

SPECIAL EDUCATION TEACHER HANDBOOK



ROMULUS CENTRAL SCHOOL DISTRICT

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SPECIAL EDUCATION OVERVIEW

DISABILITY CLASSIFICATIONS

- (1) **Autism** means a developmental disability significantly affecting verbal and *nonverbal communication and social interaction, generally evident before age three*, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph (4) of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.
- (2) **Deafness** means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.
- (3) **Deaf-blindness** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.
- (4) **Emotional disability** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:
 - (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - (iii) inappropriate types of behavior or feelings under normal circumstances;
 - (iv) a generally pervasive mood of unhappiness or depression; or
 - (v) a tendency to develop physical symptoms or fears associated with personal or school problems.

(iv) The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.
- (5) **Hearing impairment** means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of *deafness* in this section.
- (6) **Learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j) of this Part. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage.

- (7) **Intellectual disability** means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.
- (8) **Multiple disabilities** means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
- (9) **Orthopedic impairment** means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).
- (10) **Other health-impairment** means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.
- (11) **Speech or language impairment** means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance.
- (12) **Traumatic brain injury** means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumor with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not include injuries that are congenital or caused by birth trauma.
- (13) **Visual impairment including blindness** means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

CONTINUUM OF SERVICES

Students with disabilities shall be provided special education in the least restrictive environment. Students with a disability shall be provided the special education specified on the student's IEP to be necessary to meet the student's unique needs. The following is a list of services that may be provided to students with disabilities. For further information please refer to section 200.6 of the New York State Commissioner's Regulations.

1. **Consultant Teacher Services**-These services can be Direct or Indirect in relation to the student's needs. Minimum requirements are 120 minutes per week. At RCS students can meet directly with the special education teacher for instruction or the special education teacher will collaborate with the general education teachers of the students to determine their learning needs.
2. **Related Services**-shall be recommended by the committee on special education to meet the specific needs of a student with a disability as set forth in the individualized education program (IEP). These areas include Occupational Therapy, Physical Therapy, Counseling, and Speech Therapy.
3. **Resource Room** programs-shall be for the purpose of supplementing the regular or special classroom instruction of students with disabilities who are in need of such supplemental programs. Minimum requirements are 180 minutes per week. At RCS, students receive this service on a pull out basis.
4. **Integrated Co-Teaching**-provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. This instruction occurs in the general education setting with two teachers in the classroom, one general education certified and one special education certified.
5. **Special Classes**-composition of the special class shall be based on the similarity of the individual needs of the students according to:
 - a. Levels of academic or educational achievement and learning characteristics
 - b. Levels of social development
 - c. Levels of physical development and
 - d. The management needs of the students in the classroom.

At RCS we have a 15:1 classroom instruction to service students, although not necessarily all at the same time. This is not a self-contained class that has one special education teacher all day long and travels to special area classes together. Instruction is highly individualized to each student.

6. **Home and hospital instruction**-recommended for students only if such placement is in the least restrictive environment and must provide;
 - a. A minimum of ten hours per week at elementary level
 - b. A minimum of 15 hours per week at the secondary level
7. **In-state or out of state private schools**-approval must be made by the commissioner of education.

Case Manager Responsibilities

- Ensure that IEP revisions/updates and progress reports have been completed by all providers and submitted on time.
- Alert the building principal and CSE office if changes are being considered. (NO changes can be made without a meeting or amendment. **This includes “trying out” a student in a new setting.** If the student is moving into a special class, a CSE meeting needs to be held. More minor changes may not require a meeting.) If it is felt by all stakeholders that an IEP change is appropriate, the case manager will obtain a Request for IEP Change from the CSE office, complete the top half, and return it to the CSE Office. The CSE office will circulate a change form or schedule a CSE meeting.
- Collaborate with and obtain input and information from all stakeholders prior to a CSE meeting.
- Complete all required information on the draft IEP at least 2 days before the annual review. If you are the case manager, you are the one responsible for entering all information or making sure that someone else has entered it in a compliant manner.
- Alert the CSE office and building principal before upcoming annual reviews if major changes are being recommended to the student's program or services (e.g., moving to a special class, requesting a 1:1 aide).
- Bring a copy of the final completed Progress Note Report to the student's annual review
- Bring relevant data to the CSE meetings, such as assessment scores, DIBELS data, vocational assessments, state assessment results, regression examples if applicable, etc.
- Be prepared for each CSE meeting.

The CSE Meeting

There are several types of CSE meetings (e.g., new referrals, amendments, and annual reviews/re-evaluations, etc.). Regardless of what type of meeting we are having, preparation and planning must occur before, during and after.

BEFORE THE MEETING:

Annual reviews/re-evaluations

The case manager should gather information from all other teachers, aides, and/or service providers that work with the student but are not invited to the meeting. Be prepared to present the student's strengths and weaknesses, classroom behavior, progress, and assessment information (e.g., NYS test data, DIBELS, benchmark assessments, Regents data, reading level, etc). Those attending the meeting should be prepared with data to determine progress made on current goals. The IEP draft will be opened in IEP Direct at least three weeks (**often a month or more**) prior to the meeting, and final revisions should be made at least **1 week** prior to the scheduled meeting. This gives the CSE Secretary time to make copies for the committee that are updated and complete.

If there are questions regarding the wording of a particular PLEP statement or Effect of Student Needs on Involvement and Progress in the General Education Curriculum, it would be helpful to talk to the CSE Chair **prior** to the meeting. Please read over your drafts and edit them carefully, and spellcheck!

IEP Direct automatically CLOSSES YOU OUT of the draft 1 week from the date of the meeting, so all corrections/additions must be made within 1 week or you will need to make special arrangements with the CSE office. **Please keep in mind that only changes that have been discussed and agreed upon at the meeting can be made to the IEP.** After you have made the additions/changes, email the CSE office to let us know. Otherwise, we will still be waiting to hear that the new IEP can be finalized.

The case manager is responsible for notifying all teachers and service providers of the change(s), and that a new IEP is available for viewing on IEP Direct.

Amendment Meetings

An amendment meeting may be requested by a parent, teacher, or the student. Anyone requesting an amendment to the IEP needs to fill out the amendment form. Once the form has been received and reviewed by the CSE office, an amendment meeting will be scheduled or an Amendment with No Meeting Held will be initiated. If the amendment is requested by a teacher, the parent should be contacted by the teacher about the **proposed** change (not definite change) **prior** to scheduling the meeting.

Amendment with No Meeting Held:

Please note that changes can be made to the IEP without an amendment meeting if the parent and the school agree that no meeting is needed. An example of such a change might be: changing extended time from two to three times, adding or modifying an annual goal, etc.

It does not include changing placement to or from a special class or addition of the testing accommodation Tests Read. These require a group discussion and data to document the need for the change.

To request such a change, notify the CSE chairperson. The CSE secretary will open a meeting in IEP Direct (to track that a change is being made) and send it to the person requesting the change. Fill out the top half of the form and return it to the CSE office. For a change without a meeting, the CSE Chair will begin routing the change form for signatures. When all school members of the CSE have signed the form (or indicated their disagreement), the form should be returned to the CSE office.

The parent's signature is the **last** signature obtained, and will be requested by the CSE office. There's a reason for this: we are required by state regulations to send the parent a Prior Written Notice form any time an IEP is changed or an evaluation is requested. It is appropriate to let the parent know you are considering recommending a change and get their opinion. Let them know that, if the other members of the CSE agree with the change, a form will be sent home for them to sign before the change will take place.

The CSE will notify case managers when parent consent has been obtained, at which time the change will become effective. The parent will receive a copy of the amendment document. The case manager is responsible for notifying all other teachers and service providers of the change, and that a new IEP is available for viewing on IEP Direct.

Students age 14 or over:

In addition to coming prepared to the meeting with the information and data listed previously, for a student who is 13 years of age and older, a student's needs as they prepare to transition after high school must to be considered. A new Level I Vocational Assessment must be completed before the meeting, and this information must be incorporated into the draft IEP. A copy of this assessment should also be sent to the CSE office for inclusion in a student's file. (*More on Transition Planning in Section 3*).

Recommendations for Placement Change

A recommendation that a student be moved to a more restrictive class because of emotional/behavioral difficulties requires more than just a CSE meeting to make a change in placement. Before such a change is considered, a Functional Behavior Assessment needs to be completed and used as the basis for developing a Behavior Intervention Plan to be implemented in the student's current program. The behavior plan must be evaluated regularly, and modified if it is not effective. Only after these steps, including multiple modifications of the behavior plan without successful improvement in the target behavior(s), can a change in placement to a more restrictive setting be considered.

Functional Behavior Assessment

A Functional Behavioral Assessment (FBA) is required by state regulations for a student whose behavior impedes his or her learning or that of others.

"Functional behavioral assessment means the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. The functional behavioral assessment...shall include, but is not limited to, the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior (including cognitive and affective factors) and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it."

Behavioral intervention plan:

"The CSE shall consider the development of a behavioral intervention plan for a student with a disability when:

- the student exhibits persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions
- the student's behavior places the student or others at risk of harm or injury;
- the CSE is considering more restrictive programs or placements as a result of the student's behavior

The FBA is an evaluation, and as such requires written parent consent before it is completed. Modification of a behavior plan does not require parent consent, although the parent should be aware of ongoing concerns. The IEP needs to note that the student has a behavior intervention plan.

In addition, if a recommendation for a BOCES 6:1:1 placement is being considered:

- BOCES requires that a psychological evaluation be completed (unless the most recent evaluation is less than one year old). Written parent consent is required for such a psychological evaluation.
- The student and parent(s) must visit and tour the BOCES program being considered.

Because of the necessity for multiple evaluations and the visit, a recommendation for placement in a BOCES program requires significant time and preparation and is not a "last minute" recommendation. The building principal should be aware of the concerns about a student that may lead to a more restrictive placement and the interventions that have been attempted to prevent such a change in placement, and should be in agreement with such a change in placement before the CSE meeting is held. If further discussion about the recommendation is needed among school personnel, a staffing should be held before a CSE meeting is scheduled.

DURING THE MEETING:

Although we do ask that a draft of the IEP be done prior to the meeting, please understand that decisions made at the CSE should be reached by consensus. Consensus does not necessarily mean that everyone agrees, but it does mean that everyone can live with the decision(s) and support it/them. Consensus requires an atmosphere of respect among all members of the CSE committee. **We** determine the level of respect at each meeting by our professional efficiency, communication, collaboration, and demeanor.

The meeting should hold no big surprises. If the service provider is recommending a move to a special education class, addition of an aide, placement in a BOCES program, first time recommendation for an Extended School Year program, or other major change, this needs to be discussed with the CSE Chairperson **BEFORE** the meeting. It is also helpful to know before the meeting if the parent is unhappy with a recommendation, has a contentious relationship with the provider, or is going to bring an advocate to the meeting (if this is known).

The parent must also know of the change being recommended **BEFORE** the day of the meeting. It's not fair for a parent to be blindsided by such a recommendation at the meeting—the CSE meeting is already an anxious setting for the parent (regardless of how friendly and welcoming we are).

Meeting Sequence:

Our meetings typically follow this agenda, with the sequence determined by the sequence of information on an IEP:

- Introductions and purpose of the meeting
- Evaluation Data (if applicable)
- Present Levels of Performance (PLEPS), incorporating input from all stakeholders (e.g., student, parents, teachers, service providers, etc.)
- Post-Secondary Goals (if applicable)
- Annual Goals (and objectives, if the student is a NYS Alternate Assessment student)
- Special Education Programs and Services
- Program Modifications/Accommodations and any Supplementary Aids and Services
- Assistive Technology
- Supports for School Personnel on Behalf of the Student (e.g., special training or consultation needed by the teacher to work with the student)
- Extended School Year (if applicable—need must be documented)
- Testing Accommodations (If the accommodation of Tests Read is being requested, documentation for its need must be provided at the meeting.)
- Coordinated Set of Transition Activities (if applicable)
- Special Considerations (e.g., NYS Alternate Assessment, extent to which student will NOT participate in general education, Adapted PE, Special Transportation)

Input:

During the meeting, the teachers and service providers should give detailed information about the student. This should include **test data**, present reading level, social aptitude, etc. (more listed in **BEFORE THE MEETING** section). Committee members should have a thorough understanding and “whole picture” of the student after this reporting out piece.

Students are encouraged to attend their CSE meetings upon entering the Jr. High School, or sooner, if deemed appropriate. The case manager should review the process with the student prior to the meeting and explain the student's role, so that s/he knows what to expect.

Present Levels of Performance:

The academic, social, physical, and management needs are reviewed annually. Please be sure that you have entered information in all PLEP areas, and in the Effects of Student Needs on Involvement and Progress in the General Education Curriculum (see below), prior to the meeting. You should be sure to identify both strengths and areas in need of improvement. Remember, any **need** that you identify **must** be accompanied by a goal, program modification, and/or test accommodation, and any goal should reflect something you have identified as a need. For example, if your PLEP statement indicates that a student requires extra time to process verbal information, this might result in a test mod of "start and stop reader" or "repeat listening task." If you have a goal for reading, your PLEP should note that the student is weak in some aspect of reading. If your PLEP statements are not first written in a clear and **measurable** way, you will find it difficult to write your goals in a clear and measurable way.

Post School Outcomes/ Coordinated Set of Activities

For students who are 13 and older, a statement of the transition service needs of the students that focuses on the student's course of study (e.g., vocational ed. etc.) and how it relates to the student's disability (e.g., "The student will work toward a Regents diploma with resource room support to improve his written expression skills) needs to be included. For students who are 14 and older, appropriate measurable post-secondary goals (based on age appropriate transition assessments) relating to training, education, employment and, where appropriate independent living skills must be recommended. A coordinated set of activities needs to be indicated to facilitate the student's movement from school to post school activities. This includes instruction, training, community experiences, related services, etc. These are found in IEP Direct's Teacher Interface under Transition.(See more in Section 4).

Goals:

The IEP must list measurable annual goals, including academic and functional goals, consistent with the student's needs and abilities. The measurable annual goals must relate to:

1. Meeting the student's needs that result from the student's disability to enable the students to be involved in and progress in the general education curriculum; and
2. Meeting each of the student's other educational needs that result from the student's disability.

During the CSE meeting, you should be prepared to discuss the student's progress toward the current goals, and then be prepared to discuss the goals that you are recommending for the next 12 months.

It is important that you can substantiate progress with teacher records or students work samples. You should bring whichever method you are using to the meeting.

For new goals, remember to write goals that you believe are achievable in **12 months time**. The goals should be realistic, attainable and aligned to the Common Core Standards. They should also be based on the needs and abilities described in the PLEP statements. If you are routinely continuing current goals, then they are not "annual" goals.

Effect of Student Needs on Involvement and Progress in the General Education Curriculum

The IEP now needs to include the effects of the student's needs when s/he is in a general education classroom (or, if s/he is in a special class, what would the effects be in a general education classroom.) For example, "Because of his difficulty in processing language, John doesn't always understand directions the first time they are given." "Mary's intensive management needs result in significant disruption in a general education classroom." "Gregory's slow processing speed and inability to read grade level text interferes with his success in the mainstream setting. These factors cause a great deal of stress for him, to which he responds by shutting down and refusing to work or talk to anyone." You no longer need to add, for example, "...and so s/he needs/qualifies for (whatever special education or related service, or where it is provided)".

Test and Program Accommodations/Modifications and/or Assistive Technology:

Refer to the student's needs when considering accommodations and modifications. Remember that the intent is to "level the playing field," not to give an advantage. An accommodation being recommended should make sense from the previous description of the student. For example, if no mention had been made of difficulties with remembering math facts or making calculations, one would not expect to find the testing accommodation of Use of Calculator. If the PLEPS don't refer to significant reading difficulties and there is no goal on improving reading skills, the student should not have a recommendation for Tests Read. If the student has not been using the testing accommodation during the current year, it should not be recommended to continue the following year just "in case" s/he might need it.

Note: NYS views Tests Read as an accommodation which should be rare. For this reason, a justification form needs to be completed when this testing accommodation is being requested—either for the first time, **or for continuation**.

If a student is inattentive, but has average reading skills, a recommendation of "teacher pacing" is more appropriate. If a student does better when hearing material aloud, the accommodation of "allow to read tests aloud" can be recommended.

If Tests Read is being requested, the student's IEP should contain at least one goal reflecting how we are attempting to improve that student's reading skills.

Make sure that you have a clear understanding of what test modifications are allowed for State testing and Regents exams. This information can be found on the New York State Education Department website at NYSED.gov. (Attachment A)

Please keep in mind that the state does not allow a modification that indicates a particular test. For example, you could not say that you wanted certain accommodations only for state assessments. Remember that the testing accommodations that you recommend will be expected to be given for all assessments, from pop quizzes to state assessments.

On the other hand, some accommodations may be needed only for certain TYPES of tests. This might include such things as breaks for tests over 30 minutes, calculator for tests requiring computations, start and stop reader for listening tests.

Special Education Program and Services:

The programs and services recommended should be provided for the student to:

1. advance appropriately toward attaining the annual goals
2. be involved and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and
3. be educated and participate with other students with disabilities and nondisabled students in the activities described in this section.

The case manager should have consulted with the service providers prior to the meeting to determine the intensity, location, frequency, and duration of services being recommended. (And remember, you are **recommending**, you are not **deciding**. The CSE may alter your recommendation for one reason or another.)

AFTER THE MEETING

If revisions need to be made to the IEP, they can be made on IEP Direct. IEP Direct automatically CLOSES YOU OUT of the draft 1 week from the date of the meeting, so all corrections/additions must be made within 1 week. **Please alert the CSE Chair and/or Secretary (via email) that revisions are complete.**

Case Managers need to alert any teachers or service providers who could not attend the meeting, but work directly with the student, that a new IEP is/will be available for viewing. They should also explain any significant changes that may have occurred.

Progress Reports

The case managers and service providers will complete the progress report form in IEP Direct four times during the school year. The final progress report (#4) should be written prior to, and in preparation for, the annual review. **These goals will no longer exist after the meeting, and so will not be available for progress reports. After the meeting, you will be assessing progress on the new goals established at the meeting.**

The CSE chairperson will also be responsible for checking the progress notes to see that all notes have been completed by the assigned date. The progress identified needs to be linked specifically to the goals and objectives that have been written on the IEP. If a goal has been met, it should be stated on the progress report. Make sure that you state progress being made toward goals in measurable terms, not just a general comment (*for example, Mr. Anon can write a complete sentence 4 out of 10 times, not Mr. Anon is improving in his sentence writing.*).

ATTACHMENT A

Tests Read

<http://www.p12.nysed.gov/specialed/publications/policy/testaccess/guidance.htm>

Guidelines for Decision-Making

The accommodation of reading a test to a student with a disability is a CSE/504 MDT decision based upon the student's individual needs, characteristics and abilities and on evaluative information including school records, previous IEP/504 Plan, observation, parent information and experience on previous tests. **This testing accommodation is not permitted for use on the State Grades 3-8 ELA tests because these sections measure a student's reading skills (decoding and comprehension).**

"Tests read" should be a low-incidence accommodation. In determining the appropriateness of this accommodation, the following should be considered:

- Evaluative material is available to support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language (decoding/word recognition).
- Procedures for determining the existence of a learning disability in reading are followed and results indicate a disability in the area of reading. Reading achievement includes basic reading skills and reading comprehension.
- Consideration is given to whether the student's difficulty is a result of a lack of appropriate instruction in reading.
- There is documentation of remedial reading services.
- There is documentation of the student's current reading skills.
- There is documentation of IEP goals related to reading development.
- There is documentation of response to intervention model and outcomes.
- There is documentation of supplementary aids and/or services provided to the student to support reading instruction.
- Consideration is given to whether the student's difficulty in reading is a result of cultural and/or linguistic differences.

When determining the need for this accommodation it is important that the CSE/CPSE/504 MDT consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results. For some tests intended to measure reading skills, reading the test to students becomes a modification resulting in invalid scores and affecting the student's identification for subsequent services.

Based upon information gathered, the CSE/CPSE/504 MDT may decide to indicate the conditions of the test requiring this accommodation. This may include one of the following:

- “test passages, questions, items and multiple choice responses read to the student for all tests, except as prohibited by Department policy on State assessments” is meant for students with severe reading disabilities. This testing accommodation would apply to all classrooms, local and, in accordance with Department policy, State assessments of student achievement. This accommodation reflects a determination that it is unlikely that this student will learn to gain meaning from written materials. Such a determination would generally be made only after consistent efforts to provide intensive reading instruction have been unsuccessful. Such a student would be likely to have instructional accommodations that include books on tape and/or text-to-voice assistive technology across all subject areas.

- “test passages, questions, items and multiple choice responses read to the student for all tests except those measuring reading skills” is meant for students with disabilities who have low/poor reading skills and the CSE/CPSE/504 MDT does not want those poor reading skills to interfere with the student’s ability to show their knowledge in content areas such as science, math and social studies. This accommodation would not be provided for classroom, local or State tests or sections of tests designed to measure a student’s skills in decoding or reading comprehension.

Conditions may also include the need for tests read due to a student’s physical fatigue caused by eyestrain for a student with visual impairments who is reading large type materials. In this case the IEP/504 Plan must indicate a description of the physical symptoms that necessitate this accommodation.

ATTACHMENT B

IEP INFORMATION

Guide for Writing Present Levels of Educational Performance

from <http://www.p12.nysed.gov/specialed/publications/iepguidance.htm>



From <http://www.p12.nysed.gov/specialed/publications/iepguidance/present.htm>

Present Levels of Performance and Individual Needs

Purpose

An appropriate program for a student with a disability begins with an IEP that reflects the results of the student's individual evaluation and describes the needs of the student to be addressed through the provision of special education services, including a student's strengths, interests and preferences and concerns of the parents. This section of a student's IEP identifies the areas of unique needs related to the student's disability and the current level of functioning, including the strengths of the student, related to those areas. This is the foundation on which the Committee builds to identify goals and services to address the student's individual needs.

Considerations in Identifying Present Levels of Performance

The Committee must ensure that the present levels of performance and individual need statements are developed in consideration of:

- results of the student's most recent individual evaluation(s);
- student's strengths;
- student's results on State and district-wide assessments;
- parents' concerns for enhancing the education of their child;
- special factors related to the student's disability such as a student's needs in the areas of behavior, communication, limited English proficiency, instruction in and the use of Braille, and assistive technology devices and services;
- how the student's disability affects involvement and progress in the general curriculum, or for preschool students, participation in age-appropriate activities; and
- the results of age-appropriate transition assessments² and the student's strengths, preferences and interests as they relate to transition from school to post school activities.

Present levels of performance and need statements:

- summarize information from a variety of sources;
- translate information from technical evaluation reports to clear, concise statements;
- identify the instructional implications of evaluations; and
- describe, in language the parents and professionals can understand, the unique needs of the student that the IEP will address and identify the student's level of performance in those need areas.

Evaluation Results

The IEP must document the results of the initial or most recent individual evaluation of the student as well as the results of the student's performance on any general State or district-wide assessment programs that identify the student's present levels of performance and individual needs. For example:

- Behavioral Assessment - 10-11-09 - Student demonstrated difficulty in the areas of self-regulation and attention and showed aggression in the form of destruction of materials. Observations and reports from teachers indicate these behaviors are avoidance/escape motivated behaviors in response to stress and skill deficits.
- State Assessments - 2008 grade 4 English language arts - Level 2; 2008 grade 4 Math - Level 2 (not proficient).

The Four Need Areas that must be addressed in documenting a student's present level of performance and individual needs

The IEP recommendation must report the student's present levels of performance and indicate the individual needs according to each of four areas:

- academic achievement, functional performance and learning characteristics;
- social development;
- physical development; and
- management needs.

The report of the student's present levels of performance and individual needs in the above areas must include how the disability affects involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students), or for preschool students as appropriate, how the disability affects participation in age-appropriate activities.

Academic Achievement, Functional Performance and Learning Characteristics

The student's current levels of knowledge and development in subject and skill areas, including, as appropriate:

- activities of daily living (e.g., personal care, preparing meals, household activities, managing resources);
- level of intellectual functioning (e.g., general intelligence, attention, memory, problem-solving ability, language functioning);
- adaptive behavior (e.g., the effectiveness with which the individual copes with the natural and social demands of his or her environment; how the student makes judgments and decisions);
- expected rate of progress in acquiring skills and information (e.g., the pace in which a student learns new information or skills, in consideration of factors such as those associated with the child's levels of cognitive skills, interests, age and history of rate of progress); and
- learning style (e.g., how the student learns best such as through visual or auditory modalities, hands-on approaches, cooperative learning, repetition).

Social development

The degree and quality of the student's:

- relationships with peers and adults;
- feelings about self; and
- social adjustment to school and community environment.

Physical development

The degree or quality of the student's:

- motor and sensory development;
- health;
- vitality; and
- physical skills or limitations that pertain to the learning process.

Management Needs

Management needs means the nature and degree to which the following are required to enable the student to benefit from instruction:

- environmental modifications (e.g., consistency in routine; limited visual/auditory distractions; adaptive furniture);
- human resources (e.g., assistance in locating classes and following schedules; assistance in note taking); and
- material resources (e.g., instructional material in alternative formats).

Management needs must be developed in accordance with the factors identified in the areas of academic or educational achievement and learning characteristics, social and physical development.

Present Level Statements should answer these questions:

Present levels of performance statements should answer such questions as:

- What are the student's unique needs that result from his or her disability?
- What is it that the student can and cannot do at this time?
- What are the student's strengths in this area?
- How do these needs affect the student's participation and progress in the general curriculum or, for a preschool student, participation in age-appropriate activities?
- What are the parents' concerns for the education of their child?
- What instructional and/or behavioral supports or services have been effective or not effective in addressing the need area in the past year?
- What accommodations and/or program modifications or supplementary aids and services have been effective or not effective in addressing the need area in the past year?
- What instructional supports and services will likely be supported and used by the student?

When you complete the student's present level of performance and individual need section of an IEP, you should be able to state:

The student's unique needs that require the student's educational program to be individualized: We are individualizing this student's education program because of his unique needs related to his disability in the areas of (e.g., reading, writing, organization, memory, vision, hearing, problem solving, attention, motor skills).

What the student can and cannot do in each area of identified need: In the area of _____, we know this student can currently _____, but cannot _____. (e.g., in the area of memory, he can remember a two-step sequence, but does not complete activities that involve multiple steps such as "get ready for school.")

The strengths of the student are upon which you can build: He learns best through _____ (e.g., pairing auditory with written work; using music to trigger memory; redirection; modeling).

The areas of concern the parents have raised about their child's needs: (e.g., He becomes upset and cries at home when he has to do writing assignments; he is not showing at home any of the language skills teachers report he has achieved in school; he has tantrums whenever we bring him out into the community).

The environmental, human or material resources the student will need to enable him/her to benefit from education. (e.g., He will need structure and routine throughout his instructional day; close supervision during transitions; assistance with note taking; adaptive furniture for motor support; instructional materials in large print formats; a positive reward system for appropriate behavior).

How the disability affects involvement and progress in the general curriculum, or for preschool students, how the disability affects participation in age appropriate activities. The present levels of performance must include a description of how a student's disability affects the student's involvement in the general curriculum.

Examples:

- Kari's difficulty in organizing materials and information affects her ability to complete assignments independently and compose written essays.
- Luis has difficulty organizing information into larger units (e.g., main ideas or themes). He understands parts of a text, but has difficulty determining the main ideas and writing summaries of information read.

For preschool students, appropriate activities include those activities that children of that chronological age engage in such as coloring, pre-reading activities, play time, listening to stories, sharing-time, parallel play.

Examples:

- Dayton prefers to play in isolation and becomes upset (e.g., cries and hits others) when another student comes too close. As a result his peer interactions at playtime are limited.

- Damien's attention problems result in failure to follow teacher's directions, talking out of turn and responding inappropriately during group activities.

Consideration of Special Factors

The IEP must include a statement (under the applicable sections of the IEP) if the student needs a particular device or service (including an intervention, accommodation or other program modification) to address one or more of the following needs in order for the student to receive a free appropriate public education.

Strategies, including positive behavioral intervention and supports to address the behavior when a student has behavior that impedes his or her learning or that of others

In the case of a student whose behavior impedes his or her learning or that of others, the Committee must consider strategies, including positive behavioral interventions and supports and other strategies to address that behavior. The behavioral interventions and/or supports should be indicated under the applicable section of the IEP. For example, a Committee may determine that the positive behavioral supports a student needs require a special education service (e.g., consultant teacher), a related service (e.g., counseling), a program modification (e.g., special seating arrangements), assistive technology (e.g., communication board) and/or supports for school personnel (e.g., consultation with the school psychologist).

A student's need for a behavioral intervention plan must be documented in the IEP. When a behavioral intervention plan is recommended, the Committee must ensure that a functional behavioral assessment (FBA) has or will be conducted prior to the development of the behavioral intervention plan. A student's IEP must specify when a behavioral intervention plan will include the use of a time out room for a student, including the maximum amount of time a student will need to be in a time out room as a behavioral consequence as determined on an individual basis in consideration of the student's age and individual needs. In addition, if applicable, other information relating to a student's behavioral intervention plan as required by section 200.22(e)(9) of the Regulations must be specified.

Language needs of the student with limited English proficiency, as such needs relate to the student's IEP

In developing an IEP for a student with limited English proficiency (LEP), the Committee must consider how the student's level of English language proficiency affects the special education services that the student needs, including:

- whether a student with LEP may need special education services for those aspects of his or her educational program that addresses the development of English language skills and other aspects of the student's educational program (e.g., consultant teacher to be provided in the student's English as a second language course); and
- whether the special education services will be provided in a language other than English (e.g., bilingual speech and language therapy).

Communication needs of the student

For each student with a disability, the Committee must consider whether a student needs a particular device or service to address the student's communication needs.

For a student who is deaf or hard-of-hearing, such consideration must also include the:

- opportunities the student needs for direct communication with peers and professional personnel in the student's language and communication mode; and
- student's academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

The communication needs of the student would be addressed on the IEP under the applicable sections. For example:

- "Annual Goals/ Short Term Objectives/Benchmarks" (e.g., reflecting instruction in sign language or use of an augmentative communication device)
- "Related Services" (e.g., reader)
- "Program Modifications/Accommodations/Supplementary Aids and Services/ Assistive Technology Devices/Services " (e.g., instructional materials in alternative formats: audio text, tape recorder, computer, speech synthesizer, headphones; related hardware and software; instruction in the use of speech synthesizer software)
- "Testing Accommodations" (e.g., separate location with double time)

In the case of a student who is blind or visually impaired, the student's need for instruction in Braille and the use of Braille

In the case of a student who is blind or visually impaired, the IEP must recommend that the student be provided instruction in Braille and in the use of Braille, unless the Committee determines, after reviewing the results of the student's individual evaluation, that instruction in Braille or the use of Braille is not appropriate for that student. If instruction in Braille or the use of Braille is to be provided, this would be documented under the applicable sections of the IEP, for example:

- "Annual Goals/Short Term Objectives/Benchmarks" (e.g., reflecting instruction in the use of Braille and/or instruction in the use of a related assistive technology device)
- "Related Services" (e.g., orientation and mobility services; parent counseling and training in use of a portable word-processor/note taker Braille device)
- "Program Modifications/ Accommodations/ Supplementary Aids and Services/ Assistive Technology Devices/ Services/ Supports for School Personnel" (e.g., instructional materials in alternative formats: Braille text; refreshable Braille note taker; related hardware and software; instruction in the use of Braille, staff training in the use of a Braille word-processing device)

The student's need for assistive technology devices and services

The Committee must consider each student's need for assistive technology devices and/or services. If a student needs such devices and/or services, the appropriate sections of the IEP must specify the:

- nature of the assistive technology to be provided;
- services the student needs to use the assistive technology device;
- frequency, duration of such services;
- location where the assistive technology devices and/or services will be provided; and

- whether such device is required to be used in the student's home or another setting in order for the student to receive a free appropriate public education.

Attachment 2 provides examples of guiding questions that may be used by a Committee to determine whether a student needs such an intervention, accommodation or program modification to address one of these special considerations.

Quality Indicators

Present levels of performance and individual need statements:

- provide instructionally relevant information about the student.
- identify how the student is progressing towards the State learning standards.
- are descriptive and specific.
- provide the basis for annual goals and direction for provision of appropriate educational programs and services.
- are written in such a way that they can be understood by parents, professionals and paraprofessionals.
- are based on the results of the individual evaluation.
- reflect the concerns of the parents for enhancing the education of their child.
- identify what impact the student's disability is having on his or her ability to participate and progress in age-appropriate activities or in the same curriculum as nondisabled peers.

For guidance on age appropriate transition assessments, see
http://www.nsttac.org/products_and_resources/tag.aspx

ATTACHMENT C



Consideration of Special Factors

From <http://www.p12.nysed.gov/specialed/publications/iepguidance/att2.htm>

The following information provides examples of guiding questions a Committee may use to determine whether certain students need a particular device or service (including an intervention, accommodation, or other program modification) in order for the student to receive a free appropriate public education.

Students who demonstrate behaviors which impede learning

A functional behavioral assessment (FBA) is conducted as part of an individual evaluation for each student with a disability who has behaviors that impede his or her learning or that of others. A FBA must also be conducted when disciplinary actions have resulted in the suspension or removal of the student from his or her current program for more than 10 days in a school year. FBAs provide information on why a student engages in a behavior, when the student is most likely to demonstrate the behavior and situations in which the behavior is least likely to occur. The individualized education program (IEP) of a student whose behavior impedes his or her learning or that of others must indicate the strategies, including positive behavioral interventions and supports to address a student's behavior needs. Further information on functional behavioral assessments may be found in the July 1998 memorandum entitled, *Guidance on Functional Behavioral Assessments for Students with Disabilities*.

Based on the results of the FBA, the Committee must identify strategies, including positive behavioral interventions and supports to address those behaviors. When a student's behaviors are such that they are impeding learning, the IEP must identify, as appropriate, the student's present levels and needs and annual goals, (and if required for certain students, short-term objectives and/or benchmarks), related to behaviors, and the special education and related services, supplementary aids and services to be provided to the student, or on behalf of the student, any needed program modifications, and any supports for school personnel needed to address the behavior.

In determining the supports, services, interventions or program modifications a student may need to address behaviors that impede learning, the Committee should consider the following questions:

- What behavior(s) does the student exhibit that are different from those of same-age peers?
- When is the student most likely to exhibit the problem behavior?
- What are the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it?
- What contextual factors (including cognitive and affective factors) contribute to the behavior?
- What specific events appear to be contributing to the student's problem behavior?
- What function(s) does the problem behavior serve for the student?
- What might the student be communicating through problem behavior?
- When is the student less likely to engage in the problem behavior?
- Does the student's behavior problem persist despite consistently implemented behavioral management strategies?

- Does the student's behavior place him/her or others at risk of harm or injury?
- Have the student's cultural norms been considered relative to the behavior(s) in question?
- Do health-related issues affect the behavior?
- Does the student's disability affect his/her ability to control the behavior?
- Does the student's disability affect his/her understanding of the consequences of the behavior?
- What accommodations are necessary for instruction and testing?
- Does the student need an individual behavioral intervention plan?

Students with limited English proficiency

For all students with disabilities with limited English proficiency, the Committee must consider how the student's language needs relate to the IEP. Schools must provide a student with limited English proficiency with alternative language services to enable him/her to acquire proficiency in English and to provide him/her with meaningful access to the content of the educational curriculum that is available to all students, including special education and related services. The Committee should consider the following questions:

- Has the student been assessed in English as well as his/her native language?
- Did the evaluation of the student with limited English proficiency measure the extent to which the student has a disability and needs special education rather than measure the student's English language skills?
- Does the disability impact on the student's involvement and progress in the bilingual education or English as a Second Language (ESL) program of the general curriculum?
- What language will be used for this student's instruction?
- What language or mode of communication will be used to address parents or family members of the student?
- What accommodations are necessary for instruction and testing?
- What other language services (i.e., English as a second language, bilingual education) must be provided to ensure meaningful access to general and special education and related services?

Students with visual impairments

When a student is blind or visually impaired, the Committee must provide instruction in Braille and the use of Braille unless the Committee determines, after an evaluation of the student's reading and writing skills, needs and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for this student. The student's future needs for instruction in Braille or the use of Braille must also be considered. The Committee should consider the following questions:

- Does the student have a disability in addition to blindness that would make it difficult for him/her to use his or her hands?
- Does the student have residual vision?
- Does the student use or need to learn to use assistive technology for reading and writing?
- Is the student's academic progress impeded by the current method of reading?
- Does the student use Braille, large print, recordings or regular print?
- Will the student need to use Braille, large print or recordings in the future?
- Have provisions been made to obtain in Braille the printed materials used by sighted students?
- Does the student need instruction in orientation and mobility?
- Does the student have appropriate listening skills?
- Does the student have age-appropriate social skills?
- What skills does the student need to enable him or her to learn effectively?
- What accommodations are necessary for instruction and testing?
- What is the potential loss of remaining vision?

- What is the amount of reading required of the student in the general education curriculum?
- Does the student have language-related learning disabilities?

Additional information explaining the responsibilities of educational agencies for students with visual impairments may be found in the June 8, 2000 Federal Register/ Vol. 65, No. 111 Educating Blind and Visually Impaired Students: Policy Guidance.

For additional guidance relating to accessible instructional materials for students, see <http://www.p12.nysed.gov/specialed/aim/AlMmemo1209.htm>.

Students with communication needs

The Committee must consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs. The Committee must consider the student's opportunities for direct interaction with peers and educational personnel in the student's own language and communication mode. Opportunities for direct interaction (without needing an interpreter) in the student's own language and communication mode must also be described. The Committee should consider the following questions:

- Does the student use American Sign Language?
- What mode of communication does the student use?
- What mode of communication does the family prefer?
- Is an interpreter or translator needed for the student to participate in and benefit from classroom instruction and/or interaction with peers and educational personnel?
- Does the student require assistive devices to facilitate the development and use of meaningful language and/or a mode of communication?
- Does the student require the use of hearing aids and assistive listening devices in order to maximize auditory training and language development in classrooms, related school activities and at home?
- What environmental modifications are necessary to address communication needs?
- Are there opportunities for the student to participate in direct communication with peers and educational personnel?
- What opportunities exist for direct instruction (without an interpreter) in the student's language and/or mode of communication

Students who may need assistive technology devices and services

Some students may require assistive technology devices and services to benefit from a free appropriate public education (FAPE). The Committee must also consider whether the use of school-purchased assistive technology devices must be used in the student's home or in other settings in order for the student to receive FAPE. Parental input in this area is especially important. The Committee should consider the following questions:

- What can the student do now with and without assistive technology devices and services?
- What does the student need to be able to do?
- Can assistive technology devices and services facilitate student success in a less restrictive environment?
- Does the student need assistive technology devices and services to access the general curriculum or to participate in nonacademic and extracurricular activities?

- What assistive technology services would help the student participate in the general curriculum and/or classes?
- Does the student need assistive technology devices and services to benefit from educational/printed materials in alternative formats?
- Does the student need assistive technology devices and services to access auditory information?
- Does the student need assistive technology devices and services for written communication/computer access?
- Does the student need an assistive technology device or service for communication?
- Does the student need assistive technology devices to participate in State and district-wide testing?
- Will the student, staff and/or parents need training to facilitate the student's use of the assistive technology devices?
- How can assistive technology devices and services be integrated into the student's program across settings such as work placements and for homework?

ATTACHMENT D

Guide for Writing Measurable Goals and Objectives

from <http://www.p12.nysed.gov/specialed/publications/iepguidance.htm>



from <http://www.p12.nysed.gov/specialed/publications/iepguidance/annual.htm>

Annual Goals, Short-Term Instructional Objectives and/or Benchmarks Requirements

Individual need determinations (i.e., present levels of performance and individual needs) must provide the basis for a student's written annual goals. The IEP must list measurable annual goals, consistent with the student's needs and abilities to be followed during the period in which the IEP will be in effect.

For each annual goal, the IEP must indicate the evaluative criteria (the measure used to determine if the goal has been achieved), evaluation procedures (how progress will be measured) and schedules (when progress will be measured) to be used to measure the student's progress toward meeting the annual goal.

For students who meet the eligibility criteria to take NYSA and for preschool students with disabilities, the IEP must include a description of the short-term instructional objectives and/or benchmarks that are the measurable intermediate steps between the student's present level of performance and the measurable annual goal.

The measurable annual goals, including academic and functional goals, must be related to meeting:

- the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum (or for preschool students, in appropriate activities); and
- each of the student's other educational needs that result from the student's disability.

For students beginning with the first IEP to be in effect when the student is age 15 and older, annual goals should be identified, as appropriate, to move the student toward his/her postsecondary goals. For transition goals, the CSE should consider the State's Career Development and Occupational Standards (CDOS).

What are Annual Goals?

Annual goals are statements that identify what knowledge, skills and/or behaviors a student is expected to be able to demonstrate within the year during which the IEP will be in effect. The IEP must list measurable annual goals consistent with the student's needs and abilities, as identified in the present levels of performance.

How should annual goals be linked to the standards?

Annual goals should focus on the knowledge, skills, behaviors and strategies to address the student's needs. A student's needs generally relate to knowledge and skill domains such as, but not limited to, reading, writing, listening, organization, study skills, communication, physical development, motor skills, cognitive processing, problem-solving, social skills, play skills, memory, visual perception, auditory perception, attention, behavior, and career and community living skills. The goals in a student's IEP should relate to the student's need for specially designed instruction to address the student's disability needs and those needs that interfere with the student's ability to participate and progress in the general curriculum.

Goals should not be a restatement of the general education curriculum (i.e., the same curriculum as for students without disabilities), or a list of everything the student is expected to learn in every curricular content area during the course of the school year or other areas not affected by the student's disability. In developing the IEP goals, the Committee needs to select goals to answer the question: "What skills does the student require to master the content of the curriculum?" rather than "What curriculum content does the student need to master?"

For example, a student may be performing very poorly on written tests in global studies that require written expression. The IEP goal for this student should focus on developing written expressive skills (e.g., using outlines or other strategies to organize sentences in paragraphs) rather than the curriculum goal that the student will write an essay about the economy of a particular country. Generally, goals should address a student's unique needs across the content areas and should link to the standards so that a student has the foundation or precursor skills and strategies needed to access and progress in the general education curriculum.

How Far ... By When? One year from now, we expect the student to be able to....

From information in the present levels of performance, the Committee has identified which need areas must be addressed and where the student is currently functioning in each of those areas. The next step is to identify what the focus of special education instruction will be over the course of the upcoming year. The annual goals will guide instruction, serve as the basis to measure progress and report to parents and serve as the guideposts to determine if the supports and services being provided to the student are appropriate and effective.

An annual goal indicates what the student is expected to be able to achieve during the year in which the IEP will be in effect. The annual goal takes the student from his/her present level of performance to a level of performance expected by the end of the year.

To be measurable, an annual goal should, in language parents and educators can understand, describe the skill, behavior or knowledge the student will demonstrate and the extent to which it will be demonstrated.

Examples:

- Given a 4-function calculator, Sue will solve one-step word problems using addition and subtraction with 90% accuracy.
- Given 5th grade material, Mike will read orally at 80-100 words per minute.
- Given 15 minutes of free play time, Sam will engage in interactive play with peers for at least 10 minutes.

Terms such as "will improve...", "will increase..." and "will decrease..." are not specific enough to describe what it is the student is expected to be able to do. To be measurable, a behavior must be observable or able to be counted. In general, it is recommended that goals describe what the student will do, as opposed to what the student will not do.

Example:

"The student will ask for a break from work..." versus "The student will not walk out of the classroom without permission."

How does the IEP measure progress toward the annual goal?

For each annual goal, the IEP must indicate the evaluative criteria, evaluation procedures and schedules to be used to measure progress toward meeting the annual goal.

Evaluative criteria

Evaluative criteria identify how well and over what period of time the student must perform a behavior in order to consider it met. How well a student does could be measured in terms such as:

- frequency (e.g., 9 out of 10 trials)
- duration (e.g., for 20 minutes)
- distance (e.g., 20 feet)
- accuracy (90% accuracy)

The period of time a skill or behavior must occur could be measured in terms such as:

- number of days (e.g., over three consecutive days)
- number of weeks (e.g., over a four week period)
- occasions (e.g., during Math and English classes, on six consecutive occasions)

Examples:

- 85% accuracy over 5 consecutive trials
- 50 words/minute, with 3 or fewer errors, for 2 consecutive trials
- 3 out of 5 trials per week

Evaluation procedures

Evaluation procedures identify the method that will be used to measure progress and determine if the student has met the objective or benchmark. An evaluation procedure must provide an objective method in which the student's behavior will be measured or observed.

Examples:

- structured observations of targeted behavior in class
- student self-monitoring checklist
- written tests
- audio-visual recordings
- behavior charting
- work samples

Evaluation schedules

Evaluation schedules state the date or intervals of time by which evaluation procedures will be used to measure the student's progress toward the objective or benchmark. It is not a date by which the student must demonstrate mastery of the objective.

Examples:

- Each class period
- Daily
- Weekly
- Monthly
- On January 5, March 15 and June 3

The following template may assist in the writing of annual goals: Given (conditions, accommodations), student name will (do what – observable skill/behavior in functional term) (to what extent) (over what period of time) or (by when) as evaluated by _____. For example:

Measurable Goals			
Annual Goal	Criteria	Method	Schedule
Given 5 th grade material, Mike will read orally at 80-100 words per minute with 95% accuracy	For 3 consecutive trials	1 minute oral reading probe with charting of words per minute and error count	Weekly

Short-term instructional objectives and/or benchmarks

Short-term instructional objectives and/or benchmarks are required for students who take NYSAA and for all preschool students with disabilities. Short-term instructional objectives and/or benchmarks are the intermediate steps between the student's present level of performance and the measurable annual goal. Short-term instructional objectives and benchmarks should be general indicators of progress, not detailed instructional plans, that provide the basis to determine how well the student is progressing toward his or her annual goal and which serve as the basis for reporting to parents.

Generally, one annual goal would not include both short-term objectives and benchmarks. Whether short-term instructional objectives or benchmarks are used for a particular annual goal is at the discretion of the Committee.

Short-term instructional objectives

Short-term instructional objectives are the intermediate knowledge and skills that must be learned in order for the student to reach the annual goal. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into discrete components.

For example, the sequential steps that one student must demonstrate in order for him to reach the annual goal to "read orally at 80-100 words per minute with 95% accuracy" are as follows:

- Mike will identify and record unfamiliar words prior to engaging in oral reading.
- Mike will make a prediction about the topic of the passage(s) he will read.
- Mike will self-monitor his reading fluency and accuracy on a daily basis.

Benchmarks

Benchmarks are the major milestones that the student will demonstrate that will lead to the annual goal. Benchmarks usually designate a target time period for a behavior to occur (i.e., the amount of progress the student is expected to make within specified segments of the year). Generally, benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of their child's progress toward the annual goals. For example:

- By November, Mike will orally read 70 – 80 words per minute
- By February, Mike will orally read 80 – 90 words per minute
- By April, Mike will orally read 90 – 100 words per minute

Quality Indicators

Annual goals, including short-term instructional objectives or benchmarks:

- are directly related to the student's present levels of performance statements.
- are written in observable and measurable terms.
- identify an ending level of performance that is achievable within one year.
- identify objective procedures to evaluate a student's progress.
- incrementally provide knowledge and skills towards achieving the student's projected measurable postsecondary goals.
- are achievable in relation to the student's current level of educational performance, expected rate of progress, strengths and needs.
- are instructionally relevant.
- are written in terms that parents and educators can understand.
- support participation and progress in the general education curriculum and for preschool students, participation in age-appropriate activities.

ATTACHMENT E

Behavior Goals for Individual Education Plans Measurable Goals for Behavioral Success

By [Jerry Webster](#), About.com Guide

See More About:

- [ieps](#)
- [behavior intervention](#)
- [iep goals](#)

Behavioral Goals may be placed in an IEP when it is accompanied by a Functional Behavioral Analysis (FBA) and Behavior Improvement Plan (BIP). An IEP that has behavioral goals should also have a behavioral section in the present levels, indicating that behavior is an educational need. If the behavior is one that could be handled by changing the environment or by establishing procedures, you need to attempt other interventions before you alter an IEP. With RTI (Response to Intervention) entering the area of behavior, your school may have a procedure for being sure that you attempt interventions before you add a behavioral goal to an IEP.

Why avoid behavioral goals?

- Behavioral goals will automatically withdraw a student from the progressive discipline plan in place in your school, as you have identified behavior as a part of the student's disability.
- An IEP that has a BIP attached often labels a student when he or she is moved to another teacher, either to a new classroom or to a new schedule in middle school or high school.
- A BIP must be followed across all educational environments, and can create new challenges not only to the teacher of record, but also for specials, general education classroom teachers. It will not make you popular. It is best to attempt behavioral interventions such as learning contracts, before you move to a full FBA, BIP and behavioral goals.

What Makes a Good Behavioral Goal?

In order for a behavioral goal to legally be an appropriate part of an IEP, it should:

1. Be stated in a positive manner. Describe the behavior you want to see, not the behavior you don't want. i.e.:

Don't write: John won't hit or terrorize his classmates.

Do Write: John will keep hands and feet to himself.

2. Be measurable. Avoid subjective phrases like "will be responsible," "will make appropriate choices during lunch and recess," "will act in a cooperative manner." (These last two were in my predecessor's article on behavioral goals. PLEEZZ!) You should describe the topography of the behavior (what does it look like?) Examples:

Do Write: Tom will remain in his seat during instruction 80 percent of observed 5 minute intervals or James will stand in line during class transitions with hands at his side, 6 out of 8 daily transitions.

3. Should define the environments where the behavior is to be seen: "In the classroom," "Across all school environments," "In specials, such as art and gym."

A behavior goal should be easy for any teacher to understand and support, by knowing exactly what the behavior should look like as well as the behavior it replaces.

Proviso: We do not expect everyone to be quiet all the time. Many teachers who have a rule "No talking in class" usually do not enforce it. What they actually mean is "No talking during instruction or directions." We are often not clear about when that is happening. Cuing systems, such as a Color Wheel, are invaluable to help students know when they can talk quietly and when they must remain in their seats and be silent.

Examples of Common Behavior Challenges and Goals to Meet Them.

Aggression: When John is angry he will throw a table, scream at the teacher, or hit other students. A Behavior Improvement Plan would include teaching John to identify when he needs to go to the cool down spot, self- calming strategies and social rewards for using his words when he is frustrated instead of expressing it physically.

In his general education classroom, John will use a time out ticket to remove himself to the in class cool down spot, reducing aggression (throwing furniture, shouting profanities, hitting peers) to two episodes a week as recorded by his teacher in a frequency chart.

Out of Seat Behavior: Shauna has difficult spending much time in her seat. During instruction she will crawl around her classmate's legs, get up and go to the classroom sink for a drink, she will rock her chair until she falls over, and she will throw her pencil or scissors so she needs to leave her seat. Her behavior is not a reflection only of her ADHD, but also functions to get her the teacher and her peers attention. Her behavior plan will include social rewards such as being line leader for earning stars during instruction. The environment will be structured with visual cues which will make it clear when instruction is happening, and breaks will be built into the schedule so Shauna can sit on the pilates ball or take a message to the office.

During instruction, Shauna will remain in her seat for 80 percent of five minute intervals during 3 of 4 consecutive 90 minute data collection periods.

More Resources for Behavior Documents

- [Defining Behavior for an Functional Behavioral Analysis](#)
- [How to Write a Behavior Intervention Plan](#)
- [The Special Considerations Section of the IEP](#)

Related Articles

- [Forms and Reports](#)
- [Behavior Intervention Plan](#)
- [What Is BIP? - Behavior Intervention Plan](#)
- [Behavior Goals for Individual Education Plans](#)
- [IEP Goals for Behavior Plans](#)

ATTACHMENT F

<http://www.ncld.org/at-school/general-topics/accommodations/making-wise-decisions-about-accommodations>

Making Wise Decisions about Accommodations

By Sheldon H. Horowitz, Ed.D.

Published: November 1 2004

Reader beware! This month's roundup is on somewhat shaky ground. When it comes to the issue of accommodations for students with LD, common sense is usually what drives our decision-making, and we tend to be quite comfortable (even complacent) granting a wide range of accommodations to support classroom instruction and assessment. So what's the problem? Simply stated, decisions about accommodations should be based on data rather than guesswork and intuition. And we just don't have a lot of data to guide our actions.

What Are Accommodations and What Purpose Should They Serve?

The term "accommodations" refers to adjustments that are made, in either instruction or assessment, that are appropriate or necessary to enable students with special needs to participate fully in school.

- Classroom accommodations make it possible for students to learn, helps them to fully participate in classroom instruction, and enables them to demonstrate their learning.
- Assessment accommodations make it possible for students to demonstrate what they have learned in ways that bypass or circumvent the features of their disability.

At the risk of stating the obvious, there should be a natural flow between what happens during times of instruction and what happens during periods of assessment. Appropriate accommodations should be viewed as part of the normal cycle of teaching and testing, and not reserved solely for periods of assessment.

The List Goes On and On

There are many accommodations that can be used successfully with students who have learning disabilities. For convenience sake, here are some categories and examples:

- Presentation: repeated directions, reading aloud, revised answer sheet, audio tapes, larger print, fewer items on a page, prompts or cues (such as arrows pointing on the page), highlighted text.
- Response: mark answers in a book rather than on a separate answer sheet, answering questions orally instead of in writing, pointing to answer choices.
- Setting: individual or small group, separate desk or location in the classroom, different classroom, improved lighting, changed acoustics.
- Timing/scheduling: flexible scheduling (such as several sessions vs. one sitting), extended time, allowing for
- frequent breaks (as needed), changing the order of tasks.

Choosing Accommodations Wisely

Informal decisions about how to help students with LD learn are made all the time. However formal decisions about accommodations are no small matter and should be made by the student's IEP team. The accommodations that are granted to a student should apply not only to classroom instruction (and work done at home), but should inform the kinds of accommodations that are offered during periods of assessment as well. Some points to remember:

- Not every student needs, or will benefit from, extended time. By far the most popular (and often the least labor intensive) accommodation, there is little evidence to suggest that this alone improves performance for students with LD any more than it does for students without LD.
- Match the accommodation with the student's need. The guiding questions to ask are, "What changes need to be made to ensure that the student is on equal footing with students who do not have a disability?" and "Are the chosen accommodations linked directly to the student's learning needs?" And keep in mind that the answers to these questions may be different for times of classroom instruction and during periods of assessment.
- To the extent possible (and appropriate), let the student decide. Accommodations should not be imposed upon a student just because they are included on an IEP ("I don't need to have this test read aloud to me because of all the practice I got in class and for homework.")
- More is not better when it comes to accommodations. Some research actually suggests that that "over-accommodating" students is not helpful, and may actually depress their performance rather than improve it.
- Practice is the key to mastery. Accommodations are only helpful if the student feels comfortable using them. Extended time or using alternate response formats, for example, are of little help if the student doesn't know how to use them effectively.
- Accommodations should be integrated into classroom practice before they are applied to assessment situations.
- For the purposes of assessment, be sure that accommodations do not invalidate the test score! If the accommodation changes or replaces the skill that test is supposed to measure, don't do it! The idea here is for the accommodation to facilitate access to the test, and enable the student to measure his/her knowledge, not change the skills that the test is designed to measure.

More Research, Please

There are several research efforts underway to investigate the impact of accommodations on test reliability (the results are consistent and accurate when with repeated uses over time) and validity (the test measures what it says it measures, and so, the score allows you to infer something about the student's skills or knowledge). And given current legislation (IDEA and NCLB), it is increasingly important that we understand the implications of granting accommodations to student with LD and the impact they have on the performance outcomes (including high stakes assessments) that measure student progress and inform instructional practice.

ATTACHMENT G Transition Planning

“Purpose of education...live, learn, and earn as productive adults.” ~Anonymous

At age 12, and annually thereafter, New York State requires a career assessment which is called the Level One Vocational Assessment for all classified students. The elementary guidance counselor will complete this assessment for elementary students, in consultation with the student's special education teacher/case manager. In the junior/senior high school the special education teacher will update this assessment each year. This becomes the foundation for transition planning and services. This assessment as well as those that should follow yearly, should be housed in the student's folder in the guidance office, with a copy in the student's CSE folder. The information from this assessment should be included in the IEP.

At the annual review during the year in which the student turns 13, the student's needs related to his/her course of study (on the draft IEP under Transition/Needs) are identified on the IEP. At the annual review during the year in which the student turns 14, the student's Post Secondary Goals and Coordinated Set of Activities are included in the IEP. These are revised each year thereafter.

Based on the information gathered, the IEP under Part 200 Regulations must include:

- under the students PLEPS, a statement of the student's needs, taking into account the student's strengths, preferences, and interests, as they relate to transition from school to post school activities;
- appropriate measurable postsecondary goals relating to training, education, employment and, where appropriate, independent living skills;
- a statement of the transition service needs of the student that focuses on the student's course of study, such as participation in advanced placement courses or vocational training;
- needed activities to facilitate the student's movement from school to post-school activities, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation; and
- a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to post-school opportunities, or both, before the student leaves the school setting.

The Level I Vocational Assessment is not entered in the Coordinated Set of Activities. Only a BOCES, VESID, or other more specialized vocational assessment would be included.

(In the Forms section at the end of this handbook are checklists you may use to help you include all the required elements in the IEP. While you are not required to fill this out, it's good to use as a reference as you write IEPs.)

Please keep in mind that the student should be actively involved in the transition planning process. It is important to lead students to realistic careers based on their skill level and academic success. While the PLEPs should describe the student's strengths as they relate to his/her after school plans, they must also include the student's needs which will impede the student's ability to reach his/her goals.

Before students with an IEP are graduated from high school, they are given opportunities to meet with relevant service providers in the community, such as VESID, ARC, or others as appropriate.

ATTACHMENT H

Guide for Writing Measurable Postsecondary Goals and Transition Needs from <http://www.p12.nysed.gov/specialed/publications/iepguidance.htm>



From <http://www.p12.nysed.gov/specialed/publications/iepguidance/postsecondary.htm>

Measurable Postsecondary Goals and Transition Needs

Measurable Postsecondary Goals

For students beginning with the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate) and updated at least annually, the IEP must include measurable postsecondary goals based on the student's preferences and interests, as they relate to transition from school to post-school activities, in the areas of:

- employment (e.g., integrated competitive employment);
- postsecondary education and training (e.g., career and technical education and training, continuing and adult education, college); and
- independent living skills (when appropriate) (e.g., adult services, independent living or community participation).

The National Secondary Transition Technical Assistance Center defines a postsecondary goal to be "generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e., high school)" rather than "the process of pursuing or moving toward a desired outcome."
http://www.nsttac.org/tm_materials/post_secondary_goals.aspx.

Postsecondary goals identify the student's long-term goals for living, working and learning as an adult. The projected postsecondary goals in the student's IEP establish a direction for the school, student, student's family and any participating agencies to work towards in recommending transition activities for the student. These post-school goals guide planning for activities that prepare the student to move from school to post-school activities and for discussion with appropriate public and private community agencies regarding their contributions to the student's transition process. The student's IEP should include goals, services and activities to incrementally prepare the student to achieve the measurable postsecondary goals.

Students and parents need to be involved in developing these goals. Information to develop a student's measurable postsecondary goals should be obtained using a variety of formal and/or informal methods which may vary from student to student, including but not limited to vocational assessments, assessment of postsecondary education skills, interviews with the student and/or parent, strength-based assessments and teacher observations.

The measurable postsecondary goals are intended to acknowledge the student's needs, preferences and interests and should be expressed in terms of the student's aspirations for the future. Goals may be written using the student's own words, in answer to such questions as:

- What do you want to do when you finish high school?
- If you go to college, what do you want to study?
- What kind of work do you want to do?
- What do you want to learn more about?
- Where do you plan on living?

The measurable postsecondary goals can be general or specific since they will be reviewed and, as appropriate, revised annually to reflect the student's current aspirations as well as his or her ability to narrow general interests to specific directions concerning postsecondary plans. For example, when Maria first begins to participate in the transition planning process, projected postsecondary goals may be broad in scope: "Maria will work in the technology field." Later, after involvement in career and technical education courses and work experiences, the IEP might more specifically state that "Maria will attend a 4-year college to study computers with the goal of working as a computer programmer."

Examples of Post-Secondary Goals:

Education/Training

- John will enroll in the general Associates Degree program at ZYX Community College in September 2012.
- Joan will attend a two-year community college course and gain a qualification in culinary arts.
- Karen will complete a one-year course at a cosmetology school.
- John will take a course in dog grooming.
- Emma will complete a training course as a Certified Nursing Assistant.
- Jack will participate in on-the-job training as a painter and decorator.

Employment

- Thomas will become employed as an apprentice carpenter.
- Damien will work for at least one year as a trainee veterinary technician in order to gain relevant employment experience.

Independent Living

- Matthew will live in an apartment with friends.
- Chris will obtain his driving license after graduation from high school.
- Andrea will shop for groceries independently using a list.

Transition Needs and Courses of Study

For students beginning with the IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), the IEP must include a statement of the transition service needs of the student that focuses on the student's courses of study, such as participation in advanced placement courses or a vocational education program, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities.

The IEP should identify the high school curriculum that will prepare the student to meet his/her post secondary goals. Examples of courses of study might include Regents coursework and/or sequence of courses in a career and technical education field related to the student's post-secondary goals.

This section of the IEP should also identify other needs of the student such as:

- Joey needs adult assistance to travel in the community
- Darcy needs instruction in functional reading and mathematics.
- Guy needs to develop self-advocacy skills.
- Ravon needs to learn to use public transportation.
- Sydney needs to learn computer and time management skills.
- Savannah needs to complete necessary coursework for graduation with a regular diploma.
- John needs to complete courses in automotive career and technical education.

Based on the postsecondary goals and transition needs of the student, annual goals and objectives or benchmarks and other activities can be developed to help the student incrementally develop skills, knowledge, experiences and contacts with resources, as needed, to work toward these desired postsecondary goals. The specific coordinated set of activities, including instruction, to be provided for the student to achieve his/her postsecondary goals is documented in a later section of the IEP (See "Coordinated Set of Transition Activities").

Quality Indicators

Measurable postsecondary goals and transition need statements:

- reflect the dreams, aspirations and hopes of the student.
- reflect the student's strengths, preferences and interests as they relate to transition from school to post-school activities.
- are written to the greatest extent possible in the student's own words.
- are reviewed and updated at least annually.
- become increasingly specific as the student comes closer to the time he or she will be leaving school.
- are developed with direct student involvement.
- are written in such a way as to guide the development of annual goals and recommendations for transition services, linkages and activities.
- are based upon age-appropriate transition assessments relating to training, education, employment and where appropriate, independent living skills.

ROMULUS CENTRAL SCHOOL DISTRICT Functional Behavior Assessment (FBA)

Student Name:

DOB:

Current Age:

Current Grade:

Date FBA Completed:

Sources of data FBA is based upon (indicate those that apply): 200.22(a)(2)

Observation	Information	Information from Parent
Record Review	Other: Standardized Assessments, Behavior Rating Scales, Checklists/Surveys	

Student strengths/skills:

Relevant student diagnostic data or background information:

Cognitive, affective, and social skill factors impeding student functioning:

Problem Behavior(s) that most interfere with student's functioning in school: 200.22(a)(3)			
Problem Behavior (definition in observable, measurable, and concrete terms)	Baseline Frequency (how often)	Baseline Intensity (mild/mod/severe)	Baseline Duration/Latency (length of time/minutes)
1-			
2-			
3-			

Contextual factors that support or maintain the problem behavior(s): 200.22(a)(3)			
Problem Behavior 1	Setting Events (includes time of day, activity, setting, people involved)	Antecedent Event(s) (triggering event/ prior to problem behavior)	Reinforcing Consequences of Behavior (affects probability that beh will occur/not occur)
Problem Behavior 2	Setting Events	Antecedent Event(s)	Reinforcing Consequences of Behavior
Problem Behavior 3	Setting Events	Antecedent Event(s)	Reinforcing Consequences of Behavior

Hypothesis statement: 200.1(r) (a summary statement describing the general conditions—globally and specifically—under which a behavior usually occurs and probable consequences that serve to maintain it.) ie. When (triggers) occur during/in the context of (setting, location, concurrent events), student does (problem behavior) in order to gain/avoid (perceived function). Student behavior is maintained by (probable consequences.)

Replacement Behaviors: 200.22(a)(3) (prosocial/adaptive behaviors that will <i>meet same function</i> and are appropriate across all settings)	
Problem Behavior 1	Replacement Behavior:
Problem Behavior 2	Replacement Behavior:
Problem Behavior 3	Replacement Behavior:

Student preferences for reinforcement: 200.22(a)(3)

ROMULUS CENTRAL SCHOOL DISTRICT

Behavior Intervention Plan (BIP)

Student Name: _____ DOB: _____ Current Age: _____ Current Grade: _____

Date Developed: _____

Student strengths/skills (identified in FBA):

Problem & Replacement Behavior(s) with Baseline Data from FBA:			
a. Problem Behavior 200.22(4)(i)	Baseline Frequency (how often)	Baseline Intensity (mild/mod/severe)	Baseline Duration/ Latency (length of time/minutes)
b. Replacement Behavior 200.22(4)(ii)			
1 a.			
1 b.			
2 a.			
2 b.			
3 a.			
3 b.			

Hypothesis statement (identified in FBA):

Cognitive, affective, and social skill factors impeding student functioning (identified in FBA):

Positive Behavioral Intervention Strategies 200.22(4)ii			
Problem Behavior 1	Preventative Strategies (ways to alter setting events & triggers/ante cedents to prevent the problem)	Behavior Teaching Strategies (ways to teach and reinforce replacement behaviors)	Consequence Strategies (ways to alter behavior through outcomes)
Problem Behavior 2	Preventative Strategies	Behavior Teaching Strategies	Consequence Strategies
Problem Behavior 3	Preventative Strategies	Behavior Teaching Strategies	Consequence Strategies

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Implementation/ Monitoring Plan 200.22(b)(5)

Person(s) responsible for implementing the Behavior Intervention Plan (BIP):

Person(s) responsible for monitoring the BIP:

Schedule to measure the effectiveness of the interventions: *(Reviewed at scheduled intervals ie. weekly, monthly, quarterly (not annually) depending upon individual student need)* **Indicate interval below.**

Progress Monitoring 200.22(b)(5)

Baseline Problem Behavior - Add Date FBA Completed

Indicate Problem Behavior 1—Add Baseline Frequency, Intensity, Duration

Indicate Problem Behavior 2—Add Baseline Frequency, Intensity, Duration

Indicate Problem Behavior 3—Add Baseline Frequency, Intensity, Duration

Date	Plan Reviewed	Problem Behavior(s)	Frequency	Intensity	Duration/Latency
		1.			
Date Sent to Parent/CPS E/CSE		2.			
		3.			

Additional Positive Interventions/Changes to BIP:

Comments

Romulus Central School District
Teacher Assistant/Aide Rationale

Circle one: 1:1 1:2 Access

Part I: Basic Information

Student Name: _____ Grade: _____
 Classroom Teacher: _____
 Current Classification: _____

1. Provide data and be specific to student needs that would require aide support. (What the student does in the classroom.)
2. What are the other supports, accommodations, or services that could meet the student's needs?
3. What specific areas / classes / time of day is the aide needed? What is the percentage of time in the school day that the aide is needed?
4. What is the staff to student ratio in the general education setting?
5. With the assignment of an aide, how much of the student's day would they be able to be education in the least restrictive environment in the general education setting?
6. What potential harmful effect would the aide create? Ex: social emotional, etc.....
7. What training and support would the aide need to carry out the aide's duties for the student?
8. What would be the role of the aide in meeting the IEP goals?

A. PHYSICAL AND MANAGEMENT NEEDS

- | | | |
|--|-----|----|
| 1. Does the student require assistance with basic functional skills? | Yes | No |
| a) Toileting | Yes | No |
| b) Mobility | Yes | No |
| c) Feeding | Yes | No |
| d) Dressing | Yes | No |
| e) Following Basic Safety Rules | Yes | No |
| f) Due to Serious Physical Handicapping Condition? | Yes | No |
| 2. Does the student present with serious behavior problems? | Yes | No |
| If yes, please explain. | | |
| 3. Does the student have a functional behavioral assessment and/or a behavioral intervention plan? | Yes | No |
| If yes, please explain. | | |

4. Does the student have a sensory diet requiring Specific interventions? If yes, please explain.	Yes	No
---	-----	----

5. Additional comments on management needs for the student:

B. ACADEMIC NEEDS

1. Is the student's performance consistent with his or her aptitude?	Yes	No
2. Does the student require an intensive academic intervention?	Yes	No
3. If Yes, please describe the areas and amount, in units of time, during a five week period:		

C. Social and Emotional Needs

1. Do his/her peers include the student in classroom activities?	Yes	No
2. Does the child work appropriately with others?	Yes	No
3. Is the child able to communicate his/her needs?	Yes	No
4. Does the child need time to regain self-control? If yes, how long?	Yes	No
5. Is the child able to regain control independently?	Yes	No
6. Is the child developing age appropriate friendships?	Yes	No
7. Additional comments on management needs for the student:		

D. ADDITIONAL COMMENTS:

E. INTERVENTIONS AND PROGRESS TOWARDS INDEPENDENCE:

1. Please note what interventions or program changes you have implemented this year to increase the student's independence. Describe their rates of success (e.g., cooperative learning, behavior management plan, regrouping within the classroom, curricular modifications) and the student's growth in independence. If the student has not shown growth, explain the reason. Attach all evaluations and documentation used to evaluate the student's level of progress towards independence.
2. What is the plan to monitor the student's progress toward the goals by the aide and the student's continuing need for the aide?
3. What is the plan for progressively reducing the support provided to the student and his or her dependence on the aide over time?
4. What skills and goals must the student achieve to reduce or eliminate the needs for the aide?

Observations Completed:

School Psychologist:	Report Attached	Yes	No
Administrator:	Report Attached	Yes	No

Form Completed by: _____ Date: _____

Principal's Signature: _____ Date: _____

CSE Chairperson's Signature: _____ Date: _____

Romulus Central School District
Special Education Department
Foreign Language Exemption Review by Committee on Special Education

Student Name: _____ Date: _____

Date of Birth: _____ Grade: _____

Disability Classification: _____

Present Services:

☐ Academic Intervention Services _____

☐ Special Education Program _____

☐ Related Services:

☐ Speech/Language Therapy

☐ Occupational Therapy

☐ Physical Therapy

☐ Counseling

☐ Other _____

Academic Information

Cognitive Ability

☐ Very Superior ☐ Superior ☐ High Average ☐ Average ☐ Low Average ☐ Low ☐ Very Low

Reading Level (IEP)

☐ At Grade Level ☐ 1-Year Below Grade Level ☐ 2- Years Below Grade Level

☐ More Than 2 Years Below Grade Level

Areas of Severe Impairment:	Assessment	Date of Assessment	Evaluator
☐ Sound Symbol Association	_____	_____	_____
☐ Auditory Processing	_____	_____	_____
☐ Memory	_____	_____	_____
☐ Grammar	_____	_____	_____
☐ Speech Intelligibility	_____	_____	_____
☐ Reading Comprehension	_____	_____	_____
☐ Other:	_____	_____	_____

RECOMMENDATION:

☐ This student's disability severely impedes the ability to achieve expected levels of attainment in basic language skills in English. This student is exempt from the foreign language requirement.

☐ This student's disability does not impede the ability to achieve expected levels of attainment in basic language skills in English. The student is not exempt from the foreign language requirement.

ROMULUS CENTRAL SCHOOL DISTRICT

CSE DECISION MAKING TOOL FOR "TEST READ" ACCOMMODATION

The chart below may be used by school personnel to facilitate collaborative decision-making related to the recommendation of "tests read" (via human reader or technology) as a testing accommodation for students with disabilities in grades 3 through 8. The questions in this tool should be considered each time a student's individualized education program (IEP) or Section 504 Accommodations Plan (504 Plan) is reviewed to determine the appropriateness of this accommodation. After completing the chart, check the box below indicating the recommended testing accommodation for the Committee on Special Education (CSE) or Section 504 Committee to review and consider when developing the student's IEP/504 Plan. This tool is for local use, only. Do not submit this form to the New York State Education Department (NYSED).

Student:	Date:	Persons Involved in Decision-Making:			
Questions	YES	NO	N/A	Comments/Evidence	
Is there evaluative information indicating that, even after explicit and systematic reading instruction, the student's disability precludes or severely limits the student's ability to decode print?	☐	☐	☐		
Has the student been provided systematic, explicit, research-based reading intervention(s) to improve decoding skills?	☐	☐	☐		
If the student is blind or visually impaired, is he or she learning to read braille?	☐	☐	☐		
If the student is blind or visually impaired, has it been determined that his or her disability precludes or severely limits the ability to access and/or develop proficiency in braille?	☐	☐	☐		
If the student is deaf or hard of hearing, is there evidence demonstrating that the student's disability precludes or severely limits his or her ability to decode printed text (possibly due to other co-occurring disabilities or long-term language deprivation in early childhood)?*	☐	☐	☐		
Is there evidence that the student's access to and/or performance on print-based tasks improves when information is presented to the student in auditory formats (by way of human reader or the use of assistive technology)?	☐	☐	☐		
Does the student use read-aloud accommodations during instruction and/or classroom testing (by way of human reader or the use of assistive technology)?	☐	☐	☐		
Is the student provided instructional materials in auditory formats?	☐	☐	☐		
Has the student provided input to inform specific recommendations related to the "tests read" testing accommodation?	☐	☐	☐		
Are there additional considerations for recommending "tests read" for this student, specific to his or her unique disability-related needs? If so, explain in the space below:					

*if the answer to this question is "Yes", and the student also understands sign language, the CSE may consider recommending a sign language interpreter to translate text if appropriate to the needs and skills of the student.

Check the recommendation that is most appropriate in meeting the needs of this student:

- () "Tests read" is not an appropriate testing accommodation for this student**
- () "Tests read" should be recommended for this student on State and Local tests, **except** tests of reading comprehension**
- () "Tests read" should be recommended for this student on all State and Local tests, including tests of reading comprehension.

These recommendations indicate that the Grades 3-8 ELA Assessments will **not be read to the student.

Romulus Central School

Daily Planning for Aide Assistance

Student: _____

Date Created/Updated: _____

Grade: _____

Teacher: _____

School: _____

Aide: _____

Aide: _____

TIME / ACTIVITY:	OBJECTIVE/ASSISTANCE REQUIRED: What behaviors/activities REQUIRE assistance? (Note whether child requires Moderate or Continuous Assistance.)	PLAN FOR AIDE: List specific tasks/strategies for aide. (How will the aide provide assistance?)	DATA: Include percentages of assistance provided.
Example: 8:00am Arrival	<i>Independence in getting off the bus and ready for the classroom routine. Requires maximum assistance at independence.</i>	<i>Verbal prompts to student</i>	<i>Provides verbal prompts 85% of time</i>