

# The IEP: A Roadmap for Instruction

## *A Guide for Writing Quality Individual Education Programs*



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2006-2007  
(updated 11/15/06)



# Parental Due Process

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- The following Due Process letters must be sent home at least 10 days before the scheduled conference date:
  - The Notice of IEP Meeting (must include the name of the designated District Representative and any students over age 14);
  - The Procedural Safeguards Notice (also known as the Notice of Parental Rights);



## Due Process, cont'd

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- Notice of the Continuum of Services (Addendum to the Parent's Guide);
- **Within 2 weeks** of the IEP Conference the Notice of Recommendation of the IEP Meeting must be sent to the parent/guardian indicating the changes that were made to the IEP, if any, and the CSE information parents can use if there are differences of opinion.



# Due Process Letters

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- Copies of all Due Process documents are available from several sources:
  - The NYCDOE website under special education documents (<http://schools.nyc.gov>);
  - The D75 website under Student Services/ IEP (<http://schools.nycenet.edu/d75>);
  - The VESID website (<http://www.vesid.nysed.gov>);
  - E-IEP Plus, Version 4.0



# Parental Rights Notice

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- The Parental Rights Notice (also known as the Procedural Safeguards Notice) is available on the DOE Website in the following languages:
  - English; Spanish; Chinese; Haitian Creole; Urdu; Bengali; Arabic; Korean, and Russian.



# The IEP Must...

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- Be user friendly (no Jargon)
- Be clear and concise
- Be a working document that provides a framework for instruction
- Reflect the **ABILITIES** and needs of the student and relate to post-school outcomes.
- Promote progress in the general education or the alternate curriculum



## The IEP Must...cont'd

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- Reflect recommendation in the least restrictive environment
- Be reviewed at least annually
- Be a cooperative/collaborative effort between parents and professionals



# Recurring Information

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- The following information must appear on each page of the IEP:
  - Name;
  - NYC ID#;
  - Date of IEP conference, and
  - CSE Case#.





# Using E-IEP

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- E-IEP facilitates the completion of the IEP process by:
  - Automatically printing recurring information on all pages of the IEP;
  - Providing “drop-down” menus to help choose the appropriate information for most entries, and
  - Allowing a “recorder” to organize the information discussed at the conference and enter it in the appropriate spaces on the document.



# IEP PAGE 1: A Summary

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- **Serves as a “Table of Contents” for the remainder of the IEP**
- Contains updated student and family information (if a parent’s address is the same as the student, you may write “Same as Above” in the appropriate space);
- Indicates a student’s recommended service and whether additional related and/or support services have been mandated;
- Identifies special medical/physical alerts that impact on the student’s instructional and/or management needs.



# “Table of Contents”

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- The information on Page 1 should match the information entered on the other pages of the IEP.
- The IEP team should double-check to make sure that any conflicting information is reconciled.
  - (e.g.) APE is checked on Page 1, but not checked on Page 5.



# Recommended Services

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- For students in self-contained classes in D75 Programs, the recommendation must state ***Special Class in a Specialized School (D75) with related services*** (if related services are mandated);
- Note: 1:1 paraprofessionals are not indicated here. They are listed on pg.9;
- Note: Make sure staffing ratio is entered in the appropriate space.



# General Education with SETSS

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- This recommended service was formerly known as the D75 model for full-time inclusion.
- **General Education with Special Education Teacher Support Services from a Specialized School (D75)\_\_\_\_\_ periods/day\* direct service\*\* in the general education classroom\*\*\* and\_\_\_\_\_ periods of Paraprofessional support with Related Services (if appropriate).**
- You will need to enter the maximum group size for SETSS on the appropriate line\*\*\*\*



# Gen. Ed. With SETSS...cont'd

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- Review the following before completing the Recommended Service:
  - \*You may indicate the # of periods as \_\_\_\_ per week if this more closely represents the actual provision of service;
  - \*\*You must indicate whether the service is "direct", "indirect" or a combination of "direct" and "indirect" services;



# Gen. Ed. With SETSS...cont'd

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- \*\*\* You must indicate if the service will be provided in the “general education classroom”, in a “separate location” or in a combination of both the “general education classroom” and a “separate location”;
- \*\*\*\* You must enter the maximum group size for the provision of SETSS within the general education classroom or in the separate location.
- For further information, please refer to “Writing Quality IEPs” which can be found on the D75 website under Student Services/IEP.



# Collaborative Team Teaching

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- This recommended service was formerly known as the “integrated model” of full-time inclusion.
  - Recommended service should read:  
***Collaborative Team Teaching (Grade \_\_\_\_\_with \_\_\_\_\_periods of Paraprofessional support from a Specialized School (D75)***
  - Maximum group size is 12:1





# Agency Programs

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- The recommended services for students in Agency programs should read:
  - ***Special Class of (name of agency) Day Treatment with Related Services*** (if applicable);
  - Enter the staffing ratio on the appropriate line.



# 12 Month School Year

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- Write "***Same as Above***" if the student's summer recommended service and staffing ratio are the same as the 10 month program.
- Only CSE can mandate a summer program that is different from the 10 month recommended service.



# Other Recommendations

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- **APE**

- This is not an automatic programmatic mandate. With very few exceptions, students following the general education curriculum (with or without accommodations) should be receiving PE instruction.
- If the IEP team feels students were mandated for APE in error, the IEP may be modified during the Annual Review process.



# IEP PAGE 2: A Summary

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- Contains conference and due process information:
  - Denotes the type of conference held;
  - List participants and role;
  - Addresses conference results;
  - Identifies **due process and compliance dates**;
  - Tracks parent contacts and notification.



# Attendance at Conference

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- **Mandated District Representative**

- **Note:** A **District Representative's** signature is **absolutely** necessary. This denotes the participation of a District Representative during the collaborative team meeting. The District Representative needs to be aware of the Continuum and the full range of services and supports available to students with disabilities. The District Representative must be able to answer parents' and professionals' questions with regard to Least Restrictive Environment.
- The District Representative may also serve as a second required member of the IEP team.



# General Education Teacher

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- Every effort must be made to have a general education teacher attend the IEP meeting.
- A general education teacher **must** be present if the student's recommended service is General Education with SETSS/Collaborative Team Teaching or if you are contemplating a request for such a placement.
- Many newly certified teachers are licensed in special and general education, and as such can sign as both general and special education teacher at the conference.



# Student Participation

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- Students should be active members of the IEP team whenever possible.
  - Students, age 14 and over, must be invited to the meeting.
  - Participation encourages students to:
    - Express their wishes and desires for the future and to have them incorporated in Long Term Adult Outcomes for students 14 and over;
    - Begin to take responsibility for their own learning;
    - Develop an understanding of the consequences of their actions.



# Conference Results

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- Impact of the Continuum on Conference Results
  - **Note:** Refer to examples given with Page 1 information regarding language of recommended services aligned with the continuum of services.





# Modifying the IEP

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- There are specific modifications that can be made by the IEP team at the Annual Review (refer to The Annual Review Process, June 13, 2005).
- When modifying the IEP, you must indicate the modification on page 2 in specific terms:
  - **“From”** (old mandate) **“To”** (modified mandate).



# Terminating Services/Supports

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- IEP Teams may now terminate selected related and support services at Annual Review without participation of CSE staff.
- Related service providers must assess student performance and there must be a rationalization within the IEP.
- Refer to the memo, The Annual Review Process, June 13, 2005, for specific information.



## Type 3s

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- IEP teams may request a CSE review in order to make major changes to a student's IEP. IEP teams may not make these changes themselves at Annual Review.
- You should refer to the memo, "The Annual Review Process", dated June 13, 2005, for specific information on what can be done at Annual Review, EPC and CSE Review and the mandated participants at each meeting.



## Type 3s, cont'd

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- A Type 3 request/recommendation is an outgrowth of an Annual Review meeting. Changes are not made without reviewing the impact of the change on the student's instructional program.
- A rationale for the requested change is included on the Type 3 cover sheet.



## \*\*\*Changes to the IEP\*\*\*

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- Any change to the IEP must be rationalized within the IEP. Information presented in Present Performance and Management Needs sections must support the changes made and/or the initiation/termination of services requested.



# Initiation, Duration, Review

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- **Note**: All dates **MUST** include Month, Day and Year (e.g. 2/28/02)
- You should allow 10 days from the date of the conference until the projected date of initiation.
- These days allow parents the opportunity to exercise their due process rights if they so wish.
- If you are modifying the IEP in any way, make sure that the previous IEP does not go “out of compliance”.



# Duration for Graduates

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- If a student is in his/her final year of school, “duration of services” must reflect the last day of mandated service:
  - For students who turn 21 before July 1<sup>st</sup>, the date entered is the last day of school in June;
  - For students who turn 21 before Sept. 1<sup>st</sup>, the date entered is the last day of Chapter 683.



# Projected Date of Review

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- The Projected Date of Review is no more than one year from the date of the IEP conference.
- For Graduates, indicate “graduate” on the line for projected date of review.





# Present Levels of Performance

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- **Explain how a student's disability(ies) affect(s) his/her involvement and progress in the general education or alternate curriculum.**
- Provide baseline information using data from formal and informal assessment tools.
- Address parent and student concerns



# Present Performance...cont'd

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- Provide information on educational progress and management needs
- Give a student's strengths, abilities and needs in the areas of:
  - Academic/Educational Achievement and Learning Characteristics;
  - Social Development;
  - Health and Physical Development.



# Key Questions

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- Strengths/Needs informed by assessment?
- Preferences, interests?
- Parent/Student concerns?
- Special Considerations?
- Progress in the past year?
- Performance compared to standards?
- What's worked... What hasn't...



## Pages 3-5

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- Present Performance and Management Needs must include skill based information from assessment tools. Information from Functional Behavioral Assessments should be included here as it informs Goals, Objectives (especially the Condition portion of the benchmark) and Management Needs.
- Where appropriate, information from Adult Life Skills assessments should be included as it gives data on functional life skills.



# IEP PAGE 3: A Summary

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- Addresses the student's Academic Performance/Learning Characteristics:
  - Indicates if the student is following the general curriculum (with/without accommodations) or the alternate curriculum;
  - Gives specific skill-based/cross content information on the student's present level of performance;
  - Outlines results of assessment (general and/or alternative);
  - Identifies the student's current instructional level;
  - Describes the **mandated and programmatic** modifications and resources required to support the student's educational progress.



# IEP Page 3...cont'd

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- For all students, use current assessment results to inform levels of skill and concept development;
- For students participating in general assessment, present performance provides a basis for holding a student to standard promotion criteria, or, based on learning rate, etc, to modified promotion criteria;
  - You must address the types of academic interventions and supports that are being designed for the student (AIS).



# English Language Learners

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- For those whose native language is other than English, you must address how they use native language and English to interact with instruction and in social situations.
- This information is necessary to document any requests for change in bilingual and/or ESL status.



# Curriculum Statement

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- The first sentence in Present Performance should read:
  - \_\_\_\_\_ is following the general education curriculum without accommodations, *or*
  - \_\_\_\_\_ is following the general education curriculum with accommodations, *or*
  - \_\_\_\_\_ is following an instructional program based on the Alternate Grade Level Indicators.





# Assessment Information

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- All areas must be addressed for every student.
- If using formal assessment information (from a clinical packet or CSE review), make sure that the data is CURRENT!



# Assessment Info...cont'd

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- Date:
  - You may enter a single date if you are using a formal assessment;
  - If you are using data from “teacher observation”, “portfolio assessment”, etc. you must use a period of time (9/10-9/20, for example);
  - Dates must be entered for all Areas.



# Assessment Info...cont'd

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- Test/Evaluation:
  - Enter the specific formal assessment used for data;
  - Enter “Brigance” if that is the assessment tool being used to evaluate functional levels for students in Alternate Assessment;
  - Refer to the bottom of Page 6 for additional assessment methods that can be entered in this space.



# Assessment Info...cont'd

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- Score:
  - You may enter only scores from formalized assessment tools that are expressed as %iles or stanines;
  - Teachers may enter ECLAS levels if that tool is used;
  - No other notation should be made in this column, including N/A.



# Assessment Info...cont'd

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- Instructional Level:
  - This defines the grade level at which instruction should be presented;
  - Enter a specific grade in this box;
  - Students who are in Alternate Assessment may have the term "Alternate Grade Level Indicators" entered in this box.



# IEP PAGE 4: A Summary

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- Addresses the student's Social/Emotional Performance:
  - Identifies specific skill-based information on the student's present level of performance;
  - Describes the impact of student's behavior on the instructional process;
  - Summarizes the present level of behavioral support needed by the student;
  - Gives the mandated and programmatic modifications and resources required to support the student's educational progress.



# Behavior Intervention Plan

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- Check the appropriate box at the bottom of page 4:
  - A Behavior Intervention Plan has been developed:              Yes                      No
  - **Note**: Behavior Intervention Planning is considered a FLUID process, that should be revisited and revised as needed.
  - Present Performance statements should directly relate to the “Description of the Behavior(s) that Interfere(s) with Learning” in the BIP.
  - Annual Goals should directly relate to the “Behavior Changes that are Expected”.



# IEP Page 5: A Summary

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- Addresses the student's health and physical development:
  - Identifies present health status and level of physical development;
  - Details current medical/health care needs which require attention during the school day;
  - Indicates the impact of physical needs in program accessibility and technology services;
  - Summarizes mandated and programmatic environmental modifications, resources and specialized equipment required to support instruction.





# Confidentiality

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- **Remember**: you must **functionally** describe the condition(s) for which students receive medication and/or medical treatment during the school day:
  - For example, using the term “impulse control” instead of “hyperactivity”;
  - You should become familiar with those illnesses, conditions, etc, that come under the confidentiality rule.
  - Refer to the D75 website (Student Services/IEP samples) for the correct notation of mandated nursing services (Health as a related service).



# APE

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- Adapted Physical Education is intended for students with severe physical and/or cognitive deficits that make it necessary to extensively revise the Part 100 Physical Education curriculum.
- Students who are following the General Education PE curriculum, no matter the group size of the class, are to be considered as taking PE (see information for Page 9).



# Management Needs (pgs 3-5)

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- Academic, Social and Health/Physical Development Management Needs should reflect **both** programmatic and mandated supports, services, teaching strategies, instructional materials and equipment needed by the student to support progress in curriculum.



# IEP PAGE 6: A Summary

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- Addresses students' individualized instructional and behavioral priorities through:
  - A series of 3-5 Annual Goals (aligned with skills identified in present performance and management needs on pgs. 3-5 of the IEP);
  - Short-Term behavioral objectives that serve as benchmarks indicating progress toward mastery of the Annual Goal;
  - A system to track and report progress (or an explanation for lack of progress) to parents.



# Goals and Objectives

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- **The format for writing Annual Goals and Short Term Objectives (Benchmarks) is being revised as per IDEA, 2004. New guidelines will be disseminated as an addendum when they become available.**



# Goals and Objectives

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- Address specific skill needs identified in Present Levels of Performance:
- Are observable and measurable;
- Are achievable;
- Are understandable;
- Are linked to standards by addressing the skills/ concepts needed to demonstrate progress in curriculum.



# Goals Linked to Standards

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- **FOCUS ON** the **foundation skills** and/or **strategies** the student requires to master the content of the curriculum
- **NOT ON** the specific curriculum content the student needs to master



# Annual Goals

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- Annual Goals:
  - Address skill needs identified in the present levels of performance;
  - Are written in measurable terms that focus on one year of instruction;
  - Focus on the foundation skills required to master the curriculum content;
  - Indicate the knowledge, skills and behaviors needed to achieve and progress in the general education or alternate curriculum;





# Annual Goals...cont'd

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- Are linked to the learning standards by ensuring student has the precursor skills and strategies necessary to achieve;
- Must be realistic and reasonable considering: age, rate of learning, interest, abilities;
- Are geared toward developing skills needed for successful transition and generalization into other environments.



# Short Term Objectives

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- Short Term Objectives (Benchmarks):
  - Are measurable, intermediate steps moving toward achievement of the Annual Goal;
  - Organize instruction to facilitate mastery of the Annual Goal;
  - Allow the learner to know What, How and When a given activity must be performed;
  - Provide a good basis for selecting materials and content for instructional purposes;



# Objectives...cont'd

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- Let us know what has been accomplished;
- Can be written as a series of sequential benchmarks or 2 to 3 separate skills required to meet the Annual Goal;
- Must contain an evaluation schedule, criteria, and method of assessment;
- **Must be written in C B C format.**



# C B C FORMAT

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- **Condition**: Describe the specific circumstances/activities/environment in which you will expect to evaluate student performance (including any environmental modifications/adaptations needed).
- **Behavior**: Specifically describe the skill(s)/concept(s) you are targeting for mastery.



# C B C FORMAT...cont'd

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- **Criteria:** What level of performance will demonstrate student mastery of the skill(s)/concept(s) targeted for instruction; include specific level(s) of adult support (prompts) – either verbal or physical -- required for the student to demonstrate the targeted behavior; identify the number of opportunities the student will be given to meet the mastery criteria (e.g. 4/5 opportunities); and the time period over which the assessment will take place (e.g.) over a 2 week period).



# Reports to Parents

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- You must indicate the number of reports of progress for the school year. Progress towards mastery of Annual Goals is assessed each time a report card is sent home to parents.
  - At present, there are 3 reports of progress for all students (4 if a school decides to include a report for Chapter 683) in Elementary and Middle Schools.
  - There are 6 reports for High School students (7 if a school decides to include a report for Chapter 683).



# IEP PAGE 7: A Summary

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- Addresses the School Environment and Service Recommendations for each student
  - General Education: the time a student spends in a general education class or community-based work environment and the supports and modifications we are providing;
  - Special Class: the time a student spends in a self-contained special education class, the supports we are providing and a compelling reason why the student is currently not participating in the general education environment.



## Page 7, cont'd.

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- Refer to “Writing Quality IEPs: Indicators of Best Practice” available on the D75 website (Student Services/IEP) for appropriate language and entries for students in General Education with SETSS and students in full and part-time work study.





# IEP PAGE 8: A Summary

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- Addresses “Least Restrictive Environment” (LRE) for each student:
  - Consideration is given to additional educational settings that might provide appropriate levels of support for the student in which he/she might demonstrate progress in the general education or alternate curriculum;
  - Reasons for rejection of any potential program must be compelling and based on the student’s current educational, social and/or physical/health needs.
  - There is no set number of Recommended Services that must be addressed.
    - (e.g. You do not have to address every general education placement if the reason for rejection is based on the need for smaller class size and very intensive supports)



# Other Programs Considered

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- Program consideration must be written in the language of the Continuum of Services. Programs at all levels of the continuum should be addressed.
- You must consider General Education with Related Services.
- Reasons for rejection of each program considered must be compelling and address the impact of the student's disability on his/her progress in the general education or alternate curriculum.
  - Each recommended service must be addressed separately, with the team demonstrating an understanding of the implications of each placement for the student.
  - Mention should be made of the specific kinds of intensive supports and services that can be provided only by a specialized school.



# Second Language Exemption

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- You must indicate if the student has been exempted from the second language requirement of the general education curriculum (Part 100s).
- This should not be confused with a student who is mandated for Bilingual Instructional Services.
- Students who are following the alternate curriculum should have written in this space...  
“ \_\_\_\_\_ is following the alternate curriculum”.



# IEP PAGE 9: A Summary

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- Addresses a variety of issues, including:
  - Extent to which student can participate in school activities with non-disabled peers;
  - Recommendations for related services, including where service will be provided and the number of sessions and group size;
  - Nature of participation in assessments and mandated testing accommodations;
  - Level of participation in Promotion Policy.



# Participation in Activities (PE)

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- **Note**: It should not be automatically presumed that students who are participating in the Part 100 Physical Education curriculum are mainstreamed!
- If the student cannot take part in PE in a full general education class due to the severity of his/her disability, you may indicate...



# Participation in PE...cont'd

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- “....may participate in school activities with the exception of Physical Education where the mandated class staffing ratio **MUST** be maintained due to the intensity of supports required by the student”.



# Related and Support Services

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- Please refer to the Annual Review memo dated June 13, 2005 for updated information on the services and supports that can be modified and/or terminated at an Annual Review Conference.
- Contracted providers may not modify a related service mandate at Annual Review. A Type 3 request must be made to the SBST. A psychologist must be present, thereby generating an EPC.
- Remember, you must rationalize any changes made or requested in the Present Performance and Management Needs sections.



# Toileting Training

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- Toilet Training is a short-term **instructional** service that prepares a student for independence in toileting. Toilet Training intervention includes planning with the student's teachers and parent. A student may be recommended for Toilet Training when *all* of the following criteria are demonstrated:





## Criteria, cont'd

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- Currently unable to remain continent, wetting and soiling, during the school day while having the physical and psychological ability to do so;
- Cognitive ability to respond to a specific behavioral change program that schedules toileting and leads to independent toileting; and
- Physical ability to maintain a safe position on a toilet, commode or potty, with or without adaptations or modifications.



# Toilet Training, cont'd

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- Toileting training should be listed on Page 9 (Related and Support Services) and also
- Noted in both the Present Performance and Management Needs sections of the relevant pages.



# Toileting Assistance

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- Toileting Assistance is appropriate for students who either require help in transferring to or using toilets, commodes or potties.
- Students who cannot adjust their clothing or complete related appropriate personal hygiene routines may also receive Toileting Assistance.
- Students who cannot become continent due to physical or cognitive status may have Toileting Assistance for diaper changing, etc.



# Toileting Assistance, cont'd

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- Toileting Assistance is generally programmatic for students in self-contained classes in special education schools.
- Toileting Assistance should be noted in both the Management Needs and Present Performance sections of relevant pages.
- Toileting Assistance may continue throughout the student's school placement.



# Related Service Location

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- There are only 2 possible locations for provision of related and support services:
  - GENERAL EDUCATION
  - SEPARATE LOCATION



# Promotion Policy

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- For students in grade 3-8, and 8+ who are participating in general assessment, promotion criteria must be addressed and must be indicated as “standard” or “modified”.
- For students in grades 9-12 who are pursuing either a Regent’s or Local Diploma, promotion criteria must be indicated as “standard” only.



# High School Promotion

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- Promotion for high school students is based on accumulating a specific number of credits based on passing Regents and/or RCTs.
  - It is assumed that students have until age 21 to accumulate the number of credits required for graduation with an academic diploma.
  - Mention should be made in Present Performance of how the student's learning rate and style, need for adaptation of material and other accommodations' impact on the accrual of credits.



# Modified Criteria

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- If, as a result of an Annual Review conducted during the Spring term, you are modifying promotion criteria for the first time, you must project the modified criteria through the Summer of the following year.
  - This is done because “Promotion in Doubt” letters must be sent to parents prior to the next Annual Review conference.





# Modification of Criteria

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- YOU MAY NOT MODIFY LEVEL 2 ON STANDARDIZED ASSESSMENTS!!!
- You may modify;
  - the achievement of class work demonstrating grade standards, and
  - 90% ATTENDANCE (only under special circumstances).
- Refer to the D75 website for entries under Student Services.



# Modified Criteria

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- If a student is achieving significantly below expected grade level, you may modify anticipated achievement based on:
  - The student's current level of performance;
  - The student's demonstrated learning rate and style, and
  - The teacher's knowledge of the grade level elements and the skill acquisition required for mastery.



# Notation of Modified Criteria

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- There is no set % for any student.
- Modified Criteria must be written as per the Annual Review Memo of June 13, 2005.
- ***\*\*\*This is only an example, not meant for use for all students\*\*\****
  - ...will be held to modified promotion criteria for promotion to grade \_\_\_\_\_. Promotion decision will be based on the performance standards as evidenced by his/her work, teacher observations, assessments/grades and attendance. \_\_\_\_\_ is currently achieving 60% of the elements of the Kgn. ELA standards and 20% of the elements of the Grade 1 Math standards. He must achieve 75% of the Grade 1 ELA standards and 90% of the elements of the Grade 1 Math standards.



# Alternate Assessment

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- A reason for participation in Alternate Assessment might be written:
  - **“John” is following an instructional program based on The Alternate Grade Level Indicators.**



# IEP PAGE 10: A Summary

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- Addresses Transition Planning for students:
  - Identifies Long Term Adult Outcomes;
  - Indicates diploma objectives and projected date of graduation;
  - Develops a series of Transition Services which will enhance the development of previously identified priority skills.



# Transition

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- During the school year in which a student turns 15 (or earlier if appropriate), the Annual Review conference must include discussions on Transition.
  - Measurable Post Secondary Goals
  - Long Term Adult Outcomes
  - Transition Services



# Transition Planning

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- Transition Planning is a process consisting of a set of coordinated activities that:
  - Give voice to a student's hopes and dreams for the future;
  - Build on previously learned skills;
  - Identify new skills for instruction;
  - Provide the student with opportunities to learn in meaningful, age-appropriate environments;
  - Establish connections with Adult Service Agencies.



# Transition Planning, cont'd.

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- **Transition planning defines specific, unique goals and desired outcomes for the student.**
- The IEP must reflect the Measurable Post Secondary Goals (MPSG) for the student.
- Parent/Guardian participation must be documented.
- All students age 14 and over must be invited to attend their IEP conferences.





# Transition and the IEP

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- Present Levels of Performance must include a statement of the student's needs, including strengths, preferences and interests as they relate to transition from school to post-school activities.
- Must include clear statements related to information provided by the parent/guardian and/or the student.



# Transition and the IEP, cont'd

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- Sample statements:
  - “As part of the Level One Vocational Assessment, Joseph stated that he enjoys working with senior citizens and young children and that he hopes to find a job working with either of these groups.”
  - “During meetings with his counselor, John expressed the desire to attend college to study art.”



# Goals and Objectives

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- Measurable Post Secondary Goals of the Transition Plan must:
  - Define student performance;
  - Include appropriate measurable behavioral objectives based on transition assessments.
  - Demonstrate a correlation and clear connection between the goals and objectives listed on the IEP and the MPSGs.
  - Demonstrate a link between mandated related service(s) and post secondary goals.



# MPSGs

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- Measurable Post Secondary Goals are written the same way as all other cross content/skill based goals and objectives.
  - Must demonstrate a **direct link** to information regarding post-school outcomes included in present performance and management needs.



# The 10 Areas of Transition

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- These areas should be considered and reflected in IEP development and implementation:
  - Education
  - Employment
  - Transportation
  - Personal Independence/Residential
  - Recreation/Leisure



# 10 Areas of Transition...cont'd

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- Financial/Income
- Legal/Advocacy
- Medical/Health
- Post-Secondary/Continuing Education
- Other Support Needs

Skill development in these areas should focus on the individual student's abilities, interests, choices, self-advocacy and self-determination.



# Transition and Assessment

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- All age appropriate assessment tools documented on page 3 should relate to both school and post-school learning and activities.
- Assessment information should be specific, such as “Brigance Life Skills Inventory”.



# Long Term Adult Outcomes, I

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- Establish clear expectations for the school, the student, the student's family and agencies participating in planning and implementing the transition programs and services in the IEP.
- Statements are the basis for planning the student's movement from school to post-school activities.





# Long Term Adult Outcomes, II

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- Statements must be specific and demonstrate a clear link to the student's and/or parent/guardian's contribution to the IEP Team discussion.



# Adult Outcomes...cont'd

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- For students who have demonstrated significant lags in meeting grade standards, it is important to begin discussion of Long Term Adult Outcomes prior to the mandated age of 14.
  - It might be beneficial to start discussions at the time of the Level I Vocational Assessment at age 12.



# Additional Components

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- Diploma Objective must be included in the Transition Plan
- Note: Basic 1 and Basic 2 are no longer used to differentiate between Regent's/Local and IEP Diplomas.
- The Expected High School Completion Date must take into consideration a student's need for extended time to complete course requirements.



# Transition Services

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- Transition Services are developed in the following areas:
  - Instructional Activities
  - Community Integration
  - Post High School
  - Independent Living
  - Acquisition of Daily Living Skills (where applicable)



# Transition Services...cont'd

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- Transition Services provide the experiential link between a student's Long Term Adult Outcomes and the prioritized cross content skills identified in the Present Levels of Performance (Pages 3-5) and the Annual Goals and Short Term Objectives (Page 6).
- A team comprised of the school, student, family members and agency representatives take on the responsibility of providing oversight and tracking of these experiences.



# Transition Planning...A Process

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- A suggested sequence for completing an IEP for a student age 15 (or earlier if appropriate) is as follows:
  - Identify abilities, interests, needs for support and dreams to determine Long Term Adult Outcomes;
  - Identify the Diploma Objective;
  - Discuss/Develop statements of Present Levels of Performance and Management Needs;



# Transition Process...cont'd

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- Develop annual goals and short term objectives (including MPSGs) that will “bridge” the skill based, cross-content area information in present performance and the desired outcomes identified on page 10;
- Complete the “Transition Services” section, creating an action plan to connect all the previous information, defining environments in which to develop/practice identified skills.



# Behavior Intervention Plan

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- Formerly known as “Page 11”.
- The Behavior Intervention Plan **MUST** be completed for all students whose levels of social/emotional performance demonstrate a need for intensive, consistent supports.
- While no longer a formal part of the IEP, it must be either attached to the IEP or kept in close proximity to the IEP.





# Behavior Intervention Plan

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- Revising the Behavior Intervention Plan
  - You need not convene an Annual Review meeting in order to modify/revise the Behavior Plan
    - Parents must be consulted (may be by phone), actively participate and understand the changes being made.
    - **Note**: Present Performance MUST describe how the student's behavior impacts on progress in the general education or alternate curriculum.