

Understanding the IEP

March 28, 2023

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Advocates for Children of New York
Protecting every child's right to learn since 1971



Today's Training

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Introduction

Overview of
Law

IEP Sections

IEP Meetings

Problem
Solving





What is Advocates for Children (AFC)?

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AFC is an independent agency that protects the rights of all NYC students

Our Services:

- Helpline: **1-866-427-6033** (Mon-Thurs, 10am – 4pm)
- Guides and resources: www.advocatesforchildren.org
- Workshops and trainings
- Free legal services to low-income families



Check For Updates On Our [Website](#)

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Español اردو বাংলা Pycckий Français 한국어 اللغة العربية 中文 Kreyòl Ayisyen



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Advocates for Children of New York works on behalf of children who are at greatest risk for school-based discrimination and/or academic failure due to poverty, disability, race, ethnicity, immigrant or English Language Learner status, sexual orientation, gender identity, homelessness, or involvement in the foster care or juvenile justice systems. [Find out more here ▶](#)

Vision for NYC Schools: AFC's recommendations for the new mayoral administration

[Read the recommendations](#)



Spotlight

Start of School Year Questions & Answers for Families of Students with Disabilities

AFC in the News

NYC's 'Project Open Arms' to help migrant children for start of school year





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ABOUT



Celebrating 50 Years of Advocacy: AFC's 50th Anniversary Vid...

272 views · 10 months ago

In honor of our 50th anniversary, we're taking a look back at some inspiring moments in our half century of advocacy on behalf of every child's right to an education.

Know Your Rights: Educational Trainings and Workshops

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{TALLER} Cumpliendo 5: Entendiendo el IEP para...

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Main legal concepts for IEPs

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The IEP is:

7

Individualized – based on student needs

Legally binding (like a contract)

Good for one year

Created at meeting - Parent is team member

Must get a copy of IEP



Free Appropriate Public Education (FAPE)

8

- FAPE = programs and services designed for the student's unique needs
- Must provide a meaningful benefit
- Helps the student progress

“A Chevy, not a Cadillac”





Least Restrictive Environment (LRE)

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- Goal is inclusion
- As much as possible, students with disabilities learn with students who do not have disabilities





LRE



DI-32

- Gen Ed with SETSS/RS
- ICT
- Small Class

D75

- Small Class
- Inclusion

Private

- NPS
- Residential

Continuum of services and placements based on:

- Student's needs
- Evaluation results
- Input from IEP team members including the parent

Sections of IEP (Part I)



Student Needs

- Name, Classification,
- Implementation Date
- IEP Review Dates
- Present Levels/Needs
- Goals & Reporting

School will provide

- Programs/Services
- Compensatory Services
- Testing Accommodations
- Transition

Sections of IEP (Part II)

12

Testing, Inclusion, Busing

- State testing
- Inclusion with students without disabilities
- Transportation

Other

- Placement type
- Instructional levels
- Summary
- Accessibility
- Promotion Criteria
- Other options considered
- Meeting Attendance



First Section of IEP

10/12/22, 11:44 AM

Individualized Education Program (IEP) for Cassandra S.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

| | |
|--|---|
| STUDENT NAME: Cassandra S. | DISABILITY CLASSIFICATION: Other Health Impairment |
| DATE OF BIRTH: 03/24/2013 | LOCAL ID #: 22222222 |
| PROJECTED DATE IEP IS TO BE IMPLEMENTED: 09/08/2022 | PROJECTED DATE OF ANNUAL REVIEW: 06/21/2023 |

STUDENT NAME: Cassandra S.

NYC ID: 22222222

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS





Classifications

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Classifications of disability...

- Autism
- Deafness
- Deaf-Blindness
- Emotional Disturbance
- Hearing Impairment
- Learning Disability
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Speech or Language Imp.
- Traumatic Brain Injury
- Visual Impairment

*Children ages 3-5 will be classified as a
“preschool student with a disability.”*



Present Levels of Performance (PLOP)

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PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

Kassandra was previously assessed on 10/22/21 via the Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V) which is a normed reference assessment meaning an individual's performance is compared to the performance of their same age peers. Standard scores of 100(+/- 10) are in the average range. Kassandra's performance on the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) indicated that she is functioning in the Average range of intelligence and a Full Scale IQ of 105. Her score fell in the 63rd percentile which meant she performed as well as or better than 63 percent of her same age peers. Due to the limits of intelligence testing, it is more accurate to speak in terms of a range of scores when assessing an individual's level of intellectual functioning. Thus, Kassandra's true Full Scale I.Q. score has a 95% percent likelihood of falling within the 99-110 range. The WISC-V provides composite scores that represent intellectual functioning in specific cognitive domains (i.e., Verbal Comprehension Index (VCI), Visual Spatial Index (VSI), Fluid Reasoning Index (FRI), Working Memory Index (WMI) and Processing Speed (PSI). Kassandra demonstrated strength within her Verbal Comprehension (Average range), Visual Spatial (Average range), Fluid Reasoning (Average), and Processing Speed (Average range). Kassandra demonstrated relative weakness within her Working Memory ability(Low Average range). Clinical judgment of her cognitive assessment is believed to be an accurate representation of her abilities at this time.

Should include
CURRENT
standardized
scores



Academic,
Social, Physical,
sections



Management
Needs,
Inclusion



Parent
concerns (use
this section!)



Student Needs and “Special Factors”

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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:

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

Does the student need a behavioral intervention plan? No Yes

For a student with limited English proficiency, does she need a special education service to address her language needs as they relate to the IEP? Yes No Not Applicable

For a student who is blind or visually impaired, does she need instruction in Braille and the use of Braille? Yes No Not Applicable

Does the student need a particular device or service to address her communication needs? Yes No

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?

Yes No Not Applicable

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



Measurable Postsecondary Goals

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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)

MEASURABLE POSTSECONDARY GOALS

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

EDUCATION/TRAINING: Omar will apply to 2 and 4 year college/university undergraduate bachelors and certificate programs.

EMPLOYMENT: Omar will use his SETSS classroom to explore career options for advocacy work.

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE): Omar will continue to self advocate for academic support when needed.

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:

Omar will need support in writing essays for college admissions and researching post secondary school communities.

Should match
Transition plan



Ask about
diplomas here



Summary of
plans and
needs



Annual Goals

| ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | METHOD HOW PROGRESS WILL BE MEASURED | SCHEDULE WHEN PROGRESS WILL BE MEASURED |
|---|---|--|--|
| When presented with words from reading narratives or specific informational text from the student's content area subjects she will use combined knowledge of all letter-sound correspondences and syllabication patterns to read accurately unfamiliar multisyllabic words out of context | accurately in 4 out of 5 trials | Teacher/Provider Observations Teacher Made Materials | 1 time per quarter |
| IEP PROGRESS REPORT | | | |
| 1st Progress report for this IEP <input type="checkbox"/> 2nd Progress report for this IEP <input type="checkbox"/> 3rd Progress report for this IEP <input type="checkbox"/> | | | |

Should be measurable



What will be measured, how, how often...



A goal per each need!



Progress reports- request as needed!

REPORTING PROGRESS TO PARENTS

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents: at the same time school report cards are issued



Recommended Special Ed Programs/Services

| SPECIAL EDUCATION PROGRAM/SERVICES | SERVICE DELIVERY RECOMMENDATIONS* | FREQUENCY HOW OFTEN PROVIDED | DURATION LENGTH OF SESSION | LOCATION WHERE SERVICE WILL BE PROVIDED | PROJECTED BEGINNING / SERVICE DATE(S) |
|--|--|------------------------------|----------------------------|---|---------------------------------------|
| SPECIAL EDUCATION PROGRAM: Special Education Teacher Support Services (SETSS) ELA | Direct Service Group service Language of Service: English | 3 time(s) per week | Period | Separate Location SETSS ROOM | 09/08/2022 |
| Special Education Teacher Support Services (SETSS) Math | Direct Service Group service Language of Service: English | 2 time(s) per week | Period | Separate Location SETSS ROOM | 09/08/2022 |
| RELATED SERVICES: Counseling Services | Individual service Language of Service: | 1 time(s) per week | 30 minutes | Separate Location Counselor's room | 09/08/2022 |





Supplementary Aids / Modifications / Accommodations

| SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS: | | | | | |
|--|--------------------|-------|-----------|--|------------|
| Paraprofessional Health health para supporting toileting | Individual service | Daily | Full time | | 02/06/2023 |
| Paraprofessional Health health para supporting toileting | Individual service | Daily | 0.5 | | 02/06/2023 |
| Skilled Nursing Services | Individual Service | Daily | Full Time | Close proximity to student 1:1 individual in student's classroom | 02/06/2023 |

I:I Paras,
Nurses



Support specific
needs-
toileting, health...



Note the
duration and
ratio!



Assistive Tech/Supports for School Staff

| | | | | | |
|--|--|------------|-------|------------------|------------------|
| ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES: two touch screen tablets (1 for [redacted], 1 for para service provider) software to support reading, writing, math and communication headmouse case desk mount, headphones, switch, 2 chargers for iPad, floor mount. | Individual | Daily | Daily | School and Home. | 02/06/2023 |
| | training for paras and educators for alternative student communication | Individual | Daily | Daily | School and Home. |

| | | | | | |
|--|---|----------------|---------|------------------|------------|
| SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT: Indirect AT Services | AT prep and adaption of instructional materials | 4 times a week | 45 mins | school and home. | 02/06/2023 |
|--|---|----------------|---------|------------------|------------|

* 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.

AT Devices AND services



Note location of service!



Can include staff training!



Extended School Year Program/Service (12 month)

12-MONTH SERVICE AND/OR PROGRAM - Student is eligible to receive special education services and/or program during July/August: No

Yes

If yes:

Student will receive the same special education program/services as recommended above.

OR

Student will receive the following special education program/services:

| SPECIAL EDUCATION PROGRAM/SERVICES | SERVICE DELIVERY RECOMMENDATIONS | FREQUENCY | DURATION | LOCATION | PROJECTED BEGINNING / SERVICE DATE(S) |
|------------------------------------|----------------------------------|-----------|----------|----------|---------------------------------------|
| | | | | | |

For a preschool student, reason(s) the child requires services during July and August:

ESY is not summer school: specialized services



Only if needed to prevent regression



Can get same or different services than school year



Combine with Summer Rising/Summer School



Compensatory services

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COMPENSATORY SERVICES

Compensatory Services - Does the student require additional services to address lost skills and/or lack of expected progress due to the periods of remote and blended learning beginning in March 2020? No Yes

The student requires compensatory services for the following reason(s):

- The student experienced a loss of skills during blended and remote learning that has not been remedied since the return to in-person learning.
- The student received Special Education Recovery Services during the 2021-22 school year, but additional services are required to close gaps in expected progress toward IEP goals and to address skill loss experienced during blended and remote learning.

| COMPENSATORY SERVICES | SERVICE DELIVERY RECOMMENDATIONS | NUMBER OF SESSIONS | DURATION LENGTH OF SESSION | LOCATION WHERE SERVICE WILL BE PROVIDED | PROJECTED BEGINNING / SERVICE DATE(S) |
|---|---|--------------------|----------------------------|---|---------------------------------------|
| Special Education Teacher Support Services (SETSS) ELA | Direct Service Group service Language of Service: English | 18 | 90 minutes | Special Education Classroom | 03/22/2023 |

New! For COVID era learning loss



Supposed to discuss at IEP, if not ASK!



Services in addition to regular IEP services



Testing Accommodations

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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.

| TESTING ACCOMMODATIONS | CONDITIONS* | IMPLEMENTATION RECOMMENDATIONS** |
|-------------------------------|---|---|
| <input type="checkbox"/> NONE | | |
| Extended Time | All state and local assessments | Time extended to time and a half to provide her with additional time to process information to derive at the responses. |
| Revised Test Directions | All state and local assessments, except as prohibited by department policy on state assessments. | Test directions should be read and reread aloud to student (maximum 2 times) |
| Separate Location/Room | All state and local assessments He needs a separate location/room because he is easily distracted and would have difficulty focusing on assessment. | She will be administered exams in a small group of no more than 12 students. |
| Breaks | All state and local assessments for tests longer than 40 minutes in length | She should have scheduled breaks to help prevent distractions. She will receive a 5 minutes break every 30 minutes. |

*Conditions - Test Characteristics: Describe the type, length, purpose of the test, and which the use of testing accommodations is

Testing conditions
not modifications



Note what kinds of
testing this applies
to (State, Class...)



Often = extra time,
calculator, separate
location and breaks.



Transition Activities

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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).

COORDINATED SET OF TRANSITION ACTIVITIES

| NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES | SERVICE/ACTIVITY | SCHOOL DISTRICT/AGENCY RESPONSIBLE |
|--|--|--|
| Instruction | Omar will research accommodations with his school based support staff of teachers and related service providers to advocate for his needs in post secondary communities. | School based support staff including teachers and related service providers. |
| Related Services | Support staff will coordinate with Omar on supporting the transition of assistive technology devices. | School based support staff including teachers and related service providers. |
| Community Experiences | Omar will work on planing out more about his interests in transportation accessibility. | School based support staff including teachers and related service providers. |
| Development of Employment and Other Post-school Adult Living Objectives | Omar will apply for Access VR and OPWDD with the help of school based support staff including teachers and related service providers. | School based support staff including teachers and related service providers. |
| Acquisition of Daily Living Skills (if applicable) | Omar will understand how specific assistive technology has supported him in secondary education. Omar will practice self advocating for their usage in post secondary education. | School based support staff including teachers and related service providers. |
| Functional Vocational Assessment (if applicable) | This is not applicable | This is not applicable |



Participation in State Assessments

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PARTICIPATE IN STATE AND DISTRICT-WIDE ASSESSMENTS

(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)

- The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.
- The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.

Most students
participate



Also see modified
promotion



Alternate
assessment for
students with
“severe cognitive
disabilities”

<http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>



Participation with students without disabilities

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PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES

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.

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):

This is not applicable to Omar

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):

This is not applicable to Omar.

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:

This is not applicable to Omar.

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT:

No Yes - The Committee has determined that the student's disability adversely affects their ability to learn a language and recommends the student be exempt from the language other than English requirement.

Trips

Adaptive PE

2nd Language



Transportation Accommodations

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SPECIAL TRANSPORTATION

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO THEIR DISABILITY

- None.
- Student needs special transportation accommodations/services as follows:
 - Transportation from the closest safe curb location to school.
 - Adult Supervision – 1:1 Nursing Services
 - Vehicle and/or Equipment Needs – Lift Bus
 - Vehicle and/or Equipment Needs – Air Conditioning
 - Vehicle and/or Equipment Needs – Student uses wheelchair (Regular Size)
 - Other Accommodations – Limited Travel Time
 - Other Accommodations: bus with tie downs

Reason(s) why the student needs special transportation service and/or accommodations:

Limited Travel Time: 30 mins, last on, first off. Limited time travel as a transportation accommodation should 30 mins and last on, first off.
Omar's medical state limits his ability to sustain long bus rides. Omar's nurse also should be on the bus to and from school.
Other accommodations: Climate control, door to door transportation

- Student needs transportation to and from special classes or programs at another site:

Compare to MyStudent



Doctor's letter – be specific about why



Double check with bus company



Problems? Call school and OPT. Get complaint #



Placement Recommendation

District 1- 32: Gen Ed, ICT, Small Class (12:1/15:1 or 12:1:1)

| |
|--|
| PLACEMENT RECOMMENDATION |
| NYC DOE School Non-Specialized (District 1-32) |

District 75: Small Class (6:1:1, 8:1:1, 12:1:1, 12:1:4)

| |
|----------------------------|
| PLACEMENT RECOMMENDATION |
| NYC DOE Specialized School |

Non-Public School (day, residential)

| |
|--|
| PLACEMENT RECOMMENDATION |
| NYSED-Approved Non Public School - Residential |



City Summary Pages

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SUMMARY

STUDENT INFORMATION

Student Name: Cassandra S.

NYC ID: 222222222

DOB: 03/24/2013

Parents Language(s) Spoken/Mode Communication: English

Parent Language

IEP INFORMATION

Date of IEP Meeting: 06/21/2022

Date of meeting

IEP Amendment: Yes No

Reconvene of IEP Meeting: Yes No

Change?

INSTRUCTIONAL/FUNCTIONAL LEVELS

Reading: 2nd Grade

Math: 1st Grade

Levels



City Summary Pages (2)

SUMMARY OF RECOMMENDATIONS

Classification of Disability: Other Health Impairment

Recommended Services:

Special Education Programs

Special Education Teacher Support Services (SETSS) English

Special Education Teacher Support Services (SETSS) English

Related Services

Counseling Services English

Counseling Services English

12-Month Services:

Participate in State and District-Wide Assessments:

The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.

Does Cassandra have a Behavioral Intervention Plan? No



City Summary Pages (3)

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Recommended for Specialized Transportation: None Student needs specialized transportation

School Type: NYC DOE School Non-Specialized (District 1-32)

Medical Alert: The student has medical conditions and/or physical limitations which affect their learning, behavior and/or participation in school activities.

The student requires medical and/or health care treatment(s) or procedure(s) during the school day.

Accessibility:

Does the student need an accessible school building? Yes

Does the student have limited mobility? Yes

Does the student use a wheelchair? Yes

Does the student use walking aids? No

Only section with medical alerts
and accessibility needs



Promotion Criteria

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Does the student have limited mobility? NO

PROMOTION CRITERIA

CURRENT YEAR

Standard Modified

Multiple Criteria

* English Language Arts ("ELA")

Math

In order to meet the promotion criteria due to the nature of Kassandra's disability, she will be held to multiple measures: Homework, assignments and exam in which students are provided material in writing, orally or digitally and in which students are asked to provide answer in writing or orally (e.g. guided reading questions, paragraph or essay response, constructed response problems, open-ended math problems, multiple choice). She will also be assessed through reading programs but not limited to Houghton Mifflin Harcourt assessment and Envision 2.0 for mathematics and project based learning that include multiple measures of performance such as written component and meeting bench marks on state tests scores.

NEXT YEAR

Standard Modified

Multiple Criteria

* English Language Arts ("ELA")

Math

In order to meet the promotion criteria due to the nature of Kassandra's disability, she will be held to multiple measures: Homework, assignments and exam in which students are provided material in writing, orally or digitally and in which students are asked to provide

Should explain why modified



Less common since promotion not based on state tests



Ask for more support if not meeting standard promotion criteria



Other options considered

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OTHER OPTIONS CONSIDERED

General Education
Integrated Co-teaching

Reason(s) for Rejection: General Education without any supplemental aids- This was considered but thought to be insufficient in meeting her needs at this time.

Integrated Co-Teaching classroom setting- This was thought to be too restrictive at this

If you ask for a program, should show up here.



Important section but not always accurate (didn't consider)



Sometimes schools explain what they don't have ("Considered small class but don't have")



Attendance

| ATTENDANCE PAGE | | |
|--|-----------------------|---------------------------|
| PLEASE NOTE THAT YOUR SIGNATURE REFLECTS YOUR PARTICIPATION AT THE CONFERENCE AND DOES NOT NECESSARILY INDICATE AGREEMENT WITH THE INDIVIDUALIZED EDUCATION PROGRAM. | | |
| ROLE (INDICATE IF BILINGUAL) | NAME | SIGNATURE |
| Related Service Provider/Special Education Teacher | Bonnie Shepard | Participated by telephone |
| General Education Teacher | Franshesca Chaterpaul | Participated by telephone |
| Parent/Legal Guardian | Sharon Love | Participated by telephone |
| District Representative | AnnMarie Christopher | Participated by telephone |
| School Psychologist | AnnMarie Christopher | Participated by telephone |
| Social Worker | Mary Garcia | Participated by telephone |

Certain team members required.



One person can fill two roles (i.e. Dist. Rep and Psychologist)



Pro tip: Sign, date and take a photo of this page



What is NOT on the IEP?

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More Things to know:

- There is no dedicated place for diploma options
- The date of the IEP is only included in the NYC summary section
- Section Headings include language that tracks the IDEA

IEPs

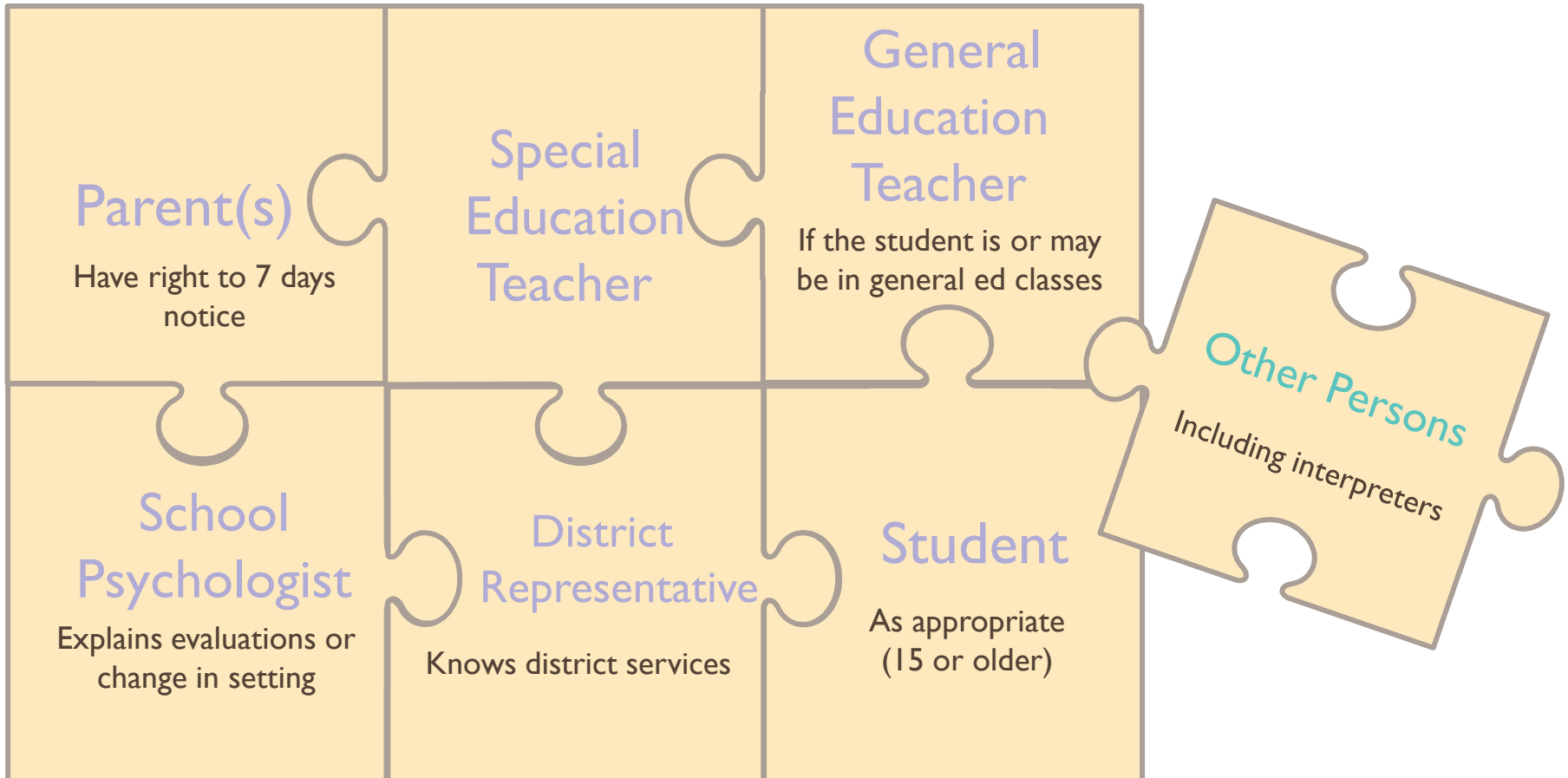




The IEP Meeting

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Who is at the meeting?





Tips for IEP Meetings

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Ask for any reports
or evaluations
before the meeting

Get the finalized IEP.
Compare it to your
notes!

Sign and get a copy
of the attendance
sheet

Get a draft of the
IEP after the
meeting



How to sort through papers:

40

What are your child's needs?

- Are evaluations correct?
- If not, get new evals.

What should IEP say?

- Describe needs accurately?
- Recommends right program?

Is your child getting what's on IEP?

- If not, why not?
- New school? Extra services?

Is Program working?

- Does staff have the right skills/training?
- Other supports needed?



Language Access Rights

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- Parents have the right to get documents translated, including report cards and IEPs
- Parents also have the right to interpretation services at school meetings and events
- DOE Languages: Spanish, French, Arabic, Chinese, Bengali, Urdu, Russian, Korean, and Haitian-Creole



Problems with translation or interpretation?

Email Hello@schools.nyc.gov or

Call DOE complaint line: (718) 935-2013



Questions?

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My Student Portal “NYCSA”

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Grades



Assessments



Reading Level



Promotion
Tracker



Graduation
Tracker



Student
Documents



IEP



Student
Academic
Supports



Attendance



Schedule



Student
Wellness



Transportation



Guardians



Enrollment



Student

Need an account? Ask your child's school



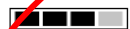
Are students getting what is on their IEPs?

School: NYC iSchool - [HS] 02M376 Year: 2020-21 Select Language Powered by Google Translate

| School Info | Student Achievement | Rigorous Instruction | Collaborative Teachers | Supportive Environment | Effective School Leadership | Strong Family-Community Ties | Trust |
|-------------|---------------------|----------------------|------------------------|------------------------|-----------------------------|------------------------------|-------|
|-------------|---------------------|----------------------|------------------------|------------------------|-----------------------------|------------------------------|-------|

Students with Individualized Education Programs (IEPs)

Movement of students with special needs to less restrictive environments

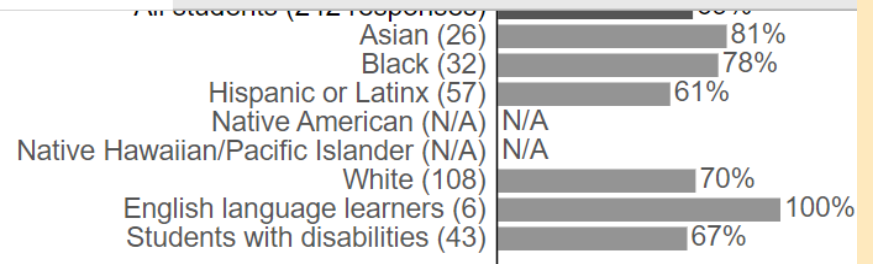


What percentage of students with IEPs received their recommended special education programs?

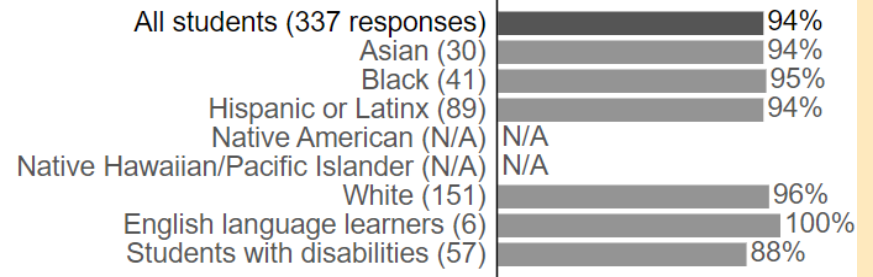
- 38% received in full (City: 87%)
- 62% received in part (City: 12%)
- 0% did not receive (City: 2%)

What percentage of students with IEPs received their recommended related services (such as counseling or speech, occupational or physical therapy)?

- 77% received in full (City: 92%)
- N/A received in part (City: <1%)
- N/A did not receive (City: 7%)



High school students say that adults at their school inform them about the college application process.



Selected Questions about Social-Emotional Well-Being

Find school on DOE website, look for School Quality Reports, under Supportive Environment



How do I know if a school has a small class or ICT?

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- Look up school on DOE website
- Go to “School Quality” Reports
- Click on “School Quality Guide” 2nd in list NOT Snapshot
- Click on “+” next to SWD

| | % | n | Compared to Borough Average | Compared to City Average |
|--|-------|-------|-----------------------------|--------------------------|
| <input type="checkbox"/> Students with Disabilities | 20.6% | 97 | +3.8% | +3.5% |
| General Ed Settings with Special Ed Teacher Support Services (SETSS) | 1.3% | 6 | +0.0% | +0.1% |
| Integrated Co-Teaching Settings (ICT) | 14.4% | 68 | +3.4% | +4.4% |
| Self-Contained Settings (SCT) | | N < 5 | | |



NYC School Level Class Size Report

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<https://infohub.nyced.org/reports/government-reports/class-size-reports> Click on “Detailed School Level Data” Excel file

| | | | | | | | |
|--------|----------------|------------------------|-----|---|------|------|------|
| Gen Ed | English | MS English Other | 10 | 1 | 10.0 | <15 | <15 |
| ICT | English | MS English Core | 159 | 6 | 26.5 | 25.0 | 29.0 |
| ICT | Math | MS Math Core | 159 | 6 | 26.5 | 25.0 | 29.0 |
| ICT | Science | MS Science Core | 159 | 6 | 26.5 | 25.0 | 29.0 |
| ICT | Social Studies | MS Social Studies Core | 159 | 6 | 26.5 | 25.0 | 29.0 |
| SC | English | MS English Core | 34 | 3 | 11.3 | 10.0 | 12.0 |
| SC | Math | MS Math Core | 34 | 4 | 8.5 | <6 | 12.0 |
| SC | Science | MS Science Core | 34 | 3 | 11.3 | 10.0 | 12.0 |
| SC | Social Studies | MS Social Studies Core | 34 | 4 | 8.5 | <6 | 12.0 |



What if You Disagree with the DOE?

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Informal Dispute Resolution

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Start with the School

Parent Coordinator, Principal



District Superintendent's Office

Family Support Coordinator or District Family Advocate



DOE Central – Office of Special Education

(718) 935-2007 or specialeducation@schools.nyc.gov

For school and superintendent contact:

<https://sites.google.com/schools.nyc.gov/edudirectory/home>



Formal Dispute Resolution

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Mediation

- Voluntary meeting.
- Parent and DOE discuss the problem.
- A mediator facilitates.
- Parties control the outcome
- Parties may still go to an Impartial Hearing

Impartial Hearing

- Is a legal proceeding.
- An Impartial Hearing Officer (IHO) in charge.
- Written decision based on:
 - Witnesses
 - Documents
- Can appeal decision



Let's Review!

The IEP is a legal document containing mandated services needed for your child to make educational progress.

The parent is a key member of the IEP Team!

Your knowledge of your child, your input, concerns and requests should be respected, considered and reflected on the IEP.

Learn more about your child's disability—and share with them what you know!

Remember: You are your child's best advocate.

Don't be afraid to ask questions!





Upcoming Webinars...

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FREE WEBINAR

SPECIAL EDUCATION 101: RELATED SERVICES

Tuesday, April 11 · 4 - 5pm



FREE WEBINAR

NAVIGATING SCHOOL DISCIPLINE

Thursday, April 27 · 10 - 11am

Please take our survey!

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3.28.23 Post Training Survey



<https://bit.ly/understandingtheiep>



Advocates for Children of New York
Protecting every child's right to learn since 1971



Call us with questions!

Helpline: 866-427-6033 (toll free)
Monday-Thursday, 10am-4pm

info@advocatesforchildren.org