



Understanding Your Child's IEP

Presented by
The Hudson Valley Special Education Center

(914) 493-8119

The **Community Support Network (CSN)** at Westchester Institute for Human Development (WIHD) is the Hudson Valley's resource center for current information, referral assistance, and training on services available throughout the lifespan, to individuals with special needs and their families: from infancy to preschool, throughout the school-age years, and into the adult world of higher education and employment. CSN assists individuals, parents and professionals seeking educational, medical, financial, vocational, or recreational services, and supports professionals through workshops and training, and newsletters, as well as regular communication about emerging topics, to promote best practice in service provision to individuals with disabilities and their families.

Community Support Network Programs

Early Childhood Direction Center

Hudson Valley Special Education Parent Center

Parent to Parent of NYS

Medicaid Service Coordination

Transition Resource Center

What's an IEP?



What is an IEP?

- An *Individualized education program* is a written statement, developed, reviewed and revised by a CSE, Sub-committee, or CPSE in accordance with Part 200 of the Regulations of the Commissioner in Education for the State of New York, which includes the components specified in section 200.4(d)(2) of the regulations to be provided to meet the unique educational needs of a student with a disability.

The IEP is the Cornerstone of the Special Education Process

- Ensures a strategic and coordinated approach to address each student's unique needs related to his/her disability.
- Guides the provision of specially designed instruction.
- Supports the student's participation and progress in the general education curriculum.
- Incrementally prepares students for post-secondary learning and adult living.
- Identifies how school resources need to be configured to support student
- Provides information on the effectiveness of the special education programs and services.

What's New?

- NYS Education Department has developed a new standardized IEP format
- All NYS School districts are using new form for IEPs this year and beyond.
- Increased parental involvement in the process

SCHOOL DISTRICT IDENTIFYING INFORMATION

STUDENT INFORMATION SUMMARY

STUDENT NAME:
AGE:
DATE OF BIRTH:
DISABILITY CLASSIFICATION:

LOCAL STUDENT ID #:
DATE IEP DEVELOPED / DATE OF COMMITTEE MEETING:
TYPE OF MEETING:

ADDRESS:
TELEPHONE #:
COUNTY OF RESIDENCE:
MALE FEMALE
NATIVE LANGUAGE OF STUDENT:
INTERPRETER FOR STUDENT NEEDED: Yes No
If Yes, SPECIFY LANGUAGE:
RACIAL/ETHNIC GROUP OF STUDENT:
SURROGATE PARENT NEEDED: Yes No

ELIGIBLE FOR 12-MONTH SERVICE AND/OR PROGRAM: Yes No
PROJECTED DATE OF ANNUAL REVIEW MEETING:
PROJECTED DATE OF THREE-YEAR REEVALUATION:
CURRENT GRADE / GRADE EQUIVALENT:
CREDITS EARNED TOWARD GRADUATION WITH A REGENTS OR LOCAL DIPLOMA:
DIPLOMA TYPE EXPECTED:
STUDENT WITH LIMITED ENGLISH PROFICIENCY: Yes No
MEDICAL ALERTS AND/OR CONCERNS:
TRANSPORTATION:
 PER DISTRICT POLICY
 SPECIAL TRANSPORTATION REQUIRED
TRANSPORTATION OPTIONS FOR PRESCHOOL CHILD:
 NO TRANSPORTATION NEEDED
 TRANSPORTATION PROVIDED BY MUNICIPALITY
 PARENT WILL TRANSPORT CHILD AT PUBLIC EXPENSE

MEETING PARTICIPANTS:

School District Identifying Information

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

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

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

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

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

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

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

SOCIAL DEVELOPMENT

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

STUDENT STRENGTHS:

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

PHYSICAL DEVELOPMENT

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

STUDENT STRENGTHS:

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

New York State Education Department IEP Form

Present Levels of Performance

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)
<p>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:</p> <p>STUDENT STRENGTHS, PREFERENCES, INTERESTS:</p> <p>ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:</p>
<p>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:</p> <p>STUDENT STRENGTHS:</p> <p>SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:</p>
<p>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:</p> <p>STUDENT STRENGTHS:</p> <p>PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:</p>

<p>MANAGEMENT NEEDS THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE:</p>
<p>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</p>
<p>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.</p>
<p>Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the student need a behavioral intervention plan? <input type="checkbox"/> No <input type="checkbox"/> Yes:</p>
<p>For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable</p>
<p>For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable</p>
<p>Does the student need a particular device or service to address his/her communication needs? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable</p>
<p>Does the student need an assistive technology device and/or service? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, does the Committee recommend that the device(s) be used in the student's home? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Present Levels of Performance

- Evaluation results
- Present levels of performance for each need area:
 - Current functioning
 - Strengths of the student
 - Needs of the student
- Effect of student's needs on his/her involvement and progress in the general curriculum (or appropriate activities for preschool students)
- Student needs relating to special factors (special considerations)

Special Considerations

Other considerations:

- 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

Present Levels of Performance

- What are the results of the most recent evaluation and what do they mean?
- What are the student's strengths?
- Are there any specific parent educational concerns?
- What are the academic, developmental and functional needs?
- How does disability impact participation in the general curriculum or appropriate activities
- Special considerations?

Measurable Post-secondary Goals

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

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

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

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

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

- 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

- Annual goals
 - Criteria
 - Method
 - Schedule

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

Recommended Special Education Programs and Services

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

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



Continuum of Programs & Services

Consultant Teacher

Related Services

Resource Room

Integrated Co-teaching

Special Classes

Home and Hospital Instruction

In State and Out-of-State Private Schools (Day or Residential Placement)

12-month Services

Transitional Support Services

Section 200.6 of the Regulations of the Commissioner of Education

Testing Accommodations

- Identify accommodation(s)
- Conditions
- Implementation Recommendations

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.

Participation with students without disabilities

- student participation regular education/activities
- Physical education/Adapted PE
- Exemption from language other than English

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.

What the research shows...

The more time students with disabilities spend in a general education classroom, the...

- higher their scores are on standardized tests of reading and math;
- fewer absences they have from school;
- fewer referrals they have for disruptive behavior; and
- better outcomes they have after high school in the areas of employment and independent living. This was found for all students with disabilities, regardless of:
 - their disability label;
 - the severity of their disability;
 - their gender; or
 - their family's socio-economic status.

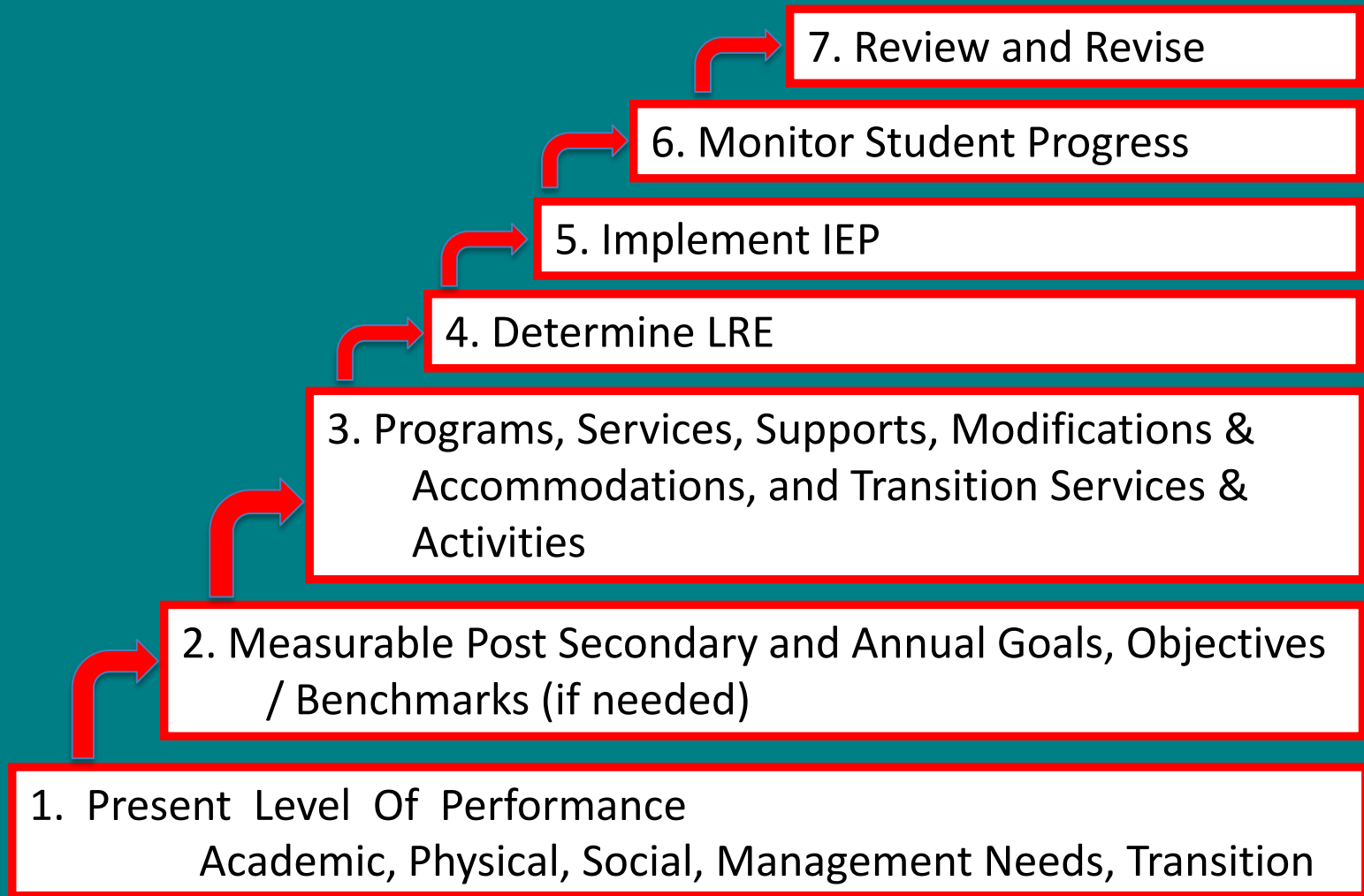
(Wagner, Newman, Cameto, Levine, & Garza, 2006)

Placement Recommendation

- The IEP will indicate the recommended placement
- Placement decisions made based on needs, goals, recommended services within context of LRE

PLACEMENT RECOMMENDATION
Public school district

Steps for Writing and Implementing an IEP



Strategies for Effective Collaboration:

10 Tips for Effective Participation

IEP Tip #1

Remember you are a part
of the problem solving
team for your child.

CSE Membership

Regulations of the Commissioner of Education Section 200.3 – CSE Membership

200.3 Committee on special education and committee on preschool special education.

(a) Each board of education or board of trustees shall appoint:

- (1) committees on special education in accordance with the provisions of Education Law, section 4402, as necessary to ensure timely evaluation and placement of students. **The membership of each committee shall include**, but not be limited to:
 - (i) the **parents** or persons in parental relationship to the student;
 - (ii) not less than one **regular education teacher** of the student whenever the student is or may be participating in the regular education environment;
 - (iii) not less than one **special education teacher** of the student, or, if appropriate, not less than one special education provider of the student;
 - (iv) a **school psychologist**;
 - (v) a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of resources of the school district, provided that an individual who meets these qualifications may also be the same individual appointed as the special education teacher or the special education provider of the student or the school psychologist. The representative of the school district shall serve as the **chairperson of the committee**;
 - (vi) **an individual who can interpret the instructional implications of evaluation results**. Such individual may also be the individual appointed as the regular education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill this role on the committee;
 - (vii) a **school physician**, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting;
 - (viii) an additional **parent member** of a student with a disability residing in the school district or a neighboring school district, provided that the additional parent member may be the parent of a student who has been declassified within a period not to exceed five years or the parent of a student who has graduated within a period not to exceed five years. Such parent is not a required member if the parents of the student request that the additional parent member not participate in the meeting;
 - (ix) other **persons having knowledge or special expertise** regarding the student, including related services personnel as appropriate, as the school district or the parent(s) shall designate. The determination of knowledge or special expertise of such person shall be made by the party (parents or school district) who invited the individual to be a member of the committee on special education; and
 - (x) if appropriate, **the student**.

IEP Tip #2

Understand the roles of the
other CSE members.

IEP Tip #3

Be active in the
evaluation process.

Reports

3Rs : request, review,
reciprocate

Create a parent
report for your
child's CSE meeting.

Preparation Tool:

Hudson Valley Special Education Parent Center



WESTCHESTER INSTITUTE FOR HUMAN DEVELOPMENT
University Center for Excellence in Developmental Disabilities

CPSE/CSE Parent - Student Report Worksheet:

Student's Name: _____ School: _____

Completed by: _____ Date of CPSE/CSE Meeting: _____

An effective IEP is developed based on accurate comprehensive information about the student. Goals, services, and an individualized program are built upon the identified strengths, needs, and functioning levels of the student that are discussed and determined at the CPSE/CSE meeting by the team. The parents – and student - are members of the committee and information they provide is as critical as that of any other member. Take some time to consider the following and submit the information to your CPSE/CSE at or before your child's meeting. Include your child's own input about the program if appropriate.

Parent Report:

1. My child's strengths are: _____

2. I have the following goals for my child for the coming year:

Academic: _____

Developmental: _____

Functional: _____

Social: _____

Physical: _____

Transition(Preschool or Post-secondary): _____

3. The components of the program that have worked for my child this year: _____

www.hvsepc.org

4. I have the following concerns about my child's school program: _____

5. Other information or concerns I would like the committee to consider: _____

6. I will submit the following information for the CPSE/CSE to consider at my child's meeting: (List any reports from doctors, private therapists, or providers. (Attach copies of reports to this document): _____

Student Report:

7. The things that are working best about school this year are: _____

8. The things that are not helpful, or that I do not like about school this year are: _____

9. The things I am best at: _____

10. The things I need more help with: _____

Additional Comments: _____

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Developed by Naomi Brickel, Hudson Valley Special Education Parent Center



IEP Tip #6

Understand the process
of IEP development .

Recognize the emotional
component.

IEP Tip #8

Consider the end goal:
What are the desired
outcomes for your child?

IEP Tip #9

Read your child's IEP!

IEP Tip #10

Get involved and be informed....
become a Parent Member

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