

Sunumu yapan:  
Özel Eğitim Departmanı

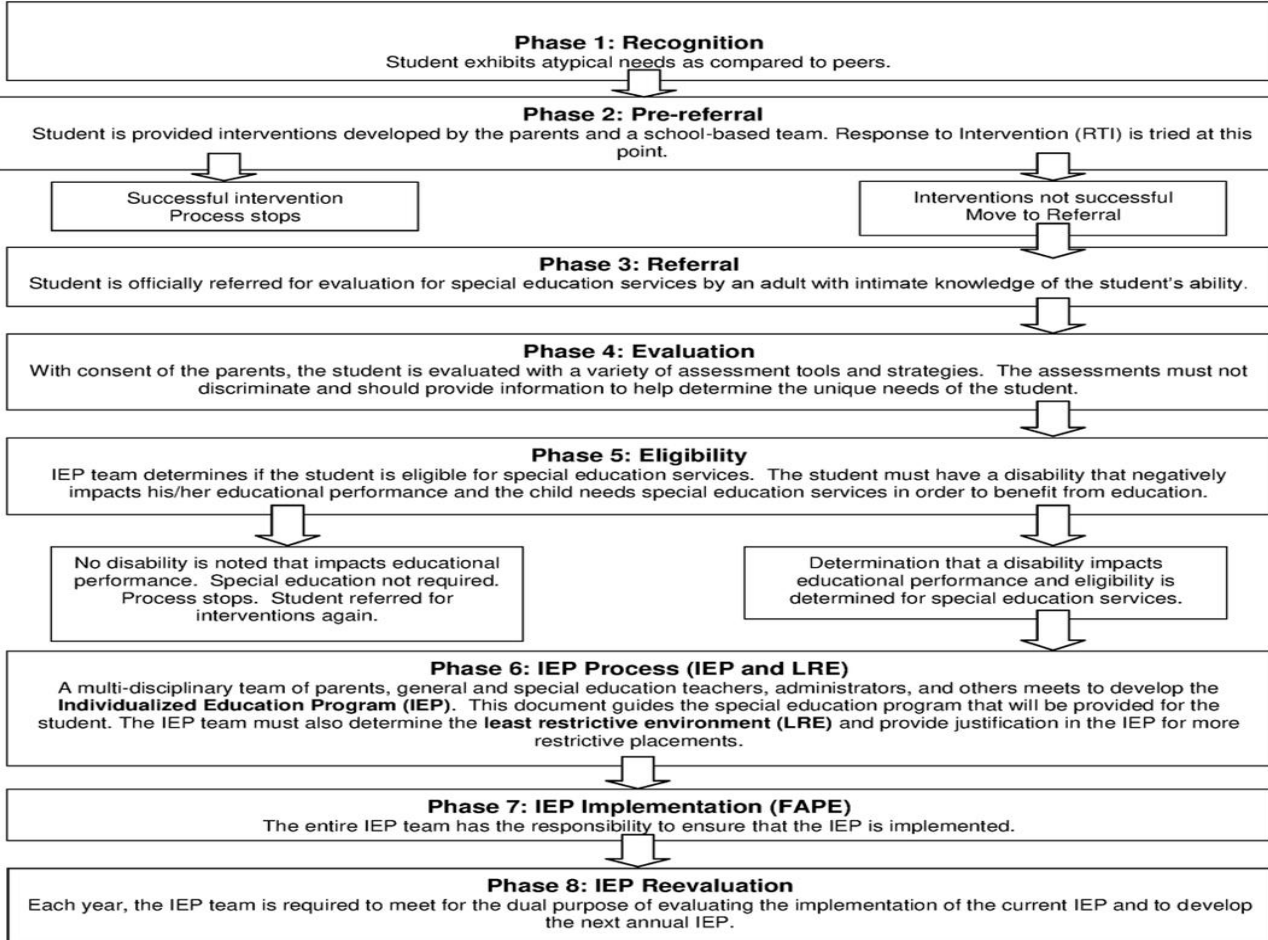
*Dr. Renee Archer, Rontai Carswell, Tammie Harrell-Simmons, Kiai Jones,  
Bernadette Murray, Janelle Sisco, & Candice Vargas*

**Özel Eğitim Sorumluları**



## 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.



### 1. Aşama: Tanımlama:

- Bir öğrenci, kendi akranlarına göre akademik ya da davranışsal zorluklar sergiliyor.

### 2. Aşama: Ön başvuru:

- I&RS (Müdahale ve Başvuru Hizmetleri) veya 504 gibi başvuru öncesi destekler tanıtılmalıdır. Ebeveynler ve okul tabanlı bir ekip, öğrenciye yönelik müdahale desteklerini geliştirmek için bir araya gelir.

**Müdahaleler başarılı olursa, başka başvuru gerekmez.**  
*Müdahalelerin kullanımıyla öğrencinin ilerleyişi, öğrencinin başarılı olduğundan emin olmak amacıyla takibe alınır.*

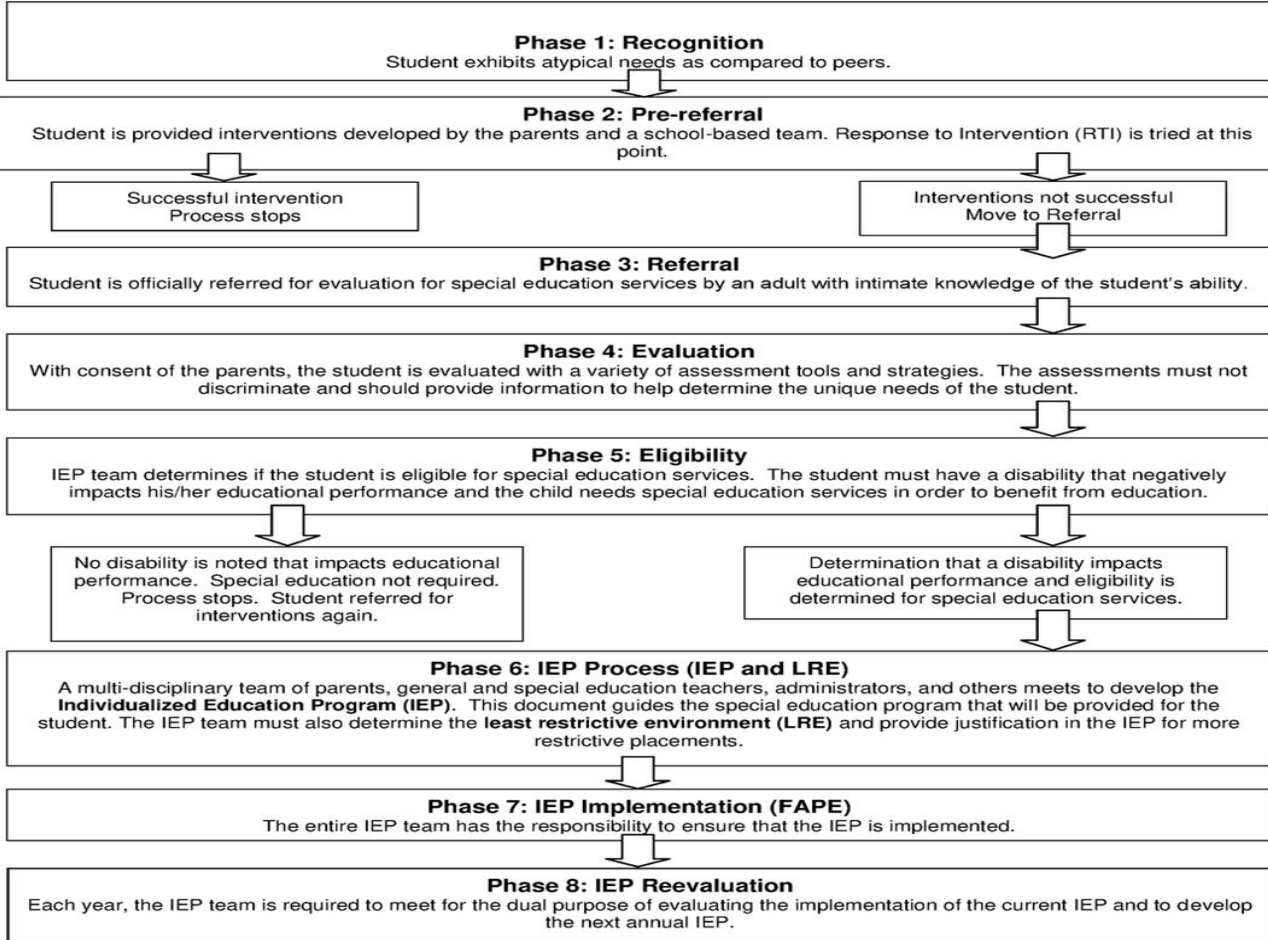
**Müdahaleler başarılı olmazsa, öğrenci Çocuk Çalışma Ekibine yönlendirilmelidir.**

**\* Doğrudan başvuru yapılabilir.** Öğrencilerin IEP başvuru süreci sırasında müdahale alabilmeleri için başvuru ile işbirliği kapsamında I&RS almaları faydalı olacaktır.



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### I&RS nedir:

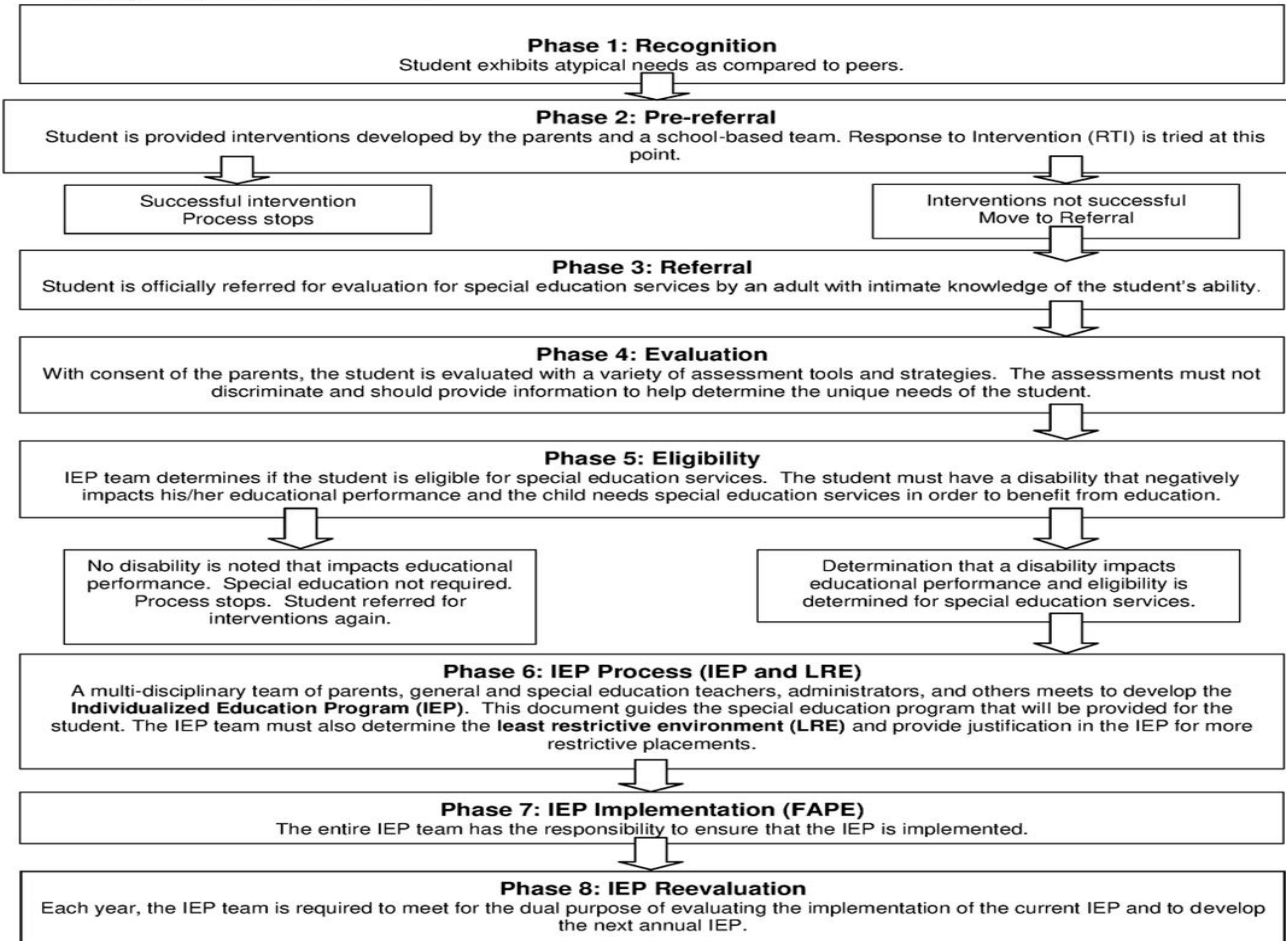
- Müdahale ve Başvuru Hizmetleri (I&RS), genel eğitim programındaki bütün öğrencilerin öğrenme, davranış, sosyal ve sağlık sorunlarının yanı sıra özel eğitim programlarına ve hizmetlerine ihtiyaç duyduğu belirlenen öğrencilere yönelik koordineli hizmetler ve ekip teslim sistemlerini formüle etmek için okul ortamı içinde bir araya gelen disiplinler arası bir profesyonel ekiptir.
- I&RS Komitesi, hedefler, müdahaleler ve planlama süresi içinde bir zaman çizelgesi içeren bir Eylem Planını geliştirir.
- *Çocuk çalışma ekiplerine başvuru yapılmadan önce ve çocuk çalışma ekiplerine sevk sırasında bir I&RS başvurusu gerçekleştirilir. Bu, sevk bekleyen öğrenciye, IEP sevk süreci sırasında müdahale desteklerinin uygulanmasını sağlayacaktır.*





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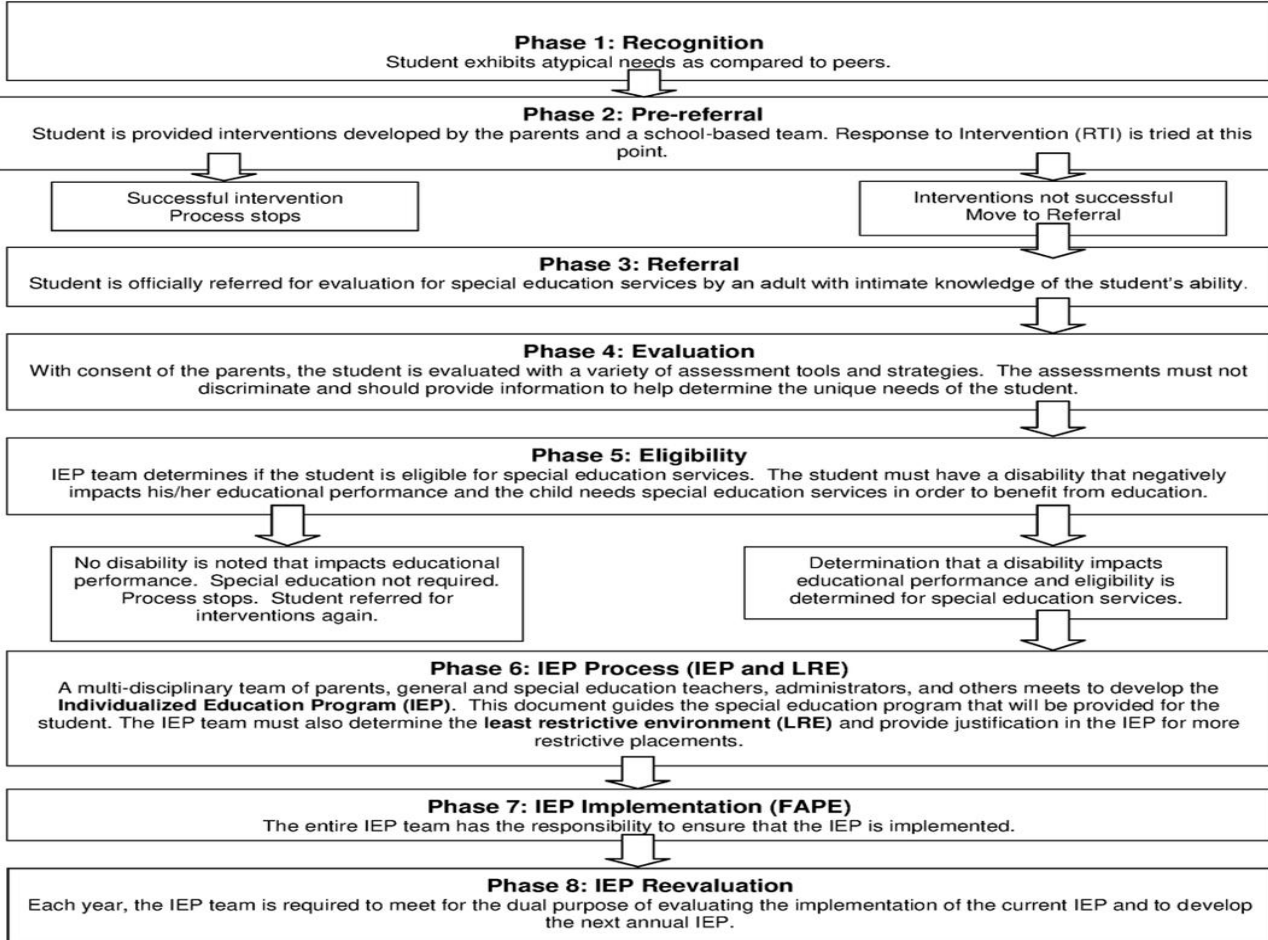
### 504 Planı nedir:

- Bölüm A 504 planı, tıbbi veya diğer engelleri olan öğrencilerin bir eğitime yönelik eşit haklara sahip olmasını sağlar. Nitelikli öğrenciler, öğrenciler hakkında bilgi sahibi kişiler tarafından planlanan kolaylık ve değişikliklerle ilgili desteği alabilirler.



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### 3. Aşama: Sevk:

- Sevk, Çocuk Çalışma Ekibine gönderilir. Bu sevk, ebeveyn (ler), okul personeli ve New Jersey İdari Yasası 6A: 14 kapsamında belirlenen diğer kişiler tarafından yapılabilir.
- Tanımlama toplantısı (kimlik toplantısı), herhangi bir değerlendirmenin gerekli olup olmadığını belirlemek için sevkten sonraki 20 gün içinde yapılır.

### 4. Aşama: Değerlendirme:

- Ebeveyn (ler) / veli (ler) de dahil olmak üzere IEP Ekibi, tamamlanacak değerlendirmeleri belirler.
- Uygunluğu belirlemek için ilk değerlendirme (ler) sevk tarihinden itibaren 90 gün içinde tamamlanır.
- Uygunluk toplantısı planlanır ve değerlendirme raporları uygunluk toplantısından 10 gün önce velilere iletilir.

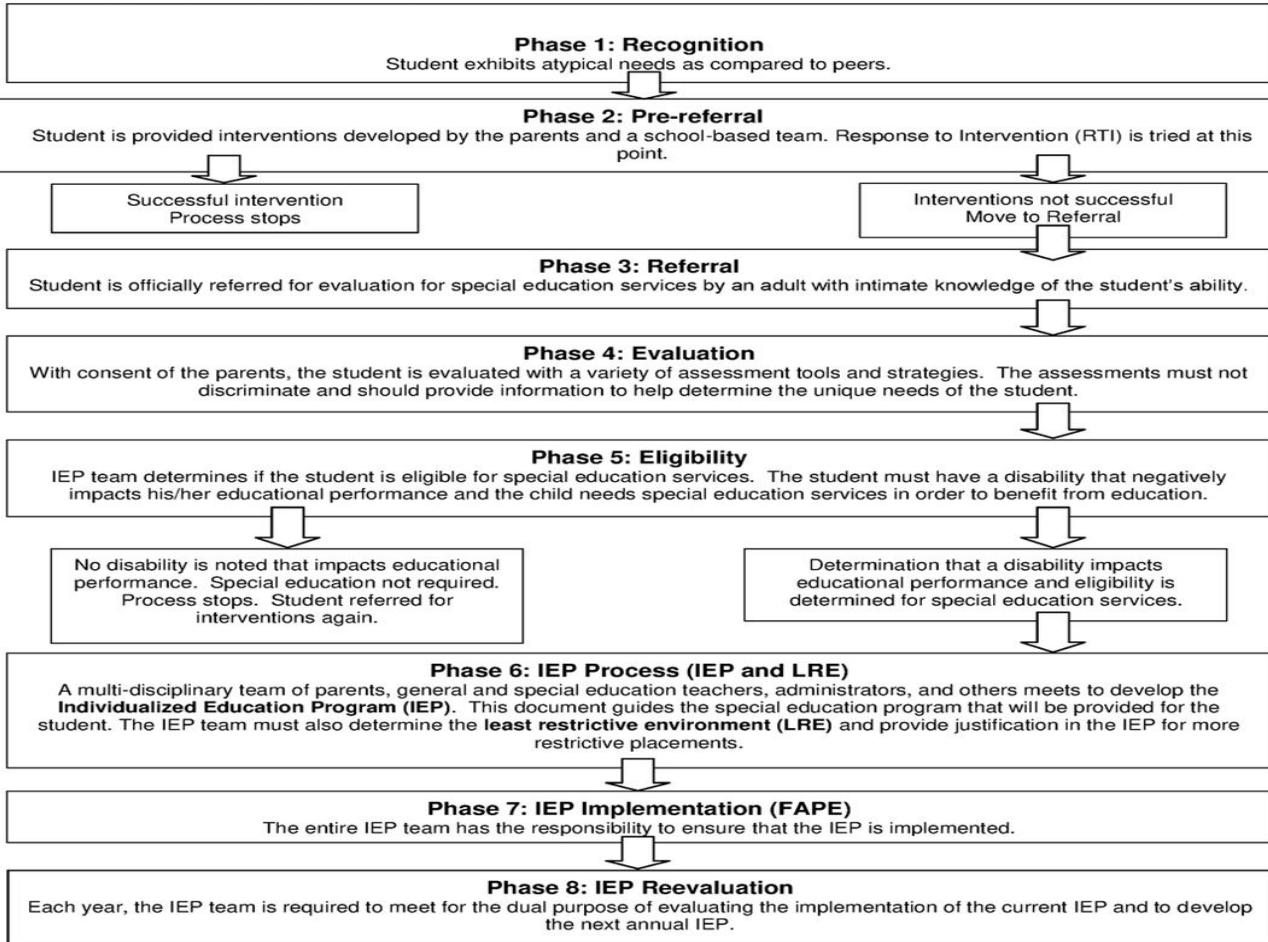






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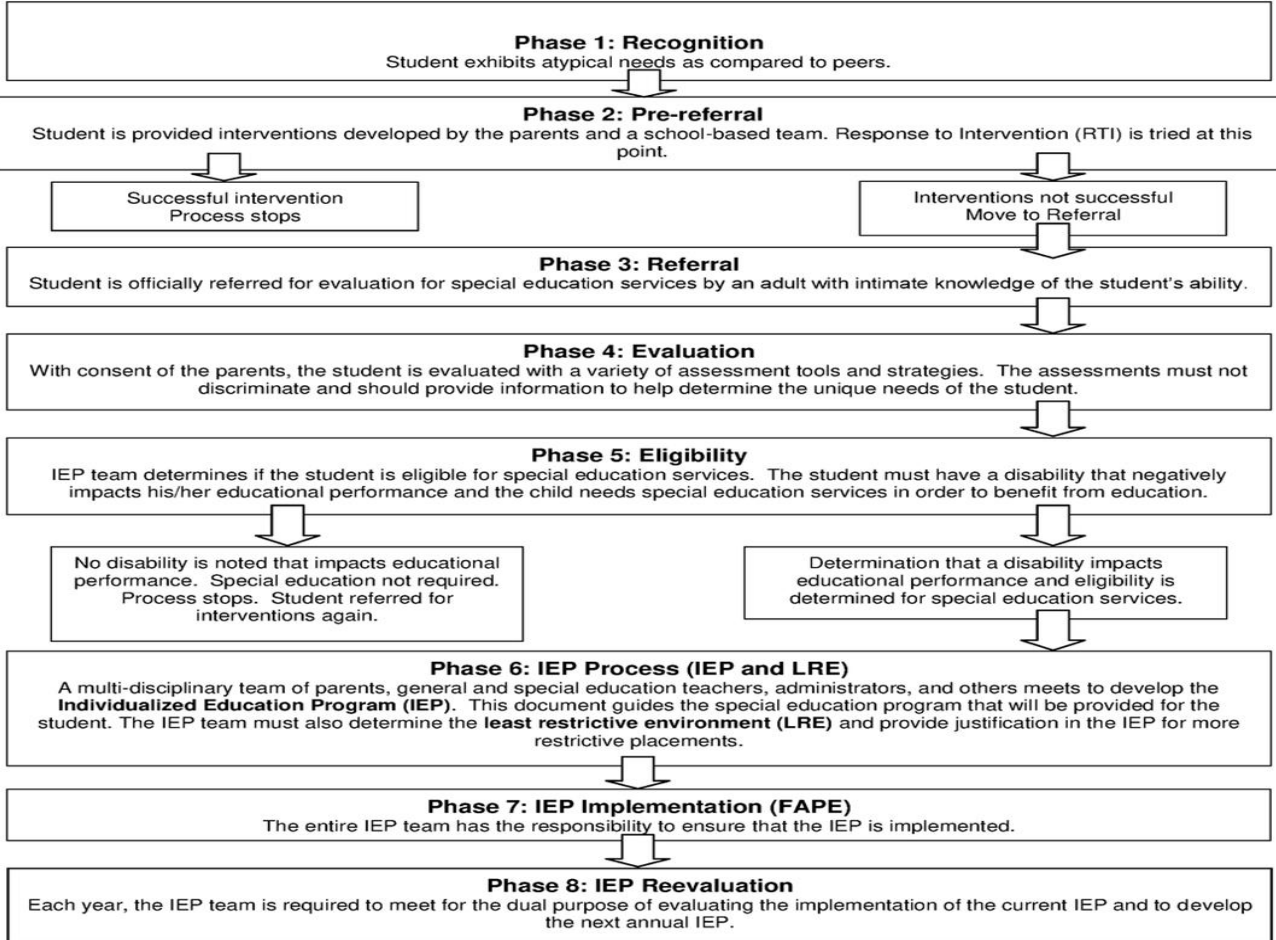
### 5.Aşama: Uygunluk:

- Değerlendirme sonuçlarını gözden geçirmek ve öğrencinin özel eğitim hizmetleri ve/veya ilgili hizmetler için uygun olup olmadığını (uygun değil) veya öğrencinin uygun bulunup bulunmadığını belirlemek için bir uygunluk toplantısı yapılır.
- Öğrenci uygun bulunursa, Kişiyे Özel Eğitim Planı (IEP) geliştirmek için bir uygunluk ve IEP toplantısı yapılır.
- Bir öğrenci, NJAC 6A: 14-3.5 ve NJAC 6A: 14-3.6 kapsamında tanımlanan özel eğitim ve ilgili hizmetler, özel eğitim veya ilgili hizmetler için uygun bulunabilir.
- Öğrenci uygun bulunmazsa (uygun değil), öğrenci bir 504 planı veya Müdahale ve Sevk Hizmetleri (I&RS) için Rehberlik Departmanına yönlendirilmelidir. Çocuk çalışma ekibi sevk süreci durur.



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### Özel Eğitim Kategorilerine Uygunluk:

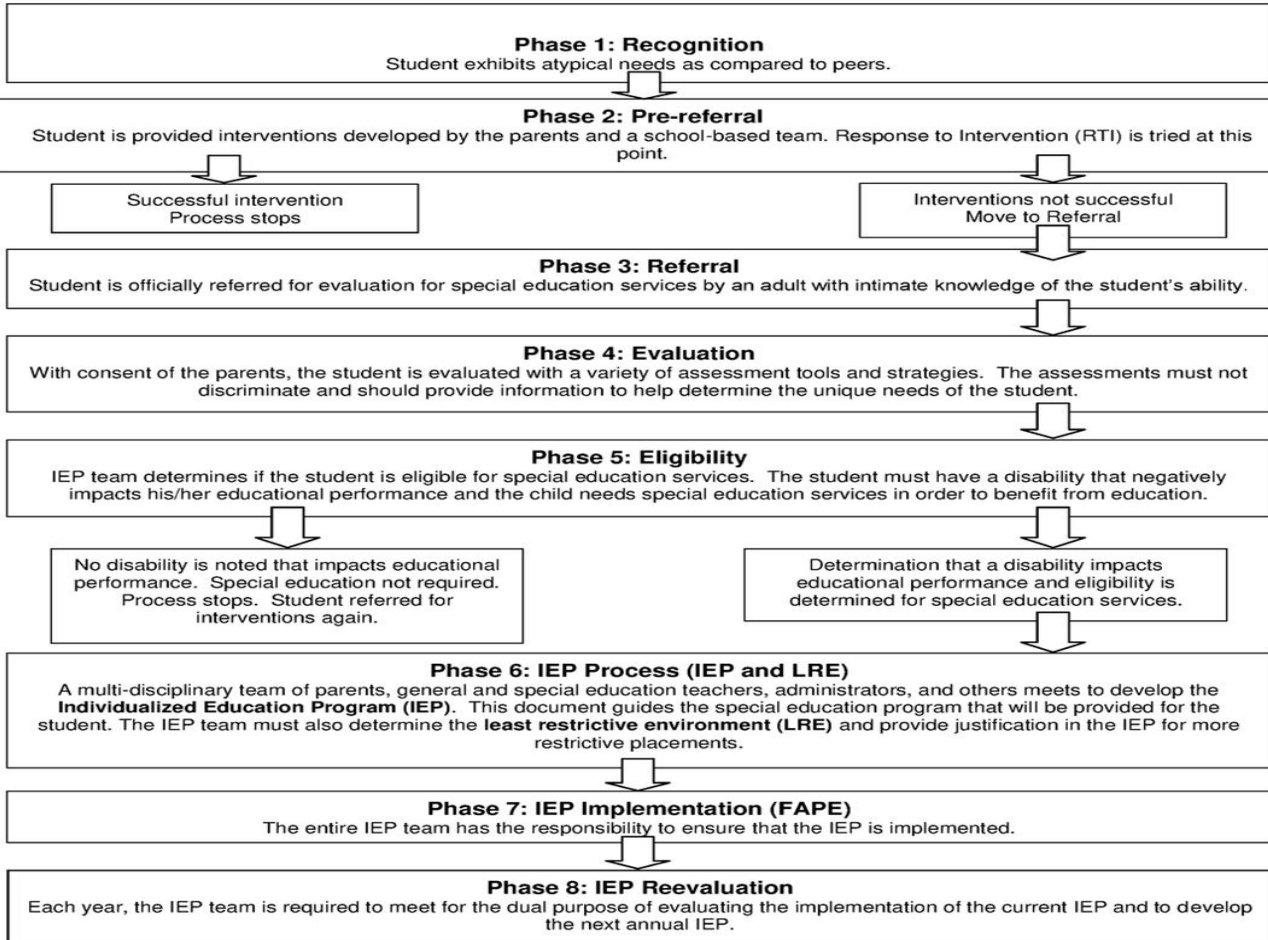
- Engelli okul öncesi çocuklar;
  - 3 ve 4 yaş
- Özgül Öğrenme Özürü (SLD)
- Zihinsel Engelliler:
  - Hafif
  - Orta
  - Şiddetli
- İşitme Engelliler (Sağır ve İşitme Güçlüğü Olanlar (HOH))
- Görme Engelliler
- Travmatik beyin hasarı
- Otitik
- İletişim Engelliler
- Birden Fazla Engeli Olanlar (MD)
- Sağırılık / Körlük
- Ortopedik Engelli
- Diğer Sağlık Engeli Olanlar
- Duyusal Düzen Bozukluğu





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## 6. Aşama: IEP Süreci (IEP ve En Az Kısıtlayıcı

### Çevre (LRE):

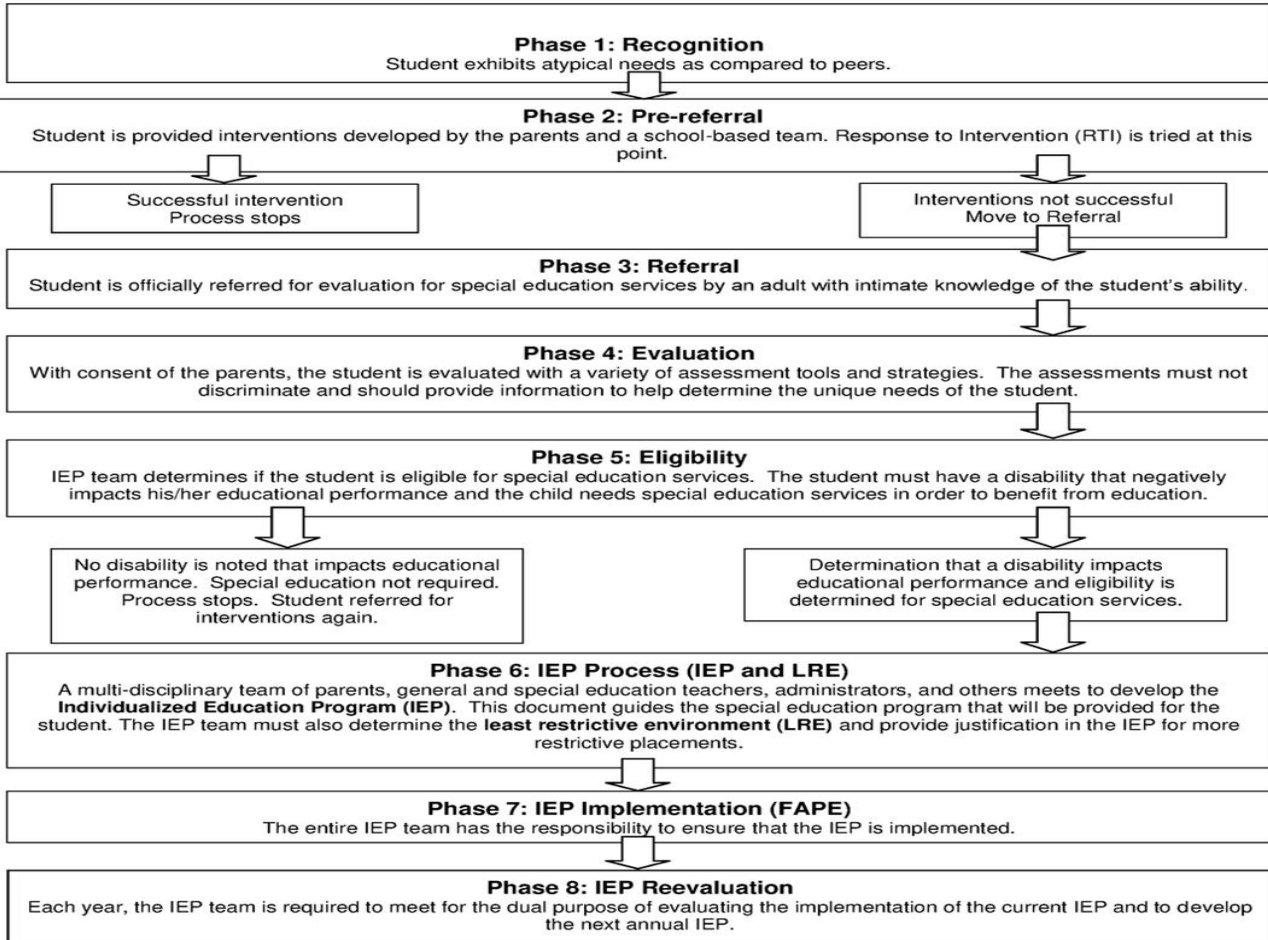
- Eğitim ekibi, ebeveyn, öğrenci, kurumlar ve / veya diğerlerinden oluşan IEP ekibi Kişiyi Özel Eğitim Planını (IEP) geliştirmek için bir araya gelir. IEP, öğrenci için en az kısıtlayıcı ortamda özel eğitim programını yönlendirecektir. Daha kısıtlayıcı uygulamalar belirlenirse, IEP bu uygulamayı desteklemeyecek gerekçeleri de göz önünde bulundurmalıdır.





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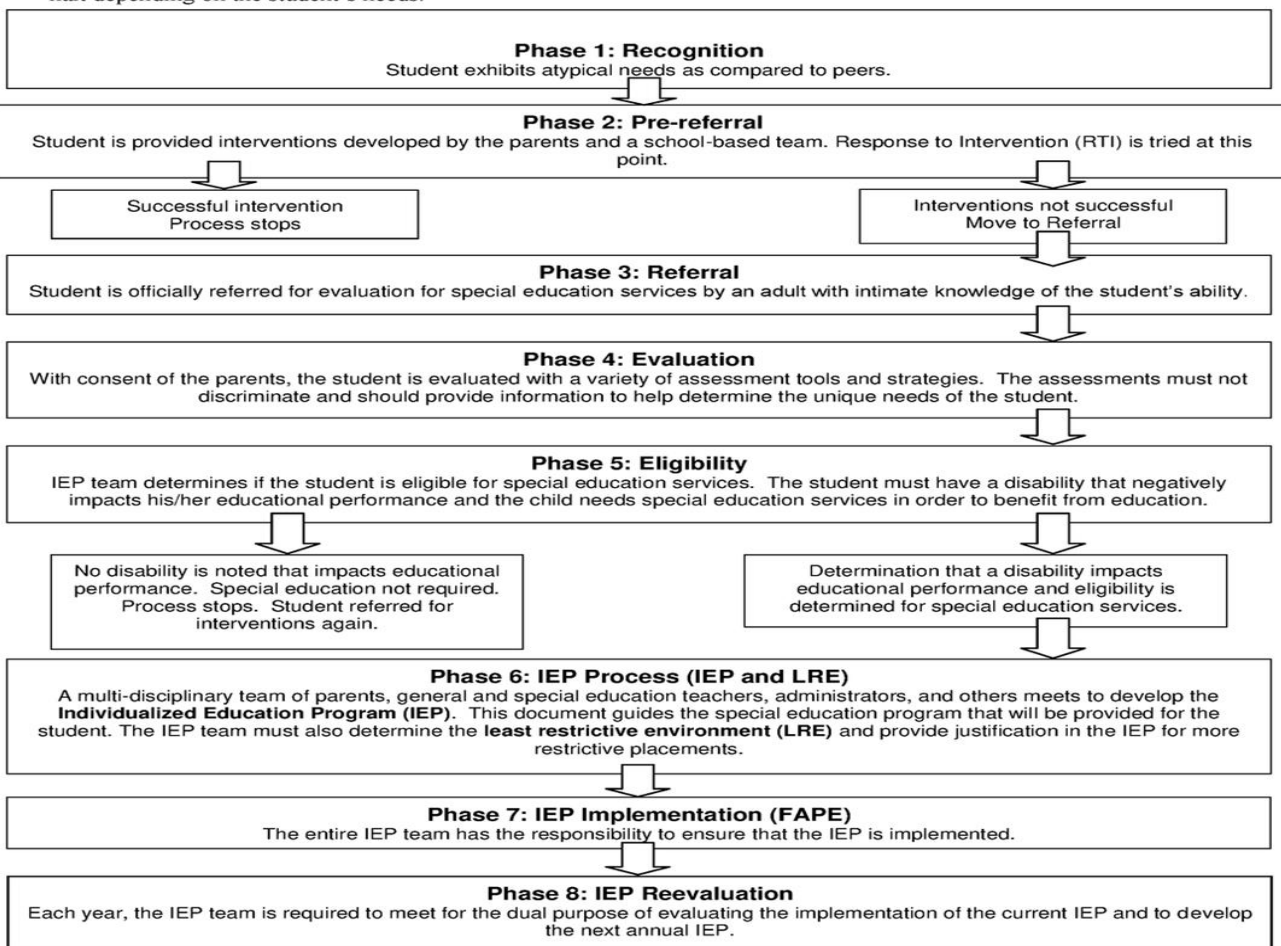
### IEP:

- Bir öğrencinin ilerleyişinin nasıl belgeleneceğini tanımlar
- Dil ihtiyaçlarını belirler
- 14 yaş üstü öğrenciler için geçiş hizmetlerini tanımlar



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### IEP takipleri:

- Yıllık bir IEP incelemesi yapılır.
- Her üç yılda bir yeniden değerlendirme yapılır





# ÖRNEK IEP İNCELEMESİ



Sunumu yapan:

Özel Eğitim Departmanı

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

*.Özel Eğitim Sorumluları*



# IEP Terminolojisi

- Katılımcılar
- Kişisel Bilgiler
- Özel Eğitim Hizmetleri Beyanı
- İlgili Hizmetlerin Beyanı
- Mevcut Akademik Başarı ve İşlevsel Performans Düzeyleri (PLAAFP)
- Amaçlar ve hedefler
- Değişiklikler
- Tamamlayıcı Yardımlar ve Hizmetler
- Okul Personeline Destek
- İlerleme Raporu
- Özel Eğitim Kararları
- İlçe ve Eyalet genelindeki değerlendirmelere ve ihtiyaç duyulan hizmetlere katılım
- Genel Eğitimden çıkarılma gerekçesi
- Ders Dışı ve Akademik Olmayan Etkinliklerde Yapılan Değişiklikler
- IEP ve Yerleştirme için Bildirim Gereksinimleri
- Usule İlişkin Önlemler Beyanı
- IEP İncelemesi
- Özel Eğitim Medicaid Girişimi (SEMI)



EASYFAX



3/-001816F1

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 Katılımcıları

IEP katılımcıları şunlardan oluşur:

- Ebeveyn (ler) veya veli (ler)
- Öğretmenler; genel ve özel eğitim
- Öğrenci hakkında bilgi sahibi olan diğer okul personeli
- Kurumlar
- Ebeveyn / veli tarafından belirlenen diğer taraflar

Katılımcılar, çocuğun benzersiz ihtiyaçlarını yakından incelemek üzere toplanır. Bu bireyler, öğrencinin bireysel ihtiyaçlarına uygun bir eğitim programı tasarlama konusundaki bilgi, deneyim ve taahhütlerini birleştirir.





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: 10000000 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

# Kişisel Bilgiler

- Öğrenci demografisi, programı ve destekleri:
  - Öğrencinin tam adı
  - Doğum tarihi
  - Cinsiyeti
  - Sınıfı
  - Adresi
  - Etnik kökeni
  - Yerleştirme
  - Herhangi bir ek destek

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

# Özel Eğitim Hizmetleri ve İlgili Hizmetlerin Beyanı

IEP, özel eğitim hizmetlerinin yanı sıra ihtiyaç duyulabilecek tüm ilgili hizmetleri de içermelidir.

İlgili hizmetlere örnekler:

- Konuşma
- Mesleki Terapi (OT)
- Fizik Tedavi (PT)
- Ulaşım
- Hemşirelik hizmetleri

Bu sayfada hizmetlerin programı, sıklığı, süresi ve konumu ayrıntılı olarak açıklanmaktadır.

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

# Mevcut Akademik Başarı ve İşlevsel Performans Düzeyleri (PLAAFP)

PLAAFP, tüm IEP'nin geliştirilmesi için temel bir kuruluş olarak hizmet eder. PLAAFP minimum düzeyde şu bilgileri içerir:

- Akademik ve / veya işlevsel bir beceri alanında öğrencinin ihtiyaçlarını açıklar
- Genel eğitim müfredatına katılımına göre öğrencinin engelinin etkisini belirtir
- Öğrencinin mevcut performans düzeylerini belgeler ve bu, sonraki ilerlemeleri için temel veri işlevi görür.
- Yıllık hedefleri ve uygun özel eğitim hizmetlerini ve bu hedeflere ulaşmak için gereken destekleri



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

Local ID: 1000000  
State ID: 1000000000

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

## PLAAFP AREA OF NEED: MATHEMATICS

Describe the present levels of academic achievement and functional performance including how the student's disability affects his or her involvement and progress in the general education curriculum. For preschool children, as appropriate, describe how the disability affects the child's participation in appropriate activities [N.J.A.C. 6A:14-3.7(e)].

### CURRENT LEVEL OF PERFORMANCE

#### Strengths of the student in Mathematics

testtesttesttesttestestatesateawteateast

#### Parental concerns for enhancing student's education in Mathematics

test

#### How the student's disability affects the student's involvement and progress in the general curriculum and participation in appropriate activities in Mathematics

test

### ANNUAL GOALS

Academic goals should be related to the Core Curriculum Content Standards through the general education curriculum unless otherwise required according to the student's educational needs. Preschool academic goals should be related to the Preschool Teaching and Learning Expectations: Standards of Quality.

#### Goal:

Given Condition, Joe will be able to analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact., 4 out of 5, as evaluated/determined by Progress Reports Bi-Weekly, and Progress Reports Bi-Weekly, by 07/26/2021.

#### Standard(s):

- 8.F.A Define, evaluate, and compare functions.
- 8.F.B Use functions to model relationships between quantities.

#### Numerical Target Criteria:

#### Objective

#### Numerical Target Criteria

Given Condition, Joe will test, test, as evaluated/determined by Work Samples  
Once a Month, by 07/26/2021.

### ADDITIONAL PROGRESS NARRATIVE

Additional progress in an area not tied to an IEP goal

# Amaçlar ve hedefler

## Yıllık Hedefler:

Bir çocuğun ihtiyaçları belirlendikten sonra, IEP ekibi bu ihtiyaçları karşılamak için uygun hedefler geliştirmeye yönelik çalışır. **Yıllık hedef**, çocuğun 12 aylık bir süre içinde ne yapması veya ne öğrenmesi gerektiğini açıklar.

Kısa vadeli öğretim **hedefleri**, öğrencinin yıllık hedefe ulaşabilmesi için öğrenmesi gereken ara bilgi ve becerilerdir.

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

Local ID: 1000000  
State ID: 1000000000

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

## 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

# Tamamlayıcı Yardımlar ve Hizmetler

- Genel eğitim sınıflarında, eğitimle ilgili diğer ortamlarda ve müfredat dışı ve akademik olmayan ortamlarda engelli çocukların engelli olmayan çocuklarla azami ölçüde eğitilmesini sağlamak için sağlanan yardımlar, hizmetler ve diğer destekler.

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

# Okul Personeline Destek

- Okul personeline yönelik destekler, personelin, öğrencilerin benzersiz ve özel ihtiyaçlarını karşılamak için etkin bir şekilde öğrenciyle çalışmasına yardımcı olan desteklerdir.





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

Local ID: 1000000  
State ID: 1000000000

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

## 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

# İlerleme Raporu

- IEP İlerleme raporları, çocuğunuzun Kişiyeye Özel IEP amaç ve hedeflerine yönelik ilerlemesi hakkında belirli bilgiler sağlayan veri kaynağıdır.

## 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

School: \*JFK - School Of Business,  
Technology, Marketing, And Finance  
Grade: Full-day Pre-school 5 years old  
Case Manager: Mike Test

# Özel Eğitim Kararları

- Okul gününün uzunluğu
- İlköğretimden orta öğretime geçiş
- Uzatılmış okul yılı



**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

# Bölge ve Eyalet Çapında Değerlendirme Programına Katılım

- Değerlendirmede Sağlanan Kolaylıklar - IDEA, engelli öğrencilerin eyalet veya bölge çapında değerlendirmelere katılmasını gerektirir. IEP ekibi, öğrencinin sınavda bir kolaylığa veya tamamen başka bir değerlendirme türüne ihtiyacı olup olmadığına karar vermelidir. IEP'nin bu bileşeninde ekip, öğrencinin nasıl katılacağını belgeler.
- IEP, çocuğun bu testlerin yapılması sırasında hangi değişikliklere ihtiyaç duyacağını belirtmelidir. Çocuk için test uygun değilse, IEP testin neden uygun olmadığını ve bunun yerine çocuğun nasıl test edileceğini belirtmelidir.



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

# Genel Eđitimden ıkarılma gerekesi

- En Az Kısıtlayıcı Ortam (LRE), engelli bir ocuđun, azami lde engelli olmayan akranlarının yanı sıra eđitim ihtiyalarını karřılayacak řekilde tasarlanmış uygun bir eđitim alabileceđi ortamı ifade eder.

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.

# Değişiklikler

- Özel eğitime hak kazanan engelli çocuklar için, çocuğun Kişiyel Özel Eğitim Programı (IEP) ekibi, çocuk için uygun eğitimin yanı sıra, uygun müfredat dışı ve akademik olmayan etkinlikleri ve gerekli tüm değişiklikleri belirleyecektir.
  - Temel içerik
  - Müfredat dışı ve / veya müfredat kapsamında olmayan etkinlikler, örneğin:
    - Okulda yapılan sporlar
    - Eğlence faaliyetleri
    - Öğle yemeği
    - Tenefüs
    - Okul gezisi





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

# IEP ve Yerleřtirme iin Bildirim Gereksinimleri

Bu form, bir IEP toplantısı iin yazılı bildirim her bir bileřeninde gerekli olan bilgileri aıklamaktadır.

Bu bildirim Őunlardan oluŐur:

- nerilen eylem
- nerilen program ve yerleřtirme
- Deęerlendirilen ve reddedilen seęenekler
- nerilen eylemi belirlemede kullanılan faktrler





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

# Usule İlişkin Önlemler Beyanı

- Usulsel güvenceler olarak adlandırılan ebeveyn haklarının bir açıklaması.
- Özel Eğitimde Ebeveyn Hakları kopyasının verilmesi (PRISE)
- Bölge Ofisi adresi
- Okul Bölgesi Temsilcisi
- Çocuk Çalışma Ekiplerinin İlçe Sorumlusu



## 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 İNCELEMESİ

- Ebeveyn / veli, IEP'yi gözden geçirme hakkına sahiptir ve velilere bunu düşünmeleri için 15 gün verilir.



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

# Özel Eğitim Medicaid Girişimi (SEMI) Ebeveyn Onay Formu

- Okul bölgelerinin öğrencilere sağlanan hizmetler için Medicaid'e fatura kesmesini sağlayan YARI programa katılım konusunda velilere yapılan bildirim.
- Bu hizmetlerin bölge tarafından faturalandırılması, ebeveynlerin / velilerin okul bölgesi dışında bu hizmetlere erişebilmesini etkilemez.
- Bu hizmetlerin maliyeti aileye fatura edilmez ve bir Medicaid ailesini de etkilemez.



- Ebeveyn / veli olarak, IEP toplantısından asla ayrılmamanız gerekir.
- Eğer toplantıyı tam olarak anlamadıysanız, bunu ekibe bildirdiğinizde size açıklama yapacaklardır.
- Çocuğunuzun IEP'si ile ilgili herhangi bir soru veya endişeniz varsa, bu durum her zaman Durum Yöneticisi ile paylaşılmalıdır.

### **Merkez Ofis iletişim:**

Cheryl D. Coy - Özel Eğitim ve Hizmetler Müfettiş Yardımcısı

973-321-2216 veya 973-321-0677

Çocuğunuzun bireysel ihtiyaçlarının karşılanması ile ilgili olarak, her zaman bir ekip olarak çalıştığımızdan emin olabilirsiniz.

Katıldığınız için teşekkürler.

