IEP Reference Document FOR WGCSD Parents

This reference document follows the format of IEP Direct. It is intended for parents of West Genesee special education students to use. The purpose of this document is to be a user-friendly resource that ensures parents are able to understand their child's Individual Education Plan. Please let your Special Education Director or the Special Education Lead Teacher know if revisions or additions need to be made.

IEPs are..

- ★ legal Documents covered by both Federal Law and New York State Regulations
- ★ IEPs, written by West Genesee, are always student-centered
- ★ shared responsibility - our IEP teams can include Parents, Special Education, General Education, Special Area Education, Related Service Providers
- ★ not a definition of who our students are. Special Education is a service that gives access to the gen ed curriculum and assessments. Our teachers know that special education is not a place and having an IEP does not define our students.
- ★ based on your child's individual strengths, individual needs and the impact of his/her disability The IEP should answer critical questions: How does your child's disability affect his/her involvement and progress in the general education curriculum? What is the impact of your child's disability on his/her ability to learn and do the kinds of things that typical, nondisabled children learn and do?
- ★ a tool that can be used to guide specially designed instruction provided by the general ed and special education staff.
- ★ a measure of progress and IEPs consider special factors such as positive behavior supports and plans for adult outcomes
- ★ linked and driven by the PLPs
- ★ written to provide support our students while continuing to build each student's independence
- ★ Drafts when presented at CSE meetings

Transition Sections of the IEP are……,
   Only For Grade 8 and Above
- ★ areas of the IEP that assist students and families with transitioning from school to post-school.

- ★ services and goals that are designed to prepare our students with a disability to achieve post-secondary goals related to living, learning and earning within a community.
- ★ Centered around a process that requires direct student involvement with collaboration between the school district, family and, when appropriate, community services.
- ★ based on a student's strengths, preferences, and interests and reflects the student's dreams, aspirations and hopes.
- ★ written to become increasingly specific as the student comes closer to the time he or she will be leaving school.

New York State requires a transition plan for students when they turn 15 years old. West Genesee protocol will be to have transition sections of the IEP completed beginning at 8th grade level and continuing through exiting year.   Also, beginning in 8th grade, students will begin being formally invited to the CSE meeting.   Transition information is reviewed and updated at least annually.   Vocational Assessments are updated annually and are the common thread for the transition sections.

Top Section: Gives IEP student's name, Date of Birth, ID Number, Date IEP is Implemented and the next Projected CSE meeting. The Disability Classification is also listed and will be one of 13 areas:
- Autism
- Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability*
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment

*Specific Learning Disability is an umbrella is a category under IDEA. It can include dyslexia, dysgraphia, dyscalculia, auditory processing, or non-verbal learning.

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS
(Commonly known as PLPs)

Importance of PLPs: PLPS are the **foundation** of the IEP and give the evidence, justification, and data for testing accommodations, program mods, goals and services. This section will answer the question - What can this student do?

Evaluation Results

This section will include your child's most recent evaluations/reports, test results, NY State or District Assessments, these are individual and could include:

- Related Service Evaluations
- Classroom observations
- Physical examinations
- Social Histories
- Psychological evaluations
- Assistive Tech Evals
- Educational evaluations, such as the KTEA
- Behavior Rating Scales
- Test of Cognitive Abilities
- State and District-Wide Assessments

Test results, on the IEP will detail:

- Type of Test
- Subtest, if applicable
- Type of score (Standardized is preference)

Only Transition Sections (8th Grade and Above): In the Evaluation/Report section, will be the vocational assessment.   The comment section may show the type of assessment/survey.. In the initial remark section, will be a brief outcome statement. MIddle school vocational assessment may be here. This assessment could be as simple as a student interview of career paths and goals.

The remaining section of the PLPs, on IEP Direct, are written in three sections -
- Academic
- Social
- Physical

Each of these sections are further broken down to be:
- Present Level of Knowledge and Development
- Strengths, Preferences and Interests
- Academic, Developmental and Functional Needs

Academic Achievement, Functional Performance and Learning Characteristics Section

This section gives an accurate picture of the IEP student. PLPs provide instructionally relevant and complete information about your student, which may include:
- Intellectual Functioning
- Study Skills or Daily Living Skills
- Adaptive Behavior
- Rate of Progress
- Instructional implications from evaluations, test results and assessments including if the IEP student is receiving prioritized curriculum
- Test taking skills
- Learning Styles
- Strengths, Preferences, Interests
- Parent Input: How does the child function at home, community, homework? This input is important and we want our IEPs to reflect our parents' concerns
- Impact of Disability on Instruction and Measurable Postsecondary Goals What limits or interferes with the child's learning?
- Standards-based (not grade-based) skills/abilities
- Data
- Transition information, when age-appropriate

Social Development Section

This section may include:
- Relationships
- Self Efficacy
- Adjustment to School
- School Community Participation

If there are no social development concerns, this will be noted.

Physical Development

This section may have information from:
- Occupational Therapy
- Physical Therapy
- Physical Education Class
- Recess
- School Nurse Screenings

If there are no physical development concerns, this will be noted.

Needs Sections

This section gives information on
- "Need" versus "benefit"   A benefit would help every child in a classroom, and this includes IEP students. A need is specific and based on disability. Needs are given and used every time throughout the entire school year.
- Parent Concerns involving student needs.
- Transitioning needs from school to post school activities may be written here

Transition Sections (Only 8th Grade and Above):

In PLPS, the results from the transition assessment is included and may list post-secondary interests, and then detail why the student might be good at this and why the student might struggle with it.

Management Needs

Management needs are developed in consideration of individual student needs and linked to PLPs. In this section, management needs are tangible items we are providing to help Manage. These could include:
- Human resources (ie. adult assist w/ note-taking)
- Material resources (ie. alternate format, visual schedule, fidgets)
- Environmental Modifications (ie. furniture, limited visual distractions)
- For students classified with autism please include the required 2X Yearly Autism Parent Meeting.

Effect of Student Need

This is a summary of how the student's disability affects involvement and/or progress within the general education setting. This answers:

- ❏ How does the disability impact this IEP student?
- ❏ Why will the IEP student struggle in gen ed?

It may include possible barriers: environment, instruction, content, materials, assessments

Student Needs Relating to Special Factors

Need for Behavior Strategies

- 1st Question for Behavior Strategies:
  Is checked "yes" if an IEP student is using Behavior Intervention Plan (BIP)., behavior interventions or a classroom management plan   So, a "yes" here does *not necessarily* mean there is a BIP
- 2nd Question for Behavior Strategies: If "yes" is checked here, the IEP student is currently using a BIP

Limited English Proficiency

This is checked "yes" if the student has been identified as ELL and is also receiving Speech services.

Blind or Visually impaired

This is checked "yes" if the use of Braille is needed

Communication Needs

First Question: will be checked "yes" If an IEP student is using a device *or* is receiving speech services

Second Question: will be checked "yes" if a deaf or hard of hearing IEP student needs a particular device and/or service.

Need for Assistive Technology

Will be checked "yes" if there is an assistive tech device and/*or* service.

Second Question: Will not be checked "yes" if a student's family or an outside service provides the assistive technology

Measurable Annual Goals
The current level of functioning will be the baseline data for establishing IEP goals.

The following is considered when goals are written: :
What skills does the student require to master the content of the curriculum?
Please note: This is different from asking what curriculum does the student need to master?
IEP goals are skill-based goals, and not a curriculum or program goal.
Goals should be challenging, but written to be achievable by the end of the school year.
Each goal should have one observable skill per goal. Measurable Annual Goals are based on the prioritized skills the student needs to learn

Goals may be shared, or co-written, for instance, an OT and a Special Education Teacher may collaborate to combine a goal for a writing skill.

Students who take Alternative Assessments will have objectives attached to goals. Objectives are benchmarks that are measurable intermediate steps toward meeting the goal. So, only if your child has an Alternative Assessment, will you see objectives.

When reading goals, it may help to think about what the student will do, and what the adult will do:

What Student Does	What Student Does	What Adults Do	What Adults Do
Annual Goal (Skill)	Criteria	Method (Tool)	Schedule
Given what (optional) *Student will….* *Do what…* *To what extent?*	*How well?* *Over what period of time?* *(to demonstrate goal achievement)*	*How will you progress monitor?* *(tangible method to monitor progress)*	*How often you will monitor progress or collect data?*

The student will do the goal and criteria. The adult will do the method and the measure and follow the interval of time or the schedule.

Criteria is meant to be a quick measure to determine if the goal has been achieved On IEP Direct, criteria has two parts - the criteria tells us how well and the criteria period tells us over what period of time.   The criteria (or how well) can be measured by:

Sessions
Accuracy or Percent Success
Frequency or Trials

The criteria period answers - for what period of time does the skill/behavior have to occur? When the criteria period is met, you know the IEP student has got it.

Method and schedule will be what the adult does -
The method tells the evaluation procedure - how the skill/behavior will be measured/observed. Possible examples are, a one-minute normed oral reading fluency measure, writing samples, rubric

The Schedule is meant to be frequent to gauge progress toward the goal.

Responsibility - The adult or adults who will be responsible for this goal

Transition (8th and Above):
One measurable annual goal will relate to a transition need listed in the transition needs section.

Measurable Post Secondary Goals and Transition Needs
This area is based on the IEP student's transition assessment, current strengths, interests, and preferences and is related to what the IEP student will do after leaving high school. It answers - What are the student's long-term goals for living, learning and earning as an adult?

IEP Direct has separated the three Parts
- Education/Training
- Employment
- Independent Living

Each part states what the student will do after high school.

Transition Needs
This section should answer - What would this student struggle with on the job and/or in post-secondary education? .

Course of Study Section:
This is a multi-year description of coursework from the IEP student's current year to anticipated exit year. The type of diploma that the student is working toward may be mentioned in this section.

Reporting Progress to Parents
This section lists when periodic, written reports are provided to the IEP student's family. West Genesee aligns the IEP Progress Monitoring Reports with report cards distribution..

Progress Monitoring Information
Progress monitoring is required by Federal Law and NYS Regulations. It shows the change in the IEP student's performance.   IEP Progress Monitoring is different than traditional assessments as shown below:

Traditional Assessments	Progress Monitoring
Can be Lengthy	Brief and Frequent
May not provide immediate feedback	Immediate Feedback to inform instruction or IEP
Administered on Infrequent/inconsistent basis	Frequent Instructional Probe
Feedback may not inform future instruction	Based on a skill needed for curriculum and for IEP purposes this can go back a few grade levels

Progress monitoring is meant to monitor progress toward the annual IEP goal and inform teaching and instructional decisions. (In contrast RTI measures against grade-level.) The same tool is used each time for data collection. If the student is not progressing, instructional changes are considered.

Charts in IEP Direct give clear visual representation of the progress monitoring. West Genesee protocol does not require charts for behavior monitoring.

Recommended Special Education Programs and Services
This section will list:
- Special Education Programs
- Related Services
- Supplementary Aids and Services/Program Modifications/Accommodations
- Assistive Technology devices and/or Services
- Supports for School Personnel on Behalf of the Student

Special Education Program
CSE considers each student's individual needs and the continuum of services when considering programs. Services will be selected that allow the special education student to actively participate in settings with nondisabled peers (or least restrictive environment). The programs must be age-appropriate and reflect educational needs. The programs as well as the related services, supports, modifications, and test accommodations will be the resources needed to ensure access to the general education curriculum, and also allow the student to accomplish IEP goals. It is with the intent that we support each student, as the IEP student continues to build their independence.

The NYS Continuum of Special Education Services at:
http://www.p12.nysed.gov/specialed/publications/policy/documents/continuum-schoolage-revNov13.pdf

Related Services
Related Services can be provided by a wide range of specialists, to include: speech and language therapists, audiologists, Teachers of the Deaf, occupational therapists, physical therapists, Teachers of the Visually Impaired, Interpreters, Tutors, psychologists, counselors, social workers or nurses. The services will focus on educational abilities.   NYSED allows for up to 5 students per teacher/specialist in related services groups. Unlike teacher services, there are no regulations for minimum frequency/durations for related services. CSE determines this based on individual student needs.

Supplementary Aids and Services/Program Modifications/Accommodations
Aids and Services/Modifications/Accommodations are provided to enable the student to be educated with his/her non-disabled peer, to the maximum extent appropriate, in the least restrictive environment. These are not automatically-given supports, but rather are supports that the student is actually using to ensure access to curriculum and accomplish goals.   The intent is to support, yet build independence.

Assistive Technology Devices and/or Services
In the Student Needs Relating to Special Factors Section, the IEP indicated if there was a need for assistive technology. This section will give the details.

Any piece of equipment or system used to increase, maintain or improve functional capabilities is assistive technology.   This could include low tech items, such as a pencil grip or picture exchange system or high tech items such as augmentative communication devices, text to speech software.

Supports for School Personnel on Behalf of the Student
These are necessary supports that are provided to school personnel on behalf of the student. They enable attainment of goals, involvement/progress in gen ed curriculum, participation in extracurricular/non-academic activities. Examples would include information or training on a specific disability, a behavior consultation, training for use of assistive technology.

Statement of Extended School Year Special Education Programs and Related Services
Extended School Year Programs/ Extended School Year Related Services/Measurable Annual Goals These non-integrated services occur during July and August. These services are renewed yearly (so not automatic) for students with:

- Significant Cognitive Delays
- Intensive Management or Communication Needs
- Severe Multiple Disabilities
- Documented Severe Regression (8-10 week)
- Home, Hospital or Residential Programs

The services can be the same as the 10-month services, or they can be different.

Statement of Extended School Year Special Education Programs and Related Services
If an IEP student is eligible, this will be checked "yes". The service provider will be identified.

Measurable Annual Goals for Extended School Year
The intent of Extended School Year is to maintain skills and prevent regression. ESY Goals are written to maintain the ten-month goal and are found in the Measurable Annual Goal section. .

Testing Accommodations
The definition of testing accommodations: *Changes* in the standard *administration of* a test including testing procedures or formats that *enable* students with disabilities to *participate* in assessment programs on an *equal basis* with their nondisabled peers.
Testing accommodations increase the accuracy of the assessment but do not affect the constructs being measured. Testing accommodations allow for equal opportunity for the student to participate, demonstrate knowledge/ability.
In other words, test accommodations remove obstacles to the test-taking process that are presented by the disability without reducing expectations for learning. The purpose of these are to remove or reduce the impact of a disability, but not to improve the outcome. Testing accommodations can be broken into four broad categories:
-Flexibility in scheduling or timing
-Flexibility in setting
-Changes in method of presentation
-Changes in method of response

When deciding on testing accommodations, CSE considers the student's area of disability, academic performance, and test scores. Data can be used to demonstrate the need for accommodations, including trials given with and without the accommodation. Testing accommodations are given for ALL tests unless otherwise noted or prohibited by NYSED. Testing accommodations are NOT just for State assessments, Regents, Finals or Midterms. In the conditions/specifications section, we can note, specific parts, such as an essay, test longer than 20 minutes. Test accommodations should be needed, used and not excessive. Students should be using the test accommodations as written on the IEP.

The Policy and Tools to Guide Decision-Making and Implementation from NYS can be found with this link:
http://www.p12.nysed.gov/specialed/publications/documents/testing-accommodations-guide-revised-sept-2019.pdf

IEP test accommodations are written with the intent to be clear and specific as required by NYSEd. For instance, if breaks are given the duration and intervals should be given. A few notes:

Calculators: For grades 3 to 8, calculators are not allowed for sections measuring calculation skills.

Extended time: needs to be actually used by the student.

Tests read: this means everything - word for word and all numbers, signs and symbols, unless there are exceptions listed, ie. "except numbers, signs and symbols. Following NYSEd guidelines, this accommodation is not meant for fluency issues.

Directions Read - includes the oral or written instructions but not a question/passage

Word Processors must be listed under testing accommodations for testing use, not just assistive tech section of the IEP

NYSED does not permit on State Assessments:
-Explaining, clarifying or simplifying questions, items, passages or multiple choice responses
-Eliminating questions/sections
-Providing mathematical formula sheets, thesaurus or dictionaries

Following West Genesee protocol, each time a student refuses their accommodations, after discussion with the student and parent, a Test Accommodation Refusal Form is filled out to gather data.

Coordinated Set of Transition Activities (School to Post School)

These are statements of transition activities and services the IEP student will participate in during the year the IEP is in effect. They are specific activities/services that are completed in one school year. These are results-oriented and focus on academic and functional achievement to help the IEP student make movement toward their MPSG, ie. Student will learn to use the public bus schedule and public transportation services.

Participation In State and District-Wide Assessments Checked here will be a statement that clarifies if the student will participate in general education assessments or alternate assessments

Participation with Students without Disabilities Listed in this section, will be specific times the IEP student may not be in the general education setting, for instance - special class, adaptive physical education and exemptions from language other than English.

Special Transportation - Transportation recommendation to address needs of the student relating to his/her disability CSE will determine whether an IEP student's disability prevents him/her from using the same transportation as other students. Special transportation may be needed for traveling to and from work programs, traveling to extra-curricular activities, door-to-door service or a smaller bus size.   Specifics will be listed here.

Placement Recommendation This section is based on CSE recommendation.

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