF REPORTING PROGRESS TO PARENTS?

Regular reports to parents provide a mechanism to monitor a student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. The process of assessing, evaluating, and reporting student progress enables the school and the parents to monitor student learning and identify what action, if any, is needed to help a student succeed. If progress is such that the student is not expected to reach his/her annual goals, the Committee should review and, if appropriate, revise the student's IEP to ensure the student is being provided the appropriate supports and services.

WHAT SHOULD BE INCLUDED IN THE PROGRESS REPORT?

The report of the child's progress must, at a minimum, inform parents of:

- their child's progress toward the annual goals; and
- whether this progress is sufficient in order for their child to achieve the goals by the end of the school year.

The objectives/benchmarks provide the steps towards the annual goals and establish the criteria, schedule and method for evaluating the student's progress. Establishing goals that are measurable is important so that progress can be adequately assessed. To report student progress, the teachers must have gathered evidence of what students are able to do in each annual goal area. Establishing a systematic data collection system is the very first step to effective progress reporting to parents.

IN WHAT MANNER SHOULD PROGRESS BE REPORTED?

The method or combination of methods to inform the parents of their child's progress is left to local discretion. Based on the unique needs of the students, the manner selected to inform parents might vary from student to student.

There are many ways a student's parents can be informed of their child's progress, including, but not limited to periodic parent-teacher conferences, written progress reports and student-parent-teacher conferences. The reports to the parent do not need to be lengthy or burdensome, but they need to be informative. For

example, the report to parents could include a statement of the goals with a written report of where the student is currently functioning in that goal area and/or a rating of progress to indicate whether the student's progress to date will likely result in the student reaching the goal by the end of the year. The progress report to parents should be in addition to the student's regular report cards that provide grades for courses or subject areas.

Following is an example of how progress can be reported to parents using the supplemental form "Progress Toward Annual Goals" provided in Attachment 3.

ANNUAL GOAL: Kevin will use graphic organizers to write a three-paragraph essay using correct sequencing of sentences including topic sentence, supporting sentences and conclusion

Reporting Progress to Parents

1st period ending November	2nd period ending January	3rd period ending March	4th period ending June	July-August
Kevin is writing three-sentence paragraphs with correct sequencing, including a topic sentence, supporting sentence and conclusion. Objective met.	Kevin needs assistance to develop the outline, but once developed, he follows it to accurately write a five-sentence paragraph using a graphic organizer.	Kevin is writing two-paragraph essays when following a written outline.	Kevin independently develops a graphic organizer (outline) and writes three-sentence paragraphs using correct sequencing of sentences.	

HOW OFTEN MUST PROGRESS BE REPORTED?

Progress must be reported at least as often as parents of nondisabled students are informed of their child's progress. The IEP could indicate frequency of reporting, for example, as:

- monthly,
- quarterly,
- at the end of each term,
- at 3 month intervals.

Quality Indicators	<ul style="list-style-type: none"> ☆ The frequency and manner of reporting to parents is determined in consideration of a student's unique needs. ☆ The information included in reports to parents is sufficient to identify a student's lack of progress early enough that the Committee could, if necessary, reconvene to review and, if appropriate, revise the student's IEP to ensure the student is provided the appropriate supports to reach the annual goals.
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SAMPLE:

REPORTING PROGRESS TO PARENTS

The student's progress toward the annual goals and the extent to which the progress is sufficient to enable the student to achieve the goals will be reported to parents as follows:

Manner: Written progress reports on IEP goals	Frequency: Every three months
Parent teacher conferences	Four times a year

**Recommendations
Upon Declassification**

RECOMMENDATIONS UPON DECLASSIFICATION

REQUIREMENTS

A school district must evaluate a student with a disability prior to determining that the student is no longer a student with a disability. A student with a disability, who has been reevaluated and determined by the Committee to no longer be eligible for special education services, should have declassification recommendations documented on his or her final IEP.

The Committee should determine what IEP recommendations will continue upon the student's declassification including, as appropriate:

- testing accommodations;
- the student's continued eligibility for the diploma "safety net"; and
- the student's continued exemption from the Language Other than English requirement.

The Committee must also identify needed declassification support services to be provided to the student and/or the student's teachers during the first year after the student is declassified.

TESTING ACCOMMODATIONS

Upon declassification, the CSE may determine that the effects of a student's disability may continue to prevent the student from demonstrating the achievement of certain knowledge and skills and, as a result, the student may continue to need the testing accommodations previously documented on the IEP. If such a determination is made, the testing accommodations must be documented in the recommendation for declassification.

HOW LONG CAN TESTING ACCOMMODATIONS BE PROVIDED FOLLOWING DECLASSIFICATION?

The testing accommodations must continue to be consistently provided to the student for the balance of his or her public high school education, unless:

- a building level team determines the test accommodations should be revised or eliminated; or
- the student achieves a high school diploma; or
- the student ages out of the school at 21 years old.

CONTINUED ELIGIBILITY FOR THE "SAFETY NET"

If the student is declassified while in grades 8-12, the CSE can recommend that the student continue to receive the "safety net" provisions for students with disabilities for graduation requirements. This must be documented on the student's last IEP used to recommend declassification support services.

(The safety net provision is available to students who enter grade 9 from September 1996 to September 2004. It allows students with disabilities, who do not achieve a passing score on a Regents

examination required for graduation, to satisfy the State testing requirements for a local diploma by passing the Regents Competency Tests in that subject area.)

**CONTINUED
EXEMPTION FROM
LANGUAGE OTHER
THAN ENGLISH
REQUIREMENT**

If, prior to declassification, the CSE has determined that a student has a disability which adversely affects the ability to learn a language and has excused the student from the language other than English requirement for graduation, and this has been documented on the IEP, this exemption would continue upon declassification. It is recommended that this continued exemption be documented on the student's last IEP.

**DECLASSIFICATION
SUPPORT
SERVICES**

As defined under section 100.1(q) of the Regulations of the Commissioner, declassification support services means services provided to a student or a student's teacher in the first year that a student moves from a special education program to a full-time general education program to aid the student in moving from special education to full-time general education including:

- for the student, psychological services, social work services, speech and language improvement services, noncareer counseling, and other appropriate general education support services; and
- for the student's teacher, the assistance of a teacher aide or a teaching assistant, and consultation with appropriate personnel.

Recommendations for declassification support services must include:

- the projected date of initiation of such services;
- the frequency of provision of services; and
- the duration of such services (provided that such services for State aid purposes may be provided for up to one year after the student enters the full-time general education program).

**IMPLEMENTATION OF
RECOMMENDATIONS
UPON
DECLASSIFICATION**

Upon a recommendation of declassification, the Committee is responsible to ensure that the declassification recommendations are implemented. This means that:

- a copy of the student's last IEP, with the declassification recommendations, must be provided to the student's general education teachers and providers; and
- the Committee chairperson must designate an individual knowledgeable about the student's program to inform the student's teachers and others (e.g., school principal and/or guidance counselor) of their specific responsibilities to implement the declassification recommendations on the student's last IEP.

SAMPLE:

RECOMMENDATIONS UPON DECLASSIFICATION

Date Declassified: 10/1/05

IEP recommendations to continue upon declassification:

Testing Accommodations	Conditions	Specifications
Extended time	For tests requiring extended writing (essay) responses	Double Time
Separate setting	All tests	Small group
Breaks	For tests longer than 40 minutes in length	10 minute break every 40 minutes
<p>Continued Eligibility for Local Diploma ("Safety Net"): Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Continued "Language Other Than English" Exemption: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>		

DECLASSIFICATION SUPPORT SERVICES to be provided during the first year that a student moves from a special education program to a full-time general education program.

Service	Initiation Date	Frequency	Duration	Ending Date
Psychological services	10/1/05	1x Month	1 hour	6/30/06

**Supplemental
Information**

SUPPLEMENTAL INFORMATION

PARENT INFORMATION

Information about the student's parent(s)/guardian and/or surrogate parent, if appropriate, may be documented on the supplemental page of the sample IEP form. This includes the parent(s) name(s), address and telephone number, county of residence and native language.

The native language of the parent/guardian is the language normally used by that individual. For parents with deafness or blindness, or for an individual with no written language, specify the mode of communication that is normally used by the individual (such as sign language, Braille or oral communication). There should also be documentation to indicate if the parent(s) need an interpreter (and, if so the language or mode of communication) to meaningfully participate in the meeting to develop the IEP. The Committee must ensure that the parent(s)/guardian understand the proceedings of the Committee meeting.

STUDENT INFORMATION

For data collection purposes, the supplemental form includes a section to designate the student's race/ethnicity. This is an optional field of the IEP.

COMMITTEE PARTICIPANTS

The Committee should have a procedure to document the participants at any meeting to develop, review or revise a student's IEP, including:

- the names,
- professional titles, and
- corresponding Committee membership roles of those individuals and the manner in which they participated when, for example, a member is not present at the meeting but participates through other means such as a telephone conference call.

When one member of the Committee is also fulfilling another role as allowed by State law and regulations, both roles should be indicated next to that individual's name (e.g., the school district representative may also be the school psychologist).

There is no requirement that IEP participants sign the IEP and/or indicate their agreement with the IEP. The list of names or signatures on this form would indicate attendance at the Committee meeting at which the IEP was developed and not necessarily agreement with the recommendations on the IEP.

The required members of the Committee are indicated on the forms. Further information on Committee membership is provided in Attachment 1.

SAMPLE:

SUPPLEMENTAL INFORMATION

PARENT INFORMATION	
Student's Name: Kevin Smith	
Mother's/Guardian's Name: Joanne Smith	Telephone: 333-425-6677
Street: 345 Ocean Street	County of Residence: Seaside
City: Miami	Native Language of Parent/Guardian: English
Zip: 23792	Interpreter Needed for Meeting: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Father's/Guardian's Name: Matthew Smith	
Telephone: 333-425-6677	
Street: 345 Ocean Street	County of Residence: Seaside
City: Miami	Native Language of Parent/Guardian: English
Zip: 23792	Interpreter Needed for Meeting: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<input type="checkbox"/> Surrogate Parent Needed Not applicable	
Surrogate Parent's Name:	Date Appointed:
Street:	Telephone:
City:	Native Language of Surrogate Parent:
Zip:	Interpreter Needed for Meeting: Yes <input type="checkbox"/> No <input type="checkbox"/>

STUDENT INFORMATION
For data collection purposes only:
Race/Ethnicity: White

COMMITTEE PARTICIPANTS

CSE **Subcommittee**

Name	Professional Title	Committee Member Role ¹
Kevin Smith	Student	Student
Joanne and Matthew Smith	Parents	Student's parents
Sharon Strand	Special Education Director	School district representative
Drew Boswell	Special Education Teacher	Special education teacher of student
Fred Kennedy	English Teacher	General education teacher of student
Dr. Danielle Weeks	School Psychologist	School Psychologist Individual to interpret instructional implications of evaluations
Marilynn Jones	Parent of high school student	Additional parent member
Irene Sarantino	Social worker, Youth Career Support Services, Inc.	Other school or agency representative (transition) (Telephone conference participant)
Olivia Linderhart	School Nurse	Others with knowledge or expertise regarding student
Lori Argyle	Speech and Language Therapist	Others with knowledge or expertise regarding student Individual to interpret instructional implications of evaluations
Paul Qualin	VESID Counselor	Other school or agency representative
Dr. Karl Dollard	Physician	School Physician

The list of names or signatures above indicates attendance/participation at the Committee meeting and not necessarily agreement with the IEP recommendations developed at the meeting.

¹ If the member was not present at the meeting, indicate the manner in which they participated (e.g., conference telephone calls).

IEP Implementation

IEP IMPLEMENTATION

REQUIREMENTS	The IEP must be implemented as soon as possible following the meeting in which the IEP is developed. There may be no delay in the implementation of a student's IEP, including any case in which the payment source for providing or paying for special education services for the student is being determined.
PRESCHOOL STUDENT	<p>The board of education must arrange for the preschool student with a disability to receive his or her special education programs and services as recommended on the IEP commencing with the July, September or January starting date for the approved program.</p> <p>If the IEP is developed less than 30 school days before or after the appropriate starting date selected for the student, the IEP must be implemented no later than 30 school days of the date the IEP was developed (i.e., the date of the CPSE meeting at which the recommendation was developed).</p>
SCHOOL AGE STUDENT	<p>The IEP of a school age student must be implemented:</p> <ul style="list-style-type: none">• within 60 school days of the receipt of consent to evaluate a student not previously identified as a student with a disability; or• within 60 school days of referral for review of the student with a disability for a student previously identified as a student with a disability; except:• for students recommended for placement in an approved in-state or out-of-state private school, the board must arrange for such programs and services within 30 school days of the board's receipt of the recommendation of the Committee.
WHAT STEPS MUST BE TAKEN TO ENSURE IEP IMPLEMENTATION?	<p>The school must take steps to ensure a student's IEP is implemented as recommended by the Committee, including but not limited to:</p> <ul style="list-style-type: none">• providing copies of the student's IEP, as appropriate; and• informing each individual of his or her IEP implementation responsibilities. <p>For a student who needs his/her instructional materials in an alternative format, the materials must be made available to the student at the same time that such materials are available to non-disabled students.</p> <p>It is recommended that the Committee meeting include discussion and documentation of the steps necessary to ensure implementation of the student's IEP, including, but not limited to:</p> <ul style="list-style-type: none">• identifying staff who will be responsible to provide the

- recommended services, accommodations, program modifications and supports in accordance with the IEP;
- determining how and by whom the student's teachers, related service providers and other service providers will be provided copies of the student's IEP;
 - designating the professional who is knowledgeable about the student's disability and program to inform staff of their IEP responsibilities;
 - planning how resources and materials necessary to implement the IEP will be obtained (e.g., instructional materials in alternative formats; assistive technology devices ordered);
 - arranging, as appropriate, for testing accommodations; and
 - determining how coordination with other agencies, if appropriate, will occur.

The following sample form provides a guide for the Committee to document implementation steps and responsibilities.

Resources for Additional Information:

- Sections 200.2, 200.4 and 200.16 of the Regulations of the Commissioner of Education.
- *Chapter 408 of the Laws of 2002 in relation to Providing Teachers and Other Service Providers with a Copy of a Student's Individualized Education Program*, September 2002
- *Amendment to Section 200.2 of the Regulations of the Commissioner Implementing Chapter 377 of the Laws of 2001: Plans to Provide Instructional Materials in Alternative Formats for Students with Disabilities*, Policy 02-05, May 2002

See Attachment 5

IEP IMPLEMENTATION RESPONSIBILITIES

STUDENT:		DATE IEP DEVELOPED:	
TO DO	ASSIGNED TO/PROJECTED COMPLETION DATE	DATE COMPLETED	
DISSEMINATE COPIES OF IEP TO: _____ _____ _____ _____ _____ _____ _____			
INFORM STAFF OF IEP IMPLEMENTATION RESPONSIBILITIES _____ _____ _____ _____ _____			
OBTAIN MATERIALS OR EQUIPMENT <input type="checkbox"/> INSTRUCTIONAL MATERIALS <input type="checkbox"/> ASSESSMENT MATERIALS <input type="checkbox"/> ASSISTIVE TEHCNOLOGY <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____			
ARRANGE FOR TESTING ACCOMMODATIONS			
COORDINATE WITH OTHER AGENCY(IES)			
REPORT PROGRESS TO PARENTS			
OTHER			

**COMMITTEE ON SPECIAL EDUCATION
SUBCOMMITTEE ON SPECIAL EDUCATION
COMMITTEE ON PRESCHOOL SPECIAL EDUCATION**

Committee on Preschool Special Education (CPSE)

Each CPSE must include, but is not limited to:

- the parents of the preschool child;
- a general education teacher of the child whenever the child is or may be participating in the general education environment;
- a special education teacher of the child, or, if appropriate, a special education provider of the child;
- a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general curriculum and the availability of preschool special education programs and services and other resources of the school district and the municipality. (The representative of the school district shall serve as the chairperson of the committee);
- an additional parent member of a child with a disability residing in the school district or a neighboring school district and whose child is enrolled in a preschool or elementary level education program, except when the parent(s) of the child request that the additional parent member not participate;
- an individual who can interpret the instructional implications of evaluation results, provided that such individual may also be the individual appointed as the general education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill this role on the committee;
- other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate;
- for a child in transition from early intervention programs and services, the appropriate professional designated by the agency that has been charged with the responsibility for the preschool child; and
- a representative of the municipality of the preschool child's residence, at the discretion of the municipality. In the event the municipality representative does not attend the meeting, the CPSE may proceed as a legally constituted Committee, provided the other required members of the Committee participate in the meeting.

Committee on Special Education (CSE)

Each CSE must include, but is not limited to:

- the parents or persons in parental relationship to the student;
- at least one general education teacher of the student whenever the student is or may be participating in the general education environment;
- one special education teacher of the student, or, if appropriate, a special education provider of the student;
- a school psychologist;
- a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general curriculum and the availability of resources of the school district, provided that an individual who meets these qualifications may also be the same individual appointed as the special education teacher or the special education provider of the student or the school psychologist;
- an individual who can interpret the instructional implications of evaluation results. Such individual may also be the individual appointed as the general education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill this role on the committee;
- a school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting;
- an additional parent member of a student with a disability residing in the school district or a neighboring school district, except when the parents of the student request that the additional parent member not participate in the meeting;
- other persons having knowledge or special expertise regarding the student, including related services personnel as appropriate, as the school district or the parent(s) shall designate; and
- if appropriate, the student. Beginning at age 14, the student must be invited if the purpose of the meeting is to consider the need for transition services.

Subcommittee on Special Education¹

The membership of each Subcommittee on Special Education must include, but is not limited to:

- the parents of the student;
- one general education teacher of the student whenever the student is or may be participating in the general education environment;
- the student's special education teacher or, if appropriate, a special education provider of the student;
- a representative of the school district who is qualified to provide, administer or supervise special education and who is knowledgeable about the general curriculum and who is knowledgeable about the availability of resources of the school district, who may also fulfill the requirement of the special education teacher or the school psychologist;
- a school psychologist, whenever a new psychological evaluation is reviewed or a change to a program option with a more intensive staff/student ratio, as set forth in section 200.6(g)(4) of the Regulations of the Commissioner, is considered;_
- an individual who can interpret the instructional implications of evaluation results, who may be a member appointed as the general education teacher, special education teacher, school district representative, school psychologist or other persons having knowledge or special expertise regarding the student;
- such other persons having knowledge or special expertise regarding the student, including related services personnel as appropriate, as the committee or the parent shall designate; and
- the student, if appropriate. Beginning at age 14, the student must be invited if the purpose of the meeting is to consider the need for transition services.

A Subcommittee on Special Education may perform the functions of the CSE, except when a student is considered for placement for the first time in:

- a special class; or
- a special class outside of the student's school of attendance (i.e., outside the school the student would normally attend if not disabled); or
- a school primarily serving students with disabilities or a school outside of the student's district.

If a recommendation of a Subcommittee is not acceptable to the student's parent(s), the parent may submit a written request to refer to the recommendation to the CSE for its review. Upon receipt of such written request by the parent, the CSE must meet and review the recommendation of the Subcommittee.

Each subcommittee must report annually the status of each student with a disability within its jurisdiction to the CSE.

¹ Does not apply to CPSE

CONSIDERATION OF SPECIAL FACTORS

The following information provides examples of guiding questions a Committee may use to determine whether certain students need a particular device or service (including an intervention, accommodation, or other program modification) in order for the student to receive a free appropriate public education.

Students who demonstrate behaviors which impede learning

A functional behavioral assessment is conducted as part of an individual evaluation for each student with a disability who has behaviors that impede his or her learning or that of others. A functional behavioral assessment must also be conducted when disciplinary actions have resulted in the suspension or removal of the student from his or her current program for more than 10 days in a school year. Functional behavioral assessments provide information on why a student engages in a behavior, when the student is most likely to demonstrate the behavior and situations in which the behavior is least likely to occur. The IEP of a student whose behavior impedes his or her learning or that of others must indicate the strategies, including positive behavioral interventions and supports to address a student's behavior needs. Further information on functional behavioral assessments may be found in the July 1998 memorandum entitled, *Guidance on Functional Behavioral Assessments for Students with Disabilities*.

Based on the results of the functional behavioral assessment, the Committee must identify strategies, including positive behavioral interventions and supports to address those behaviors. When a student's behaviors are such that they are impeding learning, the IEP must identify, as appropriate, the student's present levels and needs, annual goals, including short-term objectives and/or benchmarks related to behaviors, and the special education and related services, supplementary aids and services to be provided to the student, or on behalf of the student, any needed program modifications, and any supports for school personnel needed to address the behavior.

In determining the supports, services, interventions or program modifications a student may need to address behaviors that impede learning, the Committee should consider the following questions:

1. What behaviors does the student exhibit that are different from those of same-age peers?
2. When is the student most likely to exhibit the problem behavior?
3. What are the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it?
4. What contextual factors (including cognitive and affective factors) contribute to the behavior?
5. What specific events appear to be contributing to the student's problem behavior?

6. What function(s) does the problem behavior serve for the student?
7. What might the student be communicating through problem behavior?
8. When is the student less likely to engage in the problem behavior?
9. Does the student's behavior problem persist despite consistently implemented behavioral management strategies?
10. Does the student's behavior place him/her or others at risk of harm or injury?
11. Have the student's cultural norms been considered relative to the behavior(s) in question?
12. Do health-related issues affect the behavior?
13. Does the student's disability affect his/her ability to control the behavior?
14. Does the student's disability affect his/her understanding of the consequences of the behavior?
15. What accommodations are necessary for instruction and testing?
16. Does the student need an individual behavioral intervention plan?

Students with limited English proficiency

For all students with disabilities with limited English proficiency, the Committee must consider how the student's language needs relate to the IEP. Schools must provide a student with limited English proficiency with alternative language services to enable him/her to acquire proficiency in English and to provide him/her with meaningful access to the content of the educational curriculum that is available to all students, including special education and related services. The Committee should consider the following questions:

1. Has the student been assessed in English as well as his/her native language?
2. Did the evaluation of the student with limited English proficiency measure the extent to which the student has a disability and needs special education rather than measure the student's English language skills?
3. Does the disability impact on the student's involvement and progress in the bilingual education or English as a Second Language (ESL) program of the general curriculum?
4. What language will be used for this student's instruction?
5. What language or mode of communication will be used to address parents or family members of the student?
6. What accommodations are necessary for instruction and testing?
7. What other language services (i.e., English as a second language, bilingual education) must be provided to ensure meaningful access to general and special education and related services?

Students with visual impairments

When a student is blind or visually impaired, the Committee must provide instruction in Braille and the use of Braille unless the Committee determines, after an evaluation of the student's reading and writing skills, needs and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for this student. The student's future needs for instruction in Braille or the use of Braille must also be considered. The Committee should consider the following questions:

1. Does the student have a disability in addition to blindness that would make it difficult for him/her to use his or her hands?
2. Does the student have residual vision?
3. Does the student use or need to learn to use assistive technology for reading and writing?
4. Is the student's academic progress impeded by the current method of reading?
5. Does the student use Braille, large print, recordings or regular print?
6. Will the student need to use Braille, large print or recordings in the future?
7. Have provisions been made to obtain in Braille the printed materials used by sighted students?
8. Does the student need instruction in orientation and mobility?
9. Does the student have appropriate listening skills?
10. Does the student have age-appropriate social skills?
11. What skills does the student need to enable him or her to learn effectively?
12. What accommodations are necessary for instruction and testing?
13. What is the potential loss of remaining vision?
14. What is the amount of reading required of the student in the general education curriculum?
15. Does the student have language-related learning disabilities?

Additional information explaining the responsibilities of educational agencies for students with visual impairments may be found in the June 8, 2000 Federal Register/ Vol. 65, No. 111 *Educating Blind and Visually Impaired Students: Policy Guidance*.

Students with communication needs

The Committee must consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs. The Committee must consider the student's opportunities for direct interaction with peers and educational personnel in the student's own language and communication mode. Opportunities for direct interaction (without needing an interpreter) in the student's own language and communication mode must also be described. The Committee should consider the following questions:

1. Does the student use American Sign Language?
2. What mode of communication does the student use?
3. What mode of communication does the family prefer?

4. Is an interpreter or translator needed for the student to participate in and benefit from classroom instruction and/or interaction with peers and educational personnel?
5. Does the student require assistive devices to facilitate the development and use of meaningful language and/or a mode of communication?
6. Does the student require the use of hearing aids and assistive listening devices in order to maximize auditory training and language development in classrooms, related school activities and at home?
7. What environmental modifications are necessary to address communication needs?
8. Are there opportunities for the student to participate in direct communication with peers and educational personnel?
9. What opportunities exist for direct instruction (without an interpreter) in the student's language and/or mode of communication?

Students who may need assistive technology devices and services

Some students may require assistive technology devices and services (as defined on page 69-70) to benefit from a free appropriate public education (FAPE). The Committee must also consider whether the use of school-purchased assistive technology devices must be used in the student's home or in other settings in order for the student to receive FAPE. Parental input in this area is especially important. The Committee should consider the following questions:

1. What can the student do now with and without assistive technology devices and services?
2. What does the student need to be able to do?
3. Can assistive technology devices and services facilitate student success in a less restrictive environment?
4. Does the student need assistive technology devices and services to access the general curriculum or to participate in nonacademic and extracurricular activities?
5. What assistive technology services would help the student participate in the general curriculum and/or classes?
6. Does the student need assistive technology devices and services to benefit from educational/printed materials in alternative formats?
7. Does the student need assistive technology devices and services to access auditory information?
8. Does the student need assistive technology devices and services for written communication/computer access?
9. Does the student need an assistive technology device or service for communication?
10. Does the student need assistive technology devices to participate in State and districtwide testing?
11. Will the student, staff and/or parents need training to facilitate the student's use of the assistive technology devices?
12. How can assistive technology devices and services be integrated into the student's program across settings such as work placements and for homework?

Attachment 3

MEASURABLE ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES/BENCHMARKS

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

PROGRESS TOWARD ANNUAL GOAL:

1st period	2nd period	3rd period	4th period	July-August

ANNUAL GOAL:			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	Criteria	Procedures	Schedule

PROGRESS TOWARD ANNUAL GOAL:

1st period	2nd period	3rd period	4th period	July-August

Attachment 4

THE FOLLOWING SAMPLE COMPLETED IEP IS PROVIDED TO DEMONSTRATE HOW THE SAMPLE FORM WOULD BE COMPLETED AND SHOULD NOT BE CONSTRUED AS A MODEL IEP FOR ANY PARTICULAR CHILD OR DISABILITY.

**PRESCHOOL
INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Greenfield School District
888 Hobart Street
Greenshade, NY 10000
(518) 123-4567

STUDENT NAME: Alexis Martinez

DATE OF BIRTH: 7/5/99 **AGE:** 3-1

DISABILITY CLASSIFICATION:

Preschool Student with a Disability

STREET: 127 Hill Street

TELEPHONE: (518) 123-8910

CITY: Greenfield

COUNTY OF RESIDENCE: Green

ZIP: 12345

MALE **FEMALE**

STUDENT ID#: ABC123

NATIVE LANGUAGE OF STUDENT: English

MEDICAL ALERTS: Seizures; Frequent ear infections

SURROGATE PARENT NEEDED: Yes No

DATE OF COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEETING: 6/02/02

TYPE OF MEETING:

Initial **Requested Review** **Annual Review** **Reevaluation**

DATE IEP IS TO BE IMPLEMENTED: 9/07/02

PROJECTED DATE OF NEXT REVIEW: 6/03

PROJECTED DATE OF REEVALUATION MEETING: 6/05

OTHER INFORMATION: Alexis is transitioning from Early Intervention (EI) Services. Parents choose to receive EI services through 8/31. Meets eligibility criteria for preschool student with a disability - autism.

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

Current functioning and individual needs in consideration of:

- the results of the initial or most recent evaluation, the student's strengths and the concerns of the parents;
- the student's needs related to communication, behavior, use of Braille, assistive technology, limited English proficiency; and
- how the student's disability affects participation in appropriate activities.

ACADEMIC/EDUCATIONAL ACHIEVEMENT AND LEARNING CHARACTERISTICS:

Current 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.

Language and Communication:

- Understanding of language is at 18-24 month level.
- Expressive language testing is at the 12-18 month level.
- Can identify (point to) familiar people and objects such as clothing, foods, utensils and toys.
- Follows one-step directions (e.g., close the door; give me ___; brush your teeth), but does not follow abstract commands (e.g., get ready for bed) or more than one-step directions (e.g., get your coat and go to the door).
- Uses one word phrases to communicate wants (e.g., milk, mommy, go, car, up, sing, water) when prompted.
- Prefers to point and then cry or hit or screech to get something.
- If asked questions, she repeats the question, then answers (echolalia).

Adaptive Behavior:

- Needs physical assistance to dress herself.
- Independently feeds herself.
- Needs a great deal of repetition to learn new tasks.
- Learns best through imitation and physically doing a task with prompting.

Cognitive:

- Attends to structured activities in which she is manipulating objects for an average of 5 minutes.
- Attention to verbal activities (e.g., stories) is very limited (30 seconds) and then only if a story is accompanied by a picture or other manipulative and she is sitting with an adult.
- Very distracted by visual stimuli.

SOCIAL DEVELOPMENT:

The degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment to school and community environments.

Socio-Emotional:

- Is interested in other children, but mostly from a distance.
- Typically engages in parallel play and will imitate others.
- Frequently uses toys in a self-stimulatory manner (e.g., mouthing or spinning).
- Resists teachers attempts to include her in circle time with other children and will attempt to run away or fall to the floor.
- Likes to play in the sandbox and be pushed on the swings. Loves water play.
- Is affectionate with her mother (reaches for a hug) but is afraid of strangers and will hide or cry if approached.

Behavior:

- Is inquisitive.
- During free play and unstructured activities, moves quickly from one activity to another but rarely completes what she started to do.
- Often grabs toys from other children.
- Tantrums (e.g., falls to the floor, cries, hits others) on the average of 3-5 times a day, mostly during the times she is to transition from one activity to the next. Her parents report similar behavior at home.

PHYSICAL DEVELOPMENT:

The degree or quality of the student's motor and sensory development, health, vitality and physical skills or limitations that pertain to the learning process.

Motor Skills:

- Fine motor skills have been assessed at the 18-month level.
- She has difficulty stacking small blocks and grasps crayons with her palm.
- Her gross motor skills are age appropriate.
- Likes tactile sensory stimulation (e.g., water, sand play, mouthing objects).

Health:

- Gets frequent ear infections (3-4 a year) - bangs her head when she has an ear infection.
- Puts nonedible objects in her mouth (e.g., crayons, toys) and frequently has the back of her hand in her mouth.
- Has seizures characterized by staring, facial grimacing on one side of her face, guttural noises lasting about 1 minute, followed by lethargy (sleepiness).

MANAGEMENT NEEDS:

The nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs are determined in accordance with the factors identified in the areas of academic/educational achievement and learning characteristics, social development and physical development.

- Close proximity between adult and student during group activities.
- Spoken to at face level to maintain attention.
- Prompting to stay on task.
- Structured routines throughout the day.
- Picture schedule to assist with transitions to new activities.
- Limited visual stimuli in learning environment.

MEASURABLE ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES/BENCHMARKS

ANNUAL GOAL: Alexis will sit and attend during circle time for 10 minutes independently.

INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE
Alexis will sit and attend for three minutes during circle time with verbal prompting by November.	Daily for 2 weeks	Charting	Once a month
Alexis will sit and attend for five minutes during circle time with verbal prompting by February.	Daily for 2 weeks	Charting	Once a month
Alexis will sit and attend for five minutes during circle time without prompting by April.	Daily for 2 weeks	Charting	Once a month
Alexis will sit and attend to circle time for 10 minutes without prompting by June.	Daily for 2 weeks	Charting	Once a month

ANNUAL GOAL: Alexis will follow a picture schedule to transition from one activity to the next without behavioral upsets (e.g., hitting, crying, screeching or falling to the floor).

INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE
Alexis will point to the picture of the activity on the schedule when named.	9/10 times over a 2 week period	Daily charting	Quarterly
Alexis will point to the picture of the next activity on the schedule when asked, "What activity comes next?"	9/10 times over a 2 week period	Daily charting	Quarterly
Alexis will transition from one activity to the next by following a picture schedule with no behavioral disruptions.	9/10 times over a 2 week period	Daily charting	Quarterly

Confidential Student Information

ANNUAL GOAL: Alexis will take turns in unstructured play activities with a peer.			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE
Alexis will take 3-4 turns in a structured play activity with a peer with physical and verbal prompting by November.	$\frac{3}{4}$ times over 5 trials	Observation charting	Every 8 weeks
Alexis will take 3-4 turns in a structured play activity with a peer with verbal prompting only by February.	$\frac{3}{4}$ times over 5 trials	Observation charting	Every 8 weeks
Alexis will take 3-4 turns in a structured play activity with a peer with no prompting by April.	$\frac{3}{4}$ times over 5 trials	Observation charting	Every 8 weeks
Alexis will take 3-4 turns in an unstructured play activity with a peer with physical and verbal prompting by June.	$\frac{3}{4}$ times over 5 trials	Observation charting	Every 8 weeks

ANNUAL GOAL: Alexis will follow directions requiring 3 action steps without prompting.			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE
When given a 2-step direction, Alexis will point to the pictures of the actions (e.g., get your coat and go to the door).	7/10 trials over a two week period	Observation charting	Every 8 weeks
When given a 2-step direction, Alexis will point to the pictures of the actions (e.g., get your coat and go to the door) and carry them as she completes the step.	7/10 trials over a two week period	Observation charting	Every 8 weeks
When given a 2-step direction, Alexis will point to the pictures of the actions (e.g., get your coat and go to the door) and complete the steps without carrying the pictures.	7/10 trials over a two week period	Observation charting	Every 8 weeks
When given a 2-step direction, Alexis will complete the steps without carrying the pictures.	7/10 trials over a two week period	Observation charting	Every 8 weeks

ANNUAL GOAL: Alexis will participate in circle time for 15 minutes without behavioral interruptions.			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE
Alexis will point to the picture symbolizing "time away" (a break from work).	7/10 trials over two weeks	Observation charting	Every 8 weeks
Alexis will say "time away" when pointing to the picture.	7/10 trials over two weeks	Observation charting	Every 8 weeks
Alexis will stay in circle for 5 minutes before asking for "time away".	7/10 trials over two weeks	Observation charting	Every 8 weeks
Alexis will stay in circle for 10 minutes before asking for "time away."	7/10 trials over two weeks	Observation charting	Every 8 weeks
Alexis will stay in circle for 15 minutes before asking for "time away."	7/10 trials over two weeks	Observation charting	Every 8 weeks

Confidential Student Information

ANNUAL GOAL: Alexis will use 3-word sentences to communicate her needs or wants.			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE
Alexis will say, "I want ____" to indicate food preferences from two choices by November.	At least 1X daily during lunch for 2 consecutive weeks.	Observation; written log	quarterly
Alexis will say, "I want ____" to select a toy to play with from two choices by February.	At least 1X daily during free play for 2 consecutive weeks.	Observation; written log	quarterly
Alexis will say, "Time for ____" to indicate the next activity on the picture schedule by April.	4/5 times daily over 2 consecutive weeks	Observation; written log	quarterly
Alexis will say, "I need ____" to indicate she needs to use the bathroom by June."	At least 1X daily for 2 consecutive weeks.	Observation; written log	quarterly

ANNUAL GOAL: Alexis will put on her shirt and pants independently.			
INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:	EVALUATION		
	CRITERIA	PROCEDURES	SCHEDULE
Alexis will put on a pull over shirt without assistance by November.	$\frac{3}{4}$ trials over 1 week.	Observation; charting	monthly
Alexis will put on elastic waist pants without assistance by February.	$\frac{3}{4}$ trials over 1 week.	Observation; charting	monthly
Alexis will put on socks without assistance by April.	$\frac{3}{4}$ trials over 1 week.	Observation; charting	monthly
Alexis will put on her shoes (with velcro) without assistance by June.	$\frac{3}{4}$ trials over 1 week.	Observation; charting	monthly

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES

SPECIAL EDUCATION PROGRAM/SERVICES				
	Frequency	Duration	Location	Initiation Date
Special Class – Integrated Setting: 6:1+1	Daily	Full day	Head start class	9/7/02

RELATED SERVICES				
	Frequency	Duration	Location	Initiation Date
Speech and Language therapy – small group	5 x week	30 minutes	1 x week separate room; 4 x week in special class	9/7/02
Parent Counseling and Training	2x month	45 minutes	Special class	10/1/02

PROGRAM MODIFICATIONS/ACCOMMODATIONS/SUPPLEMENTARY AIDS AND SERVICES				
	Frequency	Duration	Location	Initiation Date
Use of picture schedule board	Daily	During transition times	Classroom	9/7/02
Seating close to adult/teacher	Daily	Duration of structured activities	Classroom	9/7/02

ASSISTIVE TECHNOLOGY DEVICES/SERVICES				
	Frequency	Duration	Location	Initiation Date
Pencil grips	Daily	Duration of writing, coloring activities	Classroom	9/7/02

SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF STUDENT				
	Frequency	Duration	Location	Initiation Date
Consultation from behavioral specialist to special education teacher, speech therapist and teacher of child care class	4 x year	1 hour student observation	Classroom	11/02

SPECIAL TRANSPORTATION NEEDS: None

OTHER PRESCHOOL TRANSPORTATION NEEDS: Parent transportation

OTHER:

TESTING ACCOMMODATIONS

The following testing accommodations will be used consistently:

- in the student's education program,
- in the administration of districtwide assessments of student achievement, and,
- in the administration of State assessments of student achievement, consistent with State Education Department policy.

TESTING ACCOMMODATION	CONDITIONS	SPECIFICATIONS
Not applicable		

PARTICIPATION IN ASSESSMENTS

- Student will participate in the same State or local assessments that are administered to non-disabled preschool students. Does not apply.
- The following State or local assessments (or part of an assessment) that are administered to non-disabled preschool students are not appropriate for the student:

Assessment(s): _____

Reason not appropriate: _____

How student will be assessed: _____

PARTICIPATION WITH AGE APPROPRIATE PEERS

Provision of special education services in a setting with no regular contact with age appropriate peers without disabilities should only be considered when the nature or severity of the child's disability is such that education in a less restrictive environment with the use of supplementary aids and services, cannot be satisfactorily achieved.

- Explanation of the extent, if any, to which the student will not participate in appropriate activities with age-appropriate non-disabled peers: Alexis will be removed from class 1 x week for individual speech and language therapy. Individual time in a separate setting is necessary for her to focus on new communication skills without the visual distractions in the preschool class. New learning requires frequent review.

Will the preschool student receive services in a setting with no regular contact with age-appropriate peers without disabilities? Yes No

REPORTING PROGRESS TO PARENTS

The student's progress toward the annual goals and the extent to which the progress is sufficient to enable the student to achieve the goals will be reported to parents as follows:

Manner:	Frequency:
Parent – teacher conferences	Three times a year
Written progress reports on IEP goals	Every 3 months

PLACEMENT RECOMMENDATION

10 Month Placement: ABC Early Learning Preschool Program – Integrated Setting

Approved Preschool Program Provider: ABC BOCES

Extended School Year Eligible: Yes No TO BE DETERMINED AT NEXT ANNUAL REVIEW

If yes: Reason: _____

Projected dates of services: / / to / /

Provider: _____

Site: _____

SUPPLEMENTAL INFORMATION

PARENT INFORMATION	
Student's Name: Alexis Martinez	
Mother's/Guardian's Name: Janice Martinez	Telephone: (518) 123-8910
Street: 127 Hill Street	County of Residence: Green
City: Greenfield	Native Language of Parent/Guardian: Spanish
Zip: 12345	Interpreter Needed for Meeting: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Father's/Guardian's Name: Joseph Martinez	
Telephone: (518) 123-8910	
Street: 127 Hill Street	
County of Residence: Green	
City: Greenfield	
Native Language of Parent/Guardian: Spanish	
Zip: 12345	
Interpreter Needed for Meeting: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<u>NO</u> Surrogate Parent Needed	
Surrogate Parent's Name :	Date Appointed: / /
Street:	Telephone:
City:	Native Language of Surrogate Parent:
Zip:	Interpreter Needed for Meeting: Yes <input type="checkbox"/> No <input type="checkbox"/>

STUDENT INFORMATION
For data collection purposes only:
Race/Ethnicity: Hispanic

CPSE PARTICIPANTS		
Name	Professional Title	CPSE Member Role¹
Joseph Martinez	Parent	Student's parent (interpreter present)
Janice Martinez	Parent	Student's parent
Gregory Hines	Special Education Director	School district representative
Melinda Torres	Special Education Teacher	Student's special education teacher
Sean Flynn	Head Start Teacher	General education teacher
Esther Raulino	Parent	Additional parent member
Karen Dacshel	Speech and Language Therapist	Individual to interpret instructional implications of evaluation results; Other with knowledge and expertise (related service provider.)
Mikel Cortez	Director, Head Start Program	Other school representative
Robert Times	Supervisor, Children's Center, Green County	Early intervention representative (phone conference participation)

The list of names or signatures above indicates attendance/participation at the Committee meeting and not necessarily agreement with the IEP recommendations developed at the meeting.

¹ If the member was not present, indicate the manner in which he or she participated (e.g., Conference telephone call).

Attachment 5

ADDITIONAL SELECTED RESOURCES RELATING TO IEP DEVELOPMENT

A Guide to the Individualized Education Program, Office of Special Education and Rehabilitative Services, U.S. Department of Education, July 2000

Amendment to Section 200.2 of the Regulations of the Commissioner Implementing Chapter 377 of the Laws of 2001: Plans to Provide Instructional Materials in Alternative Formats for Students with Disabilities – Policy 02-05; May 2002

A New Direction for IEPs in New York State, 1999, New York State Education Department Training Program

Assistive Technology Devices and Services – September 1995

Autism Program Quality Indicators: 2001, New York State Education Department

Braille Instruction for Students who are Blind and Visually Impaired – Policy 98-01, April 1998

Changes in Allowable Testing Accommodations on Elementary and Intermediate-level Tests, Effective September 2002, February 2002

Chapter 408 of the Laws of 2002 in relation to Providing Teachers and Other Service Providers with a Copy of a Student's Individualized Education Program, September 2002

Evaluations of Three- and Four-Year-Old Children Suspected of Having Disabilities Pursuant to Section 4410 of the Education Law, July 2002

Educating Blind and Visually Impaired Students: Policy Guidance - Federal Register/ Vol. 65, No. 111

Guidance on Functional Behavioral Assessments for Students with Disabilities – Policy 98-05, July 1998

Individual Evaluations and Eligibility Determinations for Students with Disabilities – August 2000, revised January 2002

Least Restrictive Environment Implementation Policy Paper – May 1998

New York State Consolidated Laws: Education - Article 89 Students with Disabilities - Policy 00-11 September 2000

Reimbursement to Counties for Transportation Costs for Preschool Students with Disabilities (Revised from November 2001), June 2002

Regulations of the Commissioner of Education: Parts 200 and 201 Relating to the Education of Students with Disabilities - June 2002

Special Education in New York State for Children Ages 3-21: A Parent's Guide - August 2000 – Revised May 2002

Supplemental Guidelines for Participation of Students with Disabilities in State Assessments: Locally Selected Assessments, March 2002

Test Access and Modification for Individuals with Disabilities, December 1995

The Provision of Extended School Year Programs for Students with Disabilities in Integrated Settings, August 1996

The Role of the Board of Education in Implementing a Student's Individualized Education Program and Special Education Timelines – November 1996

The Safety Net for Students with Disabilities Has Been Extended! What You Need To Know. (Brochure) 2001

The State Alternate Assessment for Students with Severe Disabilities, March 2001

Transition Services: A Planning and Implementation Guide – July 1994

Transition Services: <http://www.vesid.nysed.gov/specialed/transition/home.html>

Many of the above publications are available on the Internet at the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) Special Education website, www.vesid.nysed.gov/specialed/publications .

Videotapes

The Committee on Special Education Program: A Parent's Guide Videotape, 2002

Selected Tools for Schools Broadcasts:

Access to Academics: Teaching to Reach All Students, October 2002

Access to General Education Curriculum: Building Opportunities for Participation, December 2001

Achieving a Balanced Approach to Teaching Reading (Part 1), February 2002

Alternate Assessment: Assessing Students with Severe Disabilities, April 2001

Assistive Technology – The New Power Tools, January 2001

Differentiated Instruction: A Tool for All Students, November 2000

Effective Models in Transition Planning for Students with Disabilities, April 2002

Effective Practices in Special Education, April 2000

Teaching Reading to Students with Disabilities (Part II), March 2002