New York State Education Department (NYSED)
Individualized Education Program (IEP)
Today’s Goals

Participants will be able to:

1. Utilize the New NYS mandated IEP Form to develop an IEP
2. Write high quality Present Level of Performance statements (PLP)
3. Write high quality, Measurable Annual Goals, objectives and benchmarks as well as Measurable Post-Secondary goals
Expected outcomes of new forms initiative:

- Develop quality, student-centered IEPs
- Conform to consistent format and common expectations
- Involve and informed parents
- Meet compliance requirements
Expectations in Mandated IEP Form

- Evaluation results stated in instructionally relevant terms
- Impact of disability; Effect of student needs on progress and participation in general education curriculum
- Standard format for PLP (academic, social, physical)
  - current functioning,
  - student strengths, preferences, and interests
  - needs, including parent/student educational concerns
- Management (what we provide to manage student’s needs)
- Consideration of Special Factors
The New NYS IEP Format Training

- Introduction to the IEP
- Optional Student Information Summary form
- Present Levels of Performance and Individual Needs
- Measurable Post-secondary Goals
- Measurable Annual Goals and Short-Term Instructional Objectives and Benchmarks
- Reporting to Parents
- Special Education Programs and Services
- 12-Month Recommendation
- Testing Accommodation
- Coordinated Set of Transition Activities
- Participation in Assessments
- Participation with Students without Disabilities
- Special Transportation
- Placement Recommendation
The IEP is the Cornerstone of the Special Education Process

- Supports participation in the general education curriculum and learning standards
- Identifies how the resources of the school need to be configured to support the student’s needs
- Guides the provision of instruction designed to meet a student’s needs
- Identifies how the student will be prepared for adult living
- Ensures a strategic and coordinated approach to address a student’s needs
- Provides an accountability tool
IEP Development

Guiding Principles for IEP Development

- Tool to Guide Instruction and Measure Progress
- Child Centered
- Includes Positive Behavior Supports
- Shared Responsibility Parental Participation
- Planning for Adult Outcomes
- Special Education is a Service, Not a Place
- Based on Individual Strengths & Needs
- LRE
- General Education Curriculum, Standards and Assessments
Why the State developed a model IEP form

<table>
<thead>
<tr>
<th>Findings</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEPs varied greatly from district to district across the State.</td>
<td>Students’ IEPs will be more appropriately developed.</td>
</tr>
<tr>
<td>Many IEPs did not include required information.</td>
<td>School districts are more likely to meet compliance requirements.</td>
</tr>
</tbody>
</table>
Individualized Education Program (IEP) - Regulatory Requirements

- 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))

*Districts are encouraged to begin to use the State’s model forms now, prior to their mandatory use.*
NYSED Release of Model IEP

January 2010 release memo and associated materials available at:

- Release memo
- Model forms
  - Optional Student Information Summary form
  - Individualized Education Program (IEP) form
- General Directions to use the State’s model IEP form
- IEP Questions and Answers
- Guide to Quality Individualized Education Program (IEP) Development and Implementation
Optional

Information that is not required by law or regulation to be included in a student’s IEP

School districts may add to or replace the suggested fields on this model form as they deem appropriate.
# Student Information Summary

## Student Name: Alyson Torres

**Age:** 14  
**Date of Birth:** January 27, 1996  
**Disability Classification:** Other Health Impaired

### School District Identifying Information

<table>
<thead>
<tr>
<th>Local Student ID #:</th>
<th>12345-6789</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date IEP Developed / Date of Committee Meeting:</td>
<td>5/17/2010</td>
</tr>
<tr>
<td>Type of Meeting:</td>
<td>Annual Review</td>
</tr>
</tbody>
</table>

### Address: 789 Orchard Street, Anytown, NY 12345

**Telephone #:** (123) 456-7890  
**County of Residence:** Albany  
**Male ☐ Female ☒**

**Native Language of Student:** English  
**Interpreter for Student Needed:** Yes ☐ No ☒

**Racial/Ethnic Group of Student:** Native American  
**Surrogate Parent Needed:** Yes ☐ No ☒

### Eligible for 12-Month Service and/or Program: Yes ☑ No ☐

**Projected Date of Annual Review Meeting:** 5/10/2011  
**Projected Date of Three-Year Reevaluation:** 4/11/2012  
**Current Grade / Grade Equivalent:** 8th  
**Credits Earned Toward Graduation With A Regents or Local Diploma:**

**Diploma Type Expected:** Regents  
**Student With Limited English Proficiency:** Yes ☐ No ☒  
**Medical Alerts and/or Concerns:** Seizures, Peanut Allergies

### 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:

- Mrs. Mary Jones - surrogate parent, Ms. Santiago - 5th grade general education classroom teacher, Mr. Lewis - special education teacher, Ms. Thornton - district representative (chairperson), Ms. Montrose - additional parent member, Ms. Timberlake - speech therapist of the student, Ms. Moriarity - school psychologist
State’s Model IEP Form
Identifying Information

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

<table>
<thead>
<tr>
<th>SCHOOL DISTRICT IDENTIFYING INFORMATION</th>
</tr>
</thead>
</table>

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

<table>
<thead>
<tr>
<th><strong>STUDENT NAME</strong></th>
<th>Johnny Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE OF BIRTH</strong></td>
<td>7/4/1995</td>
</tr>
<tr>
<td><strong>LOCAL ID #</strong></td>
<td>123456</td>
</tr>
<tr>
<td><strong>DISABILITY CLASSIFICATION</strong></td>
<td>Autism</td>
</tr>
<tr>
<td><strong>PROJECTED DATE IEP IS TO BE IMPLEMENTED</strong></td>
<td>September 7, 2010</td>
</tr>
<tr>
<td><strong>PROJECTED DATE OF ANNUAL REVIEW</strong></td>
<td>June 1, 2010</td>
</tr>
</tbody>
</table>
Present Levels of Performance

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

- 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.
Special Considerations

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
IEP Template for Present Levels of Performance

1. Evaluation results
2. Present levels of performance for each need area:
   - Current functioning
   - Strengths of the student
   - Needs of the student
3. Effect of student’s needs on his/her involvement and progress in the general curriculum (or appropriate activities for preschool students)
4. Student needs relating to special factors (special consideration)
Present Levels of Performance

Evaluation Results

- Results of initial or most recent individual evaluation
- Results of the student’s performance on any general State or district-wide assessment programs
- Instructional implications of those evaluations
## Present Levels of Performance

### Evaluation Results (Including for School-Age Students, Performance on State and District-wide Assessments)

**Functional Behavioral Assessment** - 10-11-09 - Problems identified in the areas of self-regulation, attention and aggression in the form of destruction of materials. Aggression found to be avoidance / escape behaviors in response to stress and skill deficits.

**Psycho-educational Assessment** - 10-20-09

*Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV):* 95 (average) in verbal comprehension, 86 (low average) in perceptual reasoning, 71 (borderline) in working memory, and 88 (low average) in processing speed.

*Woodcock-Johnson Tests of Achievement-Third Edition (WJ-III ACH):* standard scores and percentiles, respectively: 85 (14) in Broad Math (low average), 80 (11) in Basic Reading Skills (low average), 87 (9) in Math Calculation Skills (low average), and 85 (13) in Academic Skills (low average).

*Silent Reading Test, score of 72 - borderline range.*

*Test of Written Language-Third Edition,* standard composite score in the borderline range.

**Speech and Language Assessment** - 10-5-09 - Clinical Evaluation of Language Fundamentals-Third Edition standard score in the below average range for the sentence repetition subtest and in the very low range for the listening to paragraphs subtest.

**Physical Examination** - 9-1-09 - Physical development is within normal range. Seizures medically controlled. Some side effects of seizure medication noted.

**Classroom Observation** - 10-15-09 - Difficulties with transition from one activity to the next. When presented with reading tasks, he ripped pages from the book. Broke pencils during math assignments. Attempted to leave the classroom 5 times during instructional periods. These behaviors did not present during the observation of the student during lunch, art and adapted physical education classes.

**Transition Assessment** - May 2009 - Parent Transition Planning Interview, Independent Living Assessment Inventory. Vineland II Independent Living Skills, Informal Money management checklist. Enderle-Severson Transition Rating Scale (ESTR-R): Jobs & Job Training - score 46%, Recreation & Leisure - score 77%, Home Living - score 25%, Community Participation - score 60%, and Post Secondary Training - score 10%. Has expressed an interest in animal care. Has one work experience working in his father's Veterinary Office. Does not understand factors that influence job retention, dismissal, and promotion. Does not know how to use resources for assistance in job searching. Lacks skills necessary to complete a job application or job interview, and does not understand information on a paycheck. Enjoys swimming at the YMCA. His family supports the goal that he live outside of their home after high school, in a setting with supervision and support.

**State and District-wide Assessments** -

Iowa test results (March 2009) grade equivalent scores of 4.9 in reading, 2.5 in mathematics, 3.0 in science, and 4.6 in social studies.

State Assessment English language arts - Grade 8 - Level 2 (partially proficient).

State Assessment Mathematics - Grade 8 - Level 3 (proficient).
### Present Levels of Performance and Individual Needs

**Documentation of Student's Current Performance and Academic, Developmental, and Functional Needs**

<table>
<thead>
<tr>
<th><strong>Evaluation Results (Including for School-age Students, Performance on State and District-wide Assessments)</strong></th>
</tr>
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<tbody>
<tr>
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<td>Classroom Observation – 10/15/09</td>
</tr>
</tbody>
</table>

State and District-wide Assessments –
- State Assessment English language arts – Grade 7
- State Assessment Mathematics – Grade 7
Present Levels of Performance

Academic Achievement, Functional Performance, and Learning Characteristics

- Intellectual functioning
- Daily living skills
- Adaptive behavior
- Rate of progress
- Learning styles
Academic Achievement, Functional Performance & 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: Although Damien's listening comprehension is age- and grade appropriate, his ability to read and understand grade level materials is hampered by decoding errors that appear comparable to those of a "typical" second grade student. Specifically, when reading material is too difficult, Damien tends to use the initial and final letters/sounds to guess unfamiliar words, skipping over the middle of multi-syllabic words. As the percentage of errors increases, Damien soon abandons any attempt to self-correct and make sense of what he is reading. Fluency is dependent on both automatic decoding and comprehension of the passage; when faced with overly challenging tasks, strategy use is replaced by random guesses.

When Damien attempts books written at the mid-to-late second grade level, his oral reading fluency is within normal limits (for a second grade student) at 85 words per minute. In contrast, when he attempts grade level text, fluency is greatly reduced to approximately 40 words per minute and Damien resorts to "word calling" with little attention to accuracy or meaning. Reading comprehension scores are similarly impacted. Damien benefits greatly from strong introductions to new material, which effectively lowers the text level challenges for him.

Currently, in the area of reading Damien:
- Reads second grade material with adequate fluency and accuracy
- Reads 40 words correctly within 1 minute on 4th grade level reading material, and 85 words per minute when attempting second grade materials.
- His fluency and accuracy is influenced by text difficulty, familiarity with the topic and relevant vocabulary, and opportunities for multiple readings of the same or related text.
- Decoding skills are not fully mastered, and irregular spelling patterns are especially challenging. He successfully identifies shorter words in isolation and context, but is less successful with multi-syllabic words, as he does not always analyze the whole word.
- He has mastered most of the second grade Dolch word list, and is able to identify several from the third grade list. He is able to identify "chunk" compound words and identify their segments.

Writing: Damien demonstrates slow writing speed, difficulty with writing out math problems, difficulty taking notes and poor spelling and handwriting.

Math: Given Damien's grade level math probes, his fluency/accuracy average in math facts is 7 digits per minute. Word problems above the second grade level are frustrating for Damien both in reading content and computation. He is working on computational and problem-solving skills in addition and subtraction, while his classmates are currently working on developing multiplication skills.

Organization: Damien comes to classes without the appropriate books on the average of 4 times per week. He rarely turns in homework, even when his parents report assignments were completed. Last month he turned in 12 out of 20 homework assignments.

Attention: Damien is easily distracted. His average time for attention to task is 10 minutes for instruction in reading and math. His average time for attention to task for science when engaged in hands-on experiments is 15 minutes.
**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.
Present Levels of Performance

Social Development

- Relationships with peers & adults
- Feelings about self
- Adjustment to school & community
# 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.
Present Levels of Performance

Physical Development

Degree and quality of motor and sensory development

Health and vitality

Physical skills or limitations related to learning
## Physical Development

**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*

Nature and degree to which the following are required to enable the student to benefit from instruction:

*must be developed in accordance with the factors identified in other Present Levels of Performance areas.
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
Present Levels of Performance

Effect of a Student’s Needs on

Involvement and progress in general education curriculum (for school-age students)

Participation in appropriate activities (for preschool students)
For school-age students, consider such factors as:

- Content/skill expectation
- Materials/equipment
- Instructional approaches
- Environment
- Demonstration of knowledge
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

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

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 – Limited English Proficiency

For a student who is limited English proficient, does he/she need a special education service to address his/her language needs as they relate to the IEP?

- Yes
- No
- Not Applicable
Student Needs Relating to Special Factors – Students who are Blind or Visually Impaired

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

- Yes
- No
- Not Applicable
Student Needs Relating to Special Factors – Communication Needs

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

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**

**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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Does the student need a behavioral intervention plan?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student need a particular device or service to address his/her communication needs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student need an assistive technology device and/or service?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, does the Committee recommend that the device(s) be used in the student's home?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Service or Device Needed to Address Special Considerations

If the student needs a particular service or device to address any of the needs identified under “Special Considerations,” it must be documented under the section of the IEP “Recommended Special Education Programs and Services”
Measurable Post-secondary Goals

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

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

**Measurable Post-secondary Goals**

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEASURABLE POSTSECONDARY GOALS</strong></td>
</tr>
<tr>
<td><strong>LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT</strong></td>
</tr>
<tr>
<td><strong>EDUCATION/TRAINING:</strong> Lisa will attend a two year college to take courses in animal care.</td>
</tr>
<tr>
<td><strong>EMPLOYMENT:</strong> Lisa will work as a dog groomer as she pursues courses in veterinary science.</td>
</tr>
<tr>
<td><strong>INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):</strong> Lisa will obtain her driving license. She will live in an apartment assisted by friends and family.</td>
</tr>
</tbody>
</table>
Transition Needs

- 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

- 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 – Quality Indicators

- Directly relate to student’s present levels of performance
- Are written in terms that parents and teachers can understand
- Are written in observable and measurable terms
- Identify objective procedures to evaluate progress
- Are instructionally relevant
- Should be reasonable in number and achievable within a one-year period
- Support participation and program in the general education curriculum or, for preschoolers, participation in age-appropriate activities
- Incrementally provide knowledge and skills toward achieving post-secondary goals
Measurable Annual Goals

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

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>CRITERIA</th>
<th>METHOD</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn will solve math word problems that involve addition and subtraction of two-, three- and four-digit numbers.</td>
<td>90% accuracy on 8/10 classroom assessments or worksheets</td>
<td>Classroom assessments and worksheets</td>
<td>Every two weeks</td>
</tr>
<tr>
<td>Dawn will complete actions in response to 3-step verbal requests.</td>
<td>5 out of 5 times on 4 consecutive weekly trials</td>
<td>Charting of student responses</td>
<td>Weekly</td>
</tr>
<tr>
<td>Dawn will remain in class for 45/50 minute periods, requesting a 'break' from class work not more than three times per class period.</td>
<td>5 out of 7 class periods per day over 5 week period</td>
<td>Daily charting of time in class</td>
<td>Monthly</td>
</tr>
</tbody>
</table>
Measurable Annual Goals with Short-term Instructional Objectives and/or Benchmarks

- 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

- 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)*

<table>
<thead>
<tr>
<th>MEASURABLE ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goal</strong></td>
</tr>
<tr>
<td>What the student will be expected to achieve by the end of the year in which the IEP is in effect</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>Measure to determine if goal has been achieved</td>
</tr>
<tr>
<td><strong>Method</strong></td>
</tr>
<tr>
<td>How progress will be measured</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
</tr>
<tr>
<td>When progress will be measured</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Goal</th>
<th>Criteria</th>
<th>Method</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given reading passage at the 2nd grade level, Mike will orally read 100 words per minute with no more than 8 errors.</td>
<td>8 out of 10 trials over 3 consecutive weeks</td>
<td>Reading curriculum based oral reading fluency probes</td>
<td>Every two weeks</td>
</tr>
</tbody>
</table>

**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.
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

<table>
<thead>
<tr>
<th>REPORTING PROGRESS TO PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents.</td>
</tr>
<tr>
<td>At the same time school report cards are issued.</td>
</tr>
</tbody>
</table>
Recommended Special Education Programs and Services

- 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

<table>
<thead>
<tr>
<th>Special Education Program/Services</th>
<th>Service Delivery Recommendations*</th>
<th>Frequency How Often Provided</th>
<th>Duration Length of Session</th>
<th>Location Where Service Will Be Provided</th>
<th>Projected Beginning/Service Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplementary Aids and Services/Program Modifications/Accommodations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistive Technology Devices and/or Services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports for School Personnel On Behalf of the Student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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.
# Special Education Program

<table>
<thead>
<tr>
<th><strong>SPECIAL EDUCATION PROGRAM/SERVICES</strong></th>
<th><strong>RECOMMENDED SPEC</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPECIAL EDUCATION PROGRAM</strong></td>
<td><strong>SERVICE</strong></td>
</tr>
<tr>
<td>[ ] For a preschool student:</td>
<td></td>
</tr>
<tr>
<td>Special education itinerant teacher services</td>
<td></td>
</tr>
<tr>
<td>Special class integrated setting</td>
<td></td>
</tr>
<tr>
<td>Special class</td>
<td></td>
</tr>
<tr>
<td>[ ] For a school-age student:</td>
<td></td>
</tr>
<tr>
<td>Consultant teacher services</td>
<td></td>
</tr>
<tr>
<td>Integrated co-teaching services</td>
<td></td>
</tr>
<tr>
<td>Resource room program</td>
<td></td>
</tr>
<tr>
<td>Special class</td>
<td></td>
</tr>
<tr>
<td>Travel training</td>
<td></td>
</tr>
<tr>
<td>Adapted physical education</td>
<td></td>
</tr>
<tr>
<td>[ ] Integrated co-teaching services</td>
<td></td>
</tr>
<tr>
<td>(Collaborative Team Teaching)</td>
<td></td>
</tr>
</tbody>
</table>
## Example: Special Education Program

<table>
<thead>
<tr>
<th>SPECIAL EDUCATION PROGRAM/SERVICES</th>
<th>SERVICE DELIVERY RECOMMENDATIONS*</th>
<th>FREQUENCY HOW OFTEN PROVIDED</th>
<th>DURATION LENGTH OF SESSION</th>
<th>LOCATION WHERE SERVICE WILL BE PROVIDED</th>
<th>PROJECTED BEGINNING/SERVICE DATE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated co-teaching</td>
<td></td>
<td>4 days/week</td>
<td>40 minutes</td>
<td>English class</td>
<td>9/7/10</td>
</tr>
<tr>
<td>Consultant teacher services</td>
<td>Direct</td>
<td>2 days/week</td>
<td>40 minutes</td>
<td>Math class</td>
<td>9/7/10</td>
</tr>
<tr>
<td>Resource room program</td>
<td></td>
<td>3 days/week</td>
<td>40 minutes</td>
<td>Resource room</td>
<td>9/7/10</td>
</tr>
</tbody>
</table>
Example: Related Services

<table>
<thead>
<tr>
<th>RELATED SERVICES:</th>
<th>SERVICE DELIVERY RECOMMENDATIONS*</th>
<th>FREQUENCY HOW OFTEN PROVIDED</th>
<th>DURATION LENGTH OF SESSION</th>
<th>LOCATION WHERE SERVICE WILL BE PROVIDED</th>
<th>PROJECTED BEGINNING/SERVICE DATE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech-Language Therapy</td>
<td>Individual Small group (5:1)</td>
<td>Once weekly</td>
<td>30 minutes</td>
<td>Therapy Room</td>
<td>9/7/10</td>
</tr>
</tbody>
</table>
Example: Supplementary Aids and Services, Program Modifications/Accommodations

<table>
<thead>
<tr>
<th>Special Education Program/Services</th>
<th>Service Delivery Recommendations*</th>
<th>Frequency How Often Provided</th>
<th>Duration Length of Session</th>
<th>Location Where Service Will Be Provided</th>
<th>Projected Beginning/Service Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized daily visual schedule</td>
<td>Pictures accompanied with written words</td>
<td>Daily</td>
<td>Duration of school day</td>
<td>All classes</td>
<td>9/7/10</td>
</tr>
<tr>
<td>Preferential seating in regular classes</td>
<td>Away from window, front of the room, near teacher</td>
<td>Daily</td>
<td>Duration of class (except for small group work)</td>
<td>All general education classes</td>
<td>9/7/10</td>
</tr>
</tbody>
</table>
Example: Assistive Technology Devices and/or Services

<table>
<thead>
<tr>
<th>Special Education Program/Services</th>
<th>Service Delivery Recommendations*</th>
<th>Frequency How Often Provided</th>
<th>Duration Length of Session</th>
<th>Location Where Service Will Be Provided</th>
<th>Projected Beginning/Service Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Devices and/or Services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text to speech software and speech to text software</td>
<td></td>
<td>Daily</td>
<td>Duration of class periods</td>
<td>English and Resource Room classes (Device will be used in the student’s home)</td>
<td>9/7/10</td>
</tr>
<tr>
<td>Computer with headphones and microphone</td>
<td></td>
<td>As above</td>
<td>As above</td>
<td>As above</td>
<td>9/7/10</td>
</tr>
</tbody>
</table>
### Example: Supports for School Personnel on Behalf of the Student

<table>
<thead>
<tr>
<th>Special Education Program / Services</th>
<th>Service Delivery Recommendations*</th>
<th>Frequency How Often Provided</th>
<th>Duration Length of Session</th>
<th>Location Where Service Will Be Provided</th>
<th>Projected Beginning / Service Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports for School Personnel on Behalf of the Student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction on use of text to speech and speech to text software</td>
<td>For Resource Room teacher</td>
<td>3 sessions</td>
<td>1 hour each session</td>
<td>Conference Room</td>
<td>9/7/10 - 9/15/10</td>
</tr>
</tbody>
</table>
## Example: Recommended Special Education Programs and Services

<table>
<thead>
<tr>
<th>Special Education Program/Services</th>
<th>Service Delivery Recommendations*</th>
<th>Frequency How often provided</th>
<th>Duration Length of session</th>
<th>Location Where service will be provided</th>
<th>Projected Beginning/Service Date(s)</th>
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</thead>
<tbody>
<tr>
<td>Integrated co-teaching</td>
<td></td>
<td>4 days/week</td>
<td>40 minutes</td>
<td>English class</td>
<td>9/7/10</td>
</tr>
<tr>
<td>Consultant teacher services</td>
<td>Direct</td>
<td>2 days/week</td>
<td>40 minutes</td>
<td>Math class</td>
<td>9/7/10</td>
</tr>
<tr>
<td>Resource room program</td>
<td></td>
<td>3 days/week</td>
<td>40 minutes</td>
<td>Resource room</td>
<td>9/7/10</td>
</tr>
</tbody>
</table>

### Related Services:

<table>
<thead>
<tr>
<th>Special Education Program/Services</th>
<th>Service Delivery Recommendations*</th>
<th>Frequency How often provided</th>
<th>Duration Length of session</th>
<th>Location Where service will be provided</th>
<th>Projected Beginning/Service Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech-Language Therapy</td>
<td>Individual Small group (5:1)</td>
<td>Once weekly</td>
<td>30 minutes</td>
<td>Therapy Room</td>
<td>9/7/10</td>
</tr>
</tbody>
</table>

**Supplementary Aids and Services/Program Modifications/Accommodations:**

<table>
<thead>
<tr>
<th>Special Education Program/Services</th>
<th>Supplementary Aids and Services/Program Modifications/Accommodations</th>
<th>Frequency How often provided</th>
<th>Duration Length of session</th>
<th>Location Where service will be provided</th>
<th>Projected Beginning/Service Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized daily visual schedule</td>
<td>Pictures accompanied with written words</td>
<td>Daily</td>
<td>Duration of school day</td>
<td>All classes</td>
<td>9/7/10</td>
</tr>
<tr>
<td>Preferential seating in regular classes</td>
<td>Away from window, front of the room, near teacher</td>
<td>Daily</td>
<td>Duration of class (except for small group work)</td>
<td>All general education classes</td>
<td>9/7/10</td>
</tr>
</tbody>
</table>

### Assistive Technology Devices and/or Services:

<table>
<thead>
<tr>
<th>Special Education Program/Services</th>
<th>Assistive Technology Devices and/or Services</th>
<th>Frequency How often provided</th>
<th>Duration Length of session</th>
<th>Location Where service will be provided</th>
<th>Projected Beginning/Service Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text to speech software and speech to text software</td>
<td>Daily</td>
<td>Duration of class periods</td>
<td>English and Resource Room classes (Device will be used in the student’s home)</td>
<td>9/7/10</td>
<td></td>
</tr>
</tbody>
</table>

### Support for School Personnel on Behalf of the Student:

<table>
<thead>
<tr>
<th>Special Education Program/Services</th>
<th>Support for School Personnel on Behalf of the Student</th>
<th>Frequency How often provided</th>
<th>Duration Length of session</th>
<th>Location Where service will be provided</th>
<th>Projected Beginning/Service Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction on use of text to speech and speech to text software</td>
<td>For Resource Room teacher</td>
<td>3 sessions</td>
<td>1 hour each session</td>
<td>Conference Room</td>
<td>9/7/10 - 9/15/10</td>
</tr>
</tbody>
</table>

* 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

- 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

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

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

- 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.

<table>
<thead>
<tr>
<th>Testing Accommodation</th>
<th>Conditions*</th>
<th>Implementation Recommendations**</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Time</td>
<td>For tests requiring written essays</td>
<td>Time and a half</td>
</tr>
</tbody>
</table>

*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
Beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age if appropriate)

- 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**

<table>
<thead>
<tr>
<th>Needed Activities to Facilitate the Student's Movement from School to Post-School Activities</th>
<th>Service/Activity</th>
<th>School District/Agency Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Instruction in problem solving</td>
<td>ABC Public School</td>
</tr>
<tr>
<td></td>
<td>CTE Courses in Culinary Arts</td>
<td>BOCES</td>
</tr>
<tr>
<td></td>
<td>Instruction in computer word processing skills</td>
<td>ABC Public School</td>
</tr>
<tr>
<td>Related Services</td>
<td>Counseling to work on self-advocacy skills</td>
<td>ABC Public School</td>
</tr>
<tr>
<td>Community Experiences</td>
<td>Visits to community agencies to develop an understanding of the location of services and their functions.</td>
<td>Independent Living Center</td>
</tr>
<tr>
<td></td>
<td>Practice banking in the community</td>
<td>ABC Public School</td>
</tr>
<tr>
<td>Development of Employment and Other Post-school Adult Living Objectives</td>
<td>Facilitate meeting of student with Independent Living Center to explore post-school supports available</td>
<td>ABC Public School and Independent Living Center</td>
</tr>
<tr>
<td></td>
<td>Complete sample college and job applications</td>
<td>ABC Public School</td>
</tr>
<tr>
<td></td>
<td>Explore summer job opportunities</td>
<td>ABC Public School</td>
</tr>
<tr>
<td></td>
<td>Apply for local transportation pass and discount card if available</td>
<td>Independent Living Center</td>
</tr>
<tr>
<td></td>
<td>Initiate application to VESID Vocational Rehabilitation (VR)</td>
<td>ABC Public School and VESID VR</td>
</tr>
<tr>
<td>Acquisition of Daily Living Skills (if applicable)</td>
<td>Considered, but not needed</td>
<td>N/A</td>
</tr>
<tr>
<td>Functional Vocational Assessment (if applicable)</td>
<td>Considered, but not needed</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Participation in State and District-wide Assessments

- 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**

<table>
<thead>
<tr>
<th>PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)</strong></td>
</tr>
<tr>
<td>□ The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.</td>
</tr>
<tr>
<td>✗ The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.</td>
</tr>
<tr>
<td><strong>Identify the alternate assessment:</strong> New York State Alternate Assessment (NYSAA)</td>
</tr>
<tr>
<td><strong>Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student:</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Participation with Students Without Disabilities

- Explain the extent, if any, that the student will not participate in:
  - Regular class, extracurricular and/or other nonacademic activities (school age)
  - Appropriate activities with age-appropriate nondisabled peers (preschool)

- If the student will not participate in regular physical education, extent of specially-designed physical education instruction (including adapted physical education)

- Exemption from language other than English
Example: Participation with Students without Disabilities

<table>
<thead>
<tr>
<th>PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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

- 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

<table>
<thead>
<tr>
<th>SPECIAL TRANSPORTATION</th>
<th>TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>None.</td>
<td>Student needs special transportation accommodations/services as follows:</td>
</tr>
<tr>
<td></td>
<td>- Vehicle and/or equipment needs - Wheel chair ramp</td>
</tr>
<tr>
<td></td>
<td>- Adult supervision - to assist the student on and off the bus</td>
</tr>
<tr>
<td>- Student needs transportation to and from special classes or programs at another site:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPECIAL TRANSPORTATION</th>
<th>TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>None.</td>
<td>Student needs special transportation accommodations/services as follows:</td>
</tr>
<tr>
<td></td>
<td>- Special seating – Seating in the front of the bus</td>
</tr>
<tr>
<td>- Student needs transportation to and from special classes or programs at another site:</td>
<td></td>
</tr>
</tbody>
</table>
Placement

Where the student’s IEP will be implemented
### Example: Placement Recommendation

#### School Age

<table>
<thead>
<tr>
<th>PLACEMENT RECOMMENDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public school district</td>
</tr>
</tbody>
</table>

#### Preschool

<table>
<thead>
<tr>
<th>PLACEMENT RECOMMENDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved private preschool program</td>
</tr>
</tbody>
</table>
Additional Guidance

NYSED Office of Assessment Policy, Development and Administration
www.p12.nysed.gov/apda/

Test Access and Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-making and Implementation

Policy memorandum — Special transportation

Policy memorandum — IEP Diploma

Extended school year questions and answers
Questions regarding the State’s model forms may be sent to:

SEFORMS@mail.nysed.gov

Responses to questions will be periodically posted at:

For Additional Technical Assistance

- NYSED Special Education Quality Assurance Offices

- NYSED Special Education Policy Office
  518-473-2878

- Regional Special Education Technical Assistance Support Centers