

The background of the slide is a solid brown color with a faint, stylized pattern of autumn leaves in various shades of brown and tan. The leaves are scattered across the entire background, creating a seasonal theme.

AMITYVILLE UNION FREE SCHOOL DISTRICT

Annual Review and IEP Development

Professional Development
November 2011

Overview for Today

The New State IEP – Year Two
Teacher Statement Form

Program Duration Handout

Rules for TORC

Present Levels of Performance (SPAM)

Annual Goals

Measurable Post Secondary Goals

Coordinated Set of Transition Activities

Questions

New State IEP Highlighted Changes

- Prior Written Notice
- Documenting Parent Concerns
- Coordinated Set of Transition Activities
- Measurable Post-Secondary Goals
- Present Levels of Performance (SPAM)
- Strengths-based, More individualized
(Less pull downs)

The New State IEP – Year Two

Compliance

versus

Best Practice

(as measured by quality indicators)

AUFSD Under Review

Indicator 4:

Suspension of Students with Disabilities

Indicator 13:

Secondary Transition

Indicator 14:

Post-School Outcomes

Annual Review Defined

Regulations of the Commissioner of Education

Part 200 – Students with Disabilities

Pages 60 and 61

“The individualized education program (IEP) of each students with a disability shall be reviewed and, if appropriate, revised, periodically but not less than annually to determine if the annual goals of the student are being achieved. Any meeting to develop, review or revise the IEP of each students with a disability...shall be based upon review of a student’s IEP and other current information pertaining to the student’s performance.”

Annual Review Defined - 2

(1) Such review shall consider the following factors:

- (i) the strengths of the student;**
- (ii) the concerns of the parents for enhancing the education of their child;**
- (iii) the results of the initial or most recent evaluation of the student**
- (iv) as appropriate, the results of the student's performance on any State or district-wide assessment programs;**
- (v) the academic, developmental and functional needs of the student;**
- (vi) the special factors described on paragraph (d)(3) of this section; and**
- (vii) the educational progress and achievement of the students with a disability and the student's ability to participate in instructional programs in regular education and in the least restrictive environment.**

Annual Review - 3

(2) If appropriate, the IEP must be revised to address:

- (i) any lack of expected progress toward the annual goals and in the general education curriculum;**
- (ii) the results of an reevaluation conducted pursuant to the Part and any information about the student provided to, or by, the parents;**
- (iii) the student's anticipated needs;**
- (iv) or other matters, including a student's need for test accommodations and/or modification and the student's need for a particular device or service (including an intervention, accommodation, or other program) in consideration of the special factors contained in paragraph (d)(3) of this section in order for the student to receive a free appropriate public education.**

**HANDOUTS: Guidelines for Annual Review Memo
Teacher Statement Form**

Initial Evaluation and Reevaluation

Initial Evaluation

Requires a full WIAT III or other educational assessment .
(e.g.: Woodcock-Johnson III Tests of Achievement).

Reevaluation

“...the reevaluation shall be sufficient determine the student’s individual needs, educational progress and achievement, the student’s ability to participate in instructional programs in regular education and the student’s continuing eligibility for special education.”

Present Levels of Performance and Measurable Annual Goals

Present Levels of Performance drive the Measurable Annual Goals which in turn drive the IEP.

HANDOUTS:

- SPECIAL EDUCATION PROGRAM DURATIONS
- RULES FOR TORC
- WRITING EFFECTIVE IEPs
- QUESTIONS & ANSWERS ON IEP DEVELOPMENT
- PRESENT LEVEL OF PERFORMANCE AND INDIVIDUAL NEEDS
- ANNUAL GOALS, SHORT TERM OBJECTIVES AND BENCHMARKS
- QUALITY INDICATOR CHECKLIST

The New State IEP Timeline

Effective for all 2011-2012 and 2012-13 IEPs

Parent/guardian must receive copy of Prior Written Notice finalized IEP before the start date of any program or related services. Best practice would be to finalize at the CSE.

Implication:

IEP must be finalized and sent home within 5 days of meeting.

The image shows the classic Jeopardy! logo. It features the word "JEOPARDY!" in a bold, white, serif font with a slight 3D effect. The text is centered within a dark blue rectangular box with a thin gold border. Above and below this box are two gold-colored, trapezoidal shapes that resemble stylized wings or a banner. The entire logo is set against a solid dark blue background, which is itself framed by a thick orange border.

JEOPARDY!