



Frequently Asked Questions

Transitioning from the current IEP to the New York State IEP

Q. The new NYS IEP seems to be in a different format and sequence than the current NYC IEP form. What is the rationale for this?

A. The IEP form has been developed by the New York State Education Department to “present Committee recommendations in the same sequence that the development of IEP recommendations should occur, beginning with present levels of performance, and, for adolescent students, post secondary goals and transition needs, followed by identification of the goals the student is expected to achieve in the school year the IEP is to be in effect. These sections are followed by recommendations to provide the student with the needed special education services, accommodations, modifications, etc. to assist him/her reach those annual goals.” [NYS Directions, attachment 3].

Q. The current NYC IEP includes information on page 1 regarding the parent/guardian, preferred language, additional contact info, and agency involvement. Where will I be able to document this information now?

A. Information about the student and his/her family will be included in the SESIS system. The Student Information Summary page that will be attached to the IEP will contain basic identifying information about the student.

Q. Page 2 of the current NYC IEP contains the IEP Meeting information and signatures of all in attendance at the IEP meeting. Where will contact with the parent/guardian be documented on the new NYS IEP? Will there be a place for everyone in attendance at the meeting to sign?

A. There is a place in SESIS in which all contacts are documented. All notices are also maintained in SESIS. For the IEP, a separate attendance sheet is generated by SESIS. In addition, information from the meeting notice will automatically populate the IEP form, although you will be able to make changes if needed.

Q. On page 2 of the current NYC IEP, any changes or modifications being made at the meeting are indicated under the conference result. Where should these be documented on the new NYS IEP?

A. The new State IEP form may not contain any item not required by regulation; therefore districts cannot include any items not required by regulation in the actual IEP. Recommendations are indicated, and SESIS will capture any changes.

Q. On the current NYC IEP, there are separate pages for academic performance and social/emotional performance. It is common for related service providers to add input into these pages. What will the protocol be for all staff contributing their information as well as their goals for the student?

A. Separate sections remain for academic achievement, social development, physical development, and management needs. The form includes fields for the IEP Team to document the students' strengths and needs, including the concerns of the parents, in each of these areas. In the electronic format these sections will expand as information is entered so there is no space limitation. Service providers should continue to collaborate on the development of the IEP and will have access prior to IEP meetings so that they can input information and goals to create the draft IEP.

Q. On page 9 of the current NYC IEP, we are able to indicate changes made to related services (continue, modify, terminate). Should these changes be indicated on the new NYS IEP?

A. Recommendations made by the IEP Team are documented on the IEP regardless of whether they are new, continued, or modified. Termination of any service is reflected by the absence of any recommendation for that service in the most recent IEP. If there is a change from the previous year it will be captured in SESIS.

Q. Is there a way to indicate group size for related services?

A. We can only indicate if the student will receive the service in a group or individually.

Q. On page 9 of the current NYC IEP, testing accommodations are listed. Do conditions and implementation recommendations need to be listed for each testing accommodation on the new IEP form?

A. Yes. This information was always required, and in the new IEP form there is a place to list this information. For example, "extended time" may be listed under "testing accommodation", "all" under "conditions", and then the specific amount of extended time under "implementation recommendations."

Q. The current NYC IEP has an entire page dedicated to health and physical development, including places to list medications, health procedures, etc. Should all of this information be listed under the physical development portion of the new NYS IEP?



A. Yes, this would be the appropriate place to list any health or medical concerns and needs, as well as strengths. Remember that the section will expand so there is not space limitation to what can be entered.

Q. With regard to the "Participation with Students without Disabilities" section of the State's model IEP form, should this be indicated as a percent only or should a narrative be included?

A. This information could be documented as specific activities that the student will not participate in with his/her nondisabled peers. While a narrative explanation is not required, there is nothing that would preclude the IEP Team from including this information if it chose to do so.

Q. Is there any additional information that needs to be on the new IEP form, which was not previously included in the NYC IEP?

A. When indicating "Special Class" and/or "ICT" it is necessary to choose the subject area in which the Special Class or Integrated Co-Teaching is needed. It is assumed that because a student requires a Special Class or Integrated Co-Teaching in a particular subject area, this does not mean that it is required in any other subject area unless indicated.

Q. How is the projected date of the IEP determined and added by system?

A. There is a default date indicated, but this date can be altered as long as the date of projected review remains within one year of the projected implementation date.

Q. Where can I access additional information?

A. <http://www.vesid.nysed.gov/specialed/formsnotices/IEP/memo-Jan10.htm>