

ABC's of an IEP: An Overview of an Individualized Education Program

January 29, 2018

Elizabeth Tucci, Assistant to the Coordinator of Student Services

What is an IEP?

“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 related to his/her disability will be met within the context of an educational environment.”

<http://www.p12.nysed.gov/specialed/publications/iepguidance/intro.htm#over>

Why this format?

- * “In New York State (NYS), IEPs developed for the 2011-12 school year and thereafter, must be on a form prescribed by the Commissioner of Education.”

<http://www.p12.nysed.gov/specialed/publications/iepguidance/intro.htm#over>

Who develops the IEP?

- * “An IEP must be initially developed and annually reviewed and, if appropriate, revised by the CSE, Subcommittee on Special Education or CPSE (hereinafter referred to as the Committee). 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.”

<http://www.p12.nysed.gov/specialed/publications/iepguidance/intro.htm#over>

How often is the IEP updated?

- * Minimally on an annual basis
- * Can be amended as often as necessary through CSE process or utilizing a Prior Written Notice - Amendment Agreement No Meeting when appropriate with parental consent

Acronyms

- * ADHD – Attention Deficit Hyperactivity Disorder
- * ADL – Activities of Daily Living
- * AIS – Academic Intervention Services
- * AT – Assistive Technology
- * FBA – Functional Behavioral Assessment
- * BIP – Behavioral Intervention Plan
- * CDOS – Career Development and Occupational Studies
- * CPSE – Committee on Preschool Special Education
- * CSE – Committee on Special Education
- * SCSE – Subcommittee on Special Education
- * EI – Early Intervention
- * ELL – English Language Learner
- * ENL – English as a New Language
- * ESY – Extended School Year
- * IDEA – Individuals with Disabilities Education Act
- * ICT – Integrated Co-teaching (sometimes referred to as Co-lab and/or inclusion)
- * IST – Instructional Support Team
- * LD – Learning Disability
- * LRE – Least Restrictive Environment
- * OHI – Other Health Impairment
- * OT – Occupational Therapy/Therapist
- * PLEP – Present Levels of Educational Performance (formally referred to as SPAMs – Social, Physical, Academic, Management)
- * PT – Physical Therapy/Therapist
- * RR – Resource Room
- * SC – Special Class
- * SLP – Speech/Language Pathologist
- * SEIS – Special Education Itinerant Services
- * CVC – Consonant Vowel Consonant (ex. hop)
- * VCE – Vowel Consonant “e” (ex. ape)

Cover Page

Sachem Central School District
 Office of Student Services
 51 School Street
 Lake Ronkonkoma, NY 11779

DRAFT

Student:	Date of Birth:	Gender:	ID #:
Address:	Age:	Native Language:	
Contacts:	County:	Interpreter Required: No	Email:
School Year: 2017-2018	Home/Mobile #:	Work #:	Email:
Special Alerts:	Home/Mobile #:	Work #:	Grade:
	Placement: Home Public School District	School:	

IEP INFORMATION	
Projected IEP Start Date:	09/06/2017
Projected IEP End Date:	06/21/2018
Projected Date of Annual Review:	
Projected Date for Reevaluation:	
Extended School Year:	No
Behavior Intervention Plan:	
Supplementary Aids and Services:	
Assistive Technology:	
Supports for School Personnel:	
Testing Accommodations:	
Participate State/District Assessments:	
Special Transportation:	

SUMMARY-SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES

MEETING INFORMATION		
Date:	Committee:	Decision/Status: Pending
Reason:		Classification:
Comments:		

Classification

- * For all preschool students - 'Preschool Student with a Disability'
- * For school-age students:
 - * Autism
 - * Deafness
 - * Deaf-blindness
 - * Emotional disturbance
 - * Hearing impairment
 - * Intellectual disability
 - * Learning disability
 - * Multiple disabilities
 - * Orthopedic impairment
 - * Other health-impairment
 - * Speech or language impairment
 - * Traumatic brain injury
 - * Visual impairment (which includes blindness)

Present Levels of Educational Performance

- * “At the Committee meeting, 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 strengths and needs and concerns of the parents for enhancing the education of their child.”

<http://www.p12.nysed.gov/specialed/publications/iepguidance/intro.htm>

PLEPs are the Foundation of the IEP (Present Level of Educational Performance)

- * The PLEP provides the **informational basis** for generating **goals, supports, and services** that are specifically designed to meet the student's **individual** needs and **prepare** him or her to meet post-secondary goals.
- * PLEPs are a series of summary statements which describe the student's current achievement in the areas of need as determined by an evaluation and/or classroom performance.
- * There should be a direct relationship between the annual goals and the present levels of educational performance.

PLEP Information Comes From:

Evaluations

- * Initial or most recent individual evaluation
- * Classroom assessments
- * Progress monitoring data
- * State and district assessments
- * Work samples
- * Student, parents, teachers and related service providers
 - * The parent is asked if they have any academic, social or physical concerns. The information will be entered into the Academic, Social and Physical areas by the chairperson.
- * Factors related to the disability

PLEPs

Sachem Central School District
 Office of Student Services
 51 School Street
 Lake Ronkonkoma, NY 11779
 (631) 471-1890

DRAFT - INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME:		DISABILITY CLASSIFICATION:
DATE OF BIRTH:	LOCAL ID #:	
PROJECTED DATE IEP IS TO BE IMPLEMENTED: September 06, 2017		PROJECTED DATE OF ANNUAL REVIEW:

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

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

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

Evaluations/Reports:

Test Results:

- None

State and District-wide Assessments:

- None

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

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

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

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

SOCIAL DEVELOPMENT

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

STUDENT STRENGTHS:

PLEPs

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SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

PHYSICAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

STUDENT STRENGTHS:

PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

MANAGEMENT NEEDS

THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE:

EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES

STUDENT NEEDS RELATING TO SPECIAL FACTORS

BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.

Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? Yes No

Does the student need a behavioral intervention plan? No Yes:

For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP?

Yes No Not Applicable

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

Does the student need a particular device or service to address his/her communication needs? Yes No

In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?

Yes No Not Applicable

Management Needs

- * Management needs are the nature and degree to which the following are required to enable the student to benefit from instruction:
- * Environmental modifications (e.g., consistency in routine; limited visual/auditory distractions; adaptive furniture);
- * Human resources (e.g., assistance in locating classes and following schedules; assistance in note taking); and
- * Material resources (e.g., instructional material in alternative formats).
- * 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.

Effect of Student Needs & Student Needs Relating to Special Factors

- * Effect of Student Needs - Reflects the overall areas of deficit for the student
- * Positive behavioral interventions/BIP
- * Limited English proficiency
- * Blind/visually impaired
- * Communication needs
- * Assistive technology

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SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:
PHYSICAL DEVELOPMENT THE DEGREE, EXTENT, AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:
STUDENT STRENGTHS:
PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:
MANAGEMENT NEEDS THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE:
EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES:
STUDENT NEEDS RELATING TO SPECIAL FACTORS BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE SEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.
Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? <input type="checkbox"/> Yes <input type="checkbox"/> No
Does the student need a behavioral intervention plan? <input type="checkbox"/> No <input type="checkbox"/> Yes:
For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
Does the student need a particular device or service to address his/her communication needs? <input type="checkbox"/> Yes <input type="checkbox"/> No
In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable

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

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

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

MEASURABLE POSTSECONDARY GOALS

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

EDUCATION/TRAINING:

EMPLOYMENT:

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):

TRANSITION NEEDS

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

Needs

Course of Study

MEASURABLE ANNUAL GOALS

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

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

REPORTING PROGRESS TO PARENTS

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

There will be 3 written progress reports during the school year.

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 year during which the IEP will be in effect. The IEP must list measurable annual goals consistent with the student's needs and abilities, as identified in the present levels.





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?"



Annual goals, including short-term instructional objectives or benchmarks:

- are directly related to the student's present levels of performance statements.
- are written in observable and measurable terms.
- identify an ending level of performance that is achievable within one year.
- identify objective procedures to evaluate a student's progress.
- incrementally provide knowledge and skills towards achieving the student's projected measurable postsecondary goals.
- are achievable in relation to the student's current level of educational performance, expected rate of progress, strengths and needs.
- are instructionally relevant.
- are written in terms that parents and educators can understand.
- support participation and progress in the general education curriculum and for preschool students, participation in age-appropriate activities.

Benchmarks

- * Benchmarks are required for students who are classified through the CPSE or identified as requiring alternate assessment.
- * Benchmarks are the small steps the student will demonstrate that will lead to the annual goal.
- * Benchmarks usually designate a target time period for a behavior to occur.
- * Benchmarks establish expected performance levels that allow for regular checks of progress.
- * The number of benchmarks is determined by the designated goal and the number of incremental steps necessary to complete the goal.

Criteria

- **Evaluative criteria identifies how well and over what period of time the student must perform a behavior in order to consider it has been met**
- * **How well a student performs can 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)
 - * Measure of independence (i.e. minimal assistance, moderate assistance, prompting etc.)
- * **The period of time a skill or behavior must occur can 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., on six consecutive occasions)

Method

- * **The method that will be used to measure progress and determine if the goal has been met**
- * Examples:
 - * Structured observations of targeted behavior in class
 - * Students self monitoring checklist(difficult to monitor at secondary level)
 - * Written tests
 - * Behavior charting
 - * Work Samples (classwork, homework, test, quiz, Do Now)

Schedule

- * The schedule gives the date and the intervals of time by which the evaluation procedures will be used to measure student progress toward the goal.
- * Schedule means **How frequently data is collected to measure progress toward the goal.**
- * Example
 - * Daily
 - * Every week
 - * Every 2 weeks
 - * Every 3 weeks
 - * Every 4 Weeks



Reporting Progress To Parents

- * The IEP will document the manner and the frequency that progress is reported to parents.

Progress Reporting

Progress Report Manner: *Written Reports*

Progress Reports During the School Year: 3

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RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
-					
RELATED SERVICES:					
-					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
-					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
-					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					
-					

* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

12-MONTH SERVICE AND/OR PROGRAM - Student is eligible to receive special education services and/or program during July/August:

No Yes Deferred Pending Review

If yes:

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

OR

Student will receive the following special education program/services:

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY	DURATION	LOCATION	PROJECTED BEGINNING/ SERVICE DATE(S)
- None					

Programs and Services

- * Service Delivery, Frequency, Duration and Location will specify how, when and where the programs and services will be delivered.
- * Service Delivery Ratio – ex. 8:1:3 reflects up to 8 students, 1 teacher, 3 teaching assistants

SUPPLEMENTARY AIDS AND SERVICES/ PROGRAM MODIFICATIONS/ACCOMMODATIONS

Supplementary aids and services and/or program modifications or supports - 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.

ASSISTIVE TECHNOLOGY DEVICES AND SERVICES



“The IEP must describe any assistive technology devices and/or services needed for the student, 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.”

http://www.p12.nysed.gov/specialed/formsnotices/IEP/training/module2_files/textonly/slide25.html

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 tablets or laptops.

<http://www.nysed.gov/edtech/assistive-technology>

Supports for School Personnel

- * Specify the review of IEP content with all staff in this section
- * Consults go here (e.g. OT Consult)

Supports for School Personnel on Behalf of the Student

[+] Show Details

<u>Service/Support</u>	<u>Projected Start Date</u>	<u>End Date</u>	<u>Freq</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Staff will review IEP content information	09/07/2010	06/23/2011	Ongoing	With each new IEP	30 minutes	In the school building

12-Month Service and/or Program

- * *Twelve-month special service and/or program.* (1) Eligibility of students for 12-month special services and/or programs. Students shall be considered for 12-month special services and/or programs in accordance with their need to prevent substantial regression, if they are:
 - * (i) students whose management needs are determined to be highly intensive and require a high degree of individualized attention and 115 200.6
 - * intervention who are placed in classes in accordance with subparagraph (h)(4)(ii) of this section;
 - * (ii) students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes in accordance with subparagraph (h)(4)(iii) of this section;
 - * (iii) students who are recommended for home and hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment;
 - * (iv) students whose needs are so severe that they can be met only in a seven-day residential program; or
 - * (v) students who are not in programs as described in subparagraphs (i) through (iv) of this paragraph during the period from September through June and who, because of their disabilities, exhibit the need for a 12-month special service and/or program provided in a structured learning environment of up to 12 months duration in order to prevent substantial regression as determined by the committee on special education.

<http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>

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

For a preschool student, reason(s) the child requires services during July and August: Not Applicable

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

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

*Conditions - Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.

**Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

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

The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.

The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.
Identify the alternate assessment:

Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student:

PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES

REMOVAL FROM THE GENERAL EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT, EVEN WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES, EDUCATION CANNOT BE SATISFACTORILY ACHIEVED.

FOR THE PRESCHOOL STUDENT:

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

-Not Applicable

FOR THE SCHOOL-AGE STUDENT:

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

TESTING ACCOMMODATIONS

“Testing accommodations. The IEP shall provide a statement of any individual testing accommodations to be used consistently by the student in the recommended educational program and in the administration of districtwide assessments of student achievement and, in accordance with department policy, State assessments of student achievement that are necessary to measure the academic achievement and functional performance of the student.”

<http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>

Testing Accommodations:

- * Test accommodations are changes in testing procedures or formats that provide students with disabilities an equal opportunity to participate in test situations and to demonstrate their knowledge and abilities.
- * Test accommodations are the **minimum** accommodation required to allow the student to participate in the test and demonstrate his/her skills and knowledge.
- * All test accommodations must be supported by needs documented in the student's present levels of educational performance.

Coordinated Set of Transition Activities

- * Beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate).
- * Instruction
- * Related Services
- * Community Experiences
- * Development of Employment and Other Post-school Adult Living Objectives
- * Acquisition of Daily Living Skills (if applicable)
- * Functional Vocational Assessment (if applicable)

Participation in State and District-Wide Assessments

- * The student will participate in either:
 - * the same State and district-wide assessments
- OR
- * An alternate assessment

Participation With Students Without Disabilities

 **Extent of Non-Participation in General Education** - Removal from the general education environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.   

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

The student will not participate in regular education in the following areas: All Academic Areas

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

General Physical Education - The student will participate in the general education physical education program.

Exemption from Language Other than English Diploma Requirement

Required - The student is not excused FROM the language other than English requirement.

Special Transportation

- * Transportation recommendations to address the needs of the student related to his/her disability

Questions

- * Elizabeth Tucci, Assistant to the Coordinator of Student Services
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Thank you!