

# WHAT IS AN IEP?

---

SEPAG - FEBRUARY 22, 2022

---

# WHAT IS AN INDIVIDUALIZED EDUCATION PLAN?

*SPAN VIDEO - What is an Individualized Education Plan?*

<https://youtu.be/TICn2lfOkcU>

# THE ROLE OF THE PARENT

*SPAN VIDEO - What is the role of the parent?*

<https://youtu.be/vXHfIpz0luI>

**Rolling River School District**200 Main Street  
Rolling River, NJ 07843

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

**INDIVIDUALIZED EDUCATION PROGRAM****STUDENT / GUARDIAN INFORMATION**

**Student:** Jonathan West  
**Address:** 82 Spruce Lane  
Rolling River, NJ 07843

**Contacts:** David West, Father  
Ariel West, Mother

**School Year:** 2011-2012  
2012-2013

**Date of Birth:** 04/22/1996  
**Age:** 15:10

**Home/Mobile #:** H: (908) 547-8766 M: (908) 234-5873  
**Home/Mobile #:** H: (908) 547-8766 M: (908) 242-3654  
**Case Manager:** Annie Barrett  
Annie Barrett

**Gender:** Male  
**Native Language:** English

**Work #:** (908) 478-1111  
**Work #:** (908) 845-6000

**School:** Rolling River High School  
Rolling River High School

**Local ID:** 879625489  
**State ID:** 0021547856  
**Home #:** (908) 547-8766  
**Email:** dwest@aol.cxx  
**Email:** awest@aol.cxx  
**Grade:** Grade 10  
Grade 11

**Special Alerts:** Jonathan is highly allergic to peanuts and walnuts.

**MEETING OR AGREEMENT INFORMATION**

**Date:** 03/02/2012  
**Reason:** Reevaluation Eligibility Determination with Annual Review

**IEP INFORMATION**

**Projected IEP Start Date:** 03/03/2012  
**Projected IEP End Date:** 03/02/2013  
**Behavior Intervention Plan:** No  
**Modifications:** Yes  
**Supplementary Aids and Services:** No  
**Assistive Technology:** No  
**Supports for School Personnel:** Yes  
**Testing Accommodations:** Yes

**PLACEMENT CATEGORY**

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

**STATUS FOR DURATION OF IEP**

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

**MOST RECENT ELIGIBILITY INFORMATION**

**Determination:** Eligible for Special Education and Related Services  
**Classification:** Specific Learning Disability  
**Extended School Year:** No  
**Most Recent Annual Review Meeting:** 03/02/2012  
**Most Recent Reevaluation Eligibility Meeting:** 03/02/2012  
**Consent to Waive Reevaluation Received:**  
**Reevaluation Due by:** 03/01/2015

**SUMMARY-SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

**In-class Resource (support):** English 03/02/2012 - 03/01/2013 5 x Weekly 45 min.  
**Speech-Language Therapy:** Group (not to exceed 5) 03/02/2012 - 03/01/2013 2 x 6 day cycle 30 min.

**INITIAL ELIGIBILITY INFORMATION**

**Initial Referral:** 01/14/2000  
**Initial Consent to Evaluate:** 01/31/2000  
**Initial Eligibility Determination:** 03/01/2000  
**Initial IEP Meeting:** 03/01/2000  
**Initial Consent to Implement IEP:** 03/07/2000  
**Initial IEP Implemented:** 03/08/2000



# PARTS OF THE IEP

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

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

## PARTS OF THE IEP CONTINUED

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

## PARTS OF THE IEP CONTINUED

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

## PARTS OF THE IEP CONTINUED

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



## PARTS OF THE IEP CONTINUED

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

## PARTS OF THE IEP CONTINUED

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