

Presented by:
The Department of Special Education

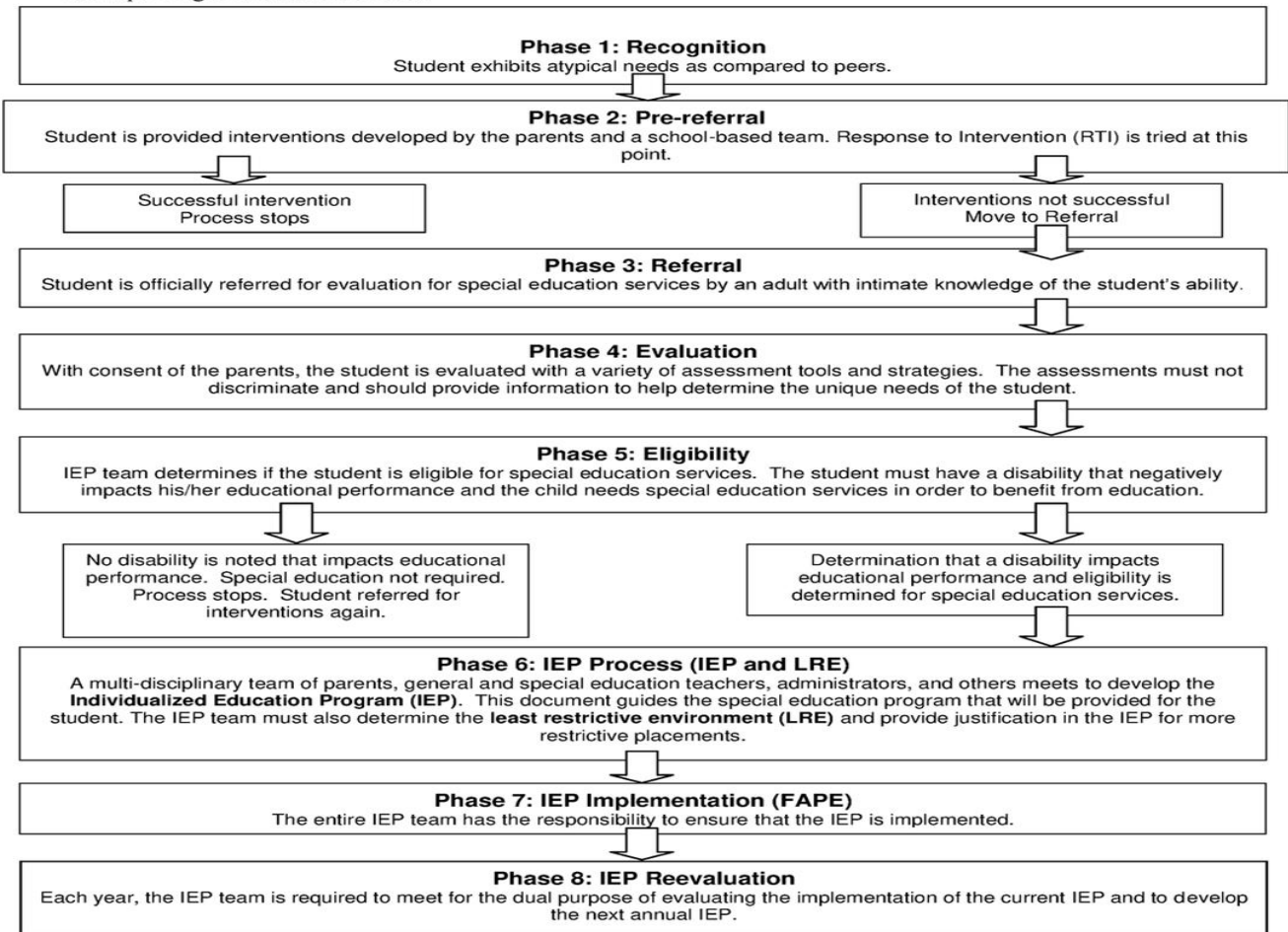
*Dr. Renee Archer, Rontai Carswell, Tammie Harrell-Simmons, Kiai Jones,
Bernadette Murray, Janelle Sisco, & Candice Vargas*

Special Education Supervisors



The IEP Process Flowchart

This flow chart illustrates the IEP referral process. Start at the top and follow the arrows downward to guide you through the different phases in the process from when it is recognized that a student may need additional assistance and continue through all the possible steps. It should be noted that there are areas on the flow chart where the process can halt depending on the student's needs.



Phase 1: Recognition:

- A student is exhibiting academic or behavioral challenges in comparison to their peers.

Phase 2: Pre-referral:

- Pre-referral supports, such as I&RS (Intervention & Referral Services), or a 504 should be introduced. The parents and a school-based team meet to develop the intervention supports for the student.

If the interventions are successful, then no further referral is needed. The student's progress, with the use of interventions, is monitored to make certain the student is successful.

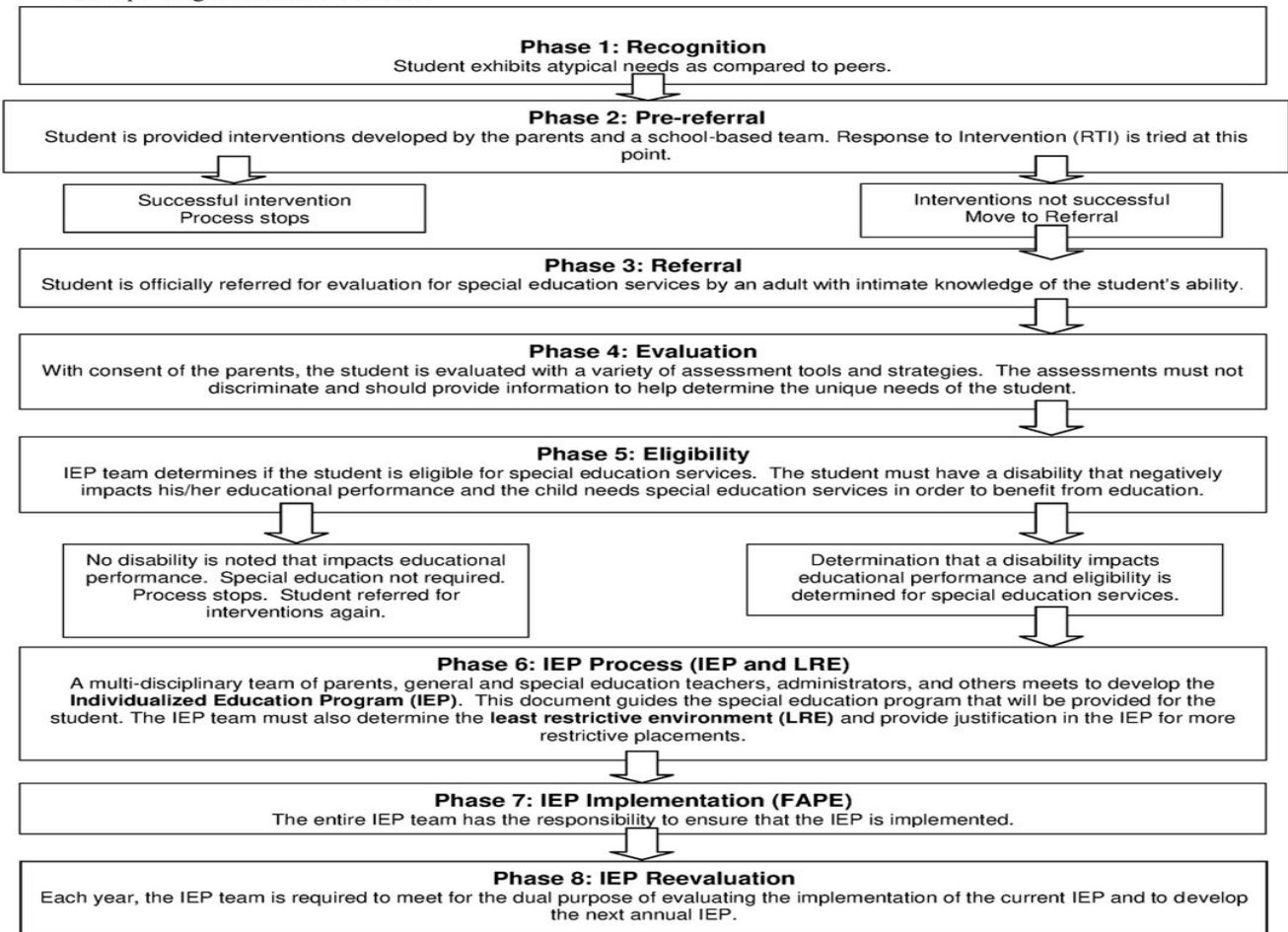
If the interventions are not successful, then the student should be referred to the Child Study Team.

***Direct referrals can be made.** It is beneficial for students to receive I&RS in collaboration to the referral so that they are receiving interventions during the IEP referral process.



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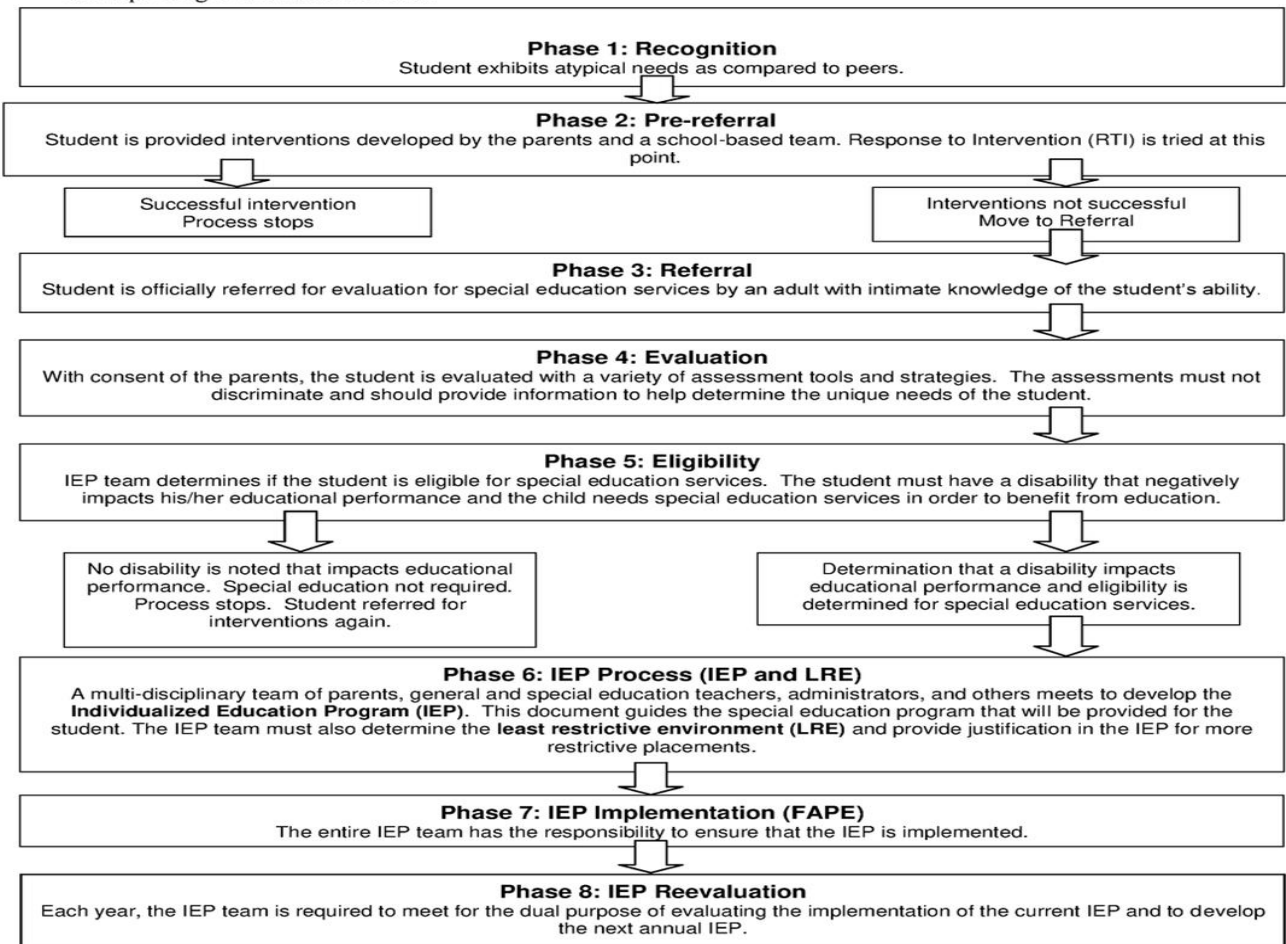
What is I&RS:

- Intervention & Referral Services (I&RS) is an interdisciplinary team of professionals within the school environment who come together throughout the school year to formulate coordinated services and team delivery systems to address the full range of student learning, behavior, social, and health problems in the general education program as well as for students determined to need special education programs and services.
- The I&RS Committee develops an Action Plan containing goals, interventions, and a timeline for the plan's duration.
- *An I&RS referral can occur before the referral to child study teams and during the referral to child study teams. This will allow intervention supports to be in place for the student pending a referral and during the IEP referral process.*



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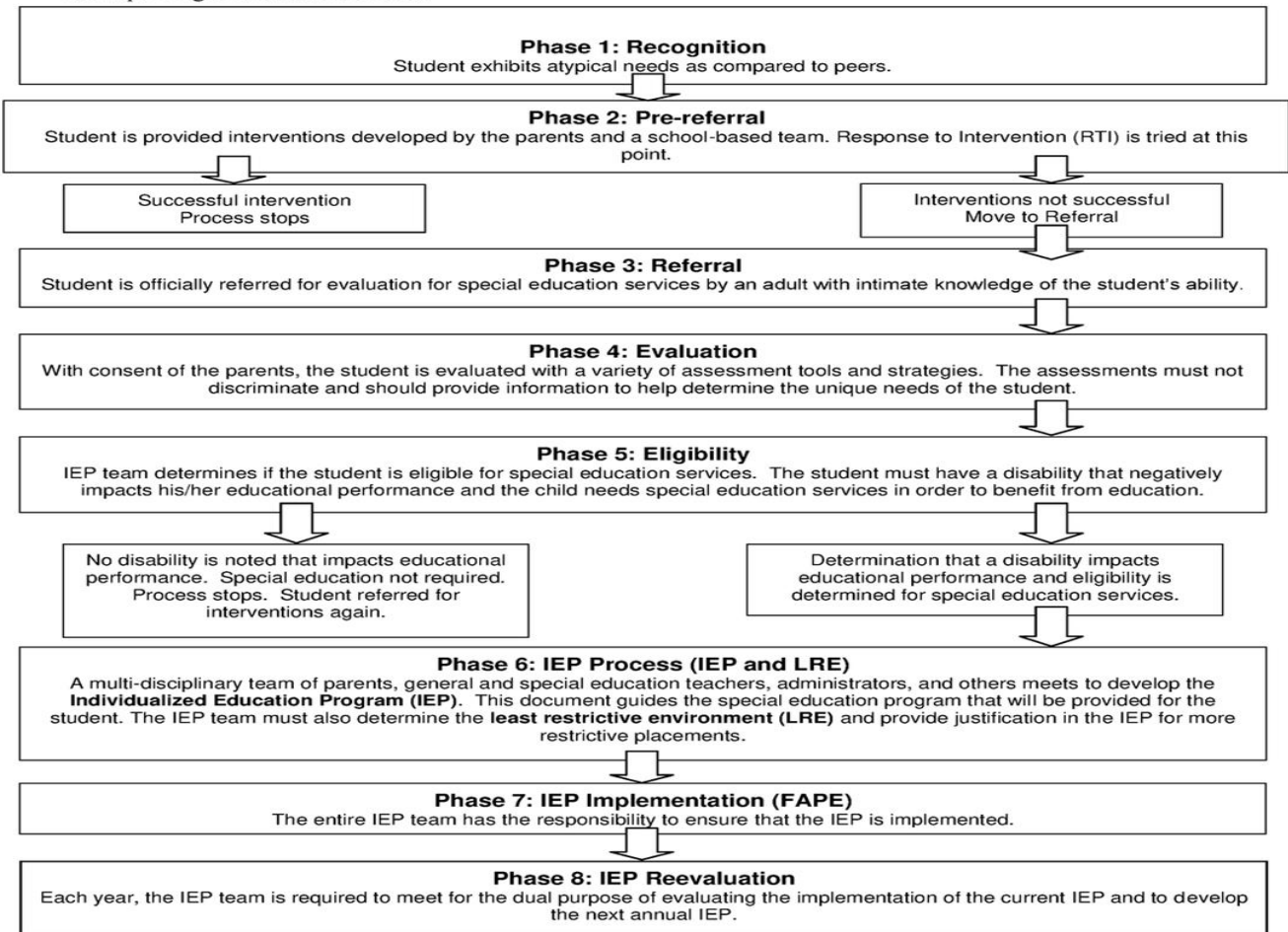
What is a 504 Plan:

- Section A 504 plan ensures that students with medical or other disabilities have equal access to an education. Qualified students may receive accommodations and modifications planned by persons knowledgeable about the students.



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Phase 3: Referral:

- The referral is sent to the Child Study Team. This referral can be from the parent(s), school staff, and others identified under the New Jersey Administrative Code 6A:14.
- The Identification meeting (ID meeting) is held within 20 days of the referral to determine if any evaluations are warranted.

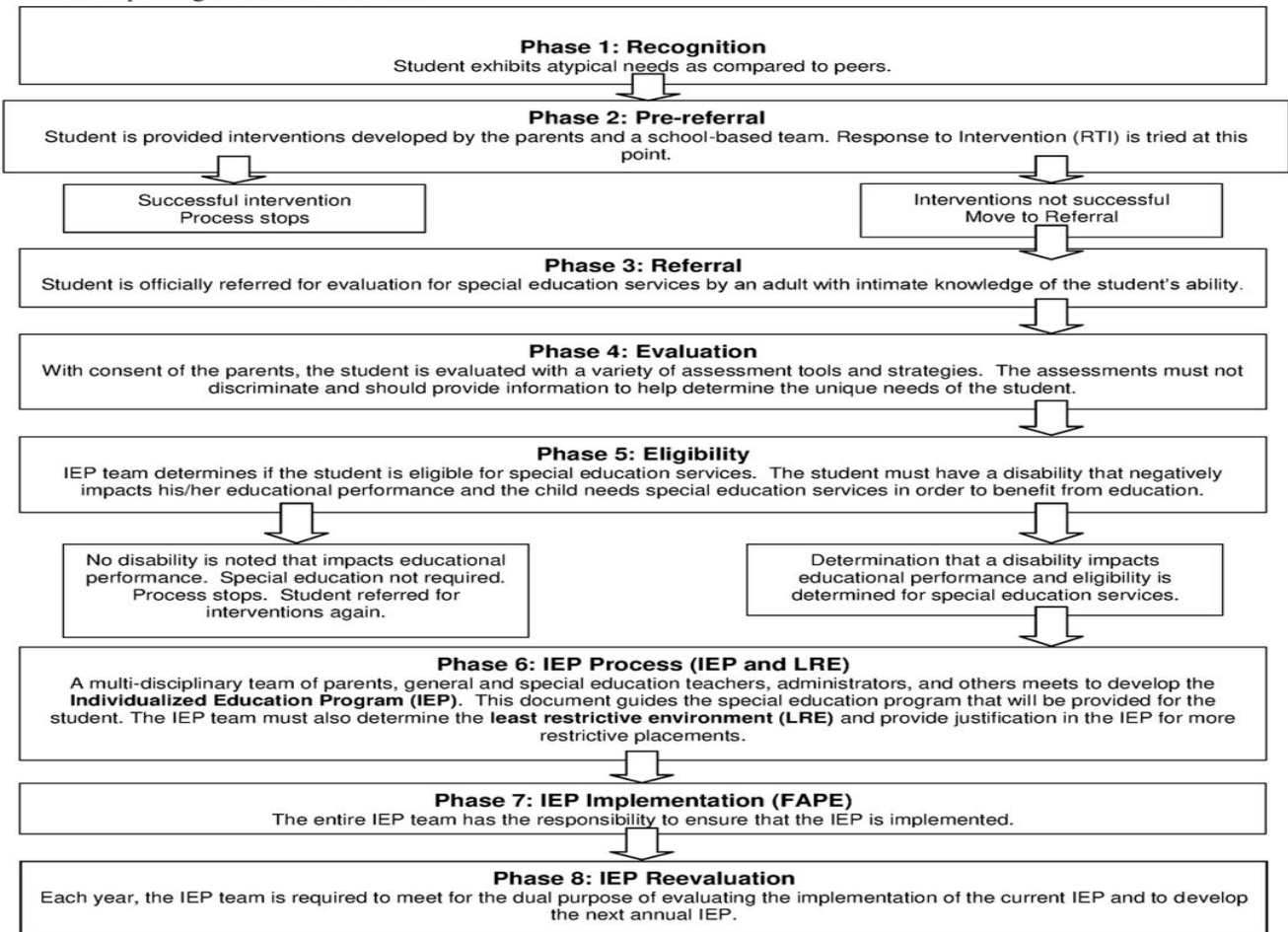
Phase 4: Evaluation:

- The IEP Team, including the parent(s) / guardian(s), determine the evaluations to be completed.
- Initial evaluation(s) to determine eligibility are completed within 90 days from the date of referral.
- Eligibility meeting is scheduled, and evaluation reports are forwarded to parents 10 days prior to the eligibility meeting.



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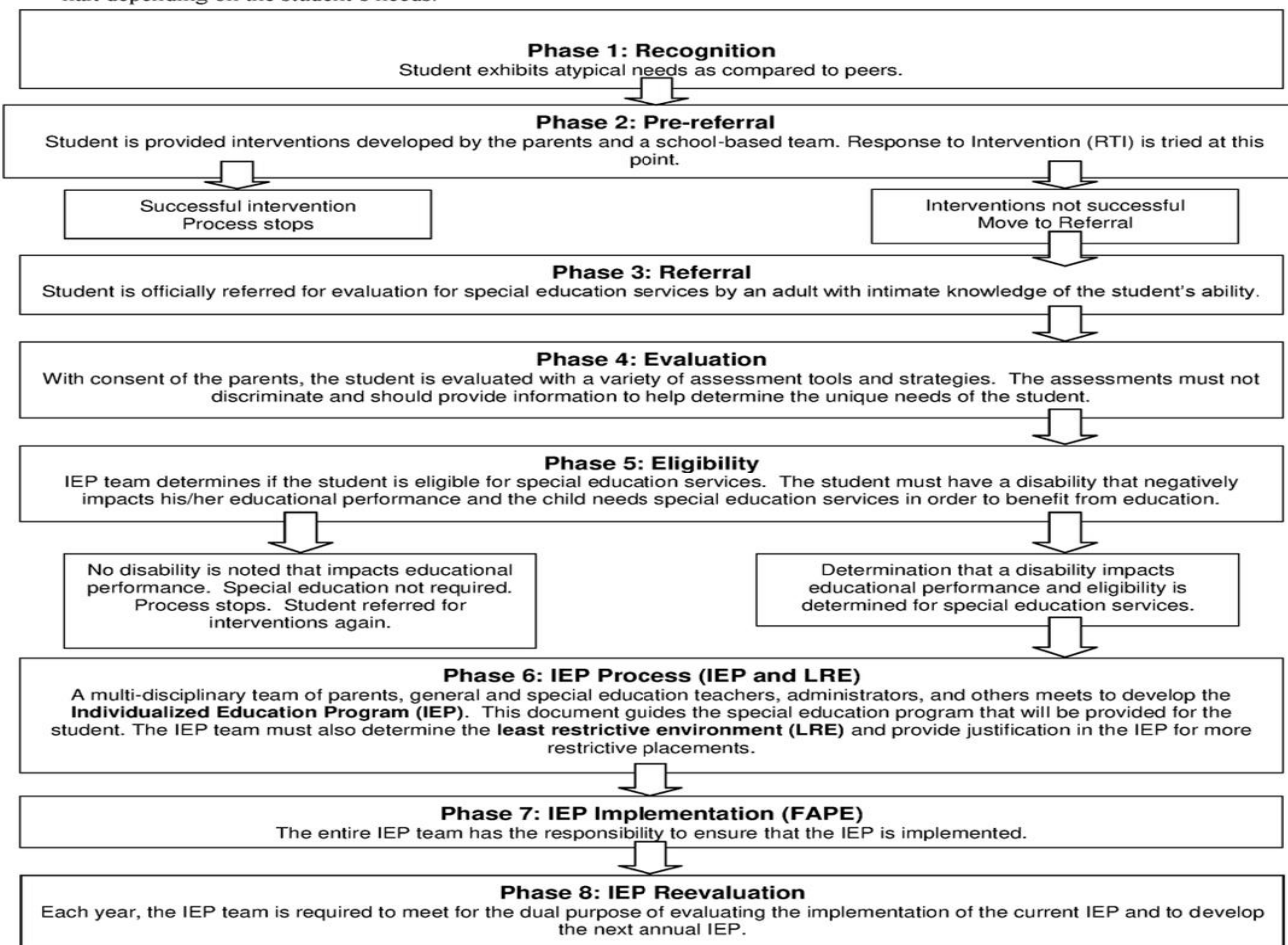
Phase 5: Eligibility:

- An eligibility meeting is held to review evaluation results and to determine if the student is eligible for special education services and/or related services or if the student is found ineligible (not eligible).
- If the student is found eligible, an eligibility and IEP meeting is held to develop an Individualized Educational Plan (IEP).
- A student can be found eligible for special education and related services, special education, or related services as identified under N.J.A.C. 6A: 14-3.5 and N.J.A.C 6A:14-3.6.
- If the student is found ineligible (not eligible), the student should be referred to the Guidance Department for consideration of a 504 plan or Intervention & Referral Services (I&RS). The child study team referral process stops.



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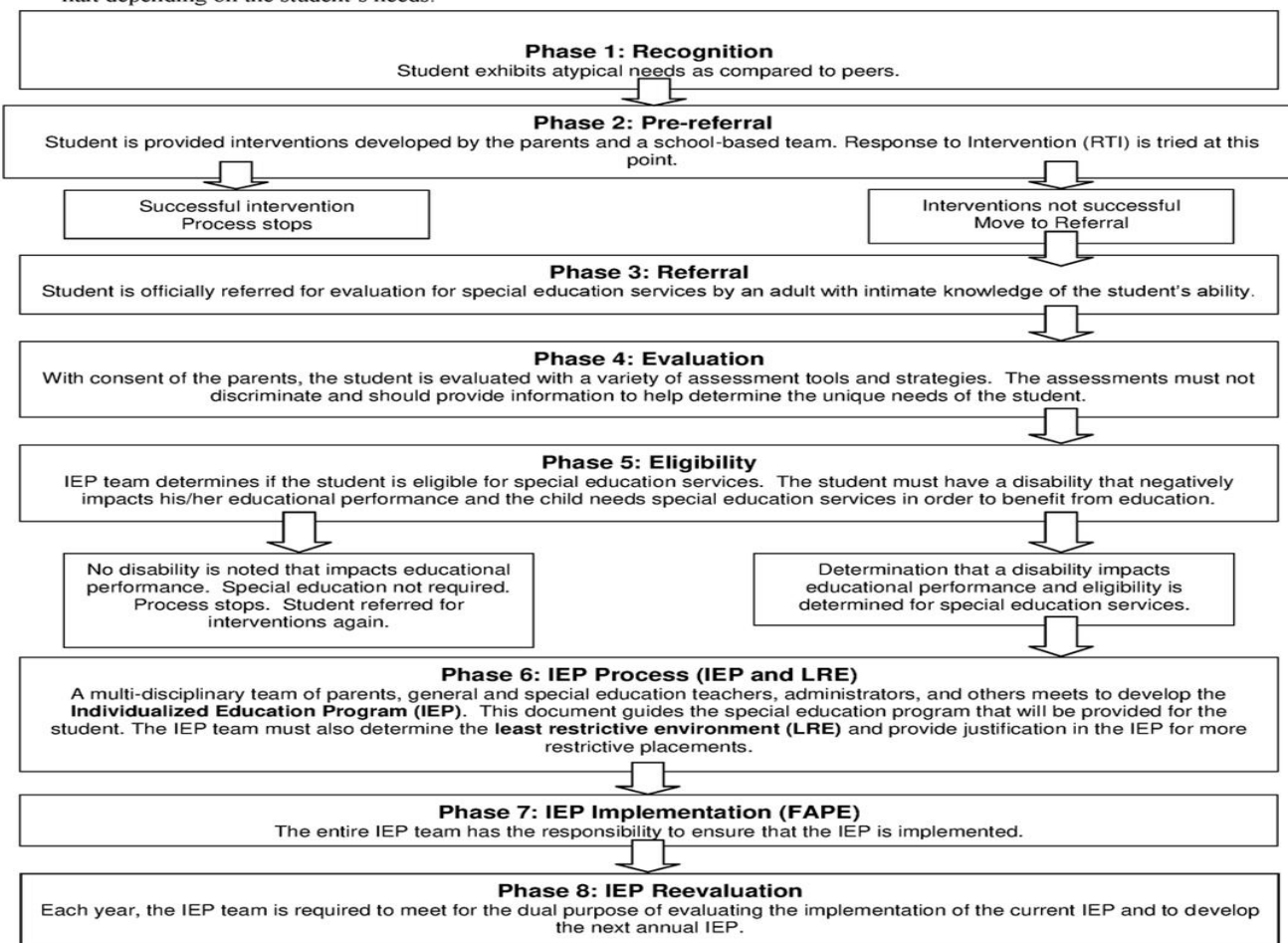
Eligibility for Special Education Categories:

- Preschool child with a disability;
 - Ages 3 and 4
- Specific Learning Disability (SLD)
- Intellectually Disabled:
 - Mild
 - Moderate
 - Severe
- Auditory Impaired (Deaf and Hard of Hearing (HOH))
- Visually Impaired
- Traumatic Brain Injury
- Autistic
- Communication Impaired
- Multiply Disabled (MD)
- Deaf/Blindness
- Orthopedically Impaired
- Other Health Impaired
- Emotional Regulation Disorder



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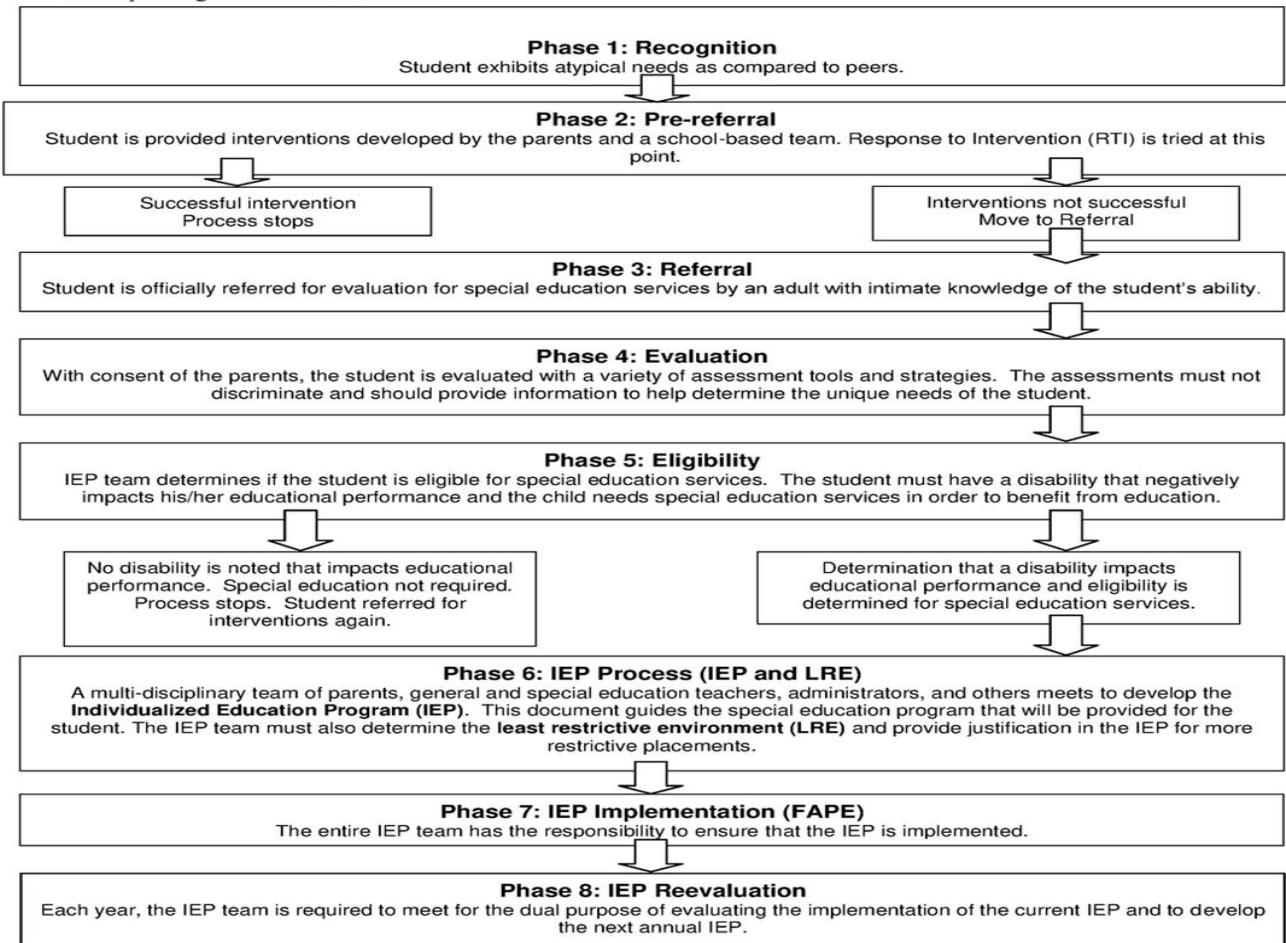
Phase 6: IEP Process (IEP and Least Restrictive Environment (LRE):

- The IEP team which consists of the educational team, parent, student, agencies, and/or others, meet to develop the Individualized Educational Plan (IEP). The IEP will guide the special education program for the student, in the least restrictive environment. If more restrictive placements are determined, the IEP must include justifications to support that placement.



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Phase 6: IEP Process (IEP and Least Restrictive Environment (LRE):

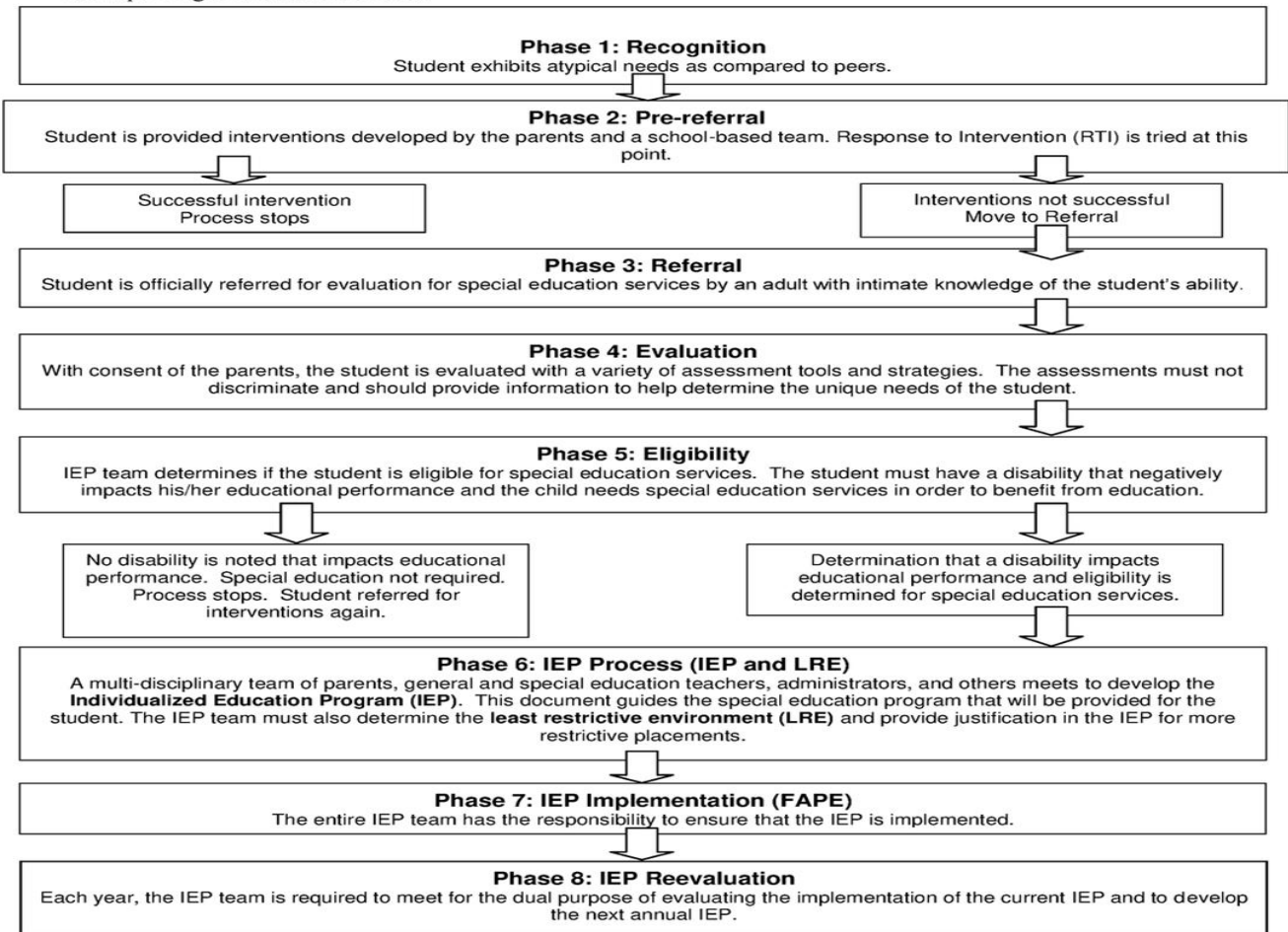
The IEP:

- Identifies how a student's progress will be documented
- Identifies language needs
- Identifies transition services for students ages 14 plus



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IEP follow-ups:

- An annual review of an IEP is done yearly
- Re-evaluation is done every three years



SAMPLE IEP REVIEW



Presented by:

The Department of Special Education

*Dr. Renee Archer, Rontai Carswell, Tammie Harrell-Simmons, Kiai Jones,
Bernadette Murray, Janelle Sisco, & Candice Vargas*

Special Education Supervisors

IEP Terminology

- Participants
- Personal Information
- Statement of Special Education Services
- Statement of Related Services
- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- Goals and Objectives
- Modifications
- Supplementary Aids and Services
- Supports for School Personnel
- Progress Reporting
- Special Education Determinations
- Participation in District and Statewide assessments as well as any accommodations needed
- Rationale for removal from General Education
- Modifications in Extracurricular and Non-Academic Activities
- Notice Requirements for the IEP and Placement
- Procedural Safeguards Statement
- IEP Review
- Special Education Medicaid Initiative (SEMI)



....EASYFAX

DRAFT



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Student's Name: Joe Test

Date of Birth: 04/15/2016

State ID: 1000000000

Local ID: 1000000

School:

Case Manager:

IEP Meeting Date: 07/27/2020

Purpose of Meeting: 30 Day Review

IEP PARTICIPANTS

Please sign in the appropriate space. A signature in this section of the IEP documents participation in the meeting and does not indicate agreement with the IEP.

Student, if appropriate or required: Joe Test Date

Parent: Test Parent 1 Date

Parent: Test Parent 2 Date

Please note: This IEP constitutes written notice as per N.J.A.C.6A: 14-2-3, and was given to the parent(s)/guardian(s) at this meeting.

Signature of Parent(s)/Guardian(s)

IEP Participants

The IEP participants consist of:

- The parent(s) or guardian(s)
- Teachers; general and special education
- Other school staff who are knowledgeable of the student
- Agencies
- Other parties designated by the parent/guardian

The participants meet to look closely at the child's unique needs. These individuals combine their knowledge, experience, and commitment to design an educational program that fits the student's individual needs.

Name: Joe Test
Date of Birth: 04/15/2016

Local ID: 1000000
State ID: 1000000000

IEP Meeting Date: 07/27/2020
Last Evaluation:

PERSONAL INFORMATION

Student's Name: Joe Test
State ID: 1000000000 Local ID: 1000000 DOB: 04/15/2016 Age: 4 Gender: M
Student Address: 320 Vreeland Ave., Paterson, NJ 07513

Parent/Guardian	Home Phone	Work Phone	Cell Phone
Test Parent 1	555-555-5555	555-555-5555	(F): (M):
Test Parent 2	666-666-6666	666-666-6666	(F): (M):

Case Manager:
Current School: Current Grade: Full-day Pre-school 4 years old
School Code:

Home School: *Dr. Hani Awadallah
Primary Language: English Next School: -unknown-
Language of Instruction: English

Original Referral Date	Original Parental Consent Date	Initial IEP Date
08/03/2020		07/27/2020

Placement: Age 3-5: At least 50% of the school week is spent in a regular education early childhood program

Program(s)	Start Date	End Date
Full-day Pre-school 4 years old (4F)	08/15/2020	06/15/2021
Full-day Pre-school 4 years old (4F)	07/01/2021	07/30/2022

ESY: Y Specialized Transportation: School Year - , Special Ed Van,
Special Ed Van

District and Statewide Testing Accommodations: N
Classroom Modifications: Y
Related Services: TR, COMP (ESY), COMP

Behavior Intervention Plan: Y
Supplementary Aids and Services: Y

Personal Aide 1:1	Interpreter Services	Individual Instruction	Pupil: Teacher-Aide Ratio of 3:1 or Less
Y	N	N	N

Primary Disability:
Disability Details:
Purpose of Meeting: 30 Day Review

Personal Information

- The student's demographics, program, and supports:
 - Student's full name
 - Date of Birth
 - Gender
 - Grade
 - Address
 - Ethnicity
 - Placement
 - Any additional supports

Name: Joe Test
Date of Birth: 04/15/2016

Local ID: 1000000
State ID: 1000000000

IEP Meeting Date: 07/27/2020
Last Evaluation:

STATEMENT OF SPECIAL EDUCATION SERVICES

There are currently no Special Education Services.

STATEMENT OF RELATED SERVICES

FIRST SCHOOL YEAR (2020-21)

Related Services	Begin Date - End Date	Frequency	Duration	Group Size	Location
Compensatory Speech/Language	07/27/2020 - 06/30/2021	1 per day	30 minute(s)	No more than 2	Ages 3-5: Approved Private Residential School for Students with Disabilities

SECOND SCHOOL YEAR (2021-22)

Related Services	Begin Date - End Date	Frequency	Duration	Group Size	Location
There are currently no services for this school year.					

STATEMENT OF SPECIALIZED TRANSPORTATION SERVICES

FIRST SCHOOL YEAR (2020-21)

Services	Serving School	Begin Date - End Date	Type of Service	Accommodations
Specialized Transportation	*Dale Ave	07/27/2020 - 06/30/2021	Special Ed Van	<input checked="" type="checkbox"/> Bus with a lift <input checked="" type="checkbox"/> Transportation Aide <input checked="" type="checkbox"/> Car seat required

Statement of Special Education Services and any Related Services

The IEP must contain a statement of the special education services as well as any related services that may be needed.

Examples of related services are:

- Speech
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Transportation
- Nursing services

This page details the program, frequency, duration, and location of the services.

Name: Joe Test
Date of Birth: 04/15/2016

Local ID: 1000000
State ID: 1000000000

IEP Meeting Date: 07/27/2020
Last Evaluation:

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

CONSIDER RELEVANT DATA

Consider the results of the most recent evaluation and, as appropriate, consider the student's performance on any general Statewide or districtwide assessment [N.J.A.C. 6A:14-3.7(c)]. List the sources of information including evaluation data, teacher reports, and classroom evaluations used to develop the IEP.

Assessment	Evaluator	Date	Approved By
Adaptive Behavior Evaluation Scale - Revised (ABES-R)	test	06/02/2010	PSD
Achenbach (TRF)/(CBCL)		10/03/2019	
Abbreviated Weschler Individual Achievement Test, 2nd Edition		06/15/2010	
Abbreviated Weschler Individual Achievement Test, 2nd Edition		06/15/2010	
Weschler Preschool and Primary Scale of Intelligence-Fourth Edition (WPPSI-IV)		10/02/2014	
CELF - Preschool	test	06/02/2010	PSD
Classroom Observation			
Classroom Observation			
Weschler Preschool and Primary Scale of Intelligence-Fourth Edition (WPPSI-IV)		10/02/2014	
Special Education	test	08/07/2018	PSD

Additional Assessment and Evaluator Data

test

Interests and Preferences of the Student

test

Parental Input Used to Develop the IEP

test

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The PLAAFP serves as the foundation, the baseline, for the development of the entire IEP. At a minimum, the PLAAFP includes information that:

- Describes the student's needs in an academic and or functional skill area
- States the impact of the student's disability relative to their involvement in the general education curriculum
- Documents the student's current levels of performance, which will serve as baseline data to their subsequent progress
- Informs the annual goals and the appropriate special education services and supports required to meet those goals

Name: Joe Test
Date of Birth: 04/15/2016

Local ID: 1000000
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SUPPLEMENTARY AIDS AND SERVICES

Supplementary aids and services that will be provided to the student or on behalf of the student [N.J.A.C. 6A:14-3.7(e)4] are listed below. Any assistive technology devices and services to be provided are identified.

FIRST SCHOOL YEAR (2020-21)

Aid or Service	Begin Date - End Date	Frequency	Duration	Location
Personal Aid 1:1	07/27/2020 - 06/30/2021	1 per day	300 minute(s)	General Education

SECOND SCHOOL YEAR (2021-22)

Aid or Service	Begin Date - End Date	Frequency	Duration	Location
Personal Aid 1:1	07/01/2021 - 07/26/2021	1 per day	300 minute(s)	General Education

Supplementary Aids and Services

- Aids, services, and other supports that are provided in general education classes, other education-related settings, and in extra-curricular and non-academic settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Name: Joe Test
Date of Birth: 04/15/2016

Local ID: 1000000
State ID: 1000000000

IEP Meeting Date: 07/27/2020
Last Evaluation:

SUPPORTS FOR SCHOOL PERSONNEL

State the supports for school personnel that will be provided for the student [N.J.A.C. 6A:14-3.7(e)4].

supports for personnel

Consultation and strategy planning with school psychologist

Consultation and strategy planning with LDTC

Supports for School Personnel

- Supports for school personnel are those that help staff effectively work with the student to meet their unique and specific needs.

Name: Joe Test
Date of Birth: 04/15/2016

Local ID: 1000000
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PROGRESS REPORTING

State how the parents will be regularly informed of their student's progress toward the annual goals [N.J.A.C. 6A:14-3.7(e)16].

Method	Schedule
Progress Reports	End of unit
Formal/Informal Assessments	End of unit

Progress Reporting

- IEP Progress reports are the data source which provide specific information about your child's progress toward their individualized IEP goals and objectives.

Individual Education Program Paterson Public Schools

Name: Joe Test
Date of Birth: 04/15/2004

Local ID: 1000000
State ID: 1000000000

IEP Meeting Date: 07/27/2020
Last Evaluation: 10/19/2020

SPECIAL EDUCATION DETERMINATIONS

Length of School Day

Joe's length of school day is 6.50 hour(s) which is the same as the length of the day for his school.

Length of School Day for October 15th

Joe's length of school day is 4.50 which is the same as the length of the day for his school.

Transition from Elementary to Secondary Programs

TEST
TEST
TEST

EXTENDED SCHOOL YEAR

Determine whether the student needs an extended school year (ESY) program. An extended school year program is provided in accordance with the student's IEP when an interruption in educational programming causes the student's performance to revert to a lower level of functioning and recoupment cannot be expected in a reasonable length of time. [N.J.A.C. 6A:14-4.3(c)]. In considering whether a student's performance will revert to a lower level of functioning, data gathered from breaks in the provision of services should be considered.

CRITERIA FOR EXTENDED SCHOOL YEAR

N.J.A.C.6A:14-4.3 (c): The IEP Team shall make an individual determination regarding the need for an extended school year program. An extended school year program provides for the extension of special education and related services beyond the regular school year. An extended school year program is provided in accordance with the student's IEP when an interruption in educational programming causes the student's performance to revert to a lowered level functioning and recoupment cannot be expected in a reasonable length of time. The IEP team shall consider all relevant factors in determining the need for an extended school year. The district board of education shall not limit extended school year services to a particular categories of disability or limit the type, amount, or duration of those services.

The following student progress data was considered while reviewing the need for Extended School Year Services:

Report Cards

Special Education Determinations

- Length of the school day
- Transition for elementary to secondary program
- Extended school year

**Individual Education Program
Paterson Public Schools**

Name: Joe Test
Date of Birth: 04/15/2004

Local ID: 1000000
State ID: 1000000000

IEP Meeting Date: 07/27/2020
Last Evaluation: 10/19/2020

PARTICIPATION IN DISTRICTWIDE AND STATEWIDE ASSESSMENT PROGRAM

Decisions about participation in Statewide and districtwide assessments should be documented in the IEP for the year in which the student is in the tested grade or attains the equivalent age for the tested grade.

Please explain why Joe will not participate in any statewide or districtwide assessments.

XXXXXXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXX

Participation in District and Statewide Assessments Program

- Accommodations in Assessment - IDEA requires that students with disabilities take part in state or district wide assessments. The IEP team must decide if the student needs accommodations in testing or another type of assessment entirely. In this component of the IEP, the team documents how the student will participate.
- The IEP must state what modifications in the administration of these tests the child will need. If a test is not appropriate for the child, the IEP must state why the test is not appropriate and how the child will be tested instead.

Name: Joe Test
Date of Birth: 04/15/2016

Local ID: 1000000
State ID: 1000000000

IEP Meeting Date: 07/27/2020
Last Evaluation:

RATIONALE FOR REMOVAL FROM GENERAL EDUCATION

Decisions regarding placement are based on the individual needs of students and must begin with consideration of the general education setting. The purpose of this page is to document the discussions that have occurred with respect to accommodations, modifications, and supplementary aids and services in each academic or functional area that are necessary to educate the student in the general education setting.

If the student will be included in the general education setting for more than 80% of the time, no rationale is required. Items 1 through 3 of this section of the IEP need not be completed or included in the student's IEP. If a student will not be included in the general education setting for more than 80% of the time, items 1 through 3 below MUST be completed for each CONTENT/SUBJECT AREA.

1. Identify the supplementary aids and services that were considered to implement the student's annual goals. [N.J.A.C. 6A:14-4.2(a)8i]. Explain why they are not appropriate to meet the student's needs in the general education class:

The supplementary aids and services that were considered to implement Joe's annual goals were Inclusion support/Consultative model, one on one para professional to assist Joe with all academics, books on tape, calculator, various software, modification of the regular education curriculum (instructional presentations, curricular materials and assignments). However, these were not sufficient to address Joe's needs in the general education class for language arts and math. He would benefit from small group instruction in a structured setting that utilizes special education materials, methods and strategies, and provides a slower pace of instruction as well as frequent review of material. Joe's learning disability in language arts literacy, math, and written expression limits his ability to meet the regular education curriculum requirements.

2. Document the comparison of the benefits provided in the general education class and the benefits provided in the special education class [N.J.A.C. 6A:14-4.2(a)8ii].

The benefits that Joe would derive from participation in the general education class would include exposure to mainstream instruction by a content area specialists, and the opportunity for social interaction with peers..

The benefits that Joe will derive from participation in the special education include individual pacing of instruction, a teacher trained in special education techniques, a high degree of structure and reinforcement, opportunity to achieve success, opportunity for close monitoring and immediate feedback, and specialized instructional strategies.

3. Document the potentially beneficial or harmful effects which a placement (in the general education class) may have on the student with disabilities or the other students in the class [N.J.A.C. 6A:14-4.2(a)8iii].

test

MODIFICATIONS IN EXTRACURRICULAR AND NONACADEMIC ACTIVITIES

State the modifications that will be provided to enable the student to participate in extracurricular and nonacademic activities [N.J.A.C. 6A:14-3.7(e)4ii]. Explain the extent, if any, to which the student will not participate with nondisabled peers in extracurricular activities and nonacademic activities [N.J.A.C. 6A:14-3.7(e)6]. In addition, for students in an out-of-district placement, delineate how the student will participate with nondisabled peers in extracurricular and nonacademic activities including, if necessary, returning the student to the district in order to facilitate such participation [N.J.A.C. 6A:14-3.7(e)17].

No modifications are needed for Joe to participate in extracurricular and non-academic activities.

None at this time

Placement on October 15th (for state reporting):

Age 3-5: At least 50% of the school week is spent in a regular education early childhood program

Rationale for Removal from General Education

- Least Restrictive Environment (LRE) refers to the setting where a child with a disability can receive an appropriate education designed to meet his or her educational needs, alongside peers without disabilities to the maximum extent appropriate.

Name: Joe Test
Date of Birth: 04/15/2016

Local ID: 1000000
State ID: 1000000000

IEP Meeting Date: 07/27/2020
Last Evaluation:

MODIFICATIONS

Modifications for the student to be involved and progress in the general and special education setting are listed below.

Health and Physical Education

- Provide reduced assignments.
- Provide opportunity to respond orally.
- Allow special projects in lieu of assignments.
- Reduce written requirements.

Language Arts Literacy

- Provide reduced assignments.
- Provide opportunity to respond orally.
- Allow special projects in lieu of assignments.
- Reduce written requirements.

Science

- Provide reduced assignments.
- Provide opportunity to respond orally.
- Allow special projects in lieu of assignments.
- Reduce written requirements.

Modifications

- For children with disabilities who qualify for special education, the child's Individualized Educational Program (IEP) team will determine the appropriate education for the child, as well as the appropriate extracurricular and nonacademic activities and any modifications needed.
 - Core content
 - Extracurricular activities and/or non-curricular activities such as:
 - School sports
 - Recreational activities
 - Lunch
 - Recess
 - Field Trips



Name: Joe Test
Date of Birth: 04/15/2016

Local ID: 1000000
State ID: 1000000000

IEP Meeting Date: 07/27/2020
Last Evaluation:

NOTICE REQUIREMENTS FOR THE IEP AND PLACEMENT

This form describes the information required in each of the components of written notice for a IEP meeting. The written notice includes the IEP as a description of the proposed action and a description of the procedures and factors used in determining the proposed action.

Describe the proposed action [N.J.A.C. 6A:14-2.3(g)1] and explain why the district has taken such action [N.J.A.C.6A:14-2.3(g)2].

It is proposed to provide Joe's academic instruction in Math and Language Arts in a Resource Room. It is felt that he would have more opportunity for academic success in this program where the class size is smaller, the pace of instruction is slower and there is more opportunity for individual instruction and review. Joe's instruction in Social Studies and Science will be provided in a General Education classroom with the support of the Inclusion teacher who will consult with the gen ed teacher to implement modifications and accommodations to the gen ed curriculum to assist Joe in attaining academic success.

The attached IEP describes the proposed program and placement and was developed as a result of a meeting for the:
30 Day Review

Describe any options considered and the reasons those options were rejected [N.J.A.C. 6A:14-2.3(g)3] in the text box below.
this not that

Describe the procedures, tests, records or reports and factors used in determining the proposed action [N.J.A.C. 6A:14-2.3(g)4].

TESTTESTTEST

If applicable, describe any other factors that are relevant to the proposed action [N.J.A.C.6A:14-2.3(g)5].
Not applicable

Notice Requirements for the IEP and Placements

This form describes the information required in each of the components of written notice for an IEP meeting.

This notice consists of:

- Proposed action
- Proposed program and placement
- Options considered and rejected
- Factors used in determining the proposed action

Name: Joe Test
Date of Birth: 04/15/2016

Local ID: 1000000
State ID: 1000000000

IEP Meeting Date: 07/27/2020
Last Evaluation:

PROCEDURAL SAFEGUARDS STATEMENT

As the parent of a student who is, or may be determined, eligible for special education services or as an adult student who is, or may be determined, eligible for special education services, you have rights regarding identification, evaluation, classification, development of an IEP, placement and the provision of a free, appropriate public education under the New Jersey Administrative Code for Special Education, N.J.A.C. 6A:14. A description of these rights, which are called procedural safeguards, is contained in the document, Parental Rights in Special Education (PRISE). This document is published by the New Jersey Department of Education.

A copy of PRISE is provided to you upon referral for an initial evaluation, when a disciplinary action that constitutes a change in placement is imposed by your school district and the first time a due process hearing or compliant investigation is requested. In addition, a copy will be provided to you at your request.

- I have received a copy of PRISE at this time
 I decline to receive a copy of PRISE at this time

Please initial here:

To obtain a copy, or an additional copy, of the PRISE document, please contact:

90 Delaware Avenue
Paterson, NJ 07503-1804

School District Office or Personnel

9733212216

Phone Number

For help in understanding your rights, you may contact any of the following:

Cheryl Coy

School District Representative

973-321-2216

Phone Number

Statewide Parent Advocacy Network (SPAN) at (800) 654-7726.

Protection and Advocacy, Inc. at (800) 922-7233.

Jolie Battista

County Supervisor of Child Study

973-569-2113

Phone Number

Procedural Safeguards Statement

- A description of parental rights, which are called procedural safeguards.
- Notification of your copy of the Parental Rights in Special Education (PRISE)
- District Office address
- School District Representative
- County Supervisor of Child Study Teams



Individual Education Program

Paterson Public Schools

Name: Joe Test
Date of Birth: 04/15/2016

Local ID: 1000000
State ID: 1000000000

IEP Meeting Date: 07/27/2020
Last Evaluation:

IEP REVIEW

Your signature is NOT required for implementation of this IEP after 15 days have expired from the date written notice was provided.

You have the right to consider the proposed IEP for up to 15 calendar days. To have the IEP services start before the 15 days expire, you must sign below. If you take no action, the IEP will be implemented after the 15th day from the date notice is provided.

If you disagree with the IEP and you do not request mediation or a due process hearing from the New Jersey Department of Education, Office of Special Education Programs, the IEP will be implemented without your signature after the 15 days have expired.

I/We have received a copy of the proposed IEP and agree to have the IEP services start before the 15 calendar days have expired.

Signature

Date

.....EASYFAX



3/-001816F1

School:
Grade: Full-day Pre-school 4 years old
Case Manager:

IEP REVIEW

- The parent/guardian has the right to review the IEP and is given 15 days to consider



DRAFT

Our school district is participating in the Special Education Medicaid Initiative (SEMI) program that allows school districts to bill Medicaid for services that are provided to students.

In accordance with the Family Educational Rights and Privacy Act, 34 CFR §99.30 and Section 617 of the IDEA Part B, consent requirements in 34 CFR §300.622 require a one-time consent before accessing public benefits.

This consent establishes that your child's personally identifiable information, such as student records or information about services provided to your child, including evaluations and services as specified in my child's Individualized Education Program (IEP) (occupational therapy, physical therapy, speech therapy, psychological counseling, audiology, nursing and specialized transportation,) may be disclosed to Medicaid and the Department of the Treasury for the purpose of receiving Medicaid reimbursement at the school district.

As parent/guardian of the child named below, I give permission to disclose information as described above and I understand and agree that Medicaid may access my child's or my public benefits or public insurance to pay for special education or related services under Part 300 (services under the IDEA). I understand that the school district is still required to provide services to my child pursuant to his or her IEP, regardless of my Medicaid eligibility status or willingness to consent for SEMI billing.

I understand that billing for these services by the district **does not** impact my ability to access these services for my child outside of the school setting, nor will any cost be incurred by my family including co-pays, deductibles, loss of eligibility or impact on lifetime benefits.

Child's Name: Joe Test
Child's Date of Birth: 04/15/2016
State ID: 1000000000
Local ID: 1000000

Parent/Guardian: _____

Date: ____/____/____

I give consent to bill for SEMI: Yes No

This consent can be revoked at any time by contacting your child's Case Manager, or the administrator at your child's school, in writing.

OCTOBER 2017

Special Education Medicaid Initiative (SEMI) Parental Consent Form

- District notification to parents of participation in the SEMI program that allows school districts to bill Medicaid for services that are provided to students.
- Billing of these services by the district does not impact a parent(s)/guardian(s) ability to access these services outside of the school district.
- The cost for these services are not billed to the family and does not impact a families Medicaid.

- As the parent/guardian, you should never leave an IEP meeting feeling uncertain.
- Always let the team know if you do not fully understand so that further conversations can occur.
- Any questions or concerns regarding your child's IEP should always be shared with the Case Manager.

Central Office contact:

Cheryl D. Coy – Assistant Superintendent of Special Education and Services

973-321-2216 or 973-321-0677

It is our commitment to work together as a team to make certain that your child's individual needs are being met.

Thank you for your participation.

