

WHAT IS AN IEP?

SEPAG - FEBRUARY 22, 2022

WHAT IS AN INDIVIDUALIZED EDUCATION PLAN?

SPAN VIDEO - What is an Individualized Education Plan?

<https://youtu.be/TICn2lFOkcU>

THE ROLE OF THE PARENT

SPAN VIDEO - What is the role of the parent?

<https://youtu.be/vXHfIpz0luI>

Rolling River School District200 Main Street
Rolling River, NJ 07843

This is a sample document to show the format and the components of an IEP only. The content of this sample IEP is not intended as a best-practices example as content has been entered to display a particular format only.

INDIVIDUALIZED EDUCATION PROGRAM**STUDENT / GUARDIAN INFORMATION****Student:** Jonathan West
Address: 82 Spruce Lane
Rolling River, NJ 07843**Contacts:** David West, Father
Ariel West, Mother**School Year:** 2011-2012
2012-2013**Special Alerts:** Jonathan is highly allergic to peanuts and walnuts.**Date of Birth:** 04/22/1996
Age: 15:10**Home/Mobile #:** H: (908) 547-8766 M: (908) 234-5873
Home/Mobile #: H: (908) 547-8766 M: (908) 242-3654
Case Manager: Annie Barrett
Annie Barrett**Gender:** Male
Native Language: English**Work #:** (908) 478-1111
Work #: (908) 845-6000
School: Rolling River High School
Rolling River High School**Local ID:** 879625489
State ID: 0021547856
Home #: (908) 547-8766
Email: dwest@aol.cxx
Email: awest@aol.cxx
Grade: Grade 10
Grade 11**MEETING OR AGREEMENT INFORMATION****Date:** 03/02/2012
Reason: Reevaluation Eligibility Determination with Annual Review**IEP INFORMATION****Projected IEP Start Date:** 03/03/2012
Projected IEP End Date: 03/02/2013
Behavior Intervention Plan: No
Modifications: Yes
Supplementary Aids and Services: No
Assistive Technology: No
Supports for School Personnel: Yes
Testing Accommodations: Yes**MOST RECENT ELIGIBILITY INFORMATION****Determination:** Eligible for Special Education and Related Services
Classification: Specific Learning Disability
Extended School Year: No
Most Recent Annual Review Meeting: 03/02/2012
Most Recent Reevaluation Eligibility Meeting: 03/02/2012
Consent to Waive Reevaluation Received:
Reevaluation Due by: 03/01/2015**INITIAL ELIGIBILITY INFORMATION****Initial Referral:** 01/14/2000
Initial Consent to Evaluate: 01/31/2000
Initial Eligibility Determination: 03/01/2000
Initial IEP Meeting: 03/01/2000
Initial Consent to Implement IEP: 03/07/2000
Initial IEP Implemented: 03/08/2000**SUMMARY-SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES****In-class Resource (support):** English 03/02/2012 - 03/01/2013 5 x Weekly 45 min.
Speech-Language Therapy: Group (not to exceed 5) 03/02/2012 - 03/01/2013 2 x 6 day cycle 30 min.**PLACEMENT CATEGORY**

In the presence of general education students for 80% or more of the school day

STATUS FOR DURATION OF IEP

03/03/2012 - 03/02/2013 Receiving Services

PARTS OF THE IEP

Present Levels of Academic Achievement and Functional Performance and Considerations When Developing the IEP

- Summary Evaluations
- Strengths of the Student
- Concerns of the Parent
- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
 - Based on Student's Special Education Program and current functioning
 - Includes Eligibility Statement and indicates if there are Special Considerations
- Needs
 - Directly tied to the goals and objectives

PARTS OF THE IEP CONTINUED

- *Statement of Transition Planning (Age 14 and Above)*
 - *Begins the planning for adulthood*
- *Statement of Appropriate Measurable Postsecondary Goals and Transition Services (Age 16 and Above)*
 - *What does the student want to do after graduation, and what will be needed to assist in achieving the goal?*
- *Behavior Interventions (BIP)*
- *Progress Reporting*
 - *At least as often as general education parents are informed*
- *Annual Measurable Academic and/or Functional Goals*

PARTS OF THE IEP CONTINUED

- *Modifications and Supplemental Aids and Services in the General Education Classroom and/or Special Education Classroom*
 - *Modifications*
 - *Accommodations*
 - *Supplementary Aids and Services*
- *Statement of Extended School Year*
- *Placement Decision*

PARTS OF THE IEP CONTINUED

- Rationale for Removal from General Education (only for 79% or less in general education)
 - Statement of Supplemental Aids/Services Considered and Why They Are Not Appropriate
 - Statement of Comparison of Benefits Provided in General Education and Special Education
 - Statement of Potential Beneficial or Harmful Effects a Placement in General Education May Have on the Student or Other Students in the Class

PARTS OF THE IEP CONTINUED

- Transition Planning for Separate Setting
- Modifications in Extracurricular and Nonacademic Activities
 - What supports, if any will be needed (Lunch, recess, after school concerts, dances and plays...)
- Length of the School Day
- Statement of Student's Transition From Elementary to Secondary Program
 - 4th to 5th, and 5th to 6th
- Participation in Districtwide and Statewide Assessment Program
 - NJSLA or DLM
 - Includes modifications or accommodations

PARTS OF THE IEP CONTINUED

- Graduation Requirements
- Notice Requirements for the IEP and Placement
 - Proposed Action and Explanation
 - Options Considered and Reasons Rejected
 - Factors Used in Determining Proposed Action
 - Other Factors Relevant to the Proposed Action
- Transfer of Rights at Age of Majority
- Procedural Safeguards Statement
- Consent Page
 - Initial
 - Other than Initial
- Attendance Page