



Presentado por:

El Departamento de Educación Especial

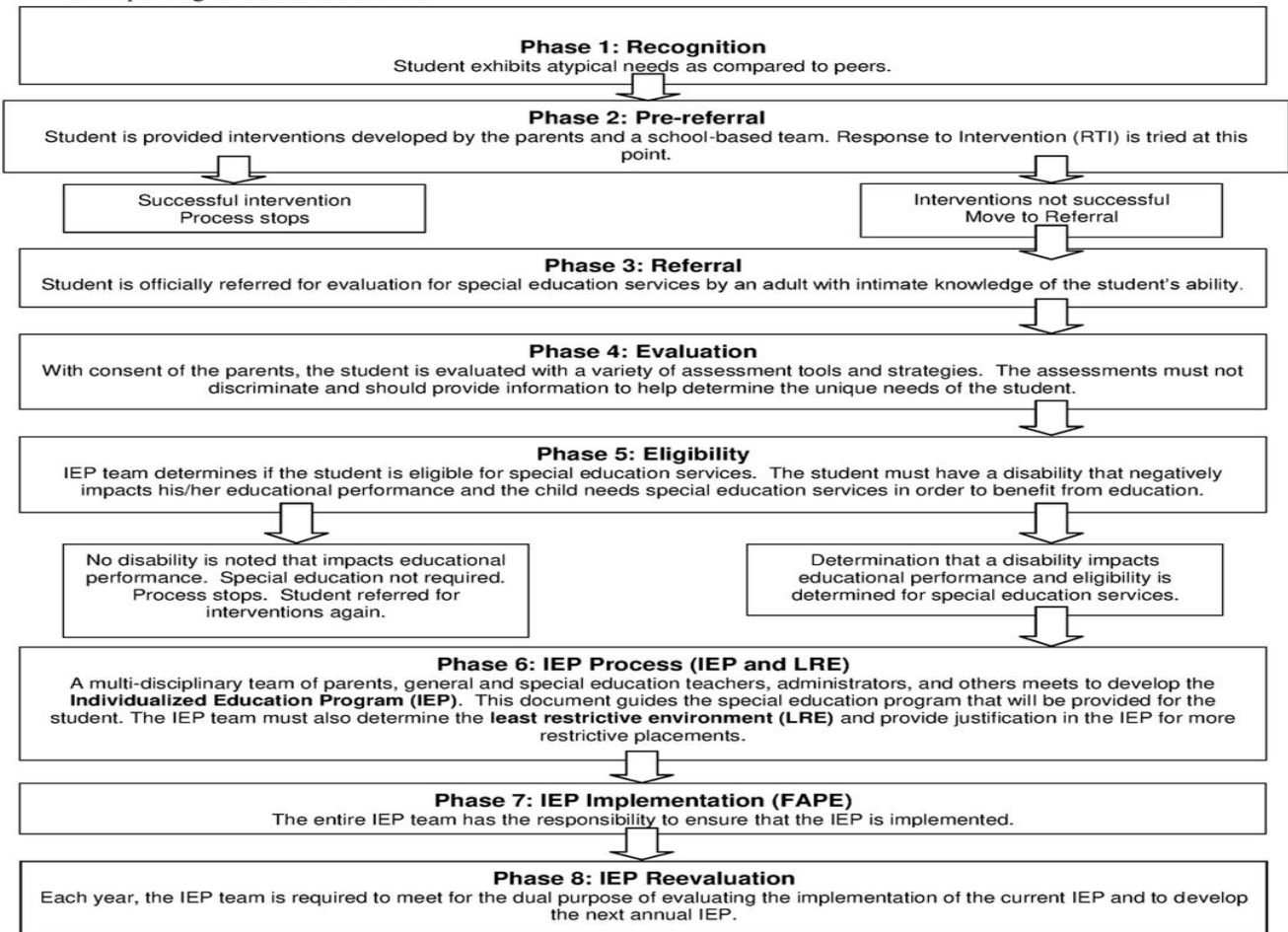
***Dr. Renee Archer, Rontai Carswell, Tammie Harrell-Simmons, Kiai Jones,
Bernadette Murray, Janelle Sisco y Candice Vargas***

Supervisores de Educación Especial



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.



Fase 1. Reconocimiento:

- El estudiante muestra diferencias importantes en su desempeño académico o en su comportamiento en comparación con sus compañeros.

Fase 2. Apoyos previos:

- Antes de remitir al estudiante al programa IEP, deben otorgarse apoyos previos, como I&RS (Servicios de intervención y remisión) o un 504. Los padres y un equipo de la escuela se reúnen para establecer los apoyos de intervención para el estudiante.

Si las intervenciones tienen éxito, no se necesitarán más remisiones. El progreso del estudiante, con el uso de intervenciones, se supervisa para garantizar que el estudiante haya alcanzado sus metas.

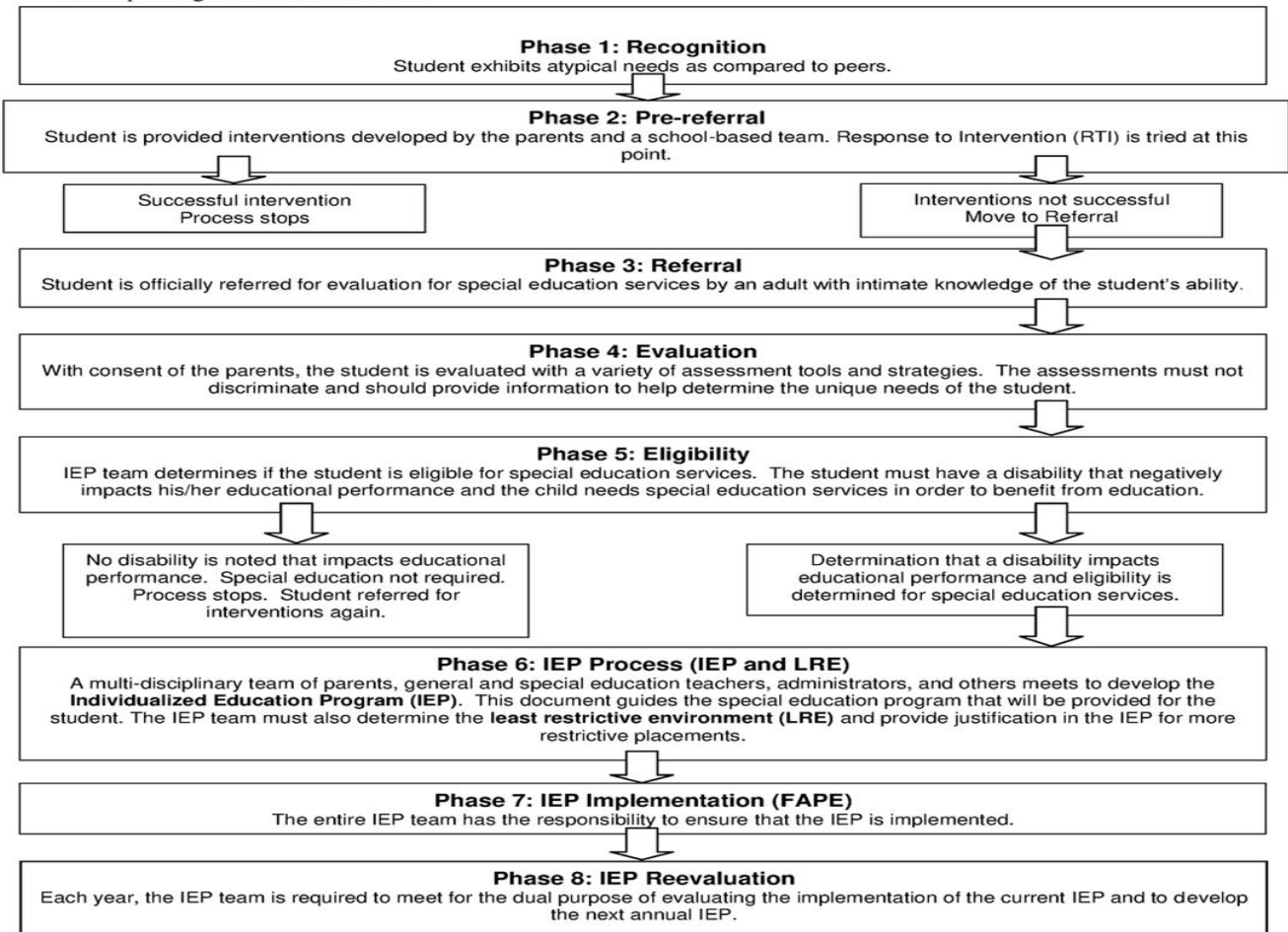
Si las intervenciones no tienen éxito, entonces el estudiante debe ser referido al Equipo de Estudio Infantil.

***Se pueden realizar remisiones directas.** El recibir I&RS al mismo tiempo que son remitidos resulta en beneficio de los estudiantes, de forma tal que reciben intervenciones durante el proceso de remisión al IEP.



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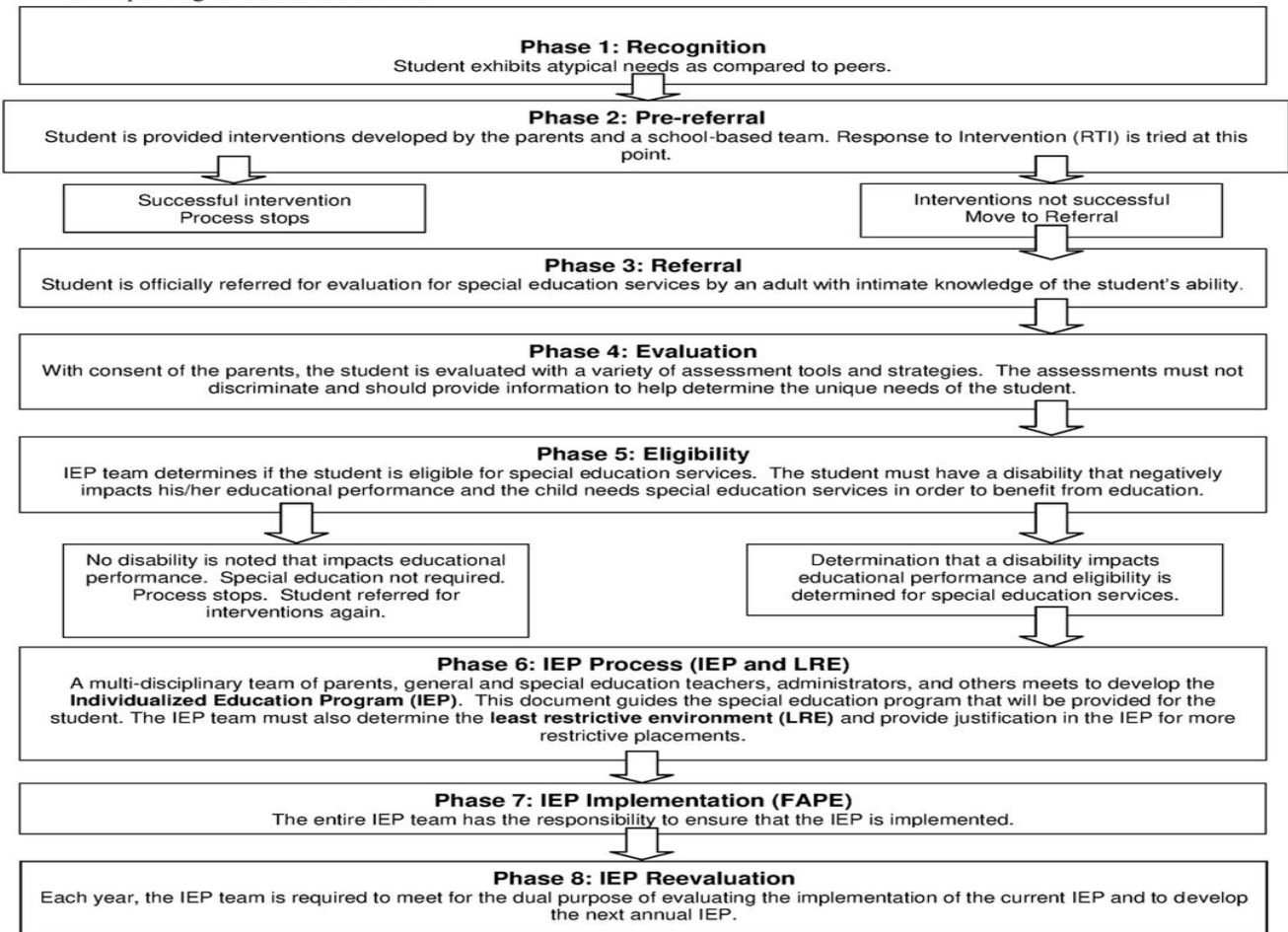
¿Qué es I&RS?

- Los Servicios de Intervención y Remisión (I&RS) es un equipo interdisciplinario de profesionales dentro del entorno escolar que se reúnen durante el año escolar para formular servicios coordinados y sistemas de prestación de equipos para abordar una amplia gama de problemas de aprendizaje, de comportamiento, sociales y de salud de los estudiantes en el programa de educación general, así como para los estudiantes que se determina que necesitan programas y servicios de educación especial.
- El Comité de I&RS desarrolla un Plan de Acción que contiene metas, intervenciones y un cronograma para la duración del plan.
- *Una remisión a I&RS puede ocurrir antes y durante la remisión del estudiante a los Equipos de Estudio Infantil. Esto permitirá que existan apoyos de intervención para el estudiante en espera y durante el proceso de remisión al programa IEP.*



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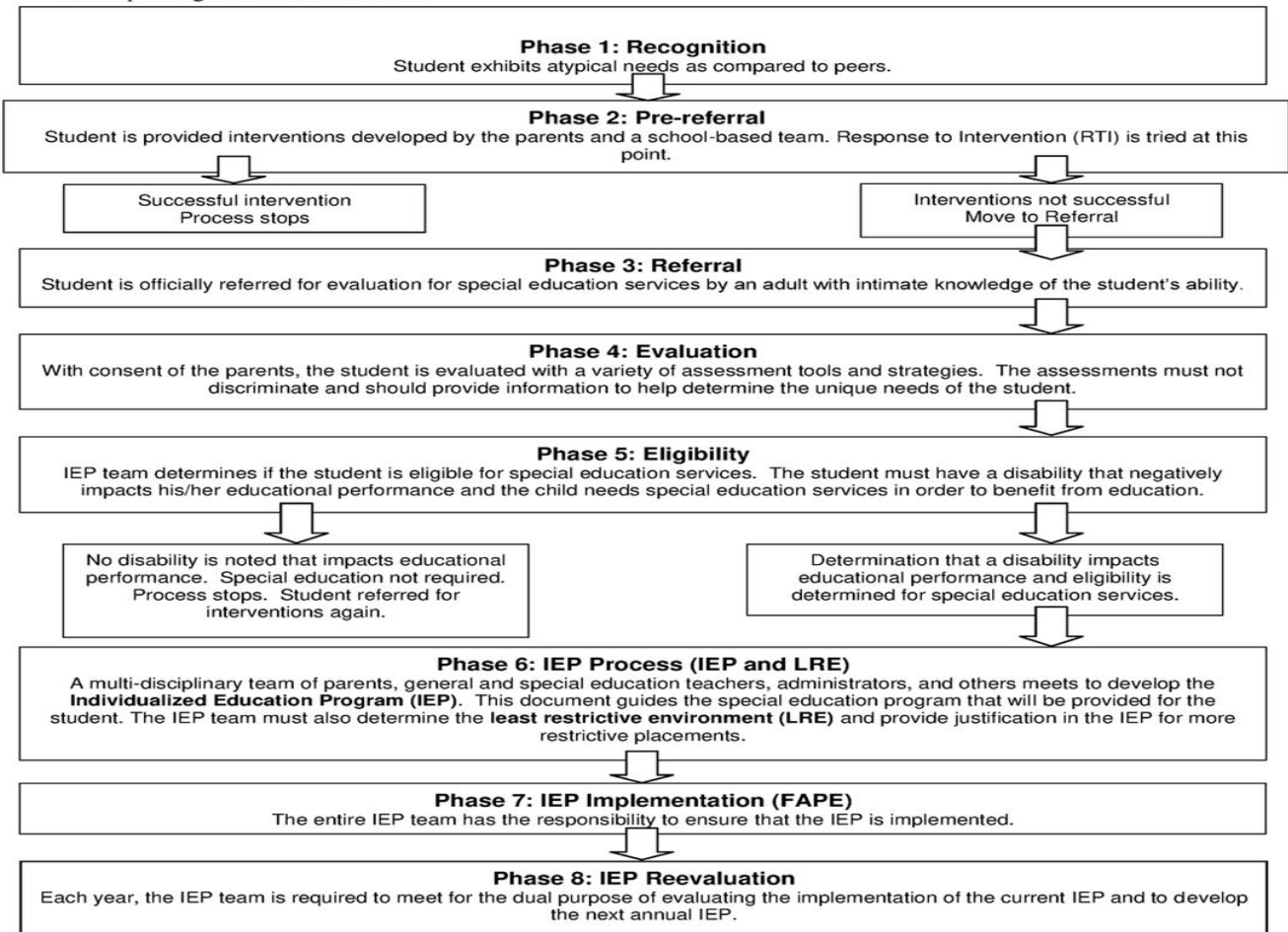
¿Qué es un Plan 504?

- Un Plan de la Sección 504 garantiza que los estudiantes con discapacidades médicas o de otro tipo tengan un acceso igualitario a la educación. Cada estudiante elegible podrá recibir adaptaciones y modificaciones diseñadas por personas que comprenden muy bien su situación.



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Fase 3. Remisión:

- La remisión se envía al Equipo de Estudio Infantil. Esta remisión puede provenir de los padres, el personal de la escuela y otras personas identificadas en el Código Administrativo de Nueva Jersey 6A:14.
- La Reunión de identificación (Reunión de ID) se lleva a cabo dentro de los 20 días posteriores a la remisión para determinar si se justifica realizar alguna evaluación.

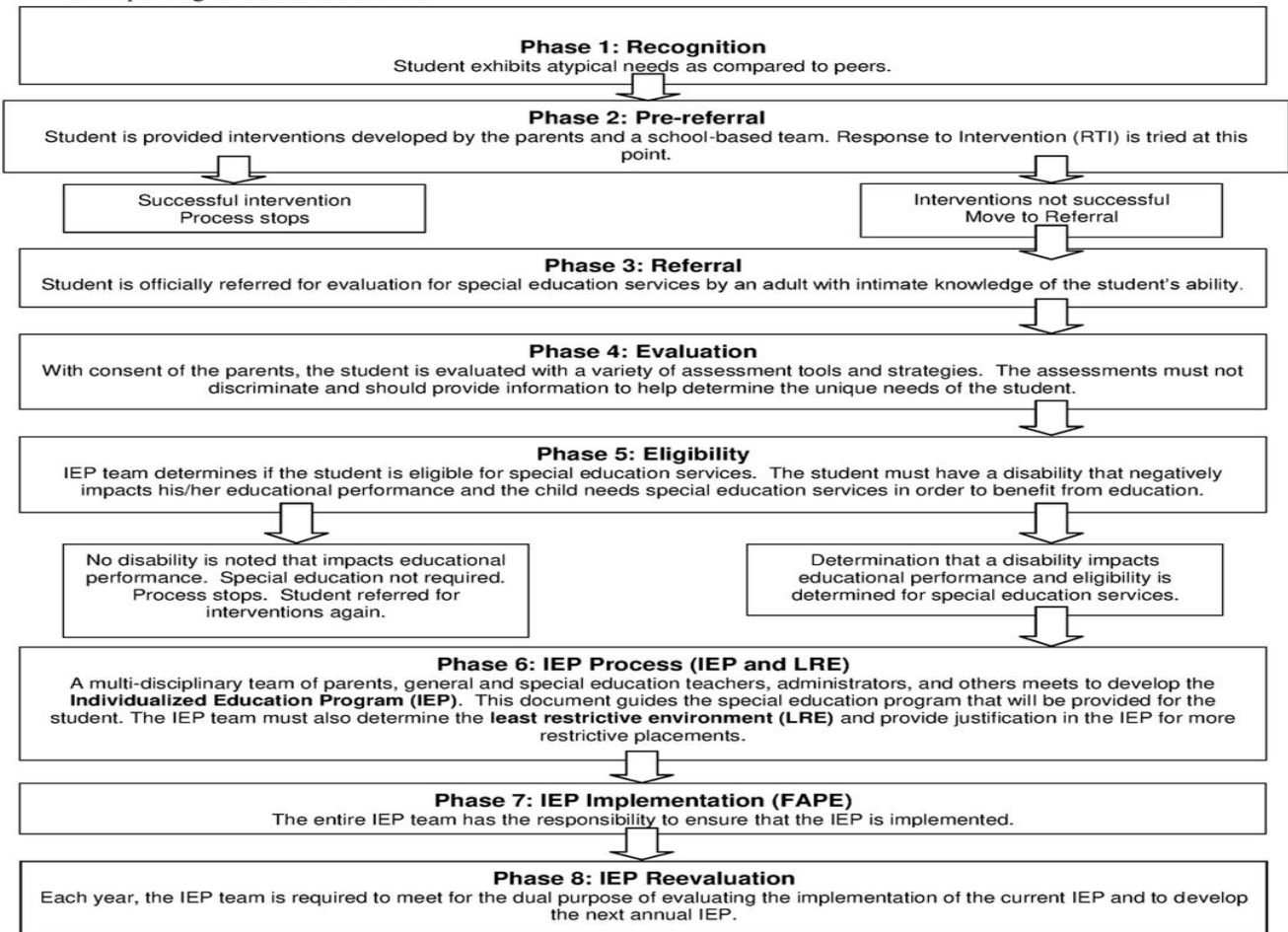
Fase 4. Evaluación:

- El Equipo IEP, incluidos los padres o tutores, determina las evaluaciones que se deben completar.
- Las evaluaciones iniciales para determinar la elegibilidad se completan dentro de los 90 días posteriores a la fecha de la remisión.
- Se programa la reunión de elegibilidad y los informes de evaluación se envían a los padres 10 días antes de dicha reunión.



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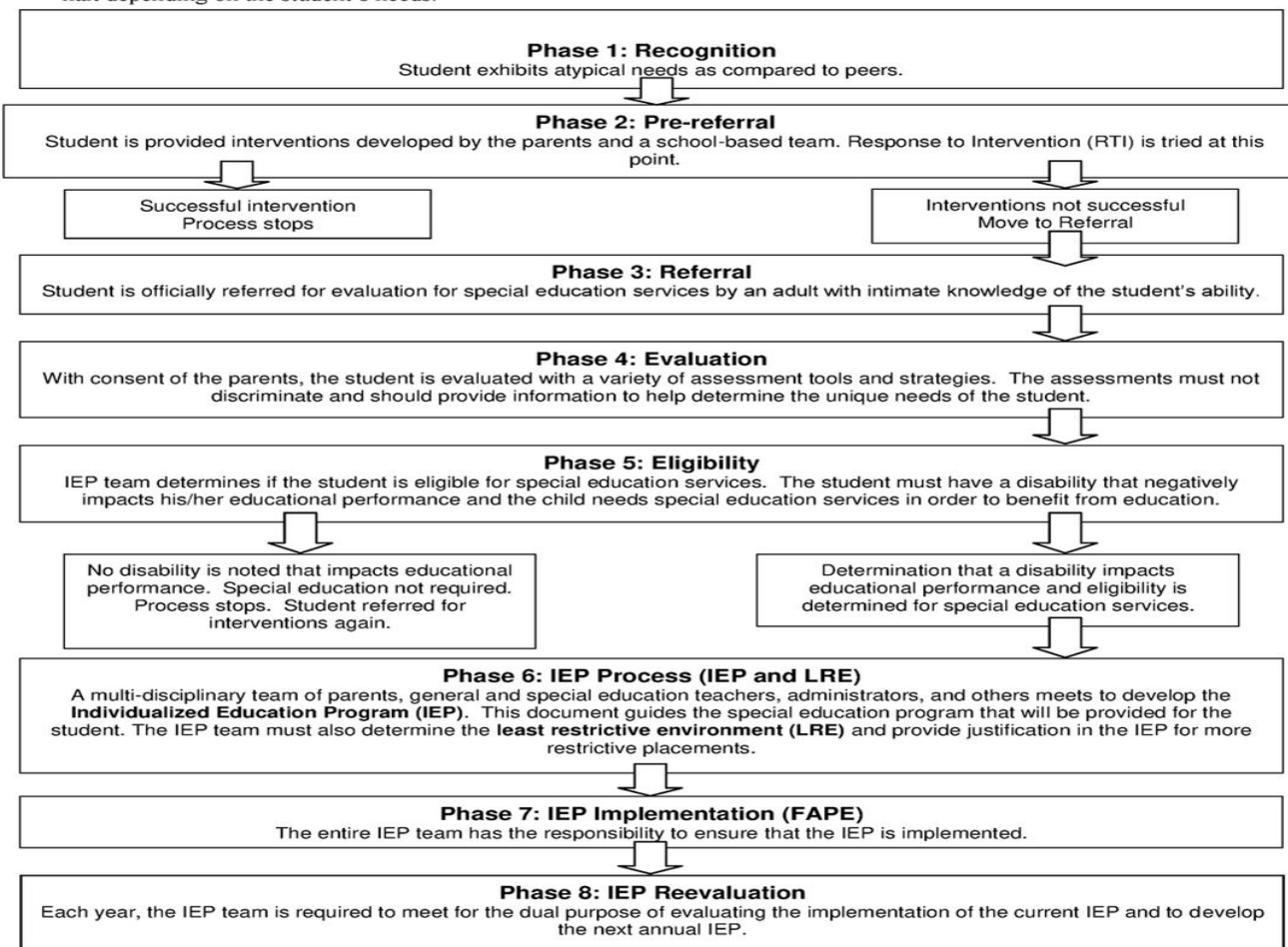
Fase 5. Elegibilidad:

- Se lleva a cabo una reunión de elegibilidad para revisar los resultados de la evaluación y determinar si el estudiante es elegible para servicios de educación especial y/o servicios relacionados o si éste no reúne los requisitos (no elegible).
- Si se determina que el estudiante es elegible, se lleva a cabo una reunión de elegibilidad & IEP para desarrollar un Plan de Educación Individualizado (IEP).
- Un estudiante puede ser elegible para educación especial y servicios relacionados, educación especial o servicios relacionados como se determina en N.J.A.C. 6A: 14-3.5 y N.J.A.C 6A: 14-3.6.
- Si se determina que el estudiante no reúne los requisitos (no es elegible), el estudiante debe ser remitido al Departamento de Orientación para considerar un Plan 504 o Servicios de Intervención y Remisión (I&RS). En este punto, se detiene el proceso de remisión del Equipo de Estudio Infantil.



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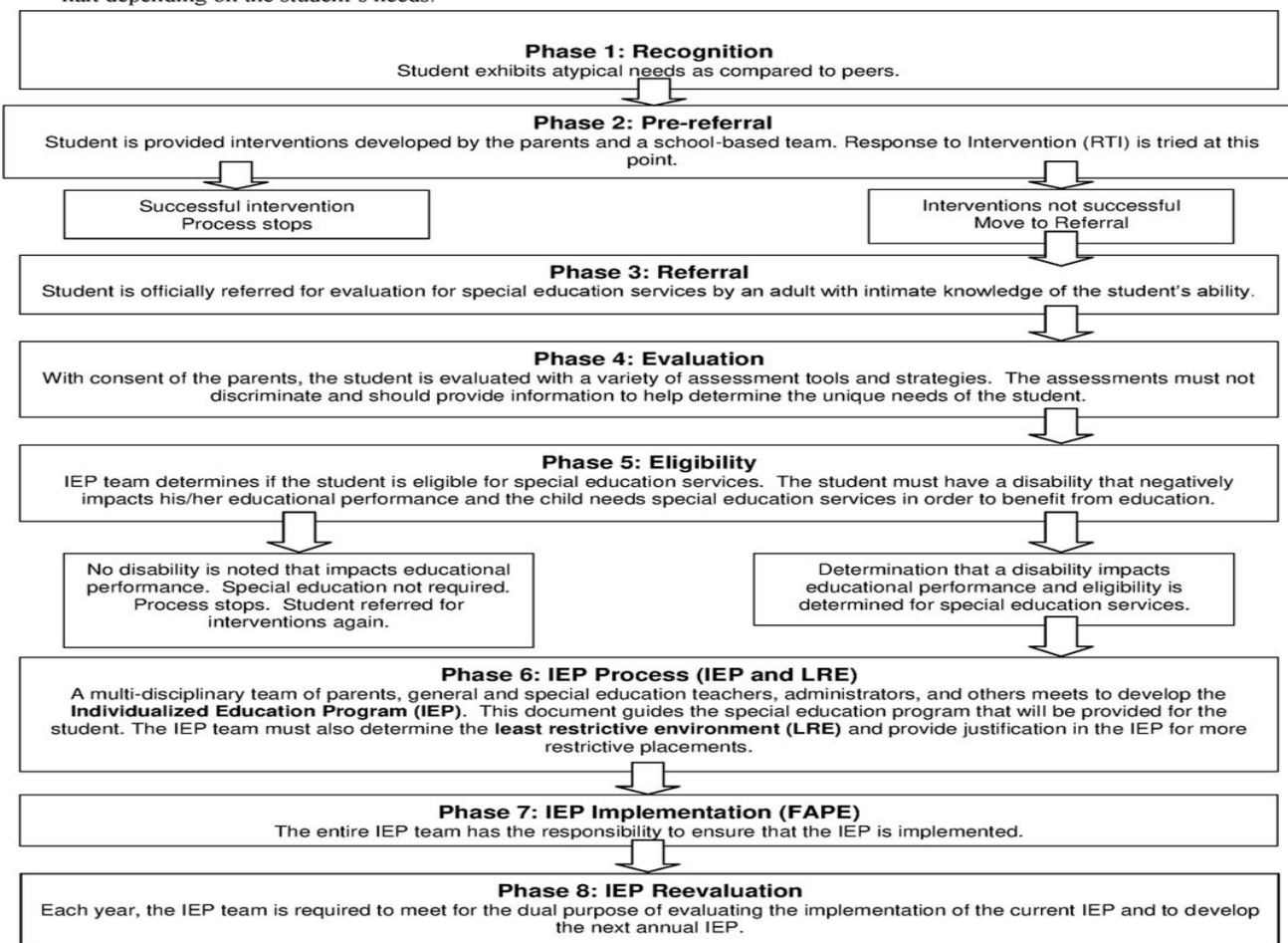
Elegibilidad para las categorías de educación especial:

- Niño en edad preescolar con discapacidad
 - De 3 y 4 años
- Discapacidad específica del aprendizaje (SLD)
- Discapacidades intelectuales
 - Leve
 - Moderado
 - Severo
- Discapacidades auditivas (sordos y con problemas de audición (HOH))
- Discapacidades visuales
- Lesión cerebral traumática
- Autismo
- Discapacidades en la comunicación
- Múltiples discapacidades(MD)
- Sordoceguera
- Discapacidades ortopédicas
- Otros impedimentos de salud
- Trastorno de desregulación emocional



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Fase 6. Proceso del IEP (IEP y el Entorno Menos

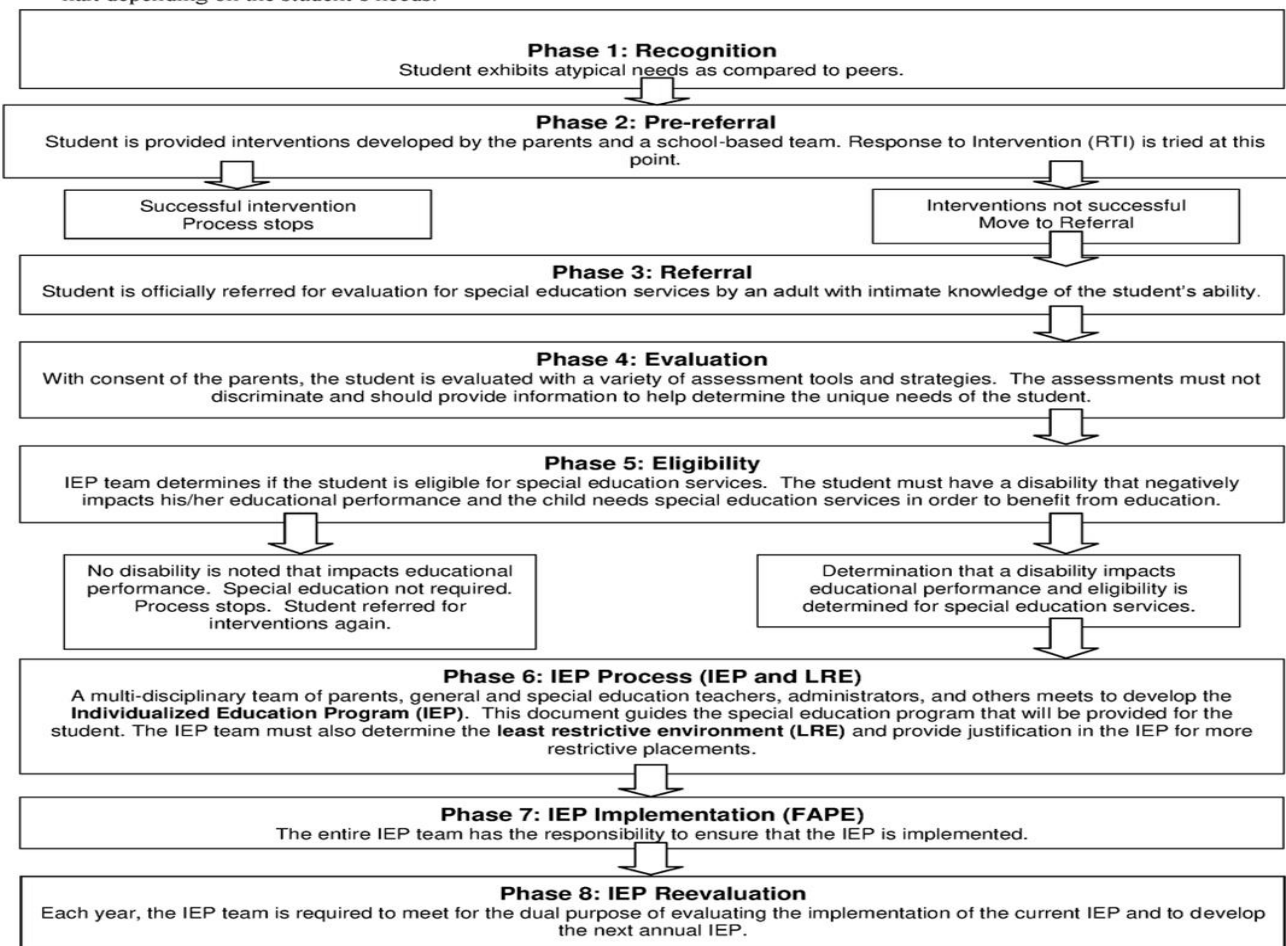
Restringido (LRE):

- El Equipo IEP, que consiste en el equipo docente, los padres, el estudiante, las agencias y/u otros, se reúnen para desarrollar el Plan de Educación Individualizado (IEP). El IEP guiará el programa de educación especial para el estudiante, en el entorno menos restrictivo. Si se determinan ubicaciones más restrictivas, el IEP debe incluir justificaciones para respaldar dichas ubicaciones.



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Fase 6. Proceso de IEP (IEP y el Entorno Menos

Restringido (LRE):

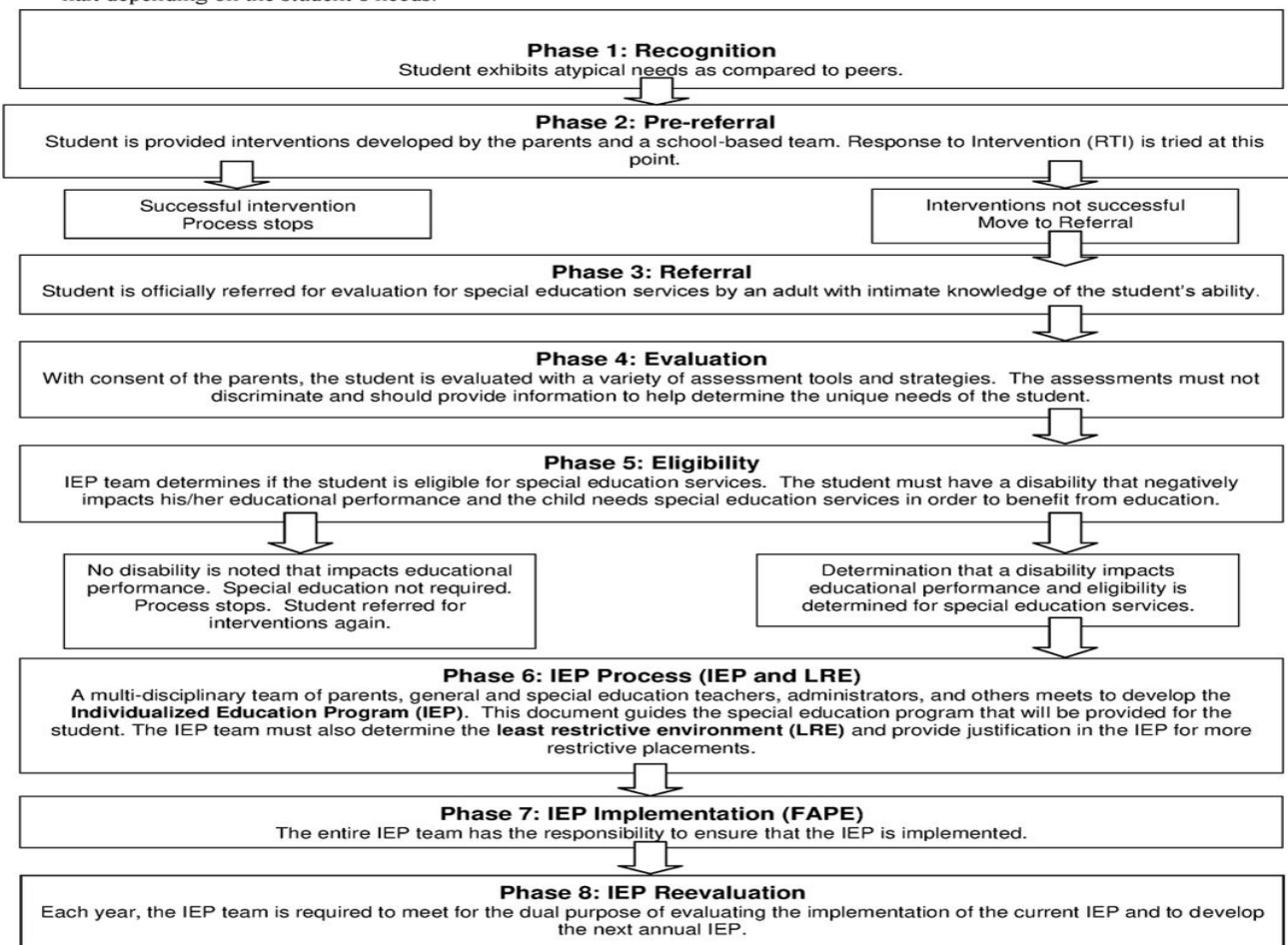
El IEP:

- Identifica cómo se documentará el progreso de un estudiante.
- Identifica las necesidades del lenguaje.
- Identifica los servicios de transición para estudiantes de 14 años o más.



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Seguimientos al IEP:

- Se realiza una revisión anual del IEP una vez al año.
- La reevaluación se realiza cada tres años.

PREGUNTAS Y RESPUESTAS



REVISIÓN A UN IEP DE MUESTRA



Presentado por:

El Departamento de Educación Especial

.Dr. Renee Archer, Rontai Carswell, Tammie Harrell-Simmons, Kiai Jones,

.Bernadette Murray, Janelle Sisco y Candice Vargas

.Supervisores de Educación Especial

Terminología del IEP

- Participantes
- Información personal
- Declaración de servicios de educación especial
- Declaración de servicios relacionados
- Niveles actuales de desempeño académico y funcional (PLAAFP)
- Metas y objetivos
- Adaptaciones
- Ayudas y servicios complementarios
- Apoyos para el personal escolar
- Informes de progreso
- Resoluciones de educación especial
- Participación en evaluaciones distritales y estatales, así como cualquier adaptación necesaria.
- Justificación para ser retirado de la educación general
- Adaptaciones en actividades extracurriculares y no académicas
- Requisitos de notificación para el IEP y la Ubicación
- Declaración de garantías procesales
- Revisión del IEP
- Iniciativa de Medicaid de Educación Especial (SEMI)



....EASYFAX

DRAFT



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)

Participantes

Los participantes del IEP serán:

- Padres o tutor(es) legal(es).
- Maestros; educación general y especial.
- Personal de la escuela que conozca al estudiante.
- Agencias
- Otras partes designadas por el padre o tutor.

Los participantes se reúnen para observar de cerca las necesidades únicas del niño. Estas personas combinan sus conocimientos, experiencia y compromiso para diseñar un programa educativo que se adapte a las necesidades individuales del estudiante.

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

Información personal

- Los datos demográficos, el programa y los apoyos del estudiante:
 - Nombre completo del estudiante.
 - Fecha de nacimiento.
 - Género.
 - Grado.
 - Dirección.
 - Origen étnico.
 - Ubicación.
 - Cualquier soporte adicional.

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

Local ID: 1000000
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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

Declaración de servicios de educación especial y cualquier servicio relacionado

El IEP debe contener una declaración de los servicios de educación especial, así como cualquier servicio relacionado que pueda ser necesario.

Ejemplos de servicios relacionados son:

- Lenguaje.
- Terapia ocupacional (OT).
- Terapia física (PT).
- Transporte.
- Servicios de enfermería.

En esta página se detalla el programa, la frecuencia, la duración y la ubicación de los servicios.

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

Niveles actuales de desempeño académico y funcional (PLAAFP)

Los PLAAFP sirven como línea base para el desarrollo de todo el IEP. Como mínimo, los PLAAFP:

- Describen las necesidades del estudiante en un área de habilidad académica o funcional.
- Establecen el impacto de la discapacidad del estudiante en su participación en el plan de estudios de educación general.
- Documentan los niveles actuales de desempeño del estudiante, que servirán como referencia para sus progresos futuros.
- Informan las metas anuales y los servicios y apoyos de educación especial apropiados requeridos para alcanzar tales metas.

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

Local ID: 1000000
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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

testtesttestestestestateateawteateast

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

Metas y Objetivos

Metas Anuales:

Una vez que se identifican las necesidades de un niño, el Equipo IEP trabaja en desarrollar metas apropiadas para abordar esas necesidades. La **meta anual** describe lo que se espera que el niño haga o aprenda en un período de 12 meses.

Los **objetivos** de enseñanza a corto plazo son el conocimiento y las habilidades intermedias que el estudiante debe aprender para alcanzar la meta anual.

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

Apoyos y servicios complementarios

- Ayudas, servicios y otros apoyos que se brindan en clases de educación general, en otros entornos relacionados con la educación y en entornos extracurriculares y no académicos para permitir que los niños con discapacidades sean educados junto con niños sin discapacidades en la medida de lo posible.

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

Local ID: 1000000
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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

Apoyos para el personal escolar

- Los apoyos para el personal escolar son aquellos que ayudan al personal a trabajar eficazmente con el estudiante para satisfacer sus necesidades únicas y específicas.



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

Local ID: 1000000
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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

Informes de progreso

- Los informes de progreso del IEP son la fuente de datos que brindan información específica sobre el progreso de su hijo hacia sus metas y objetivos individualizados del IEP.

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

Resoluciones de educación especial

- Duración de la jornada escolar.
- Transición del programa de educación elemental a educación media-superior.
- Año escolar extendido.

**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.

XXXXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXX

Participación en programas de evaluación distritales y estatales

- Adaptaciones en la evaluación: La IDEA dicta que los estudiantes con discapacidad participen en evaluaciones estatales o distritales. El Equipo IEP debe decidir si el estudiante requiere de adaptaciones en las pruebas u otro tipo de evaluación de manera integral. En esta parte del IEP, el equipo establece cómo participará el estudiante.
- El IEP debe indicar qué adaptaciones necesitará el niño al presentar estas pruebas. Si una prueba no es apropiada para el niño, el IEP debe indicar por qué la prueba no es apropiada y cómo se evaluará al niño en lugar de ésta.

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

Justificación para ser retirado de la educación general

- El entorno menos restrictivo (LRE) se refiere al entorno en el que un niño con una discapacidad puede recibir una educación adecuada diseñada para satisfacer sus necesidades educativas, al lado de sus compañeros sin discapacidades en la medida de lo posible.

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.

Adaptaciones

- Para los niños con discapacidad elegibles para recibir educación especial, el Equipo IEP del niño determinará la educación apropiada para el niño, así como las actividades extracurriculares y no académicas apropiadas y las adaptaciones necesarias.
 - Contenido básico.
 - Actividades extracurriculares y/o no curriculares como:
 - Deportes escolares.
 - Actividades recreativas.
 - Almuerzo.
 - Recreo.
 - Excursiones.



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

Local ID: 1000000
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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

Requisitos de notificación para el IEP y las Ubicaciones

Este formulario describe la información requerida en cada uno de los elementos de la notificación escrita para una reunión del IEP.

Esta notificación consta de:

- Acción propuesta.
- Programa y ubicación propuestos.
- Opciones consideradas y rechazadas.
- Factores utilizados para determinar la acción propuesta.

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

Declaración de garantías procesales

- Una descripción de los derechos de los padres, que se denominan garantías procesales.
- Notificación de su copia de los derechos de los padres en la educación especial (PRISE).
- Dirección de la oficina del distrito.
- Representante del distrito escolar.
- Supervisor de Equipos de Estudio Infantil del condado.

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:

DRAFT

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:

REVISIÓN DEL IEP

- El padre o tutor tiene el derecho de revisar el IEP y se le otorgan 15 días para examinarlo.

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

Iniciativa de Medicaid de Educación Especial (SEMI), Formulario de consentimiento de los padres

- Notificación del distrito a los padres sobre su participación en el programa SEMI que permite a los distritos escolares facturar a Medicaid por los servicios que se brindan a los estudiantes.
- La facturación de estos servicios por parte del distrito no afecta la capacidad de los padres o tutores para acceder a estos servicios fuera del distrito escolar.
- El costo de estos servicios no se factura a la familia y no afecta el Medicaid de la familia.

- Como padre o tutor, nunca debe salir con dudas de una reunión del IEP.
- Siempre infórmele al equipo si no comprende algo para que puedan programarse más conversaciones.
- Cualquier pregunta o inquietud relacionada con el IEP de su hijo siempre debe informarse al Administrador del caso.

Contacto en la Oficina Central:

Cheryl D. Coy – Superintendente Adjunta de Educación y Servicios Especiales

973-321-2216 o 973-321-0677

Es nuestro compromiso trabajar juntos en equipo para asegurar de que se satisfagan las necesidades individuales de su hijo.

Gracias por su participación.

PREGUNTAS Y RESPUESTAS

