

IEP GUIDING QUESTIONS

UPDATED APRIL 2019

COVER PAGE

- Is the student's disability classification listed properly?
- Did you complete the "Date of IEP" section with the date the meeting was held?
- **The answer to the question "is this IEP for an IESP student that needs 12 month services?" is NO. Our students have IEPs not IESPs**

PRESENT LEVEL OF PERFORMANCE

- Did you list any and all evaluation results, including SANDI, NYSAA, NYS standardized tests, Scantron, SMiLE and any assessments and the date that the assessment was done? Please make sure that you list these evaluations by their full names, not by the abbreviations that we know them by. Use the full name of the assessment first, then in parentheses, write the abbreviation, and you can use the abbreviation going forward.
- Include a description of each evaluation tool you list. Refer to the attached **ASSESSMENT GUIDE** for descriptions.
- If your student is an ELL, **you must include their NYSESLAT score.**
- You should list and **describe the results for** as many evaluations as you have data for the student, best practices is **4** evaluations
 - Possible examples:
 - Level 1 Vocational Assessment
 - SANDI
 - As you list the SANDI scores for each section, make sure you also state what grade level that score applies to (i.e., in Writing, he scored 35/345, which corresponds to a pre-K level)
 - SANDI/FAST
 - What level of SANDI/FAST is the student on? What score did they get? Is it Benchmark 1 or Benchmark 2?
 - NYSAA
 - NYSESLAT → if your student is an ELL, you **must** include their NYSESLAT score
 - Fountas & Pinnell
 - What grade does the letter level correspond to?
 - Did you list both Independent and Instructional levels?
 - SMiLE – give a brief description of Module 1/Module 2
 - Scantron
 - LFSC/MFSC (List step and briefly name some items mastered in that step)
 - NYS ELA/Math/Science standard assessment scores
 - Progress toward prior IEP goals
 - Any assessments done by related service providers
 - Attendance reports from **ATS** (you may want to refer to these if you are making an argument that the student's poor attendance is affecting his/her progress toward mastering IEP goals)

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- **If your student is 11 years old or older, have you done the Level 1 Vocational Assessment with the child? (THIS APPLIES TO ALL STUDENTS BORN BEFORE JUNE 30, 2008)** Have you referenced it in the PLOP? (If the child is not yet 14, they don't need formal information about transition, but the student's preferences and interests, discussed in the level 1 vocational assessment interview, need to be written in the social development section of the PLOP). Refer to the Teacher, Student, and Parent interviews in the PLOP. Level 1 vocational assessment need to be done for all students whose birthdays are before June 30, 2008
- **For ELL students, make sure to describe the student's skills in reading, writing, listening, and speaking in both English and in the home language. If the student is nonverbal, describe whether the student responds better to directions given in either language. If the student is an ELL but does not use or respond to his/her home language in the school setting, describe that here.**
- Did all providers have a say in completing the PLOP? Make sure that the perspective of speech, OT, PT, and counselors are included here (as applicable). If related service providers haven't included information in the PLOP, there is no way to justify whether their IEP goals are appropriate, based on the student's needs. (i.e., the OT shouldn't write a goal based on providing sensory input if they haven't written anything about the child's sensory needs in the PLOP)
- Have you described the student's needs in each section as it applies? Information about the student needs to be grouped into the following sections: (Be sure to include parent and student voice in each area!)
 - ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE, AND LEARNING CHARACTERISTICS
 - SOCIAL DEVELOPMENT
 - PHYSICAL DEVELOPMENT
- For each section, include the student's strengths, weaknesses, and needs. "Needs" in each area must refer to and include the skills that the student will be working on for each of his/her goals.
- **IMPORTANT:** If a student has a 1-to-1 para, you need to write about the student's needs in the PLOP → be **SPECIFIC** about the behavior the para is addressing, and where & when it occurs. Refer to **BIP DATA** collection for details on the time, place, frequency, duration of the behaviors.
- **Checking NO for the LIMITED MOBILITY question in the PLOP may cause you to lose information on the SPECIAL TRANSPORTATION page.** The student can be dropped from busing if the GLITCH takes effect. It will unclick "Student needs special transportation accommodations as follows:"
- **MANAGEMENT NEEDS**
 - What does the student need in order to be successful? Does the student need a behavior intervention plan or is the classroom behavior management system enough? If your classroom behavior system is working well for the student, describe it here.

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- Does the student need to work in a small group, sit close to the front of the room, or need frequent breaks in order to complete work?
- If you have a TEACCH classroom, describe it without using the methodology TEACCH (small, highly structured class setting, small group instruction, 1:1 instruction, opportunity to practice new skills in independent settings, individualized schedule, etc.)
- Does the student have a Behavior Support Para or Health Para? List it here. Explain what the 1-to-1 para is focusing on with the student. **INCLUDE A NOTE ABOUT HOW THE STUDENT REQUIRES THE SUPPORT OF THE 1-TO-1 PARA AND WHERE/WHEN THE STUDENT NEEDS THAT SUPPORT.**
- Also list the student's related services in the management needs section of the IEP
- If the student has any testing accommodations, they should be noted here, as well as being listed on the testing accommodations page **(THIS APPLIES TO STUDENTS WHO TAKE NYSAA AS WELL AS STUDENTS WHO TAKE SA STATE EXAMS)**
- **EFFECT OF STUDENT NEEDS ON INVOLVEMENT IN THE GENERAL EDUCATION CURRICULUM**
 - Describe the effect that the student's disability has on his/her involvement in the general education curriculum.
 - Usually, you would describe how cognitive delays, deficits in communication, language, and/or adaptive skills interfere with the student's progress in the general education curriculum. You would write that he/she needs a highly specialized individualized educational program to address his/her needs related to _____ (describe the student's learning style and academic needs – this may be a need for explicit instruction in daily living skills, this may be slow rate of knowledge acquisition and the need for explicit instruction in generalizing new skills across environments, this may be related to a student's language processing skills → whatever you write here, it needs to be reflected in the PLOP)

STUDENT NEEDS RELATED TO SPECIAL FACTORS

- If a student receives Speech Therapy, make sure the answer to the following question is checked **YES**:
 - Does the student need a particular device or service to address his communication needs? Yes No
- In this section, list whether your student has an AAC device or a Behavior Intervention Plan (if the plan is appropriate and still working for the child, write "See attached BIP dated _____" in the pink box. Look in the list of documents for the child to find the most recent BIP.
- Make sure you answer each question – don't leave blanks

MEASURABLE ANNUAL GOALS

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- SMART Goals (Specific, Measurable, Attainable, Relevant, Timely)
- Are the goals aligned to the present level of performance? If you described that the student is working on counting from 1-20, your goals should be aligned to this. You shouldn't have a goal about multiplication if the student can only count to 20.
- Your goals need criteria for evaluating progress – 80% accuracy is not clear enough, there must also be a time component, like “80% accuracy over 5 consecutive trials” or “4 out of 5 trials over 5 consecutive days” → keep in mind that the “criteria” section needs BOTH an accuracy component and a time component
- Goals should say what the **WILL** do – NOT what the child “will be ABLE” to do.
- Do not put constraints on the time for achieving the goal. Begin the goal with “Johnny will...” **DO NOT** write “In one year...”, “By April...”, “In three months...”
- **For the “method: how progress will be measured” section, you may select multiple options but at least one must generate objective data: i.e., teacher/provider RECORDED observations, checklists, teacher made materials, class activities. If you ONLY select teacher/provider observations you MUST add in the word “recorded”**
- The schedule for measuring progress toward goals cannot be once per quarter. That is how often we are REPORTING progress toward the goals. We are MEASURING the progress at least once per month, (perhaps more – depending on the goal it might be measured weekly, every two weeks, or once per month). This tells how often we are reviewing our classroom data to see whether the student is making progress toward the goal
- **If your student has OT, PT, speech, or counseling goals, these goals also need to be aligned to what's described in the PLOP.** One common problem is that the student receives PT or OT and has goals related to that service, but because the therapist didn't contribute to writing the PLOP, no physical needs are described – this makes it appear that the child does not need the service
- **NEW: if your student has a one-to-one para (either a behavior support para or a health para), you must include a goal for that service. For a behavior support para, this goal would align to the BIP – what replacement behavior are you teaching the student, as part of his/her behavior intervention plan? For a health para, what SPECIFIC service or health need is the para addressing? Is there a self-care skill that we are teaching the student?**

REPORTING PROGRESS TO PARENTS

“At the same time report cards are issued”

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES

- All start ten school days after the meeting, and the start date for all programs and services should be the same date
- Make sure you include the number of periods per week of each class
- **WE ARE NO LONGER USING “SPECIAL CLASS: D75 PROGRAMS, 35 PERIODS PER WEEK,”** instead we are listing each subject separately (see Recommended Special Education Programs Guide)

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- Make sure you include Parent Counseling and Training, at school, monthly, 50 minutes
- Make sure all mandates are listed, including related services
- If the student has a 1-to-1 para (behavior support or health) it must be listed here with the duration of the para (full-time, .8, .5. etc.)
- If the student has a special transportation para, it must be listed here (list this as .2)
- If the student has an AAC device, it must be listed here (the details of how to note AAC devices are usually listed in an event in the student's SESIS event log from when the assistive technology team finalized the recommendation for the device – these need to be listed on the IEP even if the AAC eval was done a few years ago, If the child still has the device, it needs to still be listed on the IEP)
- For related services, the location of services is either “special education classroom” or “separate location: therapy area”
- If the staff dealing with the child has been trained in a specific area to better support the child, include it in the section titled: **SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT** (CPR training, TCI training, EPI Pen training, etc....)

TWELVE MONTH SERVICE AND/OR PROGRAM

- Why does the student need 12-month school? Has he or she shown regression after long absences or vacations? Don't leave it blank!
- For SETSS students, they are receiving D75 classes during the summer months, so you will need to list those programs and services separately

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

If the student is not taking state assessments, you must give a reason why. The student must meet the criteria listed on this page. Don't leave any of these text boxes blank! **Also, keep in mind that we cannot change a student from SA to AA at an Annual Review: the SBST needs to be involved. This change has to come from a re-eval or a triennial

- If the student is taking NYSAA
 - you must check “yes” for each question, and then list New York State Alternate Assessment as the assessment they will take
 - The reason why is USUALLY a restatement of these questions. It is USUALLY something like “_____ is a student with (disability) who requires a highly specialized educational program to meet his academic, social, and communication/language needs due to his deficits in cognition and adaptive skills. Standardized testing would not meet his needs at this time”

TESTING ACCOMMODATIONS

- All testing accommodations must be clear and specific to the details of the test (see the guides on the Coaching website)
NEW MARCH 2017: STUDENTS WHO ARE TAKING NYSAA MUST HAVE TESTING ACCOMMODATIONS LISTED IN THE IEP THAT ALIGN TO THE ACCESSIBILITY SUPPORTS THAT THE TEACHER HAS SELECTED IN THE DLM SYSTEM FOR NYSAA

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PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES

- You cannot leave this section blank! If the student will not participate in the regular class with students without disabilities, write it here. If he/she will participate in some activities (for example, a SETSS student) describe what activities they will and will not participate in
- **For most of our students (not SETSS students) you can write a sentence like “_____ is in a full-time special education class in a special program for the entire school day, but with supervision, _____ is able to participate in extracurricular and nonacademic activities with nondisabled peers”**
- Adapted Physical Education is meant for students who have multiple disabilities and are usually in a 12:1:4 classroom setting. Unless you have evaluation documents to attach to the IEP stating that Adapted Phys Ed is needed, write in a sentence like “_____ **participates in a full-day, special education program.**” Please see the IEP Coach with any further questions you may have.
- **EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT:** Check “yes” here.

SPECIAL Transportation

- Check the box for “STUDENT NEEDS SPECIAL TRANSPORTATION ACCOMMODATIONS/SERVICES AS FOLLOWS:” for D75 students.
- Unless the student has accommodations filed through OSH, the answer to the next two questions is NO
- Does the student have transportation accommodations (like a mini-bus, or a special transportation para)? Are they listed correctly?
- If a student has a special transportation para, this needs to be reviewed and approved every year. An OSH accommodations form needs to be completed and approved in SESIS every year in order to continue this service for the student. You need to attach a completed HIPAA form and a medical accommodation form to the OSH form in SESIS. See your Unit Teacher for help in completing these forms.
- If you aren’t sure what the student’s transportation accommodations are, see your Unit Teacher or go to the following website to search:
<https://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/searchresult.aspx>

PLACEMENT RECOMMENDATION

- For 6:1:1, 8:1:1, or 12:1:1, did you select “NYCDOE Specialized School?”
- For SETSS, select NYC DOE School Non-Specialized (District 1-32)

SUMMARY PAGE

- Promotion criteria: for AA students, leave this section blank. **ALTERNATE ASSESSMENT STUDENTS DO NOT HAVE PROMOTION CRITERIA, STANDARD OR MODIFIED.** Sometimes

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the SBST school psychologists are uninformed on this – students taking NYSAA never have promotional criteria listed. Do not check anything in this section.

- **NEW: All students in grade 3-8 are to be held to standard promotion criteria – we are no longer entering modified promotion criteria on these students' IEPs. With standard promotion criteria, students will be promoted based on their progress across multiple measures, including progress toward mastery of IEP goals, evidence of growth in school assessments, and portfolio/Units of Study work throughout the school year. Promotion decisions are based on the students' evidence of progress throughout the year, *not solely based on whether students pass state exams.***
- Depending on the date of the IEP, you may have to make a selection promotion criteria for this year AND next year → if the IEP is being implemented after January 31st, you must select standard promotion criteria for the current school year and the next school year. If the IEP is being completed and implemented before January, you would only need to select standard promotion criteria for the current school year.
- Did you list the student's grade levels for ELA and Math? Did you list the other program options that were considered and discussed with the parent at the IEP meeting? Usually, we **list one setting that is more restrictive and one setting that is less restrictive**. Did you describe why each program that was considered was rejected? (i.e., 12:1:1 in a community school was considered and rejected because John needs a smaller, highly structured class setting; 6:1:1 was considered and rejected because the team determined that it would be too restrictive at this time)
- Describe any major parent concerns that were discussed at the meeting – these should already be noted in the PLOP in the parent concerns sections, but you should go over them again here, briefly.

*** If a student has a FBA/BIP, you must go to the Set Document tab > SECTIONS and click the boxes next to Functional Behavior Assessment and Behavior Intervention Plan. Then, click ACCEPT.

After finalizing the IEP, click the BLUE link that appears above the IEP for creating the SESIS Prior Written Notice.