

IEP TEAM CONSIDERS

- Strengths of student & parental concerns
- Results of initial and most recent evaluations
- Behavioral needs
- Language needs for students with limited English proficiency / Braille for visually impaired / communication devices for deaf for hard of hearing
- Assistive technology
- ESY—Extended School Year need
- Age 14—technical consultation w/DVRS & other agencies

PLACEMENT DECISION

- Made by IEP Team which INCLUDES PARENT
- In conformity with LRE
- Determined annually
- Based on the IEP

LRE—LEAST RESTRICTIVE ENVIRONMENT

- ALL children are ENTITLED to a FREE, APPROPRIATE PUBLIC EDUCATION in the (LRE) LEAST RESTRICTIVE ENVIRONMENT

PARENT TIPS

- Collect your data & review it
- Review core curriculum
- Know your legal rights
- Complete IEP checklist & positive student profile
- List significant changes
- List relates service your child requires
- Problems with current program (if applicable)
- Bring someone with you & record (must notify district)
- Who is attending meeting from district—know the players
- Schedule ample time
- Have an bullet point agenda for everyone (in advance) and detailed listing for yourself
- Organize materials, write down questions, know what you want to say & PRACTICE

Visit our website to see our full listing of advocacy workshops. Remember an ounce of advocacy training can mean the difference in knowing and getting the right educational services.



Developing and IEP for Achievement

Association for Special Children and Families
1810 Macopin Road
West Milford, NJ 07480

Phone: 973-728-8744

Fax: 973-728-5919

E-Mail: ASCFamily@hotmail.com

Website: ASCFamily.org



DEVELOPING AND IEP FOR ACHIEVEMENT



*I*ndividualized *E*ducation *P*lan

Information pertaining to NJ State Administrative Code can be obtained by going to :

www.nj.gov/education/code/current/title6A/chapter14.pdf

Information pertaining to PRISE—Parental Rights in Special Education can be obtained by going to :

<http://www.state.nj.us/education/specialed/form/prise/prise.pdf>

PARENTAL SIGNATURE

Three occasions when parental signature is required in order for the local school district to take action:

- When the child is first referred to the CST for a formal, complete evaluation
- To implement the very first IEP developed
- To conduct a reevaluation

IEP PROCESS

1. Identification
2. Determination of whether Evaluation will be conducted
3. Identification of collaborative planning team
4. Evaluation
5. Determination and Eligibility
6. Eligibility criteria
7. Identification of students strengths, needs and skills
8. Development of goals and objectives
9. Identification of supports and services
10. Identification of least restrictive environment

EVALUATIONS

- Must evaluate in every are of suspected disability
- Initial evaluation must include at least two of the following areas
 - Health
 - Psychological
 - Educational
 - Social
- Testing is individualized and validated for purpose used
- Administered by trained, knowledgeable personnel
- Appropriate language and form to yield accurate information on what is known by child academically, developmentally and functionally and in child's native language.
- Non-discriminatory

INDEPENDENT EVALUATIONS

- Parent has the right to an independent evaluation at the districts expense, should there be a disagreement with the evaluation provided by the district
- Make the request in writing
- State which evaluations are being requested
- No need** to identify why disagreement

DETERMINATION OF ELIGIBILITY

- When an evaluation is completed, a meeting is held to review evaluation data with the parent and determine eligibility
 - Parents must receive evaluation reports 10 days in advance of the eligibility meeting
 - If determined eligible, team can begin developing the IEP or wait to convene another meeting to begin the IEP development.
- ⇒ **A child can not be determined to have a disability based on lack of instruction in math, reading or limited English proficiency, if the child does not otherwise meet eligibility requirements**

RE-EVALUATIONS

Is needed to determine

- If child continues to have disability and needs services
- Childs present & academic levels of performance and educational needs

PARENT TIPS

- Eligibility meeting usually goes directly into the IEP meeting, so be prepared or request another meeting
- Postpone discussion of classification until needs, annual goals and objectives, and services are determined.
- Do not let the classification label drive the planning process

THE IEP TEAM

- Parent
- Case Manager
- General Education Teacher
- Special Education Teacher
- Representative to make decisions and commit the resources
- Someone to interpret evaluation results
- Other specialists as needed
- Child (if appropriate)

IEP Team members who's area of expertise is not being discussed may be excused with informed written consent. Parent may not be intimidated to consent and do not need to give any reason for refusal to consent.

COMPONENTS OF THE IEP

1. Present levels of Academic Achievement and Functional Performance
2. Measurable annual goals including benchmarks or short term objectives related to the meeting (the who, what, how, where, when and mastery)
3. Special Education and related services and other supports and services for child
4. Transition Plan (beginning at age 14)
5. Statement of transition from elementary to secondary program
6. Beginning at 14 or younger statement of transition services needed to take student from school life to adult life
7. Beginning at 16 or younger at needed, statement of transition services, including interagency responsibilities and needed linkages.
8. Person responsible as liaison to post-secondary resources
9. Beginning at least 3 years before student turns 18, inform parent of transfer of rights that will transfer to student at age of majority.
10. A statement of how progress toward annual goals will be measured
11. A statement of how parents will be informed of progress, at least as often as report cards are sent out, including extent to which progress is sufficient to achieve goals by end of year.
12. Defined roles and responsibilities in implementation of IEP.
13. Exemptions from local disciplinary policies
14. Instructional strategies
15. Rationale for type of education & placement

If you get a "NO" - Ask "why" and say can I please have that in writing.

