











**Notes on 2023-2024 IEP Manual**


Item	Type	Notes	Manual Page(s) Tentative
1	<b>STRONG REMINDER</b> 	<b>NEVER</b> copy from a student’s previous IEP and paste into the current IEP <u>unless</u> a) a comparison with past performance is being made or b) you are developing a 595/LTA IEP. In both cases, you <b>MUST</b> have the permission of your AP and you must place quotation marks around everything from the previous IEP (with a notation about where the quotation came from.)	4
2	<b>STRONG REMINDER</b> 	<b>NEVER EVER</b> copy from one student’s IEP or and paste into another student’s IEP!	4
3	<b>STRONG REMINDER</b>  	The “sentence starters” that I send out upon request are student specific and may <b>NEVER be used for another student</b> . It is <u>not</u> okay to just switch out the names! If you want the “sentence starters” just ask for them on the Request to Open IEP Form or contact me.	
4	<b>STRONG REMINDER</b>  	 The “No Cookie Cutter” symbol is a reminder that we are developing “ <u>Individualized Education Programs</u> ” <b>NOT</b> “Identical Education Programs.” We should be developing <u>unique</u> IEPs based on each student’s <u>unique</u> interests, skills and needs.	3
5	<b>New</b>	A DRAFT version of the <b>2023-24 754X IEP Manual</b> is available now. A “Final” version (subject to periodic updates) will be available by the end of the month.	n/a
6	<b>Updated</b>	All Teachers, Related Service Providers and Paraprofessionals must conduct a <b>Chapter 408 Review</b> of all their students' IEPs at the start of the school year, each time a new IEP is developed or an old one revised, and each time a student transfers into a class you teach. Chapter 408 documentation will be addressed electronically again this year and Dr. Fitz will provide you with more information regarding that.	5, 10 & 115



7	<b>UPDATED</b> 	<p>- If there is a tag on the IEP noting that it is a 595/LTA IEP and a "New IEP Is Required Upon Return to School" you must contact Dr. Fitz immediately and develop the new IEP within 3-4 weeks. As you conduct Chapter 683 Review, when you come across an IEP with this tag, do not ignore it.</p> <p>- If an LTA/595 Mandated Triennial is developed for a Long Term Absent/595 student, a new Triennial must be developed and completed within 60 days of that student's return to school.</p>	5, 8, 120
8	<b>Reminder</b>	<p><b>Class Teachers &amp; RSPs are responsible for the IEPs for the students on their rosters <u>whether they have met the student) or not.</u></b> If they have not met the student, they should collect reports from any teachers who have met the student this school year or in the past. If the student is Long Term Absent (LTA) the teacher should consult the Attendance Teacher &amp; the IEP Coord. The teacher should write the best IEP possible based on the information available. A notation must be made indicating that the IEP will be reconvened upon student's return to school. A full page of the manual is dedicated to the school policies and procedures regarding IEPs for Long Term Absence (LTA) / 595 students.</p>	8
9	<b>Strong Reminder</b> 	<p>If there is a tag on the IEP noting that "IEP To Be Revised to Add Periodic Assessment" (SANDI or MAP Growth) you must contact Dr. Fitz as soon as the student has taken the assessment. If new Annual Goals are added, the IEP will be Reconvened. If no Annual Goals added, the IEP will be amended.</p>	5
10	<b>Strong Reminder</b> 	<p>If you are going to use "sentence starters" to help you develop your IEPs, please use the ones that I provide upon request. Due to the high number of <b>gender pronoun errors</b> that have appeared in our IEPs the past few years, you are <b>highly discouraged</b> from utilizing "sentence starters" that you, or a colleague, have developed. If you do utilize such you are responsible for ensuring that they do not contain any gender pronoun errors or occurrences of other students' names appearing.</p>	n/a


11	<b>Strong Reminder</b>	For a second year, 754X Policy remains that: a) IEP Meetings are to be held <b>no later than 2 weeks prior to the Compliance Date.</b> b) A <u>completed</u> Draft IEP (not including some parental input) is due <b>two weeks prior to the Meeting Date</b> (i.e. one month prior to the Compliance Date.) You must notify the IEP Coordinator by email and <b>cc your AP</b> once this is done. It is hoped that this will give the IEP Coordinator an opportunity to provide feedback (especially on missing sections and misalignments) <b>prior</b> to the meeting. This way corrections can be made in advance, thus avoiding follow-up IEP meetings.	7
12	<b>Reminder</b>	Asst. Principals must cc'd on all emails related to IEPs, including those that are coming due or are overdue.	6, 30
13	<b>Strong Reminder</b>	PWN – parents see the statements listed on Request to Finalize <i>exactly</i> as written! Be careful what you write and how you write it!	104
14	<b>UPDATED</b>	The <b>Procedural Safeguards</b> document must be provided to the parent annually. For the most part, the IEP Compliance Team will be responsible for getting them to the parents (the major exception being when they are sent home with the student.) Whenever possible, the link to the <b>Procedural Safeguards</b> in the family's Home Language will be sent by email. In other cases, a hard copy will be provided to the parent(s) at the IEP Meeting or mailed home with the IEP (or sent home with the student). The IEP Compliance Team will log an Event in SESIS noting that the <b>Procedural Safeguards</b> were provided to the parent.	25, 103- 105
15	<b>Strong Reminder</b>	The NYSAA Participation Decision-Making Checklist (aka NYSAA Eligibility Form <b>MUST</b> be uploaded into SESIS for every student for whom there is a recommendation for Alternate Assessment. You are strongly recommended to complete the Comments/ Evidence column. If an IEP your team develops is selected for a Case Study, you will be required to complete that column. It is possible that completion of this column will be required for all Alternate students at some point this school year.	42 & 92
16	<b>Clarification</b>	Students have a right to attend their IEP meetings. Therefore, Annual Review meetings and Triennial / Reevaluation meetings should not be scheduled for, or held at, times when students are on their way home.	26

17	<b>Strong Reminder</b>	The <b>Teacher</b> <i>must</i> formally invite the student to the Annual Review meeting and must enter the <b>DATE</b> on which the Invitation is given to the student. The student must <b>SIGN</b> and <b>DATE</b> the Student Invitation indicating whether or not they plan to attend. If the Invitation is missing: the date of meeting, date invitation given to student, date signed or student's signature/mark, the IEP will not pass State Performance Plan - Indicator 13 (SPP-13) and State Ed considers the IEP to be out of compliance. <b>If the student declines the invitation, periodically re-extend the invitation up until the date and time of the meeting.</b> Students have a right to attend their IEP meetings and so they should not be scheduled for times when students are on their way home.	26
18	<b>Strong Reminder</b>	<b>NEVER</b> sign a Conference Attendance Page unless you were physically present at the meeting or participated by phone. <b>Case Managers must remove the names of anyone who did not attend!</b>	103
19	<b>NEW</b>	The first sentence in Eval Results should be a statement about how the student defines future success for herself or himself. For example: "In the future, I will feel successful when _____."	45
20	<b>Clarification</b>	The Coordinated Set of Transition Activities for Instruction may supplement Annual Goals but should not be identical to Annual Goals. Link to Transition Needs.	86
21	<b>Update</b>	The Implementation Date of the IEP is the school day immediately following the IEP Meeting date.	116
22	<b>NEW</b>	If the student has a Home Language other than English, "the IEP requires information about both the student's home language as well as English . . . The Pres Levs must include specific and detailed information about a student's reading (& writing & speaking) skills in their home language <b>and</b> English." - The Present Levels should include "statements regarding the student's use of their home language(s) and current state of English language acquisition." - The Present Levels should include "input from bilingual/ENL teachers and/or clinicians." - Input should also be sought from the student's family and any paraprofessionals working with the student who speak that language.	45


<b>23</b>	<b>Strong Reminder</b>	We need to do a better job of stressing student strengths and interests throughout the IEP, particularly in the Present Levels and Transition Sections of the IEP.	<b>33-100</b>
<b>24</b>	<b>NEW</b>	Assistive Technology must be considered for every student with an IEP. That consideration must be documented in the Present Levels under (Academic) Management Needs. Suggested ways to phrase the consideration, and whether AT is recommended or not, have been added to the Sentence Starters.	<b>51, 56</b>
<b>25</b>	<b>NEW</b>	After the list of the names and roles of the people who attended the IEP Meeting, there should be statement indicating that primary foci of the IEP are 1) progress and participation in the General Education Curriculum and 2) transition to postsecondary education/training, employment and independent living.	<b>44</b>
<b>26</b>	<b>NEW</b>	1) The <i>specific</i> ways in which that each Related Service supports the student in accessing, progressing and participating in the Gen Ed curriculum must be detailed in the Effect Statement in the Present Levels. 2) The <i>specific</i> ways in which that each Related Service supports the student in the Transition to PostSec Ed/Training, Employment and Indep Living must be detailed in the Transition Needs	<b>52, 82</b>
<b>27</b>	<b>Reminder</b>	If, in the Present Levels or Transition Needs, you promise an Annual Goal or Transition Activity you <u>must</u> deliver on the promise in the Annual Goals or Coordinated Set! Each Annual Goal included in the IEP must be measured and the progress reported to the parent. While Transition Activities do not get measured nor have progress reported, they must take place.	<b>37, 62, 82</b>
<b>28</b>	<b>NEW</b>	We must list the criteria for LRE Move in all IEPs for 8:1:1students, students w/ 1:1 Behavioral Support Para, and Standardized students over 17 and any students who might move to an LRE for the next school year.	<b>45</b>
<b>29</b>	<b>NEW</b>	To account for paraprofessionals duty free lunch, 1:1 paraprofessional mandates will be entered in the Recommended Services as .8	<b>76</b>



30	<b>Clarification</b>	<p>A 1:1 Behavior Support Paraprofessional is an exceptionally restrictive mandate. It is a <b>last resort</b> measure of intervention and we may not consider or suggest one outside of the following process*:</p> <ol style="list-style-type: none"> <li>1. FBA consideration form</li> <li>2. If warranted by the form, an FBA</li> <li>3. If warranted by the FBA, BIP <b>with no para</b></li> <li>4. If BIP fails to work, new BIP, with 1:1 <i>only if</i> no other options exist</li> </ol> <p>*This process should never be initiated with the end goal of a 1:1 in mind.</p>	75
31	<b>NEW</b>	<p>When you use the sentence starters and fill in a blank, be sure to delete the remnants of the blank as they give the appearance of unintended “underscores”. For example, “_The parent requested information on travel training._” should be edited so that it appears as: “The parent requested information on travel training.”</p>	N/A
32	<b>Reminder</b>	<p>Be careful not to upload one student’s documents into another student’s SESIS account! Before you finalize an uploaded document, double check the student’s name on the document!</p>	107
33	<b>Reminder</b>	<p>For the Present Levels the <u>strong recommendation</u> is to use short, declarative statements <u>in bullet format</u> rather than long, narrative paragraphs. All statements must be <i>objective</i> and <i>observable</i> (with the evidence cited.)</p>	6 & 51
34	<b>Reminder</b>	<p>It is expected that the IEP Team will <b>proofread the entire IEP</b> before submitting it for Review / Finalization. Pay extra attention to the Present Levels and Transition Needs before requesting Review/Finalization. These are areas where 754X has had the <b>largest amount of errors</b> (e.g. grammar, spelling, “remnants” not deleted, gender errors.)</p>	111
35	<p><b>STRONG REMINDER</b></p> 	<p>When proofreading the IEP, be sure not to skip the PostSec Goals page! <b>DO NOT REQUEST FINALIZATION unless BOTH the PostSec Goals (top section) AND the Transition Needs (bottom section) have been completed!!!</b></p>	111, 81-86
36	<b>Reminder</b>	<p>Administration will again be conducting random quality assurance checks on both draft and finalized IEPs.</p>	30




37	<b>Reminder</b>	The Official Class Teachers serve as the <b>Case Managers &amp; District Reps</b> . As such, they are required to be familiar with the <b>Continuum of Services</b> available in NYC schools. You can re-familiarize yourself with a link to the Continuum.	<b>18</b>
38	<b>New For September</b>	There are a few of students who are over 21 returning for one year of extended services. Those IEPs have also been pre-approved for a Reconvene. <b>D75 will want these Reconvene meetings held, and IEPs finalized, by September 30<sup>th</sup></b> . More info to follow.	<b>n/a</b>
39	<b>Strong Reminder</b> 	Please remember that data must be collected in the manner(s) prescribed in the Methods column of each Annual Goal. Also, there must be Progress Monitoring in accordance with what is listed in the Schedule column. It is <u>highly recommended</u> that you make development of your data collection part of your goal writing process. It will help you determine if the goal your write is truly measurable!	<b>62-63</b>
40	<b>Continued Policy</b>	Teachers, Related Service Providers and the IEP Coordinator must continue to follow the division of responsibilities outlined on the last three pages of the IEP Manual. In particular, Counselors are expected to complete the Social Development section of the Present Levels, the Postsecondary Goals, the Counseling mandate, the Counseling Annual Goal, the BIP Goal (if needed) and a Transition Activity for Related Services. If the student does not receive Counseling these sections should be completed by the Teacher. Also, discuss with your AP as to whether Counseling should be recommended. Teachers should continue to develop the list of Transition Needs.	<b>126-128</b>
41	<b>Strong Reminder</b> 	For the two years I've been prefacing my emails that notified you that draft IEPs were open with the following preface: *DO NOT proceed with the development of the IEP for _____ until you have ensured that the Literacy, Numeracy, and Transition Teachers and RSPs in your cluster have indicated "Goal Met" OR "Do not anticipate meeting goal" on the IEP Progress Report for EVERY GOAL on the current (i.e. last finalized) IEP!* ("Anticipate meeting goal" is what I am seeing in most cases. That is NOT sufficient.) Some of you have suggested that we call this process "Closing Out the Annual Goals." Please make sure that you "close out the Annual Goals" before you start developing the new IEP.	<b>96</b>




42	<b>Reminder</b>	The only classes that are should appear on the Recommended Programs @ 754 are: <b>ELA, Math, Science, Social Studies</b> and <b>Career Dev</b> . If, during your 408 Review, you see any other classes listed, please notify me ASAP.	<b>73-74</b>
43	<b>Update</b>	<p>When requesting that an IEP draft be opened or reviewed/finalized, be sure to use the current 2023-24 Forms. The questions asked are different. You'll know you're using the correct form if it has the 754X Airplane Logo in the corner.</p>  <p>Please <b>do not</b> take a form from previous year and merely edit the date on top! The order of the questions changes from year to year, as do the questions themselves! If you can't locate a form just contact me or a member of the IEP Compliance Team and ask for it!</p>	<b>24 &amp; 114</b>
44	<b>Reminder</b>	On the Request to Review/Finalize Form, be sure to include the names of ALL RSPs who work with the student in question. Also, list ALL Paraprofessionals who work in your class, including 1:1 Paras.	<b>114</b>
45	<b>Reminder</b>	754 School Policy is that Teachers and Related Service Providers <b>must</b> use the manual when developing IEPs. <i>These Notes are a guide and are not to be used in lieu of reading the manual and following the outlined steps therein!</i>	<b>1</b>
46	<b>Reminder</b>	If you have difficulty reading the electronic version of the Manual and zoom in /zoom out as appropriate.	<b>3</b>
47	<b>Reminder</b>	Legally, all IEPs must be written, and meetings held, by the Compliance Date — even those due in September and October. In such cases consult your AP. You may be advised to contact the family to ask for a short extension, but know that such an extension has no legal standing.	<b>6</b>
48	<b>Reminder</b>	Teachers (both with and without Official Classes) and Related Service Providers are responsible for: monitoring the Change of Roster lists sent out by Ms. Vargas each week, updating their class lists accordingly, and proceeding with the 408 IEP Review Process.	<b>7</b>









49	<b>Reminder</b>	<i>In general</i> , the Teacher and RSPs of record 2 months prior to the Compliance Date are responsible for developing the IEPs. For IEPs with Sept or Oct Compliance Dates and when there are other extenuating circumstances, the APs will determine which parties are responsible for developing the IEP.	7
50	<b>Reminder</b>	A school/CSE should not routinely seek to waive mandated three-year reevaluations. Our students have a right to a Tri. A list of reasons to justify holding a Tri is never a requirement. However, <u>if</u> the School Psychologist (SAT), the Teacher, and the Related Service Providers happen to develop a list of “specific reasons for the determination” that the Tri is <u>not necessary</u> , the School Psychologist (SAT) should present the list to the Asst. Principal who supervises that student’s class. If ALL school-based parties agree that the Tri is not necessary, the SAT will request that the Parent sign a <i>written</i> waiver. If the parents return the written waiver, the IEP Team (Subcommittee on Special Ed) will proceed with the Annual Review. If it is determined that the Tri is in fact necessary or if the parent does not return the written waiver, the IEP Team will become part of the SAT’s Full Committee on Spec. Ed.	12
51	<b>Continued Policy</b>	The IEP meetings for all <b>students graduating or aging out</b> must be held, and IEPs finalized no later than <b>April 30<sup>th</sup></b> , even if the Compliance Dates fall between the beginning of May and the end of June.	11
52	<b>STRONG REMINDER</b> 	<b>Please follow the school’s established process for opening IEPs! Failure to follow this process was the source of many problems the past three years.</b> <u>In most cases</u> the IEP Coordinator opens the Notice of IEP and the Official Class Teacher completes it, prints it, sends it home (or emails it IF we have signed/e-signed permission) and notifies the IEP Coord. The IEP Coordinator then opens the draft IEP. <u>If anyone else opens the Notice of IEP and/or the draft IEP they MUST email the IEP Coord.!</u> <u>Failure to notify the IEP Coordinator will likely result in required components not being entered in the Draft.</u>	25






53	<b>Reminder</b>	<p>The <b>IEP Coordinator</b> is the party primarily responsible for completing the:</p> <ul style="list-style-type: none"> <li>- Cover Page (except the date, which is entered by the <b>Teacher</b> on the day of the meeting, just prior to printing the Conference Attendance Page)</li> <li>- Student Needs Related to Special Factors page (except for the BIP justification which, if needed, is completed by the <b>Counselor</b> and the reference to a communication device, which, if needed, is completed by the <b>Speech Teacher</b>.)</li> <li>- Reporting Progress to Parents page (by entering “at the same time school report cards are issued”)</li> <li>- 12 Month Services/Program page</li> <li>- Participation in State &amp; District Wide-Assessment page</li> <li>- Participation w/ Students w/o Disabilities (Teacher / RSP may elaborate)</li> <li>- Special Transportation/Placement Recommendation (<b>Teacher</b> must confirm the Transportation &amp; Placement info on the Request Forms)</li> <li>- Promotional Criteria section of the Summary Page (<b>Teacher</b> enters everything else)</li> </ul> <p><b>*Note*</b> The IEP Coord also opens the PE Reports.</p>	35
54	<b>ONGOING ISSUE</b> 	<p>Improvement in the 3-way communication between the IEP Coord.’s Office, the School Assmnt. Teams &amp; the IEP Teams is still needed. It is <u>strongly suggested</u> that all oral conversations be followed up with timely <b>emails</b> (w/ all parties cc’d) that summarize for clarity what was agreed upon. Note that according to the 754X Handbook, you are supposed to check your DOE email twice a day.</p>	15
55	<b>Reminder</b> 	<p>When communicating about students and their IEPs please adhere to the following guidelines:</p> <ul style="list-style-type: none"> <li>- Compose a <b>separate email</b> for each student.</li> <li>- Include the student’s <b>first and last names</b> in the email heading along with the <b>OSIS number</b> (no dashes and no spaces!</li> </ul>	15
56	<b>Reminder</b>	<p>Always click “Okay” when asked: “Record sending letter as Event?”</p>	21
57	<b>Reminder</b>	<p>Parents or the School Administration or the District may request that you open a new Annual Review at any time, regardless of the Compliance Date. For example, if most of your IEPs are due at the end of the year, your AP may direct you to open some of them earlier.</p>	10


58	<b>Reminder</b>	Counselors assist Students w/ the Level 1 Vocational Assessment at the start of the semester. The Lev 1 should be revisited and, if needed, updated if the IEP meeting comes in latter part of the school year.	14
59	<b>Reminder</b> 	All Level 1s must be <b>fully dated!</b>	14
60	<b>Reminder</b>	You must set up a separate Document Related to IEP for each type of Level 1 Vocational Assessment. Please keep these separate from other documents you wish to upload that are NOT required. Note: Do not upload Social Security Card	14
61	<b>Reminder</b>	Remember to invite <b>ALL</b> the student's RSPs to the meeting! You will know which related services the student has by <u>double-checking</u> the previous IEP.	20
62	<b>Clarification</b>	754X policy is that <u>all</u> RSPs attend their student's IEP meeting. If unable to attend for some reason, the RSP should inform the AP and make arrangements to discuss the student's progress and new goal(s) via a follow up phone conference.	20
63	<b>Reminder</b>	Any time that a Related Service is going to be terminated, the RSP must first discuss the proposed termination with the Student, Parent, Teachers and AP. The RSP must also complete a Progress Report in SESIS documenting the reason for termination.	32
64	<b>Remember</b>	If a Less Restrictive Placement is being considered, invite the SAT School Psychologist and she will let you know if she plans to attend or not.	19
65	<b>Reminder</b> 	The Teacher <b><i>MUST</i></b> formally invite the student to the Annual Review meeting. If the student declines the invitation, periodically re-extend the invitation up until the date and time of the meeting. This <b>SIGNED &amp; DATED</b> invitation must be faxed into SESIS. State Ed expects us, with parental consent, to invite an outside agency to the meeting. If the student does not have an agency, State Ed expects options to be discussed and explored at the meeting.	27
66	<b>Reminder</b> 	All members of the IEP Team <b>MUST</b> review the previous IEP before developing the new one. In past three years not doing so has led to services (ranging from yellow busing to related services to 1:1 paras) being inadvertently dropped for many students!!!	28 & 71

67	Reminder	Teachers must conduct a Learning Style Assessment such as The Vark (online) or the Student Learning Style Assessment and reference it in the Pres Levels	29
68	Reminder 	The Phy Ed & Yoga teachers will continue their modified Progress Reports in SESIS. <b>These reports don't automatically "pop up" in SESIS. The IEP Compliance Team opens them manually &amp; they can't do that if they were not informed that the IEP is open!</b>	31
69	Reminder	IEPs are driven by <b>Student Needs</b> . The Counselors must complete the PostSec Goals within one week of the IEP being opened. Teachers and RSPs must complete the Present Levels before developing the rest of the IEP (especially the Annual Goals!)	80
70	Reminder 	The IEP Coordinator enters most of the information on the Cover Page. The Teacher / Case Manager <b>MUST</b> ensure that the date on the Cover Page is the <b>actual date</b> that the meeting takes place on.	35
71	Opinion	Present Levels of Performance are supposed to be written <u>thoughtfully</u> and <u>with great care</u> , so why ever want to refer to them as "The PLOP???"	37
72	Reminder 	Periodic Assessments (i.e. SANDI for Alternate Students and MAP Growth for Standardized Students) <b>MUST</b> be administered a minimum of <b>TWO TIMES per school year — once in the Fall and once in the Spring</b> . If you wish to use any assessment in lieu of the one recommended for a given student's designation (i.e. SANDI for Alternate students and MAP Growth for Standardized students), you must first clear it with your AP.	91
73	Reminder	For Evaluation Results on the Present Levels: In addition to any score or grade level from a Periodic Assessment, you must explain what the score means <b>AND</b> list what the student is and is not able to do independently.	41, 43
74	NEW (2 <sup>nd</sup> yr.)	Be sure that the grade levels reported in the Eval Results match those reported on the Summary Page. The last sentence of the Eval Results must explain how those grade levels were determined	41, 43 & 98
75	Reminder	Ask the Pupil Accounting Sec. (Ms. Vargas) to generate a Testing History Report and reference <i>only</i> the results of tests administered since September 2022. <b>Periodic (Local) Assessment</b> results are reported (& <u>explained</u> ) in the Eval Results section of the Present Levels. <b>State Assessment</b> results are also reported (and <u>explained*</u> ) in the Eval Results.	41- 43


76	<b>Reminder</b> 	For Eval Results on the Present Levels: - When you list the date of <u>the last IEP</u> (i.e. the IEP you reviewed prior to writing the new one, this date comes from the (Conference) Attendance Page of <u>the last IEP NOT</u> the Cover Page!!! - Write the <b>full date</b> ( <u>not just month!</u> ) for every assessment/eval. listed. <b>For SANDI, this means maintaining a log of the exact dates it was conducted)</b>	41
77	<b>Reminder</b> 	The first sentence in Academic Achievement must state the type of diploma or credential that the student is pursuing. The implications of what diploma or credential is being pursued <b>MUST</b> be discussed with the parent at the meeting.	44
78	<b>Reminder</b> 	For the Present Levels the <u>strong recommendation</u> is to use short, declarative statements <u>in bullet format</u> rather than long, narrative paragraphs. All statements must be <i>objective</i> and <i>observable</i> (with the evidence cited). <b>PROOFREAD THE PRESENT LEVELS CAREFULLY BEFORE REQUESTING REVIEW/FINALIZATION.</b> The Academic, Developmental and Functional Needs is the area where our school has had the <b>largest amount of errors</b> (e.g. grammar, spelling, “remnants” not deleted, gender errors.)	112, 51 & 81- 86
79	<b>Reminder</b> 	Student Voice and Parent/Family Voice must be clearly evident in the Present Levels. This is best achieved by using direct quotations from the Level 1s and from conversations held before and during the IEP meeting. If you request “sentence starters”, note that they are set up for direct quotations (e.g. During the meeting Lousia said: “I need to learn how to alphabetize files.”) <b>BUT IF you prefer to use indirect quotations</b> (e.g. During the meeting Louisa said that she needs to learn how to alphabetize files.) then be sure to delete the colon and quotation marks that were part of the “sentence starters.”	38- 55
80	<b>Strong Reminder</b> 	While the Academic, Developmental and Functional Needs of the Student section specifically asks about concerns of the parent, this is also where the concerns of the Teachers, RSPs and the student herself/himself are listed. Over the last 4 years there have <i>still</i> been cases where staff were listing only the parents’ concerns!!! Worse, there were still cases of staff writing “Parents have no concerns.”!!! <b>If you only list Parent Concerns in this section, you’re AP will have to approve that.</b>	47


81	Reminder	Counselors (Behavioral Needs) & Teachers (Academic Needs) have shared responsibility for the <b>Management Needs</b> section.	37 & 51
82	Reminder	There must be alignment between the <u>Acad.</u> Needs listed in Management Needs and the Test Accomms.	93
83	Clarification	<b>Management Needs should not be confused with things that the student must learn/master.</b> Those are covered earlier in the Academic, Developmental and Functional Needs of the Student and Social Development Needs of the Student and later in Transition Needs. For this section the “needs” refer to supports that <u>staff must provide</u> for the student to be successful at this time.	51
84	REMINDER	<b>General Education MUST be considered for EVERY student even though, in most cases at our school, it will be rejected.</b> A reason for rejecting it must be given in “The Effect Statement.” The Teacher is responsible for individualizing “The Effect Statement”. <b>PLEASE PROOFREAD THIS SECTION CAREFULLY BEFORE REQUESTING REVIEW / FINALIZATION.</b> It is probably the area were the <u>second largest number of errors</u> (e.g. grammar, spelling, template directions / remnants not deleted, gender errors) have been found.	53
85	Reminder 	The Teacher must complete, sign and scan / upload the Least Restrictive Environment (LRE): Procedural Checklist (see Appendix) prior to completing the Recommended Special Education Programs and Services Page. When not uploaded, it creates a disconnect w/ “the Effect Statement” which refers to the document.	54
86	Reminder	For Student Needs Relating to Special Factors: - The IEP Coordinator completes most parts of this section. - The Counselor enters all information related to FBAs/BIPs (when needed). - The Speech Teacher and Hearing Teacher are responsible for checking the boxes relevant to their services.	35
87	Keep in Mind	The transition to postsecondary school life begins the day our students enroll in our school! Some students will transition to college, some to a training program and others directly to a career. Each and every student on our roster is considered a “Transition Student” and her or his IEP must reflect this!	80-90



88	<b>Reminder</b>	The Counselors are reminded that when a student needs an FBA and/or a BIP, they need to be set up “internally” in SESIS as well as faxed in “externally”.	75
89	<b>Reminder</b>	The first things the Counselors should enter on the IEP are the PostSec Goals. They must do so within 1 week of the IEP being opened as the Teacher cannot develop the Transition Needs, Coordinated Set and Annual Goals w/o these. They are drawn from the Stud. Lev. 1 Voc and conversations with the student.	80
90	<b>Reminder</b>	For several years now State Ed has required that the PostSec Goals be phrased as simple “Student will ...” statements. We should <b>no longer be writing “Upon completion of secondary school...”</b>	80
91	<b>Reminder</b> 	<b>POST</b> Secondary Goals reflect what the student hopes to be doing <b>AFTER graduating / aging out</b> . Therefore, statements like “Lakisha will graduate with a Regents diploma” or “Ahmendi will go to one of our full time worksites” are <b>NOT POST</b> Secondary Goals.	80
92	<b>Reminder</b>  	With the Student’s PostSec Goals in mind, the Teacher develops an <b>individualized</b> set of Transition Needs. These needs should also be referenced in the Academic, Developmental and Functional Needs of the Student in the Present Levels. These Transition Needs should be addressed in the Coordinated Set (of Transition Activities) and as at least one Annual Goal for Alternate students (recommended, but optional, for Standardized students).	81-90
93	<b>Reminder</b>	Link <b>Trans Needs</b> to either <b>Transition Activities</b> (in the Coordinated Set) or <b>Annual Goals for Transition</b> . Each activity should reflect the student’s skills & interests identified in the Pres Levs.	81-90
94	Reminder  	Annual Goals are needs-driven & each one <b>MUST</b> clearly address a <b>prerequisite need / access skill*</b> identified in the Present Levels and/or Transition Needs section of PostSec Goals page. These needs should have been flagged for Annual Goals when you wrote the Pres Levs. Annual Goals must be <b>individualized</b> . Best practice is to contextualize the goals by incorporating student interests and preferences particularly in relation to the student’s PostSec Goals. *See page 65 for more information on what is meant by a prerequisite need / access skill*	59 & 65

95	<b>Update</b>	Annual Goals must be written as SMART Goals (Specific, Measurable, Achievable, Relevant and Time-bound*) *While we no longer write “Within one year,” a one-year time frame is implied in the term Annual Goal. Also, there is a timeframe embedded in the criteria and schedule aspects of the goal.	57
96	<b>Reminder</b>	Each student needs at least one Annual Goal for: a) Literacy (Next Generation aligned) b) Numeracy ( Next Generation aligned) and c) Each Related Service. <b>d) ALL students, Standardized as well as Alternate, must have at least 1 Transition Skills Goal.</b>	58
97	<b>Reminder</b>	Annual Goals related to learning new vocabulary must list the words to be learned.	70
98	<b>Reminder</b>	For every Method of Measuring Progress that you select, the expectation is that you will collect data via that method and be prepared to present upon request by: the student, the parents, future teachers of that student, administrators, and/or D75 / DOE / State Ed representatives. It is therefore <b>highly recommended</b> that you select no more than <b>one or two</b> progress monitoring methods.	62-63
99	<b>Reminder</b>	Students with a BIP must have an Annual Goal that measures progress made on the Replacement (Appropriate) Behavior described in the BIP. The Replacement Behavior Goal is separate from the Counseling Goal.	58
100	<b>Reminder</b> 	<b>DO NOT</b> preface Annual Goals with the phrase “Within one year . . .” or “By June 2024 . . .” <b>DO NOT</b> write “Student will be able to . . .” . . . just write “Student will . . .” <b>DO NOT</b> list SANDI Item Numbers in the Goal <b>DO NOT</b> select any of the following as Method of Measurement: Teacher / Provider Observations and <b>definitely NOT</b> Verbal Explanation.	57-66



101	<b>Reminder</b> 	<p>The criteria for mastery of the Annual Goal must be expressed <b>both</b> in terms of “<i>How well does the student need to perform?</i>” (usually expressed as a percentage) <b>AND</b> “<i>How often does the student have to perform that well?</i>” / “<i>How many times does the student have to perform that well?</i>” Criterion like “80% accuracy for 4 of 5 consecutive trials” are seen frequently. But note that the “How well?” component need not “equal” the “How often?/ How many times?” component. For example, criterion like “75% accuracy for 4 of 5 consecutive trials” or “90% accuracy for 3 of 5 consecutive trials” are completely legitimate. Apparently, State Ed likes “for ____ of ____ consecutive trials” (even though that is a bit redundant... I guess they want to be extra sure we are not “cherry picking” the trials to report.</p>	61
102	<b>Reminder</b>	<p>When you write the Short Term Objectives (STOs) for Alternate Assessment students this <b>should not be</b> done by creating STOs expressed as <b>increasing percentages (or ratios) of accuracy</b>. STOs should be developed by breaking down the larger skill into its component parts. If on some rare occasion you feel the STOs can only be expressed as percentages of accuracy you must first discuss it with your AP.</p>	64
103	<b>Reminder</b>	<p>Please Review “What Annual Goals Are . . . And Are NOT” &amp; the Field Advisory on Standards Based IEPs.</p>	66-67
104	<b>Reminder</b>	<p>Bloom’s Taxonomy and Webb’s Depth of Knowledge Chart provide useful “observable and measurable” verbs to consider when writing Annual Goals.</p>	68-70
105	<b>Important Side Note</b>	<p>When RSPs enter Encounter Attendance for a student for the <b>first time</b> you <b>MUST</b> enter the exact duration from the mandate in the IEP. If that does not coincide with the time you actually saw the student you can log an event with the exact duration. In <b>sub-sequent sessions</b>, document the exact length of session.</p>	n/a
106	<b>Reminder</b>	<p>Teachers enter the information for Health Paras. Counselors enter the information for Behavior Support Paras. Remember to fill in the “justification box” at the top of the page.</p>	75-76

107	Reminder	All students w/ a Behavior Support (Crisis) Para must have an FBA and BIP, but a student can have a BIP without having the 1:1 para.	58 & 75
108	Reminder	In addition to Classroom Paraprofessionals, we offer the following types of 1:1 Paraprofessionals when needed: Behavior Support (Crisis) , Health, Transportation & in certain cases Alternate Placement (Language). <b>Note that the NYCDOE does not offer 1:1 Paraprofessionals for Academic Support!</b> If you are having difficulty differentiating instruction for a specific student, consult with your AP or School Based Coach.	77
109	Reminder	<b>Transportation Paraprofessionals</b> are no longer added on the Recommended Program page. If the student requires a Transportation Paraprofessional as per their last finalized IEP, let the IEP Coordinator know when you complete the Request to Open Draft IEP form and he will attend to making sure it is on the new IEP.	77
110	Clarification 	The Coordinated Set should be a <u>lengthy</u> <b>individualized</b> list of transition related activities. Statements of the obvious, such as “Josie will receive instruction in Math” or “Stefan will prepare for the Living Environment Regents” are not nearly specific enough and are <u>not</u> reflective of Specially Designed Instruction (SDI). <b>Stating that a student will apply for summer youth is a good, though insufficient Transition Activity for Development of Employment.</b>	86-90
111	Clarification	Each sentence in the Coord Set should be <i>very specific</i> in relation to the student’s needs outlined in Transition Needs and Pres Levels.  State Ed mentioned that they will look at this area very closely during the next SPP-13 Review.	86-90
112	Reminder	- The Instruction Activities should begin: “(Student Name) <b>will receive instruction in</b> _____ so as to prepare her/him to/for_____.”	86
113	Reminder	- The Related Service, Community, Employment and ADL Activities should begin: “(Student Name) <b>will participate in a</b> _____ (describe activity) _____ <b>activity to develop</b> _____ <b>skills so as to prepare to/for</b> _____”	86

114	<b>Reminder</b>	The Teacher completes the Testing Accommodations section after consulting all teachers that student sees. <b>These Accommodations MUST reflect information about the students Acad. Management Needs and Learning Style listed in the Present Levels.</b>	<b>93-95</b>
115	<b>Reminder</b>	If an Alternate Assessment student needs “human read aloud” for NYSAA, it must be noted under both Management Needs and Testing Accommodations.	<b>93</b>
116	<b>Reminder</b>	Appendix J from the NY Department of Education outlines the specifications of <b>Allowable Testing Accommodations</b> . Be sure to consult with your AP before adding or removing Testing Accommodations. The regulations guiding the <b>scribe accommodation</b> are very specific and complex. It is not merely dictation. We should not be giving this accommodation in most cases. <b>IF you feel the student needs a scribe, discuss it with your AP early in the school year.</b>	<b>94-95</b>
117	<b>Clarification</b>	Testing accommodations should not be provided for the first time during a State assessment. Students should have experience in using the recommended testing accommodations during instruction and classroom.	<b>94</b>
118	<b>Reminder</b> 	Each time a Report Card is sent home, Teachers and RSPs must also generate, print and send home Progress Reports for the Annual Goals.	<b>116-119</b>
119	<b>Strong Reminder</b>	The <b>Teacher</b> must complete the Other Options Considered section. General Education <b>MUST</b> be considered. It is recommended at least that one placement more restrictive and one placement less restrictive than the recommended placement be considered (for a minimum total of 3 Other Options Considered – minimum.)	<b>100</b>
120	<b>Reminder</b> 	School Policy is that if you do not have a <b>completed proposed draft</b> (save for student, parent and additional staff input) let the student, parent and your AP know that you will be holding a pre-IEP Conference that will require a follow up meeting in-person or by phone.	<b>101</b>

121	<b>Reminder</b>	At the start of the meeting, the Teacher is to remind all present, especially the student and parents, that what is being presented at the meeting is only a DRAFT and that nothing is “set in stone” until they receive a Prior Written Notice (PWN) from the IEP Coordinator. If they disagree with the finalized IEP and the PWN they should review the Procedural Safeguards Notice (emailed or sent home by the IEP Compliance Team) and contact the IEP Coordinator.	<b>104</b>
122	<b>Reminder</b>	Also, remind the parents that signing the Conference Attendance Page indicates that a person was <b>at</b> the meeting, <b>not</b> that they <b>agreed with</b> what was written in the IEP DRAFT.	<b>104-105</b>
123	<b>Reminder</b>	<ul style="list-style-type: none"> <li>- Chancellor’s Regulation A-663 requires schools to translate Individualized Education Programs (IEPs) and other special education documents upon request of a parent whose primary language is a DOE covered language (Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu).</li> <li>- If the parents of your student speaks any of the above languages as a primary language ask the parents if they would like the IEP translated at no cost to them.</li> <li>- If they would like the translation done, check off the appropriate box on the IEP Finalization Request Form and the IEP Coordinator will request the translation.</li> </ul>	<b>23</b>
124	<b>Reminder</b>	Teachers and RSPs must finalize any documents that they upload to SESIS. Be careful <b>NOT TO FINALIZE THE IEP</b> by accident! <b>Once finalized it cannot be un-finalized</b> without going through an extensive Document Control Request process.	<b>109</b>
125	<b>STRONG REMINDER</b>	Please remember that the IEP and Related Documents, as with all Student Records, are to be kept confidential. Make sure nothing printed outside your own printer is left in or near that other printer. <b>Make sure that all IEPs and Related Documents are shredded before being disposed of.</b>	<b>110</b>
126	<b>Clarification</b>	It is State Ed / DOE / D75 Policy that the current IEP Team is responsible for the contents of the student’s current IEP, regardless of where it was originally developed. Keep this in mind as you conduct the 408 IEP Review.	<b>5</b>

<b>127</b>	<b>Continued Policy</b>	If there are numerous and/or egregious errors made by staff (still) working at 754X, Administration has the discretion to assign them the task of amending the IEP.	<b>111</b>
<b>128</b>	<b>Continued Policy</b>	Main Site and Worksite Parental Requests for Re-evaluations should be given to Mr. Hoehn who will pass it on the SAT. Bxwood Parental Requests for Re-evals should go to Ms. Rivera.	<b>122</b>
<b>129</b>	<b>Reminder</b>	Review the Responsibilities Charts for: Annuals, (Re)Evaluations & “Collapsed Triennials”	<b>125-127</b>
<b>130</b>	<b>Reminder</b>	If IEP Coord makes a recommended change you disagree with, please consult your AP who will determine whether the change needs to be made or not.	<b>30</b>
<b>131</b>	<b>Reminder</b>	The Teacher must complete <b>all sections</b> of the IEP Finalization Request Form ( <b>embedded in, or attached to, an email</b> ) and send it to the IEP Coordinator. <b>ALL sections must be completed</b> , including the BRIEF description of concerns raised at the meeting and a BRIEF description of how they will be addressed. <b>Incomplete requests will not be processed.</b> The IEP Coord. needs the information you will be providing to a) confirm that the IEP has been completed correctly and b) to complete the Prior Written Notice (PWN).	<b>113</b>

**REMINDER!**

Request Finalization of the IEP **ONLY IF** the team:

- has proofread the IEP a) for completion of **ALL** sections and b) for grammar & spelling!
- has addressed **ALL** concerns the IEP Coordinator has raised!
- has uploaded & finalized **ALL** required docs!