

IEP 101:

A GUIDE TO THE INDIVIDUALIZED EDUCATION PROGRAM



**Hainesport Township School District
Special Education Parent Advisory Group**

February 2020

HAINESPORT TOWNSHIP SCHOOL DISTRICT CHILD STUDY TEAM

- **Marie DeWitt**, *Learning Disabilities Teacher Consultant*
- **Tracey Huster**, *School Social Worker*
- **Kelly Murphy**, *Speech-Language Pathologist*
- **Marjorie Pollock**, *School Psychologist*

TITLE PAGE

- Reason for IEP
- Student's identifying information
- Current Grade / Projected Grade / Case Manager /
Classification Category / Time spent in general education
- Important dates

STATEMENT OF SPECIAL EDUCATION AND RELATED SERVICES

Student's Special Education Program

- Extended School Year Program (if applicable)
- Related Services
- Academic Program
 - General Education with Accommodations
 - General Education with Adult Support
 - In-Class Resource (ICR)
 - Pull-Out Resource (POR)(Small Group Instruction)
 - Self-Contained (SC)
- Dates, Frequency and Duration are stated on this page

MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES

Modifications

- Environmental and curricular adaptations specific to the student to promote success in the classroom

Supplementary Aids and Services

- Related Services
- Other tools needed to facilitate the student's success in the classroom

PARTICIPATION IN DISTRICT WIDE AND STATEWIDE ASSESSMENT

New Jersey Student Learning Assessment (NJSLA)

(required by the state for students in third through eighth grades)

Students receive individualized accommodations based on their needs.

EDUCATIONAL HISTORY AND EVALUATION SUMMARY

Educational History ~ A brief summary of your child's educational history.

Evaluation Summary ~ Summaries of the evaluations that have been conducted.

Statement of Eligibility ~ Your child's classification and rationale.

Health/Medical Background ~ Any health or medical concerns, if applicable.

Other Needs/Recommendations ~ as applicable

Preschool Accommodations and Modifications ~ as applicable

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFPs)

A statement of the child's present level of academic achievement and functional performance including,

- ~ How the child's disability affects the child's involvement and progress in the general education curriculum.
- ~ For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

STRENGTHS AND OTHER NEEDS

- Strengths of the student
- Needs: Academic, Developmental, Functional (routine activities of everyday living, i.e., social skills, study skills) or any other needs
- How Disability Affects: How the student's disability affects the child in the classroom

SPECIAL TEAM CONSIDERATIONS

- Determine if a particular device or services is needed to help the student be successful in the classroom

- Visually impaired

- Hearing impaired

- Communication needs

- Limited English Proficiency

- Assistive Technology

- Health Issues

- Behaviors - *If behavior impedes the student's learning or the learning of others, the IEP team must consider, when appropriate, strategies including positive behavioral interventions and supports to address that behavior.*

- Additional Parental/Guardian Concerns

GOALS AND OBJECTIVES

- These are goals that the child can reasonably accomplish in a year.
- The goals are broken down into short-term objectives or benchmarks.
- Goals may be academic, address social or behavioral needs, relate to physical needs, or address other educational needs.
- The goals must be measurable, meaning that it must be possible to measure whether the student has achieved the goals.

ATTENDANCE, CURRICULAR, INSTRUCTION, DISCIPLINE, SUPPORTS FOR SCHOOL PERSONNEL, PROGRESS REPORTING

Attendance: Unless otherwise indicated, the student is required to adhere to the school attendance code.

Curricular, Instruction, or Discipline Modifications: The Curricular and Instructional Modifications are provided as needed on an individualized basis. Students are expected to adhere to the school discipline code unless otherwise indicated.

Supports for School Personnel: These may include, but are not limited to, training, consultation, and access to research-based materials and resources in programming to assist the student.

ATTENDANCE, CURRICULAR, INSTRUCTION, DISCIPLINE, SUPPORTS FOR SCHOOL PERSONNEL, PROGRESS REPORTING

Progress Reports:

- Quarterly (Sent home with each report card)
- Report Cards: Quarterly
- IEP Meetings: As Needed
- Parent teacher conference: As Needed
- Reevaluation: Every three years, or as needed

BEHAVIORAL INTERVENTIONS

When needed, a behavior intervention plan must be included in the IEP.

The behavior intervention plan targets a student's undesirable behaviors by clearly stating the expected behavior; prior interventions that have been either successful or unsuccessful; positive behavioral supports; and how the effectiveness of the interventions will be measured.

PLACEMENT IN LEAST RESTRICTIVE ENVIRONMENT

The aim of the IEP is to always optimize programming for students in an environment that is closest to the general education setting, while still meeting his or her unique learning needs.

This means that they should spend as much time as is possible with students who are not receiving special education services.

EXTENDED SCHOOL YEAR

- The team determines if an individual needs an extended school year (ESY) program. This program provides an extension of special education and related services beyond the regular school year.

NOTICE REQUIREMENTS FOR IEP AND PLACEMENT

- Describes why this IEP has been implemented (i.e. Initial Evaluation, Annual Review, Reevaluation).
- The procedures, tests, records, or reports and factors used to determine the IEP.
- Any parental requests for the IEP are indicated here.

PROCEDURAL SAFEGUARDS STATEMENT

This page explains how you can obtain a copy of the Parental Rights in Special Education (PRISE) booklet, which is a booklet explaining your parental rights of having a child that receives special education services.

CONSENT FOR IEP IMPLEMENTATION

Parents have to sign to indicate that they agree with the IEP. There are three options:

Option #1: Consent for initial IEP implementation

Option #2: IEP is intended to be implemented before the 15-day notice period has expired.

Option #3: IEP is intended to be implemented after the 15 days have expired.

IEP PARTICIPANTS AND SIGNATURES

- This page indicates who participated during the meeting, their signature, and the date the meeting was conducted.