

Atlantis School District

80 Nassau Street
Atlantis, NJ 01234
Phone: 609-683-3622

INDIVIDUAL EDUCATION PLAN/ IEP

Confidential Information

Staff members who are working with this student will have access to this IEP. Please observe Federal and State laws that protect this student's rights to confidentiality of educational records. Do not share this with unauthorized personnel.

Student Identification Information

Student's Name	Fred James Flintstone	Address	36 Cobblestone Way
Birthdate	12/11/1996	City	Atlantis
Phone Number	609-369-1218	State	New Jersey
Parent Name	George W Flintstone	ZipCode	01234
Parent Work or Cell Phone Number	732-772-7654		

Enrollment Information

School Year	2008/2009
Grade	08
Grade Next Year	09
Attended School(s)	Atlantis Middle School
Bilingual Instruction	No

Program Information

Instructional Setting(s)	In Class Support General Education
Instructional Setting Planned	In Class Support

IEP Details

IEP Type	Annual Review	Date of IEP	09/24/0008
	IEP Revision	Date Implemented	09/10/2008
		Date IEP Ends	09/09/2009
Case Manager	Beverly Crusher		
Date of Reevaluation	09/11/2007	Eligibility Category	Multiply Disabled

IEP Participants

Signatures

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

Student, if appropriate or required/ Date

Parent/ Guardian/ Date

Parent/ Guardian/ Date

Regular Education Teacher/ Date

Special Education Teacher/ Date

Case Manager (Child Study Team Member)/ Date

Child Study Team Member/ Date

Child Study Team Member/ Date

Specialist/ Date

School Representative (CST Member or School Personnel)/ Date

Other/ Title/ Date

Special Services Director/ Date

Present Levels of Academic Achievement And Functional Performance

Consider Relevant Data. Consider the results of the initial or 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)3]. List the sources of information including evaluation data, teacher reports, classroom observations, interests and preferences of the student* and parental input used to develop the IEP. State the strengths of the student [N.J.A.C. 6A:14-3.7(c)1]. State the concerns of the parent [N.J.A.C. 6A:14-3.7(c)1].

*For the purpose of transition planning, the interests and preferences of the student are recorded on Transition Planning section of the IEP.

Fred transferred into our district with an existing IEP for his lack of language skills. He does not speak often, and becomes very upset when asked to read. He began showing a strong mathematical ability last year. The concerns of the parents seemed justified and we decided to initiate the Annual Review and the creation of a new IEP for the upcoming year. We also recommend a re-evaluation be conducted later this year, and will arrange for some testing to be administered.

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)1].

For preschool students, review the preschool day to determine what accommodations and modifications may be required to allow the child to participate in the general education classroom and activities. [N.J.A.C. 6A:14-3.7(c)11].

Fred's frustration level and disorganization impacts his ability to function within the classroom.

Include other educational needs that result from the student's disability [N.J.A.C. 6A:14-3.7(e)3ii]

Fred benefits from a structured setting with frequent prompts and reminders to attend to task. This school year Fred has had difficulty with remembering to bring items home often leaving them in his desk.

In addition, consider each of the following. If in considering the special factors described below, the IEP team determines that the student needs a particular device or service (including an intervention, accommodation or other program modification) to receive a free, appropriate public education, the IEP must include a statement to that effect in the appropriate section. If a factor is not applicable, note as such.

Beginning at age 14 or younger, if appropriate, the need for consultation from Division of Vocational Rehabilitation Services, Department of Labor and other agencies providing services for individuals with disabilities or other agencies providing transition services [N.J.A.C. 6A:14-3.7(c)10] (Complete -Statement of Consultation- Transition Planning Section)

Whether the student's behavior impedes his or her learning or that of others. If applicable, develop strategies, including positive behavioral interventions and supports to address the student's behavior [N.J.A.C. 6A:14-3.7(c)4] (Complete -Behavioral Interventions- Behavioral Intervention Plan Section)

Consider the academic, developmental and functional needs of the student [N.J.A.C. 6A:14-3.7(c)2]

English

General Education

Fred's overall classroom functioning is satisfactory in the areas of attendance and sharing experiences. He is well prepared for tests and participates in classroom discussions. He works cooperatively despite having difficulty with working independently. He needs assistance with organizational skills. He is performing on a 3-4 grade level. His teacher notes significant improvement over the course of this school year. His frustration level is exacerbated by the fact that he lacks confidence in himself. Fred's grades for the first three marking periods have been C/B-/B-. Spelling is a strength for Fred and he has done well receiving straight A's for the entire year.

Math

In Class Support

Fred is working on a 4th grade level and has not memorized basic Math facts. Due to difficulty with Math fluency his ability to keep up with the pace of the class is difficult. Fred's level of frustration increases until he reaches a level of comfort with the concepts being taught. In Math, Fred's grades have been B/C-/B-.

Science

Resource Center

Fred is in Science with In Class Resource. His grades have been C/B-/B-. He does not demonstrate an understanding of the concepts.

Social Studies

In Class Support

Fred's grades for the year in Social Studies have been B-/B/B. He demonstrates an understanding of the concepts and knowledge of the vocabulary.

Elective

General Education

Fred enjoys Music Class, and participates with the general education students without incident. His teacher feels that he should continue to take this class.

Language needs of a student with limited English proficiency [N.J.A.C. 6A:14-3.7(c)5j]

Fred does not have any language needs as English is his first (and only) language.

Communication needs [N.J.A.C. 6A:14-3.7(c)7]

Fred attends speech and language therapy to assist him with his auditory processing issues.

For a student who is deaf or hard of hearing, opportunities for direct communication with peers and professional personnel [N.J.A.C. 6A:14-3.7(c)8]

Consideration has been given to Fred's communication needs, but he is not deaf or hard of hearing and so this section is not relevant.

*The need for assistive technology devices and services [N.J.A.C. 6A:14-3.7(c)9]
(When applicable, identify the assistive technology devices and services);*

Not applicable.

Other

For a student who is blind or visually impaired. The IEP team shall provide for instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate. Such determination shall be based on an evaluation of the student's reading skills, writing skills, current and projected needs for instruction in Braille. Provide a rationale for such determination [N.J.A.C. 6A:14-3.7(c)6].

Fred has no visual impairment, and Braille is not needed.

Statement of Transition Planning

Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.

Statement of student's interests and preferences:

Interests and preferences are based on informed decision making. In determining the student's interests and preferences, consider and document all relevant data. Then, state the student's interests and preferences as they relate to post-school outcomes.

Fred states that he enjoys math, gym and science best this year. He likes math because he is challenged and that it is sometimes fun; he states that gym is fun because he gets to run around and talk with friends; science is fun when he is able to do hands on experiments. Outside of school, Fred is on the track team and enjoys playing video games and watching TV.

Appropriate Measurable Post-Secondary Goals

Post Secondary Education

Including, but not limited to, college, vocational training and continuing and adult education)

Fred states that after high school he would like to go to Rutgers University and to one day become a state trooper. He will be reminded throughout the school year that grades are important to achieve this goal. He will attend a local college fair. He will receive instruction in what a person should look like when applying for a job.

Employment/ Career

Fred will progress through this next year before considering his career options. We will also discuss summer job opportunities.

Community Participation

Including, but not limited, to recreation and leisure activities, and participation in community organizations

Fred's family is involved in the 4H program of fostering seeing-eye puppies. Through this he is exposed to many activities throughout the neighborhood. At this time, that is enough to meet his community participation needs.

Independent Living

Independent Living skills are not yet needed for Fred.

Courses of Study

Considering the student's interests, preferences, and desired post secondary outcomes, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.

Grade 9 Courses of Study

English, Mathematics, Science, Adaptive Physical Education.

Grade 10 Projected Courses of Study

English, Algebra, Civics, Music.

Grade 11 Projected Courses of Study

US History , Geometry, Spanish, Physical Education/Health.

Grade 12 Projected Courses of Study

Literature, Physical Science, Algebra with In Class Support, Physical Education/Health and Music.

Related Strategies and/or Activities

In addition to the courses listed above, interests, and preferences and desired postsecondary outcomes, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate identify the courses of study projected for future years.

Identifying educational courses (required, elective, or specially designed) that will help Fred achieve his post-secondary goals. [Annually]. Identifying personal learning styles and the accommodations necessary to be a successful learner and employee. [Annually]. Providing instruction and/or experiences in self-advocacy skills. Providing instruction in daily living skills, personal/ social skills, and/or occupational skills.

Statement of Consultation Information is needed from Division of Vocational Rehabilitation Services

List the name of any agency from which consultation is needed.

Division of Vocational Rehabilitation (DVR)
Division of Developmental Disabilities (DDD) Registered and confirmed

Name of school staff person who will be the liaison to postsecondary resources:
Beverly Crusher

Statement of Needed Interagency Linkages and School District Responsibilities

As appropriate to the anticipated needs of the student, list all agencies to which the student will be referred by the school district liaison to postsecondary resources in the spaces below. List the responsibility of the school district and/or student/parent(s) with respect to contacting each agency listed and providing needed information or documentation to each such agency.

AGENCY: Animals as Companions

School district responsibilities: Dr. Crusher will meet with the Director of the Animals as Companions agency monthly to discuss Fred's progress.

Statement of Transition Services: Coordinated Activities/ Strategies

Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.). For each activity/strategy include the expected dates of implementation and the person/agency arranging/providing services.

Instruction- Post Secondary Education/ Training

Includes any activities or strategies related to applying, registering or enrolling in postsecondary education or training. For example, obtaining information regarding admissions, scholarships, tuition assistance, disability office, early admissions and registering for SATs. Also, state any additional instructional needs that have not been addressed in other sections of the IEP.

Provide assistance with determining an appropriate school to attend.

Expected Date of Implementation: not applicable

Person or Agency Arranging and/ or Providing Services:

The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student

Related Services Activities/ Strategies

Consider any related services needs the student may continue to have after exiting school. Indicate activities/strategies that link the student to agencies that can provide the needed post school services. Also, state any additional related services needs that have not been addressed in other sections of the IEP.

Fred may continue to need assistance with his career goals. Parent will apply for Social Security on Fred's behalf.

Expected Date of Implementation: 2009/2010 School Year

Person or Agency Arranging and/ or Providing Services:

The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student

Counseling Office

Community Experiences Activities/ Strategies

Activities that are provided outside the school building or in community settings. Examples could include community-based work experiences and/or exploration, job site training, banking, shopping, transportation, counseling and recreation activities.

Fred's family is involved with the Seeing Eye Puppy Raising program and Fred's needs are met through this activity. Dr. Crusher meets twice a year with Geordi LaForge, the regional coordinator of this program.

Expected Date of Implementation: Current and Ongoing

Person or Agency Arranging and/ or Providing Services:

The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student

Geordi LaForge

Employment Activities/ Strategies

Activities the student needs to achieve desired post-school job or career goals. These could be activities related to career awareness, career exploration, and career preparation.

Fred would like to work with law enforcement. This will be addressed when Fred has reached an appropriate age. Schedule a visit with DVRS local office to determine eligibility of services.

Expected Date of Implementation: October, 2010

Person or Agency Arranging and/ or Providing Services:

The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student
Dr. Crusher

Adult Living Objectives Activities/ Strategies

Leading towards adult activities done occasionally, such as registering to vote, filing for insurance or accessing adult services such as Social Security.

Fred has his own bank account and receives ongoing assistance managing it. Fred is also receiving instruction in completing a mock voter's registration form, as well as an application for a drivers permit. He will participate in Drivers Education class during his 10th grade school year. Collect information regarding Freds residential life as an adult.

Expected Date of Implementation: Currently

Person or Agency Arranging and/ or Providing Services:

The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student
Atlantis Faculty

Daily Living Skills Activities/ Strategies

Those activities that adults do every day, e.g., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.

Fred does his own laundry, makes his bed, cleans his room. At this time he manages many daily living skills appropriately. He will manage a daily time schedule.

Expected Date of Implementation: Currently

Person or Agency Arranging and/ or Providing Services:

The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student
Atlantis Staff

Functional Vocational Evaluation Activities/ Strategies

An assessment process that provides information about job or career interests, aptitudes and skills. Information may be gathered through situational assessment, observations or formal measures and should be practical.

Fred will collect functional information regarding his vocational interests.

Expected Date of Implementation: 2010

Person or Agency Arranging and/ or Providing Services

The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student
Atlantis Staff

Transfer of Rights at Age of Majority

OPTION I

At least three years before the student reaches age 18, a statement that the student and the parent(s) have been informed of the rights that will transfer to the student on reaching the age of majority, unless the parent(s) obtain guardianship [N.J.A.C. 6A:14-3.7(e)14]. The district may use the following description to document that the student and parent(s) have been informed of the rights that will transfer. The IEP team may include this statement at age 14 when transition planning begins.

On _____ Fred James Flintstone will turn age 18 and become an adult student, the following rights will transfer to Fred:

- * The school district must receive written permission from Fred Flintstone before it conducts any assessments as part of an evaluation or reevaluation and before implementing an IEP for the first time.
- * The school must send a written notice to Fred Flintstone whenever it wishes to change or refuses to change the evaluation, eligibility, individualized education program (IEP) or placement, or the provision of a free, appropriate public education (FAPE).
- * You, the parents, may not have access to Fred Flintstone's educational records without his/her consent, unless he/she continues to be financially dependent on you.
- * The district will continue to provide you, the parents, with notice of meetings and of any proposed changes to your adult child's program.
- * Any time Fred Flintstone disagrees with his/her special education program, he/she is the only one who can request mediation or a due process hearing to resolve any disputes arising in those areas.

If Fred Flintstone wishes, he/she may write a letter to the school giving you, the parents, the right to continue to act on his/her behalf in these matters.

OPTION II

At least three years before Fred reaches age 18, a statement that Fred and the parent(s) have been informed of the rights that will transfer to Fred on reaching the age of majority unless the parent(s) obtain guardianship [N.J.A.C. 6A:14-3.7(e)14]. The district may inform the student and the parents by letter of the rights that will transfer. If a letter is used complete the following:

Fred Flintstone was informed by letter of _____ of the rights that will transfer to him/ her at age eighteen.

George W Flintstone were informed by letter of _____ of the rights that will transfer at age eighteen.

Behavioral Intervention Plan

N.J.A.C 6A:14-3.7(c)4 requires consideration of behavioral needs. If behavior impedes the student's learning or the learning of others, the IEP team must consider, when appropriate, strategies, including positive behavioral interventions and supports to address that behavior. When needed, a behavior intervention plan must be included in the IEP. The following are suggested topics.

Not Applicable

Target Behavior

Verbal outbursts
Walks out of class
Off task behaviors

Prior Interventions/ Student Response

Prior interventions tried with Fred are removal from classroom and talks with case manager, school psychologist, or disciplinarian. These help for a short time, but then the behaviors reoccur.

Description of the Positive Supports/ Interventions

Medication is moderating impulsivity
Use verbal and non-verbal cues to keep him on task and to reinforce appropriate, on-task behavior
When in a state of frustration, Fred may visit guidance office or nurse's office, or school psychologist for occasional counseling.

Procedures for Data Collection

Case manager will note frequency of teacher reports
Nurse will monitor the number of visits to her office
Disciplinarian will notify parents of disciplinary actions
Parent will monitor daily folder that aides fill out for each period per day

Conditions Under which the Supports/Interventions Will Be Changed

If new behaviors arise or when target behaviors are observed.

If teacher or personal aide observes Fred becoming frustrated or off task, redirect him to appropriate activity with a firm tone or voice

Conditions Under which the Supports/Interventions Will Be Terminated

When classroom outburst cease for at least 5 months.

Parental Involvement

Close contact with home for follow-through with daily behavior/communication journal or by e-mail. Parents will take Fred to doctor to monitor medications, see that He gets adequate sleep, and provide counseling when necessary

Annual Measurable Goals and Objectives

District Goals and Objectives

Grade 3

Language Arts

Student will demonstrate the ability to define and identify grammar usage and mechanics rules and apply them in their writing.

Tell what constitutes a sentence.

Define and identify common and proper nouns

Criteria for mastery: Simple recognition of people place and thing words.

Evaluation procedures: Verbal discussion.

Grade 6

Mathematics

Geometric Tools and Definitions

Compare properties of cones, cylinders, prisms, pyramids and spheres.

Criteria for mastery: Recognize that the shapes are different.

Evaluation procedures: Verbal dialog.

Fractions, Decimals and Percents

Compare and contrast various representations of equivalent parts of a whole.

Modifications: Verbal expression that they are all representing parts of the whole.

Science - Earth Science

Physical Science- Chemistry

Describe how matter changes from one state to another.

The Changing Surface of Earth

Relate to the importance of soil and the food chain.

Grade 7

Life Skills

Health Interventions

Describe reactions to various emergency situations

Identify which emergency service to notify

Learn CPR and other emergency skills

Grades 9-12

Social Studies

World Studies (Grade 9)

The Age of Revolutionary Change

Assess the impact of the printing press.

Examine the Reformation Period.

Analyze the structure of democracy and monarchy.

Language Arts

English I

Study Man Versus Society (Novels) and Man Versus Self (Short Stories)

Describe how characters are enlightened and adapted in novels

Evaluation procedures: Verbal discussion.

Supports for School Personnel

State the supports for school personnel that are provided for the student [N.J.A.C. 6A: 14-3.7(e)4]: Supports may include consultation and access to research-based materials and resources:

- Consultation
- InServices

Ongoing consultation regarding Fred's learning needs will be provided to the general education teachers by the special education teacher, case manager and through in-services.

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

Methods for informing parents of the student with disability of the progress of their child may include report card, written progress reports or parent-teacher conferences. Parents of students with disabilities shall be informed of the progress of their child at least as often as parents of non-disabled student are informed of their child's progress.

- Progress Reports
- Parent Teacher Conference 2x/ year
- Report Cards 4x/ year
- Other:

Weekly phone conferences have been requested by the parents, and will be the responsibility of the Case Manager.

Rationale for Removal from General Education Classes

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.

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)8j]. Explain why they are not appropriate to meet the student's needs in the general education class:

No other supplementary aids or services were discussed at this meeting. Fred has been in Special Education for several years, and at this time we feel that the current program is appropriate.

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]:

Benefits provided in the regular class: regular education role models; increased awareness of appropriate social interaction; typical grade level presentation of material and expectations; full range of proficiencies; opportunities to participate with regular education peers. Benefits provided in the special education class: low student-teacher ratio; opportunity for differentiated direct instruction; specialized strategies implemented by a special needs teacher; fewer distractions; opportunity to change instructional strategies; opportunity to implement a behavioral program on an individual basis with limited impact; an environment or program structured to meet the needs of fewer students.

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]:

When children with disabilities are mainstreamed, which is our ultimate goal; there are almost always positive and negative consequences for both the special needs child and the non-disabled child. This IEP has been developed based upon individual and specific needs of this child and it represents what is in the best interest of this student. This program will have a beneficial impact on our non-disabled population in that they will have an opportunity, at least for part of the day, to share an educational experience with a broader spectrum of our student body.

Modifications in Extra Curricular 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].

Fred can participate in extracurricular and nonacademic activities with his peers.

Document the Placement Decision According to the Following Categories

NOTE: In accordance with federal data collection requirements, a student in an out-of-district segregated placement for 50% or more of the school day must be reported as being in that setting for the entire day, regardless of whether the student is in a general education setting for the remainder of the school day.

In the presence of General Education Students between 40% and 80% of the entire school day

Transition Planning for Students in Separate Settings

For students in a separate setting (for all or part of a school day), set forth activities necessary to move the student to a less restrictive placement. A separate setting is defined as a building without general education students.

Fred is not in a separate setting. This section is not applicable.

Special Education Determinations

Document length of school day, if different from length of regular school day [N.J.A.C. 6A:14-4.1(c)].

Same Hours

The school day will be the same as the general education students day.

Statement of transition from Elementary to Secondary program [N.J.A.C. 6A:14-3.7(e)10]:

Not Applicable

Fred will transition from 8th to 9th grade with the general education grade promotion.

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.

List relevant factors considered in determining whether the student needs an ESY program:

Extended School Year Factors

Fred's regression and recoupment needs were considered, and an extended school year was determined to not be needed.

If the student requires an ESY program, describe the ESY program:

Extended School Year Description

Fred does not need an extended school year.

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. Decisions about participation in and passing the HSPA should be made at age 14 and must be reviewed annually. The decision regarding whether the student must pass the HSPA is documented on the page, "Graduation Requirements".

District-wide Assessment: Atlantis Complete Test

Content Area:

- Mathematics
- Science
- Language Arts Literacy

Modifications/Accommodations

List modifications/accommodations the student will use during districtwide assessments [N.J.A.C. 6A:14-3.7(e)7].

If the student will not be participating in a content area or areas of a districtwide assessment, explain why that assessment is not appropriate [N.J.A.C. 6A:14-3.7(e)7i] and complete the next section.

The Reading and Science portions of the test will not be accurate measurements of their content area, as Fred's disabilities will prevent him from paying meaningful attention to them. He will benefit from participating, however, and the following modifications and accommodations should be made. Setting Accommodation: Administering the assessment in a small group in a separate room. Scheduling Accommodations: Adding time as needed. Providing frequent breaks. Test Procedure Modifications: Reading directions aloud. Reading test questions aloud.

The student will participate in an alternate assessment in the identified content areas.

Resource Teachers will administer verbal tests to assess Fred's progress in Science and Social Studies.

State-wide Grade 08 Assessment: NJASK

Content Area:

- Mathematics
- Language Arts Literacy

Modifications/Accommodations

List modifications/accommodations the student will use during state-wide assessments [N.J.A.C. 6A:14-3.7(e)7].

If the student will not be participating in a content area or areas of a state-wide assessment, explain why that assessment is not appropriate [N.J.A.C. 6A:14-3.7(e)7i] and complete the next section.

The reading requirement involved in this test will cause the results to not accurately portray Fred's knowledge in content areas. He will benefit from participating, however, and the following modifications and accommodations should be made. Setting Accommodation: Administering the assessment in a small group in a separate room. Scheduling Accommodations: Adding time as needed. Providing frequent breaks. Test Procedure Modifications: Reading directions aloud. Reading test questions aloud.

The student will participate in an alternate assessment in the identified content areas.

Graduation Requirements

Beginning at age 14, identify the State and local graduation requirements that the student will be expected to meet. The statement must be reviewed annually. If the student's exempted from meeting any of the graduation requirements that all students are expected to meet or if any of the requirements are modified, provide a rationale below and list any alternate proficiencies the student is expected to achieve.

Attendance Requirement

If the student is exempt from meeting the graduation requirement, provide a rationale for the exemption [N.J.A.C. 6A:14-3.7(e)9i].

Attendance requirement

The student must meet the requirements outlined in the district's attendance policy.
Student is not exempt from this requirement.

Credit Hour Requirement

If the student is exempt from meeting the graduation requirement, provide a rationale for the exemption [N.J.A.C. 6A:14-3.7(e)9i].

Credit Hour Requirement

English [One credit year for each year of enrollment for a minimum of 4 credit years]

Mathematics [Three credit years]

United States History [Two credit years]

World History and Cultures [One Credit Year]

Natural or Physical Science [Two credit years]

World Language [Two credit years]

Physical Education and Health [One credit year for each year of enrollment]

Fine, Practical or Performing Arts [One credit year]

Electives [Four credit years]

Fred will fulfill the requirements for promotion at each grade level, with any modifications set in the current IEP.

HSPA/SRA Requirement

If the student is exempt from meeting the graduation requirement, provide a rationale for the exemption [N.J.A.C. 6 A:14-3.7(e)9i].

HSPT Requirement

Language Arts Literacy: [X] Exempt - Not required to earn a passing score.

Mathematics: [X] Exempt - Not required to earn a passing score.

Science: [X] - Exempt: Not required to earn a passing score.

Fred has not been exposed to a full array of the Core Content Curriculum Standards.

Other (Local Graduation Requirements)

If the student is exempt from meeting the graduation requirement, provide a rationale for the exemption [N.J.A.C. 6A:14-3.7(e)9j].

Local Requirement

Atlantis School District requires that Fred achieves mastery standards determined districtwide for promotion to the next grade level.

Student is not exempt from this requirement.

Statement of Special Education by Instructional Area

State the special education services by instructional area. For in-class programs also state amount of time the resource or supplementary instruction teacher is present in the general education class [N.J.A.C. 6A:14-3.7(e)4 and N.J.A.C. 6A:14-3.7(e)8]. For pull-out replacement resource and special class programs, state the amount of instruction in each subject area, which must be equal to the amount of instructional time in general education for each subject area [N.J.A.C. 6A:14-4.1(l)].

Instructional Area	Dates the services will begin and end	Frequency	Location	Duration
English/ Reading	September - June	5/ week	General Education	48 min/ day
Social Studies	September- June	5/ week	General Ed with ICS	48 min/ day
Math	September - June	5/ week	Resource Center	48 min/ day
Science	September - June	3/ week	Resource Center	48 min/ day
Adaptive Physical Ed	September - June	2/ week	Physical Therapy room	48 min/ day
Regular Physical Ed	September - June	5/ week	General Education	48 min/ day
Music	September - June	5/ week	General Education	48 min/ day

Statement of Related Services

Service	Begin and End Dates	Frequency (times per week) if applicable	Location	Duration (minutes) if applicable
Speech Language	09/10/2008 06/30/2009	5	Speech Center	80
Counseling	09/10/2008 06/30/2009	1	Guidance Office	30
Occupational Therapy	09/10/2008 06/30/2009	1	Cafeteria	30
Physical Therapy				
Transportation	09/10/2008 06/30/2009		Regular Transportation	

Fred will not need full Physical Therapy. He will see the physical therapist Miles O'Brien, twice a week in Adaptive Physical Education.

Notice Requirements For The IEP and Placement

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

For the 2008-2009 school year Fred will be placed in In Class Resource for Reading and Mathematics and Pull Out Resource for Language Arts Literacy. He will receive In Class Support for Science and Social Studies and will be graded on a pass/fail basis for Science and Social Studies. He will continue to receive Speech/Language services

The attached IEP describes the proposed program and placement and was developed:

As a result of an annual review.

Describe any options considered and the reasons those options were rejected [N.J.A.C. 6A:14-2.3(g)3]. This section is completed, if the parent (or adult student) has made a request of the school district regarding the IEP (services and/or placement) and the district has rejected the request.

No other options were considered during this meeting.

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]: The sources of information used to develop the proposed IEP are listed in the present levels of performance.

Review of records Teacher reports Parental input Classroom observation Standardized tests

If applicable, description of any other factors that are relevant to the proposed action [N.J.A.C. 6A:14-2.3(g)5]:

Not applicable.

IEP Review Options

CONSENT FOR INITIAL IEP IMPLEMENTATION:

Your signature is required to give consent before the proposed IEP services can start.

You have the right to consider the attached IEP for up to 15 calendar days before giving consent. But, you may sign at any time during the 15 calendar days to have the IEP services start.

I, we have received a copy of the proposed IEP and give consent for the IEP services to start.

Signature _____ Date _____

IEP REVIEW:

This form is to be used for all IEPs that are developed after consent for the initial IEP has been provided. 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, revised IEP for up to 15 calendar days. Your signature is not required to implement a proposed IEP, after the 15 calendar days have expired. To have the IEP services start before the 15 days expire, you must sign below.

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 written notice of the proposed IEP and agree to have the IEP services start before the 15 calendar days have expired.

Signature _____ Date _____

Procedural Safeguards Statement

As the parent of a student with disabilities or as an adult student, you have rights regarding identification, evaluation, classification, the 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, upon each notification of an IEP meeting, upon reevaluation and when a due process hearing is requested. In addition, a copy will be provided to you at your request.

TO OBTAIN A COPY OF PRISE, please contact:
Beverly Crusher Case Manager (609) 683-3622

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

*Director of Special Education
(609) 683- 3622*

*Statewide Parent Advocacy Network (SPAN)
(800) 654-7726*

*Protection and Advocacy Inc.
(800) 922-7233*

Leonard McCoy, County Supervisor of Child Study