

New York State Education Department Individualized Education Program (IEP)

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**Washingtonville CSD
Office of Pupil Personnel Services
February 16, 2011**

“Opening Avenues to Learning”

Individualized Education Program (IEP) - Regulatory Requirements

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- IEPs developed for the 2011-12 school year, and thereafter, shall be on a form prescribed by the Commissioner. (8 NYCRR §200.4(d)(2))
- Each student with a disability must have an IEP in effect by the beginning of each school year. (8 NYCRR §200.4(e)(1)(ii))
- Federal and State laws and regulations specify the information that must be documented in a student's IEP. (8 NYCRR §200.4(d)(2))

Why the State developed a model IEP form

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Findings

- IEPs varied greatly from district to district across the State.
- Many IEPs did not include required information.

State's Model IEP Form

Identifying Information

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- District identification
- Student name, date of birth, optional identification number
- Disability classification
- Projected date of IEP implementation
- Projected date of annual review

Identifying Information

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School District Identifying Information

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME: Johnny Jones	DISABILITY CLASSIFICATION: Autism
DATE OF BIRTH: 7/4/1995 LOCAL ID #: 123456	
PROJECTED DATE IEP IS TO BE IMPLEMENTED: September 7, 2010	PROJECTED DATE OF ANNUAL REVIEW: June 1, 2010



Considerations for All Students

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- Results of initial or most recent evaluation
 - Including, as appropriate, results of the student's performance on any general State or district-wide assessment programs;
- Student strengths;
- Concerns of the parents for enhancing the education of their child;
- Academic, developmental and functional needs; and
- Special considerations.

Example

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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)

Functional Behavioral Assessment – 10/11/09

Psycho-educational Assessment – 10/20/09

Physical Examination – 9/1/09

Classroom Observation – 10/15/09

State and District-wide Assessments –

State Assessment English language arts – Grade 7

State Assessment Mathematics – Grade 7

Present Levels of Performance

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1. Academic Achievement, Functional Performance & Learning Characteristics
2. Social Development
3. Physical Development
4. Management Needs

Example

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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:

Reading:

- Listening comprehension is age and grade appropriate.
- Ability to read and understand grade level materials is hampered by decoding errors.
- Tends to use the initial and final letters/sounds to guess unfamiliar words.
- With 4th grade level text, fluency is approximately 40 words per minute.
- Benefits greatly from strong introductions to new material.

Organization:

- Comes to classes without the appropriate books on the average of 4 times per week.
- Over a 3 month period, turned in 48% of his homework assignments.



Social Development

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:

When presented with a change in routine, or a novel situation, Damien frequently demonstrates confusion and anxiety (e.g., asks repeated questions, stands up, tenses his muscles, pinches himself). These behaviors occur on the average of five times per academic class period. Often makes negative comments about himself or his work (e.g., "I am not smart." "I cannot do this." "Oh, this is not good work.") These statements occur on the average of 10-15 times per class period, and primarily for any work involving writing. He maintains a long term friendship with one classmate. His peer group rarely initiates conversations/activities with Damien. Damien's comments and actions are often off topic/task from the group.

STUDENT STRENGTHS:

Participates willingly in individual sports activities, such as wrestling, that are not team sports
Rarely makes negative comments about himself or his performance during sports activities
Initiates interaction with adults and peers
Responds appropriately to authority figures

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

Damien needs to:

- engage in activities and reinforcement strategies which encourage peer interaction and emphasize his role as a successful group member; and
- develop strategies to transition between activities.

Parents are also concerned about his difficulty with transitions from activity to activity that are increasingly resulting in resistive behaviors (refusal to change activities) and the impact of his low self-esteem on his academic and social engagement.

Physical Development

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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:

Damien's physical growth, hearing and vision are within normal development. His fine motor skills are delayed. He has a history of seizures, for which he takes medication. He has reported side effects from medication such as fatigue and these affect his ability to learn. His parents report that he is often tired and falling asleep during after-school homework. His sleep patterns make it difficult for him to get up in the morning. He shows fatigue as the school day progresses. He puts his head down on the desk 10-15 times during class periods scheduled after lunch. He tends to be most alert in the morning before lunch.

STUDENT STRENGTHS:

Damien is physically strong and likes to exercise and work out with weights.

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

Damien's fatigue level needs to be monitored, particularly as it impacts his ability to concentrate on his school work. Parents ask that, when possible, his academic classes be scheduled in the morning to accommodate for his fatigue.

Management Needs

MANAGEMENT NEEDS

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

IDENTIFIED ABOVE: Scheduled rest periods

Assistance with transitions as he develops self-regulatory strategies

Activities and reinforcement to build and encourage peer interaction

Frequent monitoring when completing independent assignments

Assistive technology for content area reading and activities that include extensive physical writing

Monitoring and adjusting of student class work and homework requiring extensive fine motor skills and/or extensive time (due to fatigue issues)

Alternate formats of assessments that require less fine motor skill activity

Example: Preschool Student

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

Samantha prefers to play in isolation and becomes upset (e.g., cries and hits others) when another student comes too close. As a result, her peer interactions at playtime are limited.

Samantha's self-help skills are delayed, resulting in her need for assistance with dressing, putting on her backpack, picking up toys, toileting and washing hands.

Example: School-Age Student

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

Craig's short attention span and his difficulties applying organization strategies affect his ability to complete homework and class assignments in a timely manner. He forgets to take home materials and assignments and often forgets to turn in completed homework.

His decoding skills and physical difficulties with written work affect his ability to keep pace with his peers in activities which require independent reading and manual writing. As a result, he is falling behind in learning and does not always get credit for completed work or assessed knowledge.

His behavior when frustrated is distancing him from his peer group and taking time from instruction.

Special Considerations

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The Committee must consider:

- Behavior
- Limited English proficiency
- Use of and instruction in the use of Braille for blind or visually impaired students
- Communication needs including language/communication needs for students who are deaf or hard of hearing
- Assistive technology

Student Needs Relating to Special Factors - Behavior

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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

If yes, does the student need a behavioral intervention plan?

- No
- Yes. **If yes**, there is a space on the form to provide more detail (such as the behavior(s) to be addressed; whether the use of a time out room is recommended).

Student Needs Relating to Special Factors - Blind or Visually Impaired

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Does he/she need instruction in Braille and the use of Braille?

- Yes
- No
- Not Applicable

Student Needs Relating to Special Factors – Communication Needs

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Does the student need a particular device or service to address his/her communication needs?

- Yes
- No

For 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 communication with peers and professional personnel in the student's language and communication mode?

- Yes
- No
- Not Applicable

Student Needs Relating to Special Factors – Assistive Technology

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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

Example

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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: To address self-abusive behaviors.

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

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

Measurable Post-secondary Goals

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Long-term goals for living, working and learning as an adult

- ✦ Education/Training
- ✦ Employment
- ✦ Independent Living Skills (when appropriate)



Example: Measurable Post-secondary Goals

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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: Lisa will attend a two year college to take courses in animal care.

EMPLOYMENT: Lisa will work as a dog groomer as she pursues courses in veterinary science.

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE): Lisa will obtain her driving license. She will live in an apartment assisted by friends and family.

Transition Needs

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- Focus on courses of study
- Consider student strengths, preferences and interests



Example: Transition Needs

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

Lisa needs to:

- develop self-advocacy, time management, computer and independent travel skills.
- be able to complete job application forms independently.
- learn appropriate work habits when supervisor is not present.

Courses of study

Lisa plans to go to college for animal care. Beyond the required curriculum for a regular diploma, she needs to take courses that include animal biology and computer word processing. To provide job exploration and skill development, her courses of study should include career and technical education courses in veterinary science.

Measurable Annual Goals

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- The IEP must list measurable annual goals consistent with the student's needs and abilities, as identified in the present levels of performance.
- 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.

Measurable Annual Goals

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Each annual goal must include:

- Criteria

How well and over what period of time the student must perform a behavior in order to consider it met

- Evaluation Method

The evaluation procedures to be used to measure progress and determine if the student has met the annual goal

- Evaluation Schedule

The date or intervals of time by which the evaluation procedures will be used to measure the student's progress toward meeting the annual goal

Example: Measurable Annual Goals

MEASURABLE ANNUAL GOALS			
THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.			
ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
Dawn will solve math word problems that involve addition and subtraction of two-, three- and four-digit numbers.	90% accuracy on 8/10 classroom assessments or worksheets	Classroom assessments and worksheets	Every two weeks
Dawn will complete actions in response to 3-step verbal requests.	5 out of 5 times on 4 consecutive weekly trials	Charting of student responses	Weekly
Dawn will remain in class for 45/50 minute periods, requesting a 'break' from class work not more than three times per class period.	5 out of 7 class periods per day over 5 week period	Daily charting of time in class	Monthly

Measurable Annual Goals with Short-term Instructional Objectives and/or Benchmarks

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- Short-term instructional objectives and/or benchmarks must be documented on the IEP for:
 - All students taking NYS Alternate Assessment
 - All preschool students with disabilities
 - Other students if authorized based on district's policy

Short-term Instructional Objectives and Benchmarks

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- Short-term objectives are the intermediate knowledge, skills and/or behaviors that must be learned for the student to reach the annual goal.
- Benchmarks are the major milestones that the student will demonstrate that lead to the annual goal.

Example: Short-term Instructional Objectives and Benchmarks

**ALTERNATE SECTION FOR STUDENTS WHOSE IEPs WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS
(REQUIRED FOR PRESCHOOL STUDENTS AND FOR SCHOOL-AGE STUDENTS WHO MEET ELIGIBILITY CRITERIA TO TAKE THE NEW YORK STATE ALTERNATE ASSESSMENT)**

MEASURABLE ANNUAL GOALS			
THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, 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
Given reading passage at the 2 nd grade level, Mike will orally read 100 words per minute with no more than 6 errors.	8 out of 10 trials over 3 consecutive weeks	Reading curriculum based oral reading fluency probes	Every two weeks
SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):			
By November, Mike will orally read 70 – 80 words per minute.			
By February, Mike will orally read 80 – 90 words per minute.			
By April, Mike will orally read 90 – 100 words per minute.			

Reporting to Parents

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

Example: Reporting to Parents

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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:
At the same time school report cards are issued.

Recommended Special Education Programs and Services

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- Identification of special education program/services
 - Special education program
 - Related services
 - Supplementary aids and services/program modifications/accommodations
 - Assistive technology devices and/or services
 - Supports for school personnel
- Provision of special education program/services
 - Service delivery recommendations
 - Frequency
 - Duration
 - Location
 - Projected beginning/service dates

Example: Recommended Special Education Programs and Services

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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:					
Integrated co-teaching		4 days/week	40 minutes	English class	9/7/10
Consultant teacher services	Direct	2 days/week	40 minutes	Math class	9/7/10
Resource room program		3 days/week	40 minutes	Resource room	9/7/10
RELATED SERVICES:					
Speech -Language Therapy	Individual Small group (5:1)	Once weekly Once weekly	30 minutes 40 minutes	Therapy Room	9/7/10
SUPPLEMENTARY AIDS AND SERVICES /PROGRAM MODIFICATIONS /ACCOMMODATIONS:					
Individualized daily visual schedule	Pictures accompanied with written words	Daily	Duration of school day	All classes	9/7/10
Preferential seating in regular classes	Away from window, front of the room, near teacher	Daily	Duration of class (except for small group work)	All general education classes	9/7/10
ASSISTIVE TECHNOLOGY DEVICES AND /OR SERVICES:					
Text to speech software and speech to text software		Daily	Duration of class periods	English and Resource Room classes (Device will be used in the student's home)	9/7/10
Computer with headphones and microphone		As above	As above	As above	9/7/10
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					
Instruction on use of text to speech and speech to text software	For Resource Room teacher	3 sessions	1 hour each session	Conference Room	9/7/10 - 9/15/10
* 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

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- Same as 10-month recommendation or different
- If different, identify service and/or program
 - Service delivery recommendations, frequency, duration, location, initiation/service dates
- Name of school/agency provider of service during July/August
- For a preschool student, reason student needs July/August services

Example: 12-Month Service and/or Program

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12-MONTH SERVICE AND/OR PROGRAM – Student is eligible to receive special education services and/or program during July/August: No Yes

If yes:

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

OR

Student will receive the following special education program/services:

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY	DURATION	LOCATION	PROJECTED BEGINNING/SERVICE DATE(S)
Speech and Language Therapy	Bilingual - Spanish Individual	2 times weekly	30 minutes	Therapy Room	7/5/10 - 8/14/10

Name of school/agency provider of services during July and August: Related Services Only - ABC School

For a preschool student, reason(s) the child requires services during July and August: NA

Testing Accommodations

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- None; or
- Identify Accommodation(s)
 - Type
 - Conditions
 - e.g., test characteristics- type, length, purpose
 - Implementation Recommendations
 - e.g., amount of extended time, type of setting specific to the testing accommodation

Example: Testing Accommodations

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

TESTING ACCOMMODATION	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
<input type="checkbox"/> NONE		
Extended Time	For tests requiring written essays	Time and a half

*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.

Coordinated Set of Transition Activities

(student is age 15 or younger age if appropriate)

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- Needed activities to facilitate the student's movement from school to post-school activities
 - ❑ 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)
- Service/Activity
- School District/Agency Responsible

Example: Coordinated Set of Transition Activities

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

COORDINATED SET OF TRANSITION ACTIVITIES

NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT / AGENCY RESPONSIBLE
Instruction	Instruction in problem solving	ABC Public School
	CTE Courses in Culinary Arts	BOCES
	Instruction in computer word processing skills	ABC Public School
Related Services	Counseling to work on self-advocacy skills	ABC Public School
Community Experiences	Visits to community agencies to develop an understanding of the location of services and their functions.	Independent Living Center
	Practice banking in the community	ABC Public School
Development of Employment and Other Post-school Adult Living Objectives	Facilitate meeting of student with Independent Living Center to explore post-school supports available	ABC Public School and Independent Living Center
	Complete sample college and job applications	ABC Public School
	Explore summer job opportunities	ABC Public School
	Apply for local transportation pass and discount card if available	Independent Living Center
	Initiate application to VESID Vocational Rehabilitation (VR)	ABC Public School and VESID VR
Acquisition of Daily Living Skills (if applicable)	Considered, but not needed	N/A
Functional Vocational Assessment (if applicable)	Considered, but not needed	N/A

Participation in State and District-wide Assessments

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- Same State and district-wide assessments, or
- Alternate assessment on a particular State or district-wide assessment

If so:

- Why the student cannot participate in the regular assessment; and
- Why the particular alternate assessment selected is appropriate for the student.

Example: Participation in State and District-wide Assessments

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

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

- The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.
- The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.

Identify the alternate assessment: New York State Alternate Assessment (NYSAA)

Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student:
The student meets the eligibility criteria for the NYSAA because of her limited cognitive abilities combined with physical limitations. She is nonverbal and uses a picture communication device to communicate basic needs. She requires direct care for personal needs. Her chronological age is 12 but her instructional levels are at the Kindergarten level.

Example: Participation with Students without Disabilities

PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES

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

FOR THE PRESCHOOL STUDENT:

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

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): Student will not participate in regular classes for English or Math - 100 minutes per day.

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: Adapted physical education - 30 minutes per day - 3 days per week.

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT: No Yes - The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

Special Transportation

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- None
- Needs special transportation as follows:
 - ❑ Special seating
 - ❑ Vehicle and/or equipment needs
 - ❑ Adult supervision
 - ❑ Type of transportation
 - ❑ Other accommodations
- To and from special class or other program at another site

Example: Special Transportation

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SPECIAL TRANSPORTATION

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY

- None.
- Student needs special transportation accommodations/services as follows:
 - Vehicle and/or equipment needs - Wheel chair ramp
 - Adult supervision - to assist the student on and off the bus
- Student needs transportation to and from special classes or programs at another site:

SPECIAL TRANSPORTATION

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY

- None.
- Student needs special transportation accommodations/services as follows:
 - Special seating – Seating in the front of the bus
- Student needs transportation to and from special classes or programs at another site:

Placement

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Where the student's IEP will be implemented

Example: Placement Recommendation

School Age

PLACEMENT RECOMMENDATION
Public school district

Preschool

PLACEMENT RECOMMENDATION
Approved private preschool program