

Mission: Inspiring student's tomorrow leaders beyond Academy Field.

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IEP Cheat Sheet:

Evaluation Results:

- Results of most recent individual evaluation of students

Academic Achievement:

Activities of Daily Living:

How independent is this student?

- Does the student transition independently?
- Is the student able to handle responsibility?
- Is the student able to stay organized & manage time efficiently?

Levels of Intellectual Functioning:

- How is the student performing in class?
- Is the students able to follow instructions?
- How are the student's ideas expressed?
- What is the student's problem solving ability like?

Adaptive Behavior

- How does this student adapt to his/her surroundings?
- How does the student handle transitions & change?
- To what extent does the student maintain focus in the classroom?
- Is the student able to follow classroom rules & procedures?

Expected Rate of Progress in Acquiring Skills and Information

- How quickly does this student make progress?
- Does the student make a year's worth of progress during a school year? More or less?
- Is the student making progress throughout this school year?

Learning style

- Is the student a visual, auditory, or kinesthetic learner?
- What kind of activities and interventions help this student learn?(Give helpful suggestions so that a teacher who never met this student will have an understanding of what works and what does not work)

Student Strengths

- Where does the student excel in the classroom?
- What are the student's areas of strength?
- What does the student feel confident doing?
- How does this connect to transition goals? Career and College Readiness?

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Preferences

- How does the student prefer to learn?
- What subjects does the student enjoy?
- What class activities does the student enjoy?

Interests:

- What does the student enjoy (academic/social interests, hobbies, etc.)
- How does this connect to transitional/career goals?

Academic, development & Functional Needs:

- *What does the student need in order to be successful?*
- *What interventions have worked with this student?*
- *What accommodations & modifications have worked for this student?*
- *What supports or services have been effective?*

Social Development

The Degree and Quality of Student's relationship with peers & Adults, feeling about self & social adjustment to school and & Community Environment:

- How does this behave in the classroom?
- Does this student make eye contact?
- How does the student relate to adults? To Peers?
- How does this student handle stress?
- How is the student's etiquette?
- How does this student present him / herself?

Student Strengths:

- In what ways does this student excel socially?
- In what ways does this student show confidence in social situations?
- How does this connect to transition/career goals?

Social Development Needs of the Student:

- What are some needs of the student socially?
- What interventions have worked with this student?
- What supports or services have been effective?
- Be sure to include input from the student & the parents

Physical Development:

The degree and quality of the students motor sensory development, health, vitality & physical skills or limitations which pertain to the learning process:

- How are this student's motor skills?
- What is the quality of the student's handwriting?
- Are there any physical limitations?
- Does the student have mobility problems?

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Student Strengths:

- In what ways does this student excel physically?
- Is the student athletic?
- Does the student participate on any school or community athletic teams?
- How does this connect to transitional / career goals?

Physical Development Needs of the Student:

- What are some needs of the student physically?
- What interventions have worked with this student?
- What supports have been effective?

Student Needs Relating to Special Factors:

- Be sure that all questions and sub- questions are answered. If a questions does not apply to a student, do not leave it blank, check N/A

Measureable Post-Secondary Goals

- Education/ Training: what type of institution will the student attend after school & what will he or she study?
- Employment: What will the student do for a living?
- Independent Living Skills: What will the student need to be able to do that he or she cannot do now in order to live independently after leaving high school?
- Transition Needs: What courses will the student need to take in order to prepare to meet these goals?

Measurable Annual Goals:

- Goals should be appropriate for the student's abilities and should address the needs identified in the PLOP. The goals should be SMART. Be sure that is realistic for the student to complete the goal within the year that this IEP will be in effect.
- Short- Term Instructional Objective should only be completed for New York State Alternate Assessment (NYSAA) students

Reporting Progress to Parents

- The number of time per year should correspond to the number of report cards that a school gives out. Therefore, every IEP in a given school have the same number here.

Management Needs:

- Environmental Resources: (e.g. consistency in routine, limited auditory & visual distractions, adaptive furniture, etc.)
- Human Resources: (e.g. organizational systems, note- taking assistance, help getting to classes, positive behavior reminders, etc.)

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- Material Resources: (e.g. instructional material such as graphic organizers, checklists, vocabulary cues, translation, images, books on tape, etc.)

Effects on Student Needs on Involvement in General Education Curriculum:

- How does the student's disability affect his or her involvement or success in general education?
- For NYSAAA students, check the second box and then identify that the student is a NYSAAA student and completes datafolios. Be sure to explain why the student's cannot participate in the general assessment and why NYSAAA is appropriate for this particular student.

Special Transportation:

- Select "None" for a student who does not need special transportation.
- Select "Students Needs Special Transportation Accommodations" for student who needs this service. If this is selected, you must specify what type of transportation or accommodations the student requires.

Recommended Special Education Programs & Services

- Special Education Program: Specify which Special Education Program(s) (Special Class, ICT – 4 core subjects, Resource Room) the student will be instructed in. If the student will be in ICT 4 periods of the day, you must list ICT 4 times and for each one identify the subject. It is assumed that for any not listed, the student will be in a general education setting.
- Related Services: Specify which Related Service(s)(e.g. counseling, O.T,P.T, speech, vision etc.) the student needs. For a group of 8, choose group service. For a group size 2- 7 choose other and then select the number of students in the group.
- Supplementary aid & Services/program Modifications/Accommodations

12 Month Service and or Program

- Will the student be receiving services during the summer months? If yes, be sure to complete the rest of the section answering all questions and completing all fields.

Testing Accommodations

- If the student does not have any testing accommodations, be sure to check the "none" box.
- - Testing accommodations: Select the testing accommodations that this student needs, based on area identified in the PLOP.
- Conditions: Describe the type, length, and purpose of the test for which the student should receive the specified accommodation.
- Implementation Recommendations: Make the accommodation more specific by explaining how this accommodation should be carried out. (E.g. amount of extended time, type of setting for a special location, etc.)

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Manifestation of Disability Hearing

- For Students with Disabilities a manifestation determination review must be conducted:
 - When a student is being suspended for more than 10 days out of school;
 - Patterns of suspensions which, when combined, totals more than 10 days in a school year;
 - When a Superintendent's hearing is being conducted and is considering upon a guilty verdict a suspension greater than 10 days;
- While Newburgh in the past has used Manifestation teams, manifestation determination will be conducted through the CSE process;
- Manifestation Determination must include:
 - Description of the student action that caused suspension;
 - Relevant information in the student file including:
 - IEP
 - FBA/ BIP if appropriate
 - Past and present disciplinary records
 - Most current Evaluations
 - Teacher input
 - Any other relevant information