

SEPTA Presentation

SED Mandated Model IEP Form

March 1, 2011

Michele Fenster

Eleanor Young

**SOUTH ORANGETOWN CENTRAL SCHOOL  
DISTRICT**

# SED MANDATED FORMS FOR IEP'S AND RELATED DOCUMENTS

---

- ✘ Approx. 75% of NYS Public Schools currently use a common IEP format
- ✘ Section 200.4 (d)(2) of the Commissioner's Regulations provides us with information that IEP's developed for the 2011-12 school year, and thereafter, shall be on a form prescribed by the Commissioner
- ✘ NYSED has developed such a model IEP form that District's will be required to use in connection with all IEPs developed for the 2011-12 school year, as well as several additional forms that Districts will be required to use starting in the 2011-12 school year.
- ✘ Starting with this year's annual reviews this new model IEP must be utilized.

# MODEL IEP

---

- The model IEP has been developed to present CSE recommendations in the same sequence that the development of IEP recommendations should occur.
  - Present levels of performance
  - Goals
  - Special education services, accommodations, modifications, etc. to assist the student to achieve the annual goals
  - Placement

# INDIVIDUAL EDUCATION PLAN

---

- ✘ Horizontal Format
- ✘ Change in Identifying Information (No grade)
- ✘ Present Levels of Performance and Individual Needs will identify student's level of performance in each of these areas.

# SIGNIFICANT CHANGES

---

- ✘ Concerns of the parent(s) is required
- ✘ CSE required to specifically determine whether the student needs a behavior intervention plan
- ✘ Assistive Technology

# **SPECIAL FACTORS TO BE CONSIDERED:**

- Behavioral needs
- Special education services for students with limited English proficiency
- Use of Braille for blind or visually impaired students
- Need for assistive technology

## **POST-SECONDARY GOALS AND TRANSITION NEEDS:**

- Goals that a child hopes to achieve after leaving secondary school which identify the student's long-term goals for living, working and learning as an adult
- IEP should identify HS curriculum that will prepare the student to meet his/her post secondary goals
- Based on the postsecondary goals and transition needs of the student, annual goals and other activities can be developed to help the student incrementally develop skills, knowledge, experiences and contacts with resources, as needed, to work toward these desired postsecondary goals.

# MEASURABLE ANNUAL GOALS

---

- Continue to be based upon individual needs determinations (i.e., information contained in present levels of performance and individual needs section of the IEP)
- Each goal, must continue to list evaluative criteria, evaluation procedures and schedules
- Short-term instructional objectives or benchmarks are required for alternate assessment students and preschoolers with disabilities.

## **SPECIAL EDUCATION PROGRAMS AND SERVICES**

---

- Limited to the options set forth in Sections 200.6 and 200.16 of the Commissioner's Regulations (i.e., Special Class, Integrated Co-teaching Services)
- Extended School Year Services – The purpose of ESY services (i.e., to prevent substantial regression) is fundamentally different from the purpose of regular school year services (i.e., to provide the child with a reasonable opportunity to make meaningful educational gains).

# TESTING ACCOMMODATIONS

---

- ✘ For each accommodation, the CSE is required to identify the conditions or type of tests that will require testing accommodations (e.g., type length, purpose of test) as well as any implementation recommendations (e.g., amount of extended time, duration and interval of breaks).

# COORDINATED SET OF TRANSITION ACTIVITIES

- ✘ Continues to be required beginning with the first IEP to be in effect when the student is age 15
- ✘ List of transition services that focus on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities.
- ✘ For each activity , the IEP must include a statement of the responsibilities of the school district and when applicable, participating agencies.

## **PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS**

---

- ✘ All students must participate in State or district-wide assessment programs
- ✘ Alternate Assessment – IEP must provide a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student

## **PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES**

---

- ✘ Explanation required of the extent student with a disability will not participate in regular classes and/or extracurricular and nonacademic activities with age appropriate nondisabled peers.

## **ADDITIONAL SPECIFIC AREAS**

---

- ✘ Specifically-designed physical education
- ✘ Exemption from language other than English requirement
- ✘ Special Transportation
- ✘ Placement Recommendation (i.e., Home Public School District)

# STUDENT INFORMATION SUMMARY FORM

---

- ✘ New Document, not required
- ✘ Memorialize:
  - Meeting attendees
  - Minutes of meeting
  - Provide to parents with a copy of the IEP

# **SAMPLE STUDENT INFORMATION SUMMARY AND IEP**

---

- ✘ Review and show IEP template