

Stillwater Central School District
Office of Special Education Services



**GUIDELINES FOR
DEVELOPING IEP'S
FOR SPRING 2012
ANNUAL REVIEWS**

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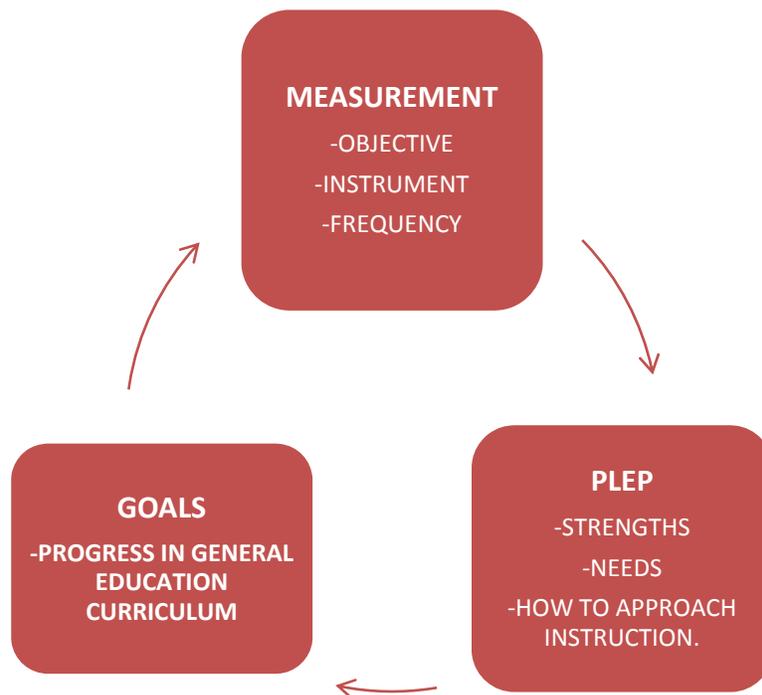
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INTRODUCTION

An Individualized Education Program (IEP) is a written statement, developed, written and revised to meet the unique educational needs of a student with a disability (Part 200.1(y)). Developing an IEP takes time, collaboration, careful assessment, and thoughtful reflection. The IEP is comprised of three main components: the **present levels of educational performance (PLEP)**, the **annual goals** and the way in which you plan to **measure the student's progress**. Within the PLEP the student's strengths, current level of performance and needs are identified. What flows next are the annual goals. They must be linked to the student's progress. The District uses a variety of assessments, both formative and summative to evaluate a student's progress. When these sections of the IEP are well developed in collaboration with the student's teacher, providers and family; the IEP will provide a clear description of the student's strengths, needs, and how best to approach their instruction.



STILLWATER CENTRAL SCHOOL DISTRICT

SPECIAL EDUCATION PRINCIPLES

All of our Special Education programs and services and supports in the district reflect the following principles. These Special Education Principles were amended in 2009 to provide a clear direction and a vision for our support students with disabilities.

The Special Education Principles should be considered when developing the draft IEP:

- ✚ We provide special education services that meet the individual needs of the child, are developmentally appropriate and strength-based. These services are planned in collaboration with all the child-serving systems involved in the child's life and are provided in a supportive learning environment.
- ✚ We recognize that the child's family is the primary support system for the child and participates in all stages of the decision-making and planning process.
- ✚ We recognize and respect behavior, ideas, attitudes, values, beliefs, customs, language, rituals, ceremonies, and practices characteristic of the child's and family's ethnic group.
- ✚ We will bring special education expertise to the student in the general education learning environment to the greatest extent possible.
- ✚ All instructional staff (administrators, general education teachers, special education teachers, and paraprofessional staff) is supported in developing knowledge, skills, and attitudes to design learning environments and instruction to meet the needs of diverse learners, including those with significant disabilities.
- ✚ All special education instruction will be based on the New York State learning standards.
- ✚ Student data will be used to inform and improve instruction.
- ✚ Related services provided to special education students will be educationally relevant, evidence-based and will support the student's learning. These services will be provided to the student in a manner that is least disruptive to the child's learning.

- ✦ Special education services and supports will be based on peer-reviewed research and will be evaluated regularly to ensure that they continuously improve.
- ✦ Learning is continuous in the life span of a child and all children can learn.
- ✦ Self advocacy and self determination are foundation skills needed by all children.

The information in this guide will help you develop a high quality IEP and can be implemented with fidelity and will result in improved performance for our students. For more information please contact your CSE Chairperson and/or Supervisor.



WHAT FORM IS USED?

All IEP providers will be developing the draft IEP using IEP DIRECT. Tips for using IEP Direct are included in this document. However, you may also refer to you IEP Direct Teacher's Manual for detailed instructions on using IEP Direct to draft your student's IEP.

Whenever available, select from the IEP Direct table to enter the information into the IEP. An approach to IEP development and progress monitoring that provides a practical way to guide committees on Special Education to make decisions that provide students a Faire Appropriate Public Education (FAPE) that allows them to benefit from their educational experience.

IEP Mapping is a useful form wherein a staff member can Map out the student's present levels of performance, needs based on those levels, and goals for improvement in those areas of weakness. This information will also lead to appropriate testing accommodations and classroom modifications.

When must the draft IEP be completed?



The draft IEP must be completed and sent to the parent and the CSE Chairperson at least 5 school days prior to the annual review meeting. Each staff member will also be given a formal date to turn in their draft IEP's to the Director of Special Education for review.

You will be required to have supporting documentation at the CSE Annual Review. This documentation includes steps in consideration of approving a classroom aide, one to one aide, current behavioral intervention plan, bus attendant documentation, need for assistive technology or other related service programming.

The process of drafting the IEP prior to the CSE annual review meeting allows for the necessary collaboration, reflection, and time needed to develop a meaningful plan. It assumes that all service providers will provide input to the draft IEP. It assumes that the IEP case manager will seek input from the student and the student's parent or guardian during the development of the draft IEP.

The CSE meeting is used to review the draft and ensure that it meets the student's needs, is understood and agreed to by the students parents, and complies with regulatory requirements.

When sending a copy of the draft IEP to the parent, ensure that the parent understands that it is a draft IEP and the parent's concerns, if not already addressed in the draft IEP, can be discussed at the CSE meeting.

Who should attend the Annual Review Meeting to review the draft IEP?

CSE CHAIRPERSON: Attends all meetings.

- ✚ Facilitates meetings and ensures opportunity for full participation by all members.
- ✚ Documents corrections and changes to be made to IEP in IEPDIRECT.
- ✚ Assigns any further responsibilities to staff prior to finalization of IEP.
- ✚ Documents meeting outcomes and any required meeting follow up on Annual Review Summary Form.

School Psychologist: Attends all meeting / can be Chairperson if not a re-evaluation meeting as well as Annual Review. By regulation, a school psychologist must attend any meeting at which new psychological evaluation will be reviewed or a change to program options with a more intensive staff ratio is necessary.

- ✚ Ensures that the attendance of participants is recorded on meeting minutes.
- ✚ Reviews any psycho-educational evaluations to be reviewed at the meeting.
- ✚ Assists the committee with interpretation of test results of any evaluations reviewed or included in the draft IEP.
- ✚ Includes their comments in the PLEP when conducting a psycho-educational evaluation on the student.
- ✚ Reviews any counseling goals for a student who requires counseling, and recommendation for the following year.

IEP Case Manager: Attends all meetings.

The IEP case manager facilitates the review of the draft IEP and all sections:

- ✚ Demographic information
- ✚ Special transportation needs
- ✚ PLEP
- ✚ Special needs and considerations
- ✚ Testing and test results
- ✚ Benchmark test results
- ✚ ESY recommendations
- ✚ For students older than 15, case manager must review a transition plan.
- ✚ Program Modifications and Accommodations
- ✚ Assistive Technology devices and services
- ✚ Supports for parent/guardians and school personnel

- ✚ Testing and test accommodations
- ✚ For students entering grade 7 or older, second language exemption needs

Related Service Personnel: Attends all meetings when they service that individual child. The related service personnel should attend the annual review meeting when they offer program services to a student. They must come prepared to review any updated testing and progress.

- ✚ Review the evaluation if needed.
- ✚ Review of student progress
- ✚ Review recommendation for following school year.
- ✚ If a student is being declassified or removed from related services, the related service provider must communicate with the school psychologist well in advance to the annual review meeting so that appropriate cognitive and academic evaluations can also be conducted.

Parent Member: A parent member is present at all District level CSE Meetings (i.e. when the student is to be considered for initial placement in a special class, a special class outside the district or a school primarily serving students with disabilities or a school outside the student's district).

- ✚ Participates as a full member of the committee and may provide input on any section of the draft IEP
- ✚ Facilitates parent/guardian's full participation in the review of the draft IEP and any committee decisions
- ✚ Helps the parent to understand CSE process, education jargon, etc.

General Education Teacher: a current general education teacher of the student must participate in all meetings (an adapted PE teacher is considered a special education/related service provider and,

therefore, cannot participate as a general education teacher). It is beneficial if a general education teacher is chosen to attend wherein they can offer information to the students' strengths and weak areas as well as recommendations for the following year.

- ✚ Participates as a full member of the committee and may provide input on any section of the draft IEP.
- ✚ Provides input on the PLEP regarding the student's academic, social, and physical performance and rate of progress in the general education setting in the current school year.
- ✚ Provides input on the student's management needs in the general education setting.
- ✚ Ensures that the program modifications and accommodations are needed by the student and realistic for the general education setting.
- ✚ Ensures that the test accommodations are needed by the student.

Parent/Guardian: is invited and encouraged to attend the annual review meeting for their child.

- ✚ Participates as a full member of the committee and may provide input on any section of the draft IEP, but especially:
- ✚ Provides information on the student's performance at home related to school issues or carryover of IEP goals at home
- ✚ Provides information on the family's goals and aspirations for the student
- ✚ Provides input on supports the family needs to help the family understand their child's disability and to help the student meet his IEP goals through carryover at home.

Student: Any student entering grade 9 and/or age 14 or older is invited and encouraged to attend his/her annual review meeting.

- ✚ Participates as a full member of the committee and may provide input on any section of the draft IEP, but especially:
 - Provides input on post school goals and aspirations and what supports are needed to achieve these goals.
 - Provides input on program modifications and accommodations that are used, useful, and needed in general education classes.
 - Provides input on test accommodations that are used and needed.



WHAT SHOULD BE INCLUDED IN THE DRAFT IEP?

The IEP is the document that will drive services, curriculum choices, instructional strategies, and instructional materials that are used with the student all year long. The IEP drives not only special education services for the student, but also impacts instruction in regular education classes. It is intended to define the program that will ensure FAPE (free appropriate public education) for a student and that the student will have the supports necessary to achieve the NYS learning standards. FAPE has been determined to mean a program conferring educational benefit. Educational benefit can be operational zed as a program in which the student is demonstrating progress. The IEP present levels of educational performance should indicate whether the student is making progress. When progress

cannot be demonstrated, changes to the student's program should be considered.

The IEP also can become a key tool in determining what disciplinary procedures can be used with a student. The IEP becomes a legally binding commitment for the district. And, the legally defensible IEP protects the district's liability, should a student's program or placement be contested.

Development of the draft IEP is coordinated by the student's primary service provider (IEP Case Manager). But it is a compilation of input from the student's entire team, including any special education teacher or related service provider who provides a service to the student, the student's parent(s) or guardian (s), the student's regular education teachers and school counselor, and the student. Secondary students should have an opportunity to review the draft IEP prior to the CSE meeting and should have an opportunity to actively participate in its development.

Using the IEP process to develop self-determination skills in a student.

Some of the most important skills we can help students with disabilities develop are skills of self-advocacy and self-determination. Special education services and accommodations are an entitlement for students with disabilities only in K-12 public schools. Once a student graduates or otherwise leaves school, he or she must ask for accommodations. The transition to the adult world is

difficult for individuals with disabilities who have not developed the skills of self-determination and self-advocacy. The IEP process is an excellent process in which to include the student and provide the student with the skills to:

- ✚ Understand the disability
- ✚ Identify needs related to the disability
- ✚ Choose goals to work on to develop skills and compensatory strategies to minimize the adverse impact of a disability
- ✚ Identify needed accommodations and modifications
- ✚ Participate in the decisions on needed services.

Students who participate in deciding goals and services to be included in a plan are more likely to work to achieve those goals and participate in those services. Students who participate in the development of their IEP's in school are more likely to be successful in asking for needed accommodations and or services in college or work. All secondary students should actively participate in the development of all aspects of his/her IEP.

DEVELOPING THE PRESENT LEVELS OF PERFORMANCE

Each special education teacher and related service provider who provides services to the student will contribute to this section.

Transcript information (secondary students only): this information will be completed by the IEP case manager.

Credits earned to date: For students, who have completed any high school credits, indicate the number of credits completed. Consult with the student's school counselor to confirm the number of credits completed.

Expected date of high school completion: This is the date on which the student will graduate from high school with a local or regent's diploma; or the end of the school year in which the student who will receive an IEP diploma turns 21.

Number of years to graduation: The number of years remaining to the projected date of graduation must now be included in the IEP.

Commencement level tests passed: Likewise for all high school students, consult with the student's school counselor and indicate the State Tests taken to fulfill

graduation requirements. This includes Regents examinations taken (passed or failed) and Regents Competency Examinations passed.

Type of Diploma: For students in high school, indicate the type of diploma the student is working toward (Regents, local, IEP, GED). All students must have access to a high school diploma. The CSE should consider an IEP diploma only when it is clear that the student will be unable to attain a high school diploma. The decision to pursue a GED diploma is not made by the CSE. It is a decision made by the school administration with the student and his/her parents. Consult the student's school counselor to ascertain what type of diploma the student is pursuing.

Annual Review Assessments: The IEP must describe the student's present levels of educational performance (PLEP). The present levels of performance describe how the student's disability affects the student's educational process. Present levels of performance are based on relevant functional and developmental evaluation information, including information provided by the parent and parent's concerns. Many tests and assessment procedures can be used to determine the student's unique and special needs to which special education and related services must be directed to help the student gain access to the general education curriculum and achieve educational goals. Examples of assessments include:

- Interviews with parents
- Performance-Based Assessments
- Medical Evaluations

- Classroom observations
- Professional judgment
- Data on student performance collected throughout the year.
- Rubrics
- Benchmarks
- Normative and criterion-referenced assessments
- Transition needs assessments, and
- Functional behavioral assessments.

The annual review assessments focus less on determining eligibility for services and more on determining whether the student is making educational progress and determining the student's special needs for instruction and learning. The annual testing also may be the method for evaluating progress on annual goals (if so designated on the goal). The PPS department, CSE Chairperson, School Psychologist can identify the instruments that are appropriate for annual review testing and assessments.

The PLEP should include the student's results on the most recent State assessments. The PLEP should also indicate progress the student has made on annual goals from the previous IEP as indicated on the evaluative criteria for the goals and objectives.

When the listing scores from standardized tests, it is most useful to use standard scores, percentiles, or stanines. Grade equivalent scores can be highly misleading as they simply indicate the grade placement at which the raw score is average. Grade equivalent scores from different tests cannot be compared, as they have no relationship to open

another. A grade equivalent score does not mean that the student is achieving at that grade level, it means that the students who achieved the same raw score were on average at this grade level.

Figure 1 – Reporting Scores of Standardized Tests

Standard scores least likely to cause concern. Most likely to identify growth.

An evaluation of the usefulness of developmental scores of relative standing to document progress or clearly convey meaningful information is provided below by Kathleen Rotter, who is a private consultant and assistant professor in special education at the College of New Jersey.

Developmental Scores: Grade Equivalents

Grade equivalent scores tell the grade placement at which a raw score is average. It is reported as a decimal. The whole number refers to the grade level and the decimal part refers to a month of the school year within a grade.

While these scores appear to convey clear, understandable information, that information may be misleading.

One might reasonably expect one year's growth in GE scores during each school year. In fact, due to the manner in which GE's are constructed, a student performing one year below GE this year would have to exceed the performance of more students to achieve one year's growth in GE's in the

next year than a student who began by performing at grade level.

The very design of the GE ensures only students who are exactly at the average GE can be expected to demonstrate one year's growth with a one-year period. Lower-scoring students, though they do not change their position with respect to the norm group, will have grade equivalents indicating they are falling further behind their classmates.

Students with disabilities are more likely to perform below average, therefore the choice of reporting the GE's in and of itself, will most likely lead to decreasing GE performance, regardless of the actual progress of the student.

Administrators or staff might assume any GE below the child's actual grade placement is unacceptable. Actually, the GE scores are constructed so that 50 percent of the children at any grade level must fall below grade level on the test.

Finally, it is important to remember that GE scores cannot be compared to developmental scores on any other test. A GE of 5.0 on one test has not relationship to a GE of 4.0 on a different test. Comparing across tests is not only impossible but not appropriate.

SCORES OF RELATIVE STANDING: PERCENTILE RANKS

Percentile ranks tell the percentage of the students in a norm group who have scored lower than the raw score in question. These scores can often mislead educators, even though the relative ease of the percentile rank

understanding is often cited as the reason for its preferred use.

There is a common tendency to confuse percentile scores with percentage correct scores. In these cases, people interpreting the scores often react negatively to percentile scores below 80.

A percentile rank below 50 may appear unacceptable, when a percentile score between 25 and 75 percent is actually within average range.

Real differences between raw scores may be minimized near the ends of the distribution and exaggerated in the middle. Since scores of concern for students with disabilities are likely to be near the ends of the distribution, use of percentiles would automatically result in smaller increases over time.

Students with disabilities performing at the lower ends of the continuum could appear to be making less progress than those who are in the average range, even if those students were showing greater improvement over previous scores. Percentiles allow for comparison across different tests.

SCORES OF RELATIVE STANDING: STANDARD SCORES.

Standard scores tell how far a raw score is from the mean of the norm group, expressing the distance in standard deviation units.

While educators may have difficulty explaining such scores to parents, a simple explanation may suffice. That is, within the report, provide a description of the standard

score in use. For example “For the Woodcock Johnson III: Average standard scores are between 90 and 110.” People reviewing the data may simply compare scores to the average standard.

Use of the standard score allows comparison across tests. Standard scores are least likely to cause unnecessary concern regarding student performance on tests and are most likely to identify areas of growth as they occur.

It is recommended administrators require the reporting of only standard scores in evaluation reports. It is in this manner your district can demonstrate student progress and the delivery of an appropriate educational program in a clear, fair and statistically sound manner.

PARENT INPUT: Parents are important members of the CSE. The goal of the CSE meeting is for all members to collaborate in developing the most appropriate IEP for the student. A good reference for working with parents or any collaborator is *Getting to Yes: Negotiating Agreement without Giving In (Fisher and Ury of the Harvard Negotiation Project 1981)*. Special education teachers and the primary service provider are responsible for seeking parent input on the student’s draft IEP, including present levels of development, goals and objectives, etc. Parent concerns must be considered by the CSE. Suggested methods for obtaining parent input on the draft IEP include:

- Telephone conference
- Parent questionnaire
- Parent conference

Teachers might use other team members for assistance with obtaining parent input, especially if one team member has a special rapport with the parent. For students who will be 15 years of age or older, parent input on the student's plans and needs for post school transition must be obtained and included in the IEP.

Student Input: Students needs and interest must be considered in transition planning (IDEA). All secondary students who will be 15 or older in the coming school year should actively participate in the development of his/her IEP. In addition to providing input and choice in all aspects of the IEP, student's needs and interest must be included when identifying transition strengths and needs in the PLEP, post school outcomes, annual transition goals, needed transition services and activities. Secondary students younger than 15 should have an opportunity to review and discuss the IEP with the IEP case manager or other team member. Students should provide input on needed services, especially paraprofessional support, and needed accommodations – classroom and test accommodations.

Data: Assessment data collected throughout the year should be reviewed and considered when writing the student's present levels of development. Such data will indicate the progress the student has made on the current IEP goals and objectives. Assessment data collected throughout the year will provide insight on rate of progress/development; periods of regression; lack of progress, need for aide services, etc.

Functional Behavioral Assessment: A functional behavioral assessment is required for any student for whom behavior impacts the learning or development of the student or of other students and for whom the standard classroom management strategies have not been effective. If behavior is identified as having a negative impact on the student's ability to learn or negatively impacts the learning of others, a functional behavioral assessment must have been completed and the results of the assessment included in the annual review. For students who have a Behavioral Intervention Plan, the current status of targeted behavior and progress should be stated. If the student has behaviors that impact learning and has not had an FBA, make a referral to the CSE as soon as possible. If a student requires therapeutic Crisis Intervention, the student must have had an FBA and current BIP.

The present levels of performance (PLEP) are the beginning point for the rest of the IEP. The needs identified in the PLEP determine what goals and services are needed for the student. The PLEP are the beginning point from which the student's progress will be measured. Therefore, the present levels of performance should be written in measurable terms.

Since the IEP defines only the students unique needs (caused by the disability) that require special education, **the IEP would not include student needs that are typical or average for students at this age.** Every need identified in

the present levels of performance must be addressed by a service, goal, and/or accommodation.

Each section or domain of the present levels of performance (Educational achievement, functional performance and learning characteristics; social development; physical development; management needs) should begin with a general statement indicating the student's level in this domain. The statements in each domain should indicate how the student's disability does or does not affect learning. The PLEP statements should also state how the student's disability does or does not affect learning. The PLEP statements should also state how the students' disability affects involvement or progress in the general education curriculum. The general statement should relate directly to any test scores listed on the test information page. The present levels should also indicate the student's progress during the previous school year. For students of transition planning age (15 years or older), the PLEP should refer to any transition assessments and include specific statements regarding the students strengths and needs relating to the students post high school plans. A listing of the student's educational strengths and needs in this area should follow the general statement.

The CSE must assess present levels of performance and individual needs in the following areas:

1. Academic/Educational Achievement, Functional Performance, and Learning Characteristics – the levels

of knowledge and development in subject and skill areas, including as appropriate:

- a. Activities of daily living (personal care, meal preparation, household activities, managing resources)
 - b. Level of intellectual functioning (general intelligence, attention, memory, problem solving ability, language functioning),
 - c. Adaptive behavior (the effectiveness with which the student copes with natural and social demands of his/her environment, how the student makes decisions/judgments, self advocacy and self determination),
 - d. Expected rate of progress in acquiring skills and information (the pace in which the student learns new information or skills), and
 - e. Learning style (how the student learns best such as through visual or auditory modalities, hands-on approaches, cooperative learning and repetition).
2. Performance in subject areas should be based on students ability in relation to the learning standards and performance indicators established for all students. For students in regular education classes, the current report card grades should be reported. Because reading is a foundation skill, the student's instructional reading grade level should be included. For students of transition age, the specific academic language, and/or executive function needs for the student to meet his post high plans must be stated.

3. **Social Development** – the degree and quality of the students relationships with peers and adults, feelings about self, and social adjustment to school and community environments. For students of transition age, the specific social or emotional needs that relate to the students post high school goals must be stated directly. **Students for whom counseling is recommended should have their social and emotional needs addressed in this section of the PLEP.**
4. **Physical Development** – the degree and quality of the students motor and sensory development, health, vitality, and physical skills or limitations that pertain to the learning process, including pertinent information from the student’s physical examination. Include information on medications the student takes that may impact learning. **For a student with a health impairment (classified OHI), the health impairment and its impact on the student’s access to the general education curriculum should be explained.** For students of transition age, any needs specific to the students post high school goals must be stated directly.
5. **Management Needs** – the nature of and degree to which environmental modifications and human material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with the factors identified in each of the three areas described above. For any student with a behavioral intervention plan (BIP), it should incorporate information regarding the students need for the BIP. The students current BIP must be

submitted with the draft IEP. Do not refer to specific services that a student receives or needs in this section. Services should be listed only in the services section. In this section, indicate the need. For example, rather than indicating that the student needs a teacher aide, indicate that the student needs considerable adult support in classes for redirection to task, organization of materials and behavioral monitoring.

Transition Needs – must be included in the PLEP for all students who will be age 15 years or older in the school year for which the IEP is developed. In each area include the student’s needs as they relate to the students projected post-school outcomes. For a college bound student, does the student have the critical learning skills needed for college (self-advocacy and self-determination skills, independent learning, study skills, reading comprehension/fluency, writing skills)? For an employment bound student, does the student have the independent work skills needed for work (self-advocacy and self-determination, acquiring a job, maintaining a job)? These needs should be stated clearly in the PLEP as transition needs for the students specific post high school plans. For **example**, “John needs to improve his organization skills for studying and independent work completion for success in high school and for success in meeting his post high school goal of attending college.” Another **example is**, “Mary needs to improve her skills in self determination, especially understanding her own needs and asking for help when

needed, in order for her to achieve her post high school goal of independent employment.”

Instructional Domains are the categories of knowledge, skills and behaviors necessary for success in school. It is helpful to think in terms of instructional domains when you are developing the student’s present levels of performance. When you think in terms of instructional domains, it directs you to think in terms of the student’s instructional needs based on his/her disability. Instructional domains include: communication, listening, reading, writing, behavior, physical, memory, study skills, organization, task-related strategic learning, self-help, and community.



When developing present levels of educational performance, learning characteristics, behaviors and needs must be described in easily understood terms that are precise enough to be measured. The needs in the present levels of development are the beginning point from which the goals and objectives are developed. For example, if *Joey is disruptive in classes from 5-8 times daily*, a goal may be to *increase appropriate behaviors and decrease disruptions in classes to less than 2 times per day*. The PLEP are the foundation for the goals. They are also the foundation for services and should support your recommendations for services and placement; especially in you are considering more restrictive services or placement. Some other examples of needs/characteristics are:

- *Reading comprehension is poor, at the 12th %ile;*
- *Works very slowly, becomes upset if he makes a mistake and refuses to continue (about 80% of the time);*
- *Submits fewer than 50% of homework assignments;*
- *Fails to follow adult directives about 50% of the time;*
- *Responds to frustration inappropriately (leaves class, uses foul language, throws things) 3-4times/day.*

In summary, describe present levels of development in language and terms that:

- **The parent, student and professionals can understand,**
- **Indicate the student's current levels of performance,**
- **Indicate instructional needs based on the student's disability,**
- **Provide information that is relevant for instructional planning, and**
- **Will allow the parent, student and professionals to determine a year from now if progress has been made.**

Considerations for Specific Student Needs: NYS regulations require that the following unique needs be specifically addressed when appropriate. If the student has any of the following needs, be sure to include a description of these needs in the appropriate section of the present levels of performance.

Students who demonstrate behaviors that impede learning: When a student's behavior impedes learning, the Committee must consider strategies, including positive behavioral intervention, strategies and supports, to address those behaviors. The student's team can assist the committee in addressing these issues by addressing the following questions in the present levels of development.

- What behaviors does the student exhibit that are different from those of same-age children?
- When is the student most likely to engage in the problem or inappropriate behavior?
- What specific events appear to be contributing to the student's problem behavior?
- What function(s) does the problem behavior serve for the student?
- What might the student be communicating through the problem behavior?
- When is the student less likely to engage in the behavior?
- Does the student's behavior persist despite consistently implemented behavioral management strategies?
- Does the student's behavior place him/her or others at risk of injury or harm?
- Have the student's cultural norms been considered relative to the behaviors in question?
- Do medications or other interventions affect behavior?
- Does the disability affect his/her ability to control the behavior?

- Does the student's disability affect his/her understanding of the consequences of the behavior?

Students with limited English proficiency: For all students with limited English proficiency, the IEP should address how the student's language needs relate to the student's learning. If you have students with limited English proficiency, consider the following questions as you develop the present level of development.

- What language is used for the student's instruction?
- What language is used to address parents or family members of the student?
- What accommodations are necessary for instruction and testing?

Students who are blind and visually impaired: The CSE must provide instruction in Braille and the use of Braille for student who are blind or visually impaired, unless the student's evaluation indicates that instruction in Braille or the use of Braille is not appropriate. If you have a student who is blind or visually impaired, consider the following questions as you develop the present levels of development.

- Does the student have a disability in addition to blindness that would make it difficult for him or her to use his or her hands?
- Does the student have residual visual?
- Does the student use or need to learn to use assistive technology for reading and writing?
- Is the student's academic progress impeded by the current method of reading?
- Does the student use Braille, large print or regular print?
- Have provisions been made to obtain in Braille the printed materials used by sighted students?

- Does the student need instruction in orientation and mobility?
- Does the student have appropriate listening skills?
- Does the student have age appropriate social skills?

Students who are deaf or hearing impaired: The IEP must describe the student's communication and language needs and the student's opportunity for direct interaction with peers and educational personnel in the student's own language and communication mode. If you have a student who is deaf or hearing impaired, consider the following questions:

- Does the student use American Sign Language?
- What mode of communication does the student use?
- What mode of communication does the family prefer?
- 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?
- Does the student require assistive devices to facilitate the development and use of meaningful language and/or mode of communication?
- What accommodations are necessary for instruction and testing?

Students with assistive technology needs: Some students have disabilities that impede their ability to function in many major life areas (learning, communication, mobility, working, activities of daily living). Equipment (low tech, medium tech, and high tech) enables the student to access standard materials or enables the student to perform skills in major life areas. The committee needs to evaluate the student's needs for assistive technology services and devices as these services and devices relate to the student's educational needs. The student's team can assist the committee by identifying in each area of present development the assistive

technology that the student is currently using and what continued need there is for assistive technology. If you anticipate discussing assistive technology needs for a student, it is important to include the Assistive Technology Specialist in the IEP and CSE discussions.

Following are questions to consider:

- What can the student do now with and without assistive technology devices and services?
- What does the student need to be able to do?
- Can assistive technology devices and services facilitate student access in a less restrictive environment?
- Does the student need assistive technology devices or services to access the general curriculum or to participate in nonacademic and extracurricular activities?
- Does the student need assistive technology devices to benefit from educational or printed materials, for auditory information, for written communication, for augmentative communication?
- Does the student need assistive technology devices and services to access State or district wide tests”
- How can such assistive technology be incorporated into the student’s program across settings?

The New York State Department of Education lists the quality indicators for PLEP statements as:

- 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 the 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/her ability to participate and progress in the same curriculum as nondisabled peers.

Testing Results: All team members will enter their annual testing results. IEP case manager will enter State assessment results. The psychologist will include testing results including cognitive testing results.

Transition Planning: The IEP case manager will conduct the Level 1 vocational assessment and enter the projected post-school outcomes. All providers will provide input to the PLEP on the student's needs for transition. All providers will enter the needed annual transition goals within their discipline. The IEP case manager will enter all coordinated activities except for related services. Team members will enter the related service activities in their discipline leading to post-school outcomes.

Transition planning is required for students beginning with the IEP that is developed for the school year in which the student will be age 15 or older. Transition services are a coordinated set of activities designed within a results-oriented process that is focused on improving academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities.

PLEP: The PLEP must include the student’s transition needs in each area related to the student’s projected post school goals (identified in the Level 1 vocational assessment). Each IEP provider should consider the student’s knowledge, skills, and attitude in all areas needed for success in the student’s desired post school outcomes. Needs in the following areas should be considered:

- ❖ Post high school education and/or employment.
- ❖ Personal independence in home setting,
- ❖ Community access for recreation/leisure,
- ❖ Personal financial management,
- ❖ Personal medical/health management.

Discrepancies between the goals and current levels of development should be indicated as needs in the PLEP and/or the need to develop realistic post school goals. The student’s transition needs must be stated as transition needs. Often transition needs are the same or similar to needs for success in high school. Nevertheless, the IEP must clearly state transition needs.

Projected Post-School Goals: For students who will be 15 years of age or older in the coming school year, a student’s IEP must annually include a projected post-school goals related to the student’s individual needs, preferences, and interests in each of the following areas:

- employment,
- postsecondary education/training, and
- Community living.

The projected post-school goals establish clear expectations for the school, the student, the student’s family and any other agencies providing services to the student in planning and implementing the transition goals, objectives, and services. **The projected post-school goals are statements of the planned placement of the student in the year following high school completion in the**

areas of employment, post secondary education, and living.

These statements and the student's present levels of development become the basis for development of educational placement, related and other educational services to be provided, annual goals and short term objectives.

Parents and the student must be included in the discussion of projected post-school goals and the IEP must clearly state the method used to obtain parent and student input. Additional information on transition planning can be found in the NYS Education Department publication, *Transition Services: A Planning and Implementation Guide* (www.vesid.nysed.gov).

While parent desires are considered, it is essential to ask the student and include the student's goals and desires. Tools for helping students identify long term adult outcomes include: Interest inventories completed with guidance; Student interview; Parent interview; Experiences (work, volunteer) to assess interests/skills; and Vocational evaluations (situational assessments, Singer). When indicating the student's needs, preferences and interests in the PLEP, the method for obtaining the information must be included. For example, "During the student interview, John indicated that he has strong computer skills and would like to be pursuing a career as a computer game designer."

Transition Annual Goals: The annual goals must include transition goals for the student. Considering the needs identified in the PLEP, what goals should be the focus for the coming year? If these goals are already stated in academic, counseling, language goals, etc., they need not be repeated. If there are needs in self-advocacy, self-determination, etc. these should be included as transition goals.

Coordinated Set of Activities Leading to Projected Post-school

Outcomes: A statement of the student's service needs relating to post graduation transition must be included. Even if included within the special education and related services, they should be indicated here.

The IEP must identify the student's service needs in:

- instruction (such as career and technical, vocational classes),
- related services (such as job coaching),
- community experiences (such as extra-curricular activities),
- employment development and any other post school adult living objectives (such as work experience program, career exploration, college application assistance),
- acquisition of daily living skills (if needed, such as hygiene, self care, self medication) and
- functional vocational assessments (if needed, such as diagnostic vocational evaluation).

In this section, describe any services to be provided by or coordinated by the district that are specific to the student's transition to post school. For example, if occupational therapy is provided to help the student develop skills for work, specify this in the transition services. This may include participation in general education vocational training classes or services. Activities may include providing access and referral information to the student and his/her family for post school services, such as VESID or residential agencies.

Extended School Year:

A critical question at the annual review will be the determination that the student experienced significant regression in a **specific** area and therefore requires Extended School Year (ESY) services, i.e. instruction in that area during July and August. A student may not regress in all areas, so each area must be considered

separately. Also, a student must be considered each year. The student may no longer need ESY.

The Recommendation for Extended School Year should be based on collected data showing regression of learned facts over vacations, and long breaks. This data must be used for ANY student you may wish to have considered for ESY. The CSE will use this documentation to help make the decision regarding ESY. A general or special education teacher can complete it but the special education teacher is responsible for having this information at the annual review. Areas of concern that can be assessed include:

- ELA
 - Math
 - Communication
 - Social Skills
 - Speech
- ***Behavior (Has the student's behavior changed recently? (Example: increase in attending to task, decrease in staying in seat, decrease in completion of work, takes longer to accomplish task, etc.)***

If the student must attend school on a year round basis to prevent substantial regression of skills attained, it is indicated in this section. Substantial regression means a student's inability to maintain developmental levels due to a loss of skills or knowledge during the months of July and August. If the student's anticipated loss of skill over the summer would be so significant as to require an inordinate period of review or retraining at the start of each school year, the student should be recommended for year round schooling. As a guideline, a retraining period of 8 weeks or more would indicate substantial regression. The CSE is advised to consider extended school year programs for the following students:

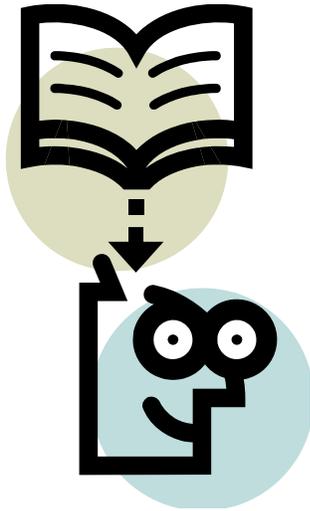
- Students whose management needs are determined to be highly intensive, and who require a high degree of individualized attention and intervention and who are placed in special classes.
- Students with severe and multiple disabilities, whose programs consist primarily of habilitation and treatment and who are placed in special classes.
- Students who are recommended for home and hospital instruction, whose special education needs are determined to be highly intensive, who require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment.
- Students whose needs are so severe that they can be met only in a seven-day residential program.
- Students receiving other special education services who, because of their disabilities, exhibit the need for special services and/or program provided in a structured learning environment of up to 12 months duration in order to prevent substantial regression.

The recommendation for extended school year services must be supported by the needs indicated in the present levels of development. These needs must be based on needs documented during the previous school year. Student regression must have been documented over the school year week long vacation periods. The needs should indicate in which areas or goals substantial regression occurred during the school year and is expected over the summer. The services for the summer may differ from those provided during the 10-month program. In fact, services for the summer must focus on only those areas or goals in which substantial regression is expected.

You must consider the same least restrictive environment standards for the summer session as to the 10-month program. Recommendations should be for the least restrictive services. However, only students whose IEP indicates that goals can only be maintained in a setting with non-disabled peers would require an integrated setting in the summer.

Developing Annual Goals (and short term Instructional Objectives/Benchmarks)

Each special education teacher and related services provider who provides services to the student will contribute to this section.



Measurable Annual Goals: Annual goals are measurable statements that describe what the student can reasonably be expected to accomplish within the school year and that will move the student toward the projected post-school outcomes. There must be a direct relationship between the annual goals and the present levels of performance, including the student's post high school plans. For every need identified in the present levels of development, there should be a corresponding annual goal (or a service or modification). **Goals are established only for needs resulting from the student's** disability.

The following criteria should be considered:

1. Annual goals should be determined from the disability-related needs of the student as described in the present levels of performance.

2. Annual goals should focus on offsetting or reducing the learning or behavioral problems resulting from the student's disability.
3. Annual goals should focus on meeting the special education needs of the student.
4. Annual goals must be written in measurable terms.
5. Annual goals must relate to the New York State Learning Standards for all students and/or Alternate Performance Indicators for Students with Severe Disabilities.
6. Annual goals must address the student's transition needs.

Annual goals are to focus on meeting the student's special education needs. If a child is progressing within the general education curriculum in a particular domain and has no special education needs in that domain, annual goals and objectives need not be developed. Annual goals are not written for each discipline. Instead annual goals are developed based on the student's needs to achieve long term educational goals, including post school goals. Then, based on the student's goals and needs, the committee decides which special education and related services are needed to support the educational goals.

When developing annual goals, consider the student's needs based on the disability and the time the student will be able to devote to working on IEP goals and objectives. Develop goals based on the student's priority needs.

Annual goals must be written in measurable terms that focus on one year of instruction. Goals must be linked to the New York State Learning Standards by ensuring that the student has the precursor skills and strategies necessary to access and progress in the general education. Goals should focus on ameliorating the student's special education needs to help the student access or progress in the general education curriculum. When developing annual goals and short-term objectives, ask yourself, "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 should not identify any instructional methods or materials by name, such as Wilson reading, etc.

The annual goal is a projection of what the student can achieve in one year; it must be measurable. The annual goal must identify the evaluative criteria, evaluation procedures and schedules to be used to measure progress over the next year. The annual goal must be consistent with the student’s needs and abilities and must relate 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 education curriculum; and
- Meeting each of the student’s other educational needs that **result from the student’s** disability.

For each annual goal, the team must document:

- The knowledge, task or skill to be achieved,
- The criteria for measuring achievement of the goal,
- The method that will be used to measure achievement, and
- The schedule for measuring achievement of the goal.

For Kindergarten:

Goal	Evaluative Criteria	Evaluation Method	Evaluation Schedule	January progress	June progress

For elementary:

Goal	Evaluative Criteria	Evaluation Method	Evaluation Schedule	November progress	March progress	June progress

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For secondary:

Goal	Evaluative Criteria	Evaluation Method	Evaluation Schedule	1 st Qtr Progress	2 nd Qtr Progress	3 rd Qtr progress	4 th Qtr progress

You should recommend a very limited number of annual goals based on the student's needs related to the disability. The student may have weaknesses that are not related to the disability but are addressed in regular education setting. You should not include IEP goals in these areas. For example, a student with a learning disability with average levels in math would not have a math goal even if he/she has areas of weakness in math.

Examples of Annual Goals are:

For Kindergarten:

Goal	Evaluative Criteria	Evaluation Method	Evaluation Schedule	January progress	June progress
Use appropriate behaviors in response to transitions, work demands	No more than 2 inapprop. behaviors (per BIP)	Observation of targeted behavior	Every other week		

For elementary:

Goal	Evaluative Criteria	Evaluation Method	Evaluation Schedule	November progress	March progress	June progress
Improve reading comprehension, specifically figurative language and cause and effect.	Instructional level of 23	Written test-Rigby	monthly			

For secondary:

Goal	Evaluative Criteria	Evaluation Method	Evaluation Schedule	1 st Qtr Progress	2 nd Qtr Progress	3 rd Qtr progress	4 th Qtr progress
Use organization strategies necessary for success in 7 th grade general education classes.	Level 3	SCSD Organizational skills Rubric	monthly				

For students with severe disabilities, goals must ensure that the student is achieving tasks that support attainment of the *New York State Performance Indicators for Students with Severe Disabilities*. For students with severe disabilities who are eligible for the New York State Alternate Assessments (NYSAA), short term objectives are required in the IEP.

Summer Goals: For any student recommended for ESY, the goal to prevent regression in the identified skill area(s) must be identified as the ESY goal(s). The goal must be identified with the prefix: **ESY**

ESY Goal	Evaluative Criteria	Evaluation Method	Evaluation Schedule	ESY report of maintenance

Short Term Objectives or Benchmarks for students eligible for the NYSAA: The IEP short- term objectives (STOs) are benchmarks towards achievement of the annual goals. They are the measurable, intermediate, sequential steps between the present levels of performance and the annual goal. Each must contain an evaluation schedule, criteria, and method of assessment. Short term objectives should not identify any specific instructional methods or materials.

The following criteria should be considered:

- Objective or benchmark must be written in measurable terms.
- Objective or benchmark must include evaluative criteria specified in such a way that it can be measured.
- Objective or benchmark must specify evaluation method such as systematic observation; teacher-made test, informal test or work sample.
- Objective or benchmark must include an evaluation schedule, the schedule for applying the evaluation method to determine if the evaluative criteria have been achieved.

The sequential elements of the objective (benchmark) are:

1. Given *describe any special conditions,*
2. the student will *describe the skill the student will master,*
3. at least *describe the criteria for measuring progress (4 out of 5 days, 80%, 3 successive days, etc.)*
4. as measured by *describe the evaluation method (teacher checklist, reading test, student product, etc. avoid teacher observation)*
5. to be evaluated *describe the schedule for measuring progress (monthly, biweekly. for 5 consecutive days quarterly).*

When developing short term objectives, consider the time the student will be able to devote to working on IEP goals and objectives. Limit the objectives to the student's priority needs

Review the drafted goals. Do they describe what the special education teacher and/or related service provider will address with the student to address the student's special education needs?

Special Education Programs and Related Services/Program

Modifications Each special education teacher and related services provider who provides services to the student will contribute to this section.

All team members (including the parent) may provide input on the recommendations for related services and programs for the upcoming year. All recommendations must be supported by the present levels of development and, goals for the student. The team should be prepared to answer the questions:

Why is this program or service needed? Are the programs and services related to the disability?

Can the service be provided in the general education setting?

Is this the least restrictive environment for the student?

Could the student achieve his/her goals in a less restrictive placement?

Each Special Education teacher and related service provider will enter the information regarding the recommended service in his/her discipline. The IEP case manager, who will attend the CSE meeting, must be familiar with all the recommended services and be able to discuss recommendations for frequency and duration. If the service provider is recommending a change in service, he or she should plan to attend the CSE meeting.

Declassification Support Services: Services may be provided to a student or a student's teacher to aid in such student's move from Special Education to full-time regular education when a student is declassified. Declassification support services may include:

- **Psychological services, social work services, speech improvement services and other appropriate services necessary**
- **Consultation with staff**
- **Testing accommodations**

When a student is declassified, the student is no longer a student classified under IDEA and, therefore, is no longer monitored or reviewed by the CSE. Declassification support services may be provided for up to one full year. However, testing accommodations are available to these students until they finish high school.

It is important to build the student's strengths. Students who are recommended for declassification must have a re-evaluation. If you are recommending declassification, make sure you have taken the steps with your CSE Chairperson and school psychologist for re-evaluation. You will then need to prepare a declassification plan. If the student is determined to be declassified the secretaries will go into IEP Direct and prepare a declassification document to be placed in the file for record keeping.

All team members may contribute to this section.

Program Modifications/ Accommodations/ Support Aids and Services:

List the accommodations the student requires for access to regular education classes and participation in the class. Classroom accommodations must relate to needs identified in the present levels of development section, Include the minimum modification required to allow the student to participate and demonstrate his/her skill and knowledge. Classroom accommodations should not provide the student with an advantage and should not increase the impact of the student's disability. Classroom accommodations should provide the minimum support needed for the student to function while encouraging development of independence and skill. Specify the frequency, location, duration and initiation date for each accommodation. Any accommodation or modification listed must

be supported by needs indicated in the present levels of development section. Consider what reasonable and necessary accommodations are to be provided in the regular education classroom. Consider the minimal accommodations necessary to accommodate the student's disability while promoting the student's independence and social integration.

If the student requires grading modifications, it should be stated. Students may also receive altered or modified instruction with curricular modifications in the general education class if necessary to participate. When students receive modified content in general education classes, the student's team will determine grading procedures that follow a modified grading system. The modified grading system should provide grades similar to the standard grading system. For example, numerical grades if other students receive numerical grades. The team must make every decision individually, based on the students' inability to master the objectives of a course, not on the student's status as a special education student. Additionally, you must always remember to ask yourself what is the intended curriculum? What do you want the student to learn? and how can he individually provide you with information that indicates he learned the desired skill?

The student's IEP must reflect the need for modified grading. The following students may require modified grading:

- **Students who are expected to progress in the general education curriculum but may not reach mastery.** Some students are progressing in the general education curriculum and working towards a high school diploma. These students can achieve a minimum level of competency with the curricular content, but have difficulty reaching mastery. The team may develop a grading policy that allows the student to achieve a grade that includes the student's achievement of his/her IEP goals in addition to achieving minimum competency of curricular content. For example, if the student achieves curricular content reflective of the standard grade of 65, the student may be able to receive additional grade points based on other factors, such as participation, effort, and

achievement of his/her IEP goals. The modified grading system should provide grades similar to the standard grading system — for example, numerical grades if other students receive numerical grades. There should be no indication on the grade report that accommodations were provided.

- **Students who are working toward an IEP diploma.** Some students in general education classes are not expected to achieve the grade level curricular content, but are working toward alternate performance indicators. These students are provided a significantly modified curriculum. For these students, the team should develop a grading system that is based on the student's achievement of the modified curriculum and achievement of the alternate performance indicators. The modified grading system should provide grades similar to the standard grading system — for example, numerical grades if other students receive numerical grades. There should be no indication on the grade report that accommodations were provided.

Adapted Equipment/Assistive Technology:

The IEP must describe any specialized equipment and adaptive devices needed for the student to benefit from education. Assistive devices 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 child with a disability. Devices can range from low tech like pencil grips, paper stabilizers, built up spoon to high tech items such as voice synthesizers, voice activated computers. The IEP should list all devices needed by the student to achieve the IEP goals and objectives. The district is not required to make available devices that are required only for non-school activities. In addition, the district would not be required to provide items that a student routinely would require for daily life functions (wheelchair, hearing aid, orthotics) unless specifically stated in the IEP. Likewise, the district is not required to provide devices that all students are required to bring to school, such as calculators, unless

specifically stated on the IEP. Use of a calculator may be a necessary classroom accommodation but not required assistive technology if all students are expected to have a calculator for class. If assistive technology is required, the Committee must consider who will be responsible for day-to-day maintenance and the plan for providing repairs, replacement and back up equipment. The IEP should state the initiation date and frequency, duration, and location that the assistive technology is to be provided. The IEP should not identify equipment or devices by brand name. For example, instead of “Inspiration”, use graphic organizer software. Instead of “Phonak” use FM system. If you anticipate discussing assistive technology needs for a student, it is important to include the Assistive Technology Specialist in the IEP and CSE discussions.

Supports for School Personnel/Parents on Behalf of Student:

Supports for school personnel that are needed to help the personnel implement the student’s IEP. This might include training or information that is absolutely required for staff that will be working with the student (classroom, school, or related services staff). The IEP should indicate that training/information will be provided to the staff but should not commit the staff to a specific type, time of training. This section might also include related service provider consults provided to a team **when the student does not require a direct service from the related service provider** but the team may need to understand how the student’s disability impacts learning or performance in the classroom. The IEP should state the initiation date and frequency, duration, and location of each support.

Supports for parents that are needed by the parent to help the parent understand the child’s disability or to help the child achieve the IEP goals are included in this section. This might include providing information to the parent on the child’s disability and its impact on learning or school performance. It may also include training or support to help the parent carryover IEP goals at home when home carryover is essential to the child achieving progress on the goals. The IEP should state the initiation date and frequency, duration, and location of each support.

Test Access: The IEP manager will enter Participation in Testing information.

All students must participate in State testing (unless it is determined that they are eligible for NYSAA). Most students participate in the same State tests as their grade level peers. Some students participate in the New York State Alternate Assessment.

The participation criteria for the NYSAA are:

- The student has a severe cognitive disability and significant deficits in communication/language and adaptive behavior,
AND
- The student requires a highly specialized education program
AND
- The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.

These criteria must be stated as the reason why the student will not participate in the standard State test and instead will participate in the NYS Alternate Assessment. It is expected that only 1-2% of all students (or 10% of students with disabilities) will be eligible for the NYS Alternate Assessment.

Test Accommodations: Test accommodations are changes in testing procedures or formats that provide students with disabilities and 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. The needs documented in the student's PLEP must be supported by documented use of accommodations during the current school year and/or assessment of test accommodation needs or documented assessments that confirm the needed accommodation.

The data collected to document use of test accommodations should be brought to the CSE Annual Review meeting for the CSE to review when considering test accommodation recommendations.

The accommodations should alter the standard administration of the test to the least extent possible. Emphasis is on the need for the accommodation, not on the potential benefit from the accommodation.

Accommodations are not intended to substitute for knowledge and abilities that the student has not acquired. The fact that a student will achieve a higher score with an accommodation is not an appropriate criterion for providing an accommodation.

List any testing accommodations required for the student to participate in State, district wide testing, or classroom tests. Be specific with the statement of the accommodation including the conditions and specifications of the accommodation. The conditions which will require the specific accommodation may include such things as type of test (test which requires written response greater than 1 sentence or tests with oral comprehension items) and length of tests (tests longer than 45 minutes). The specifications of accommodations must be indicated, such as: for time extended and the specific extension. Some test accommodations may be needed due to and in conjunction with the provision of another required test accommodation. For example, a separate location may be needed when the student has tests read. When giving tests read to a student you must show that the student is unable to read the material on their own and requires their tests to be read.

Student Exempt from Second Language: The IEP case manager will make recommendations for this section.

For students in seventh grade or higher, indicate whether the student is exempt from the State requirement for taking a second language. Only students with disabilities that significantly impact language may be exempt from the second language requirement. Consult with the speech therapist and/or psychologist when making this recommendation.

Special Transportation: The IEP must describe any special transportation the student requires to access education.

Consider the least restrictive transportation service for the student, which is - accessing the regular bus and standard route with the student's peers. Regular transportation of students with disabilities is the assumed transportation. Special transportation services of limited number of students, limited time on bus, attendant will be considered by the CSE only when documentation is provided by the Transportation Department. If an IEP team believes that a student will require any of the special transportation accommodations, the case manager must contact the CSE Chairperson who will contact the Transportation Department. Medical documentation must be provided for air conditioned, limited time on bus due to medical/health needs. District guidelines for special transportation services are:

- **limited number of students on bus:** for students with significant sensory issues and a need for reduced stimuli and/or students with severe behavioral issues with documented need for intervention (BIP);
- **limited time on bus:** for students with documented health issues requiring limited transportation time and/or students with severe behavioral issues (BIP);
- **individual attendant:** students with severe behaviors who are a danger to self or others (BIP) and/or students with significant health issues who require constant monitoring and/or intervention;
- **air conditioned bus*:** students with documented severe respiratory problems and/or documented severe seizure disorder;
- **shared attendant on the bus:** students with mild-moderate behavior issues who may require intervention and redirection (documented on BIP); students with severe cognitive deficits who require direction and may require assistance in transport; students with severe communication disorders who require assistance communicating needs and/or understanding directions,
- **regular bus/regular route with shared attendant:** students who can ride on a regular size bus and regular route who may require supervision, monitoring, and redirection.

- **regular bus/regular route with individual attendant** students with significant health issues who require constant monitoring and/or intervention but who can ride a regular size bus and regular route.

- **curb to curb:** students with health and/or social and communication disorders who need to be picked up and dropped off at their house and who cannot wait at a common bus stop.

- **wheelchair transportation w/attendant:** for students who use wheelchair for mobility;

- **preferential seating** — within first three rows: for students who can ride a regular size bus and do not require an attendant but need to be at the front of the bus for minimal supervision.

- **equipment needs*:** for students who need to transport adapted equipment or other special equipment on the bus. Note the equipment in the comments section.

- **Adult to adult hand off at arrival/dismissal at school:** for students with behavior issues or severe cognitive deficits who may elope, get lost, or have behavioral issues moving from the bus to school or school to bus.

***If the IEP team is considering recommending *air conditioned bus or equipment*, the Case manager must contact the CSE Chairperson at least 10 days prior to the annual review meeting.**

A Bus Attendant documentation form must be completed by the IEP case manager for any student for whom bus attendant assistance is recommended.

Do you think your student needs a classroom Aide ?

Describe the student's strengths and needs or learning characteristics

Step 1: Is there a safety concern ?

Step 2: Does the student require assistance with basic functional skills ?

Step 3: For each need identified, how can this need be met using least restrictive strategies for meeting those needs.

Step 4: Identify specifically what the role and duties of the aide will be.

Step 5: What goals will be developed to increase student independence ?

Identify the Duties and Responsibilities of the Aide. <i>What will the aide do to assist the student?</i>	/	/	/	/	/	/	/	/	/	/
Identify strategies to increase social skills and social inclusion <i>What will the aide and teacher do to increase social integration of the student?</i>										
Identify strategies for increasing student independence <i>What will the aide and teacher do to increase independence of the student?</i>										

You must consider the following :

State Regulation: *Is the student’s learning or that of his peers impeded because of the student’s behavior, physical needs and/or learning needs?*

Directions: Consider the student’s learner characteristics (strengths and needs). Check the student’s need(s) in the first row. For each need identified, complete the steps in the process for using least restrictive strategies for meeting the student’s needs. Check off on form as each is implemented. If the student continues to need support of an additional adult, complete the aide request form identifying the aide responsibilities and submit to the CSE Chairperson.

Progress Toward Annual Goals ...:

Indicate the frequency that IEP reports will be provided to parents. This must be the same as report card reporting for students in general education

Summary Review: You have completed your section of the draft IEP, which means you have thought about the student's current skills, knowledge, and behaviors related to school and the student's disability; the student's goals and objectives for the coming year; and the services, accommodations, and modifications the student will need to continue to progress. Review the draft IEP thoroughly. Take the time to reflect on what you have written. Does it describe the student sufficiently for others to know his/her strengths, needs, and plans for next year? For each need identified, have you and the student's team considered the following?

- Does the student need modifications to materials?
- Does the student need instructional modifications?
- Does the student need assistive technology?
- Does he/she need test accommodations?
- Do his teachers need particular support with regard to this student need?
- Does the student need special programs or services to address this need?
- Where should these supports, modifications, and services be provided?

Again, review the services, modifications, and accommodations together. Are they:

- Only as special as necessary,
- Facilitating active, meaningful participation,
- Individualized,
- Age appropriate,
- Durable, strategies that are long lasting,
- Empowering the student,
- Increasing independence?

IDEA 2004 requires that all recommended special education programs and services be, to the greatest extent possible, based on peer-reviewed research. Are all of your recommendations research-based?

Congratulate yourself. The development of this IEP took time, effort, and skill. Your student is the direct beneficiary. Your work today will help your student achieve his/her life goals. On his/her behalf, thank you.

If you are the Case manager, print a copy of the draft IEP. Review it from the eyes of the CSE committee and the parent. Is it complete? Does it include input from each IEP provider? Does it reflect the parents' concerns and recommendations? Have you also submitted the required paperwork for teacher aide assistance, the current BIP, and bus attendant documentation?

If the draft IEP is due to be submitted to the parent and CSE Chairperson, and it is still missing input from an IEP provider, contact the CSE Chairperson immediately. If the draft IEP and required documentation for BIP, teacher aide and bus attendant are not received 5 days prior to the scheduled CSE meeting, the meeting will need to be canceled and rescheduled.