

**Middletown Township School District**

P. O. Box 4170  
Middletown, NJ 07748

**INDIVIDUALIZED EDUCATION PROGRAM**

**STUDENT / GUARDIAN INFORMATION**

<b>Student:</b> [REDACTED]	<b>Date of Birth:</b> [REDACTED]	<b>Gender:</b> Male	<b>Local ID:</b> [REDACTED]
<b>Address:</b> [REDACTED]	<b>Age:</b> 15:9	<b>Native Language:</b> English	<b>State ID:</b> [REDACTED]
<b>Contacts:</b> [REDACTED] Mother	<b>Home/Mobile #:</b> H: [REDACTED] M: [REDACTED]	<b>Work #:</b> [REDACTED]	<b>Home #:</b> [REDACTED]
<b>Contacts:</b> [REDACTED] Father	<b>Home/Mobile #:</b> H: [REDACTED] M: [REDACTED]	<b>Work #:</b> [REDACTED]	<b>Email:</b> [REDACTED]
<b>School Year:</b> 2019-2020	<b>Case Manager:</b> Mary Ellen Laughlin	<b>School:</b> Middletown High School South	<b>Grade:</b> Grade 9
2020-2021	Mary Ellen Laughlin	Middletown High School South	Grade 10
<b>Special Alerts:</b> Mrs. [REDACTED] requested to hold a meeting and review the projected program prior to the start of the school year .			

**MEETING OR AGREEMENT INFORMATION**

**Date:** 06/12/2020  
**Reason:** Amendment Agreement without Meeting

**IEP INFORMATION**

**Projected IEP Start Date:** 06/12/2020  
**Projected IEP End Date:** 11/25/2020  
**Behavior Intervention Plan:** No  
**Modifications:** Yes  
**Supplementary Aids and Services:** Yes  
**Assistive Technology:** Yes  
**Supports for School Personnel:** Yes  
**Testing Accommodations:** No

**PLACEMENT CATEGORY**

In the presence of general education students between 40% and 79% of the school day (2019-2020)  
In the presence of general education students for 80% or more of the school day (2020-2021)

**STATUS FOR DURATION OF IEP**

06/12/2020 - 11/25/2020 Receiving Services

**MOST RECENT ELIGIBILITY INFORMATION**

**Determination:** Eligible for Special Education and Related Services  
**Classification:** Multiply Disabled  
**Extended School Year:** Yes  
**Most Recent Annual Review Meeting:** 11/26/2019  
**Annual Review Due:** 11/25/2020  
**Most Recent Reevaluation Eligibility Meeting:** 11/30/2017  
**Consent to Waive Reevaluation Received:**  
**Reevaluation Due:** 11/29/2020

**INITIAL ELIGIBILITY INFORMATION**

**Initial Referral:** 12/03/2008  
**Initial Consent to Evaluate:** 12/12/2008  
**Initial Eligibility Determination:** 02/17/2009  
**Initial IEP Meeting:** 02/17/2009  
**Initial Consent to Implement IEP:** 02/17/2009  
**Initial IEP Implemented:** 02/17/2009

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

Special Class Mild/Moderate Learning or Language Disabilities: Language Arts	11/26/2019 - 06/18/2020	1 x Alternate Days 80 min.
Special Class Mild/Moderate Learning or Language Disabilities: Math	11/26/2019 - 06/18/2020	1 x Alternate Days 80 min.
Pull-out Resource Replacement: Social Studies	11/26/2019 - 06/18/2020	1 x Alternate Days 80 min.
Special Class Mild/Moderate Learning or Language Disabilities: Life Skills	11/26/2019 - 06/18/2020	1 x Alternate Days 80 min.
Occupational Therapy: Group	11/26/2019 - 06/18/2020	1 x Weekly 30 min.
Occupational Therapy: Individual	11/26/2019 - 06/18/2020	1 x Weekly 30 min.
Speech-Language Therapy: Group (not to exceed 5)	11/26/2019 - 06/18/2020	1 x Weekly 30 min.
Speech-Language Therapy: Individual	11/26/2019 - 06/18/2020	1 x Weekly 30 min.
Occupational Therapy: Group	09/01/2020 - 11/25/2020	1 x Weekly 30 min.
Occupational Therapy: Individual	09/01/2020 - 11/25/2020	1 x Weekly 30 min.
Speech-Language Therapy: Group (not to exceed 5)	09/01/2020 - 11/25/2020	1 x Weekly 30 min.
Speech-Language Therapy: Individual	09/01/2020 - 11/25/2020	1 x Weekly 30 min.
Special Transportation: Curb to Curb Transportation	11/26/2019 - 06/18/2020	2 x 5 day cycle
Special Transportation: Curb to Curb Transportation	09/01/2020 - 11/25/2020	2 x 5 day cycle

**SUMMARY-EXTENDED SCHOOL YEAR SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

Special Class Mild/Moderate Learning or Language Disabilities: All Subjects	07/22/2020 - 08/20/2020	1 x 4 day cycle 240 min.
Occupational Therapy: Group	07/22/2020 - 08/20/2020	1 x Weekly 30 min.
Speech-Language Therapy: Group (not to exceed 4)	07/22/2020 - 08/20/2020	1 x Weekly 30 min.

**IEP PARTICIPANTS**

Name and date in this section of the IEP documents participation in the meeting and does not indicate agreement with the IEP .  
(Original signatures are obtained from each participant at the meeting and are maintained on file.)

Participant Name and Title	Date	Participant Name and Title	Date

\* If a required member of the IEP team has been excused from participating in the meeting with parental consent, note the excusal in the required team member's space .

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE AND CONSIDERATIONS WHEN DEVELOPING THE IEP**

**Initial or Most Recent Evaluations/Reports:** Consider relevant data. List the sources of information used to develop the IEP .

Date	Evaluation/Report	Evaluator	Comments
11/20/2017	Learning Evaluation Report	Marian Enny	<p>[REDACTED] is a male aged 13-2 being evaluated to gather information to help determine educational supports . The evaluation consisted of review of records, testing observations, teacher input, formal measures consisting of selected subtests from the WJIV Test of Achievement. [REDACTED] came willingly for the testing, which was completed during two sessions with multiple breaks. [REDACTED] responded to positive reassurance to remain on task. [REDACTED] was easily distracted by the test material and had to be prompted and redirected to complete the task at hand. [REDACTED] would also self-distract himself from the task at hand, for example: ask this examiner questions and start to talk about other things, move about the office, and touch things on the examiners desk. This examiner gave him a stress ball to squeeze to help focus on the task at hand . Throughout the evaluation directions were repeated and reworded for clarification. When [REDACTED] was asked to focus on the task he would ask this evaluator if his teacher was going to be told that he was off task ,or would ask if was being a good boy . This evaluator reassured [REDACTED] throughout the evaluation that he was working hard.</p> <p>Based on the results of the WJIV Test of Achievement [REDACTED] has limited performance levels across curricular areas with cluster classifications in the very low range. On the letter-word subtest [REDACTED] correctly read 22 out of the 35 words presented. [REDACTED] read the stimulus words quickly and was observed recognizing beginning and ending sounds however changed the medial sound. In passage comprehension [REDACTED] was able to read initial passages easily but appeared to struggle as the reading increased in difficulty . He had difficulty identifying some words correctly and then struggled with application of syntactic and semantic cues . An academic accommodation may be to incorporate visual and auditory stimulus for understanding of task completion. [REDACTED] will benefit from directions being repeated, reworded and clarified to complete a task.</p> <p>These results, in conjunction with all other assessments, will be used to determine eligibility for Special Education and Related Services.</p> <p>Marian Nielsen Enny, LDT-C 11/21/2017</p>
11/20/2017	Psychological Evaluation	Kate Peck	<p>Psychological Evaluation Summary [REDACTED] is a seventh grade male student who completed the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V). [REDACTED] general cognitive ability, as estimated by the FSIQ of the WISC-V, is in the extremely low range (FSIQ=48). Due to the variability amongst [REDACTED] index scores, his FSIQ should be deemphasized. His cognitive abilities are understood best by examining his scores at the individual index level. [REDACTED] Verbal Comprehension abilities are in the very low range (VCI =70), and are an area of personal relative strength. His Visual Spatial abilities are in the extremely low range (VSI=45). His Fluid Reasoning abilities are in the extremely low range (FRI=55). [REDACTED] Working Memory abilities are in the extremely low range (WMI=51). [REDACTED] Processing Speed abilities are in the extremely low range (PSI=45). [REDACTED] verbal reasoning ability is more developed than his nonverbal reasoning abilities at this time. [REDACTED] exhibited an area of strength on a subtest measuring verbal concept formation (Similarities). In comparing [REDACTED] 's current</p>

			<p>assessment scores to prior evaluation scores, an increase in score in the area of verbal comprehension is noted and a slight decrease in score in the area of processing speed is noted; all other index scores are commensurate with prior evaluation results. [REDACTED] was a pleasure to work with. These results in conjunction with other evaluations and input will be used to determine continued eligibility for Special Education and Related Services. Katherine Peck, MS, NCSP Certified School Psychologist</p>
11/20/2017	Speech/Language Evaluation	Christine Merlino	<p>Results of this re-evaluation revealed [REDACTED] speech/language skills to be in the "deficient" range overall as measured by the CASL-2 with an GLAI score of 53 (0.1 percentile). His highest individual component score on the CASL-2 was on the Synonyms (a measure of lexical/semantic skills) test and his lowest individual component scores were on the Sentence Expression (a measure of syntactic skills) and Nonliteral Language (a measure of supralinguistic skills) tests. Regarding pragmatics, [REDACTED] obtained a percentile rank of .1 on the Pragmatics Profile of the CELF-5. Articulation, voice and fluency skills were unremarkable. Recommendations will be made together with the Child Study Team. It has been a pleasure working with [REDACTED] at Thompson Middle School. Christine Merlino, M.A., CCC-SLP Speech Language Pathologist 11-20-2017</p>
11/09/2017	Neurological Evaluation	Dr. Dorothy Pietrucha	<p>[REDACTED] was seen by Dr. Pietrucha on Nov 9, 2017. Dr. Pietrucha diagnosed [REDACTED] with Autism Spectrum Disorder and Generalized Anxiety Disorder.</p>
10/06/2017	Occupational Therapy Evaluation	Meghan Noonan	<p>[REDACTED] is a 13-year, 1-month old 7th grade student at Thompson Middle School. He is in Mr. Rosner's LLD classroom. [REDACTED] current mandate for occupational therapy is for two times per week, once individually and once in the integrated setting. His goals focus on improving his visual motor/perceptual, sensory processing and self-care skills as they relate to the school environment. [REDACTED] is being re-assessed for occupational therapy as part of the complete Child Study Team re-evaluation. [REDACTED] skills as they relate to school-based occupational therapy were tested through standardized assessment, clinical observation/functional assessment and teacher report. Scores from the standardized assessments should be interpreted with caution as it is unclear whether [REDACTED] skill-level was measured accurately due to his decreased motivation and task persistence. [REDACTED] overall motor skills were determined by the BOT-2 Brief to be "well below average" and in the These results, in conjunction with all other assessments, will be used to determine eligibility for special education and related services. Thank you for the opportunity to participate in this child's care. Please feel free to contact me with any questions or concerns. Meghan Noonan, M.S. OTR Occupational Therapist</p>

**Statewide and Districtwide Assessments Results:** Consider relevant data. List the sources of information used to develop the IEP.

**Standardized Test Results:** Consider relevant data. List the sources of information used to develop the IEP.

**Strengths of the Student:**

- Lifeskills- [REDACTED] is a very social individual who comes to class ready and willing to participate on a daily basis . He loves cleaning and cooking and always volunteers for jobs that include cleaning . He works well with peers and is a positive influence in class. MD 10-19

LLD Mathematics LeMore 10/02/19:

- \* [REDACTED] is very pleasant in class
- \* [REDACTED] participates when called upon
- \* Recognizes strategies that are being instructed

LLD Science LeMore 10/02/19:

- \* Asks for help when needed
- \* Participates when called upon
- \* Identifies information when explained in a way that he can comprehend

English/S. Studies Balsamo 10/2019

- \*pleasant and kind
- \*works well with para/teacher
- \*will ask questions

US History 1 (POR)- (B. Masotta 11/2019)

- Positive attitude
- Works well in class
- Will advocate when assistance is needed.
- Has been very open to attempting independent work including writing.

- Occupational Therapy:

- Positive attitude
  - willing to participate in a variety of activities
  - accepting and social with peers
  - remembers OT times and shows up independently
  - receptive to feedback for improvement
- Holly Najdzinowicz, OT 11/2019

**Concerns of the Parent:**

- Parents express concern regarding providing the least restrictive educational settings for [REDACTED]. [REDACTED] expresses to his parents that he does not want to be in class with more typical peers .

Parent request IEP meeting 7/31/19

Both parents attended meeting along with in-home therapist, Quinn Batcho .

-Parents express concern for the proposed self-contained, Autism placement .

-Parents indicate that [REDACTED] is self-aware and his self-esteem is impacted; he wants a more typical school experience rather than be placed in a self-contained Autism program .

-Parents indicate that [REDACTED] models behaviors whether positive or negative, and they feel he would be more successful if exposed to more typical and verbal peers rather than peers displaying behaviors

-Parents report that [REDACTED] is familiar with South and he is currently participating in football and is on the campus regularly; they anticipate that he will have a smooth transition to the building

-Parents refuse to accept current program and are requesting the least restrictive placement for [REDACTED]

MAY 2019 IEP Meeting:

Mr. and Mrs. [REDACTED] attended this IEP meeting to review/revise [REDACTED] IEP. They had previously requested that a HS CST representative be present for the meeting . Mary Ellen Laughlin, the high school case manager, was present.

Mrs. [REDACTED] shared that [REDACTED] reacts negatively to being with other students with autism and feels that he starts to mimic other students' behaviors when he is home . Mrs. [REDACTED] stated that he feels like he needs "a person" to feel secure. Additionally, the more anxious [REDACTED] feels, the more his level of insecurity increases .

There was additional discussion of [REDACTED] staying in the middle school for another year . [REDACTED] parents said that he is very aware of the progression of school and wants to transition to high school this fall. They also said that he has a whole group of peers that he has grown up with and is looking to transition up with them . Mom said that they left this decision up to [REDACTED]

Mrs. Laughlin spoke to the high school program, and the IEP team members discussed how [REDACTED] can be integrated at the HS level . Mrs. [REDACTED] said that perhaps he could be scheduled into a general education elective (i.e. chorus) and have a paraprofessional accompany him. Parents would also like to ensure that [REDACTED] has the option to sit with general education peers at lunch at high school.

[REDACTED] is the farm manager at his parents' farm, and he is particularly motivated by anything that is functional and useful to him. (He is motivated by jobs, money, etc.)

Because high school autism program is continuing to be proposed, [REDACTED] parents were offered the chance to view the program . A tour has been scheduled for the morning of May 16th.

NOVEMBER 2018 Annual Review:

The following was discussed:

-Mrs. Shannon discussed some behaviors that have begun to surface in her classroom . They are mostly avoidance tactics, and Mrs. Shannon shared that if she "ignores" the behaviors, it often leads to [REDACTED] ultimately getting back on track and completing the task demand .

-Ms. Paroumakian, [REDACTED] Introduction to Theatre teacher, spoke to [REDACTED] performance in her classroom . She said that he seems to enjoy theatre/drama, but that her biggest concerns for him is his ability to pay attention and follow directions .

-It was discussed having [REDACTED] repeat 8th grade (so he would have 4 years at the middle school level). At this time [REDACTED] parents rejected this . They did say that [REDACTED] is happy at Bayshore and has finally acclimated to the new school and setting; however, they do not want to upset his self-esteem if he stays at Bayshore another year . He is socially aware of the progression of grades. (This can be revisited at a later time if parents choose to change their mind.) [Note: When [REDACTED] joined the meeting, his parents asked him what he would want to do . [REDACTED] shared that he would want to

- stay at Bayshore. His parents said that they would think more about this and let the case manager know if they change their mind.] For now, this document states that [REDACTED] will be transitioning to 9th grade for the 2019-20 school year.
- Mr. and Mrs. [REDACTED] shared that jobs motivate him. Mrs. Shannon said she would look into giving him more jobs around the building, if possible.
  - The career center was discussed at length. [REDACTED] provided the case manager with his application to do the pre-voc assessment the week before this meeting. The case manager informed his parents that based on the nature of the career center, and the amount that the student is expected to complete independently, there were concerns about him being successful in this environment. Case manager said that a paraprofessional could accompany him to the career center but that they would not be able to be present during the actual assessment. [REDACTED] parents said they will think about this. [Note: When [REDACTED] joined the IEP meeting to participate, the case manager did tell him about what the Career Center experience would look like, per his parent's request. They wanted [REDACTED] to be able to make the decision whether or not he would feel comfortable attempting the pre-vocational assessment. He said that this is something he would be interested in. [REDACTED] parents requested that for now, the case manager hold onto his application but that they will let her know in the coming weeks/months if they want to pursue this.] It was discussed that there are other vocational opportunities at the high school level (such as SLE).
  - [REDACTED] program at the HS level was discussed. At this time, the district members of the IEP team are proposing that he remain in the autism program for the transition to high school. The case manager voiced that she wants to put him in an environment where he will be comfortable and therefore less anxious, and she feels that the academic demands of the LLD setting would be too rigorous for [REDACTED] at this time.
  - Occupational therapy was discussed, as there was recently a change of providers. A phone conference can be scheduled for January, 2019 with the new occupational therapist and Mr. and Mrs. [REDACTED] so that updated progress and goals can be reviewed. (This document does not have updated input for OT for this meeting.)
  - [REDACTED] anxiety disrupts so much of his processing and socialization. While he feels comfortable interacting and socializing with adults, he often "freezes" with peers. Ms. Pedretti (the SLP) and Mrs. Shannon are both trying to promote peer socialization.
  - Mr. and Mrs. [REDACTED] would like to meet again (with the presence of case manager from the HS level) in the spring.
  - The case manager told [REDACTED] parents that they can email her with any additional concerns that they want documented in this IEP.

#### Present Levels of Academic Achievement and Functional Performance:

##### Special Factors

- The student does have a behavior disability, explain if necessary. He has been diagnosed with Autism Spectrum Disorder.
- The student does not exhibit Behaviors that impede his earning or that of others.
- The student does not have Limited English Proficiency.
- The student is not Blind or Visually Impaired.
- The student has special Communication needs, for which he receives speech/language services.
- The student is not Deaf or Hearing Impaired.
- The student does require Assistive Technology needs in the development of the IEP. [REDACTED] utilizes speech to text for writing.

##### Occupational Therapy

- 11/2019: [REDACTED] is receiving OT 2X/week in one individual and one group session. He remembers his OT schedule and shows up independently. [REDACTED] is always polite and willing to work with myself and peers. We have been working on the areas of fine motor coordination and strength, visual perceptual skills, shoe typing, handwriting, cursive signature and multi- step tasks. We will incorporate keyboarding skills as well. Social skills are corrected as needed and [REDACTED] is re-directable and accepting of an explanation as needed. Goals were updated for this IEP. I look forward to continued work with [REDACTED] Holly Najdzinowicz, OT 11/2019.

##### Daily Living Skills

- [REDACTED] is a polite young man. He always brings a positive attitude to class. He gets along well with all his peers and works well in small groups. MD 10-19

##### Mathematics

- LLD Mathematics LeMore 11/2019
- At the end of the first marking period, [REDACTED] earned a 78% in Math this year. [REDACTED] is a pleasure to have in class and he continues to complete his work throughout the period. [REDACTED] strengths include recognizing place value and identifying characteristics of numbers. [REDACTED] weaknesses include differentiating between two tasks, completing his work individually and staying on task through out an entire class. [REDACTED] does not enjoy writing his work and requires additional one on one assistance from either the classroom para or the teacher. [REDACTED] has the tendency to give up on himself and not work to challenge his capability. [REDACTED] continues to ask to leave the room or requests professionals in the room to write for him. My only concern with [REDACTED] so far this year is when he does not display an interest in the content area, he begins to snore loudly as if he were sleeping when he is visibly not and it is distracting the attention and flow in the classroom for the other students. This is very disruptive to other students and it is impeding on the presentation of the current lesson. CL

**Science**

- LLD Science LeMore 11/2019

Presently [REDACTED] has earned an 81% in Science so far this year. [REDACTED] is a pleasure to have in class and he continues to try his best to get assignments completed. [REDACTED] strengths include a positive attitude and a desire to please his paraprofessionals and teachers in the classroom. [REDACTED] will complete his assignments, but requires additional attention and support to write the material down or recognize what the activity is asking him to do on a daily basis. After instruction and material is presented and reviewed, [REDACTED] still continues to ask for additional explanations and clarity. [REDACTED] struggles with reading comprehension and recognizing key terms that are displayed in the text. Another concern that pertains to [REDACTED] so far this year is when he does not display an interest in the content area, he begins to snore loudly as if he were sleeping when he is visibly not and it is distracting the attention and flow in the classroom for the other students. This is very disruptive to other students and it is impeding on the presentation of the current lesson. CL

**English Language Arts**

- [REDACTED] is adjusting to our classroom routine. We are working on having him do things more independently. He requires additional time in the morning getting to class due to having to put his equipment away.

The time has been shorter than from the beginning of school but he is still arriving late. The para has been trying to get him to do these things independently but [REDACTED] is very hesitant to walk around the building without a para. [REDACTED] is completing a modified version of our assignments. He benefits from having visual examples of the expectation and having someone check in with him while working independently. [REDACTED] is happy and pleasant but often asks to get a drink, go to the bathroom, go to the nurse or go for a walk. [REDACTED] requires an adjustment to the length of assignments as it takes him longer to complete assignments. [REDACTED] seems to enjoy our novels when we read them aloud. He answers questions when called upon and even volunteers during whole class discussions and lessons. He benefits from visual and verbal prompting. Answering comprehension questions in written form is very difficult for him. When answering multiple choice type questions he benefits from having the questions read aloud one on one. We are trying to get [REDACTED] to use his free time during school to complete is vocabulary homework assignments. Currently, he is not completing them on his own time. A classroom para has been working on the 2 weekly assignments with him during our Do Now time. (N. Balsamo 11/2019)

**Social Studies**

- [REDACTED] enjoys map skills and seems very self motivated to discuss and participate in lessons that focus on NJ and key people in our country. He retains facts about NJ and remembers who the names of people in our government. He requires assistance when completing map work on his own. He benefits from reminders to stay on task when working together as a whole class completing an assignment. Just benefits from limiting the number of questions asked. We have been having him dictate answers while someone scribes, then he copies the scribed sentences. Justin is pleasant and happy. He does ask to leave the class often. (N. Balsamo 10/2019)

- [REDACTED] is a new addition to the class in the middle of the Marking Period. He transitioned well into POR. He was familiar with all his classmates and feels comfortable in class. The addition of a Para to assist him has been a great motivation for [REDACTED] to remain on task. [REDACTED] will certainly attempt independent work, and will advocate for himself when assistance is needed. he is encouraged to complete the task on his own and not having the para write it for him. Positive reinforcement and acknowledgement of the hard work and success (regardless of the time taken to complete task) has been a part of [REDACTED] moving toward as much academic independence as possible. [REDACTED] enjoys map skills tasks and thus far has completed it virtually by himself. Overall, [REDACTED] gives his best effort day to day. [REDACTED] does ask to leave the room frequently, however, he does return ready to work and does not wander the halls (para escort if needed). At times it seems [REDACTED] may need a quest walk to collect his thoughts and return ready to work. He is a joy to have in class, works well with others, and has a positive respectful attitude to all. (B. Masotta 11/2019)

**Speech/Language**

- [REDACTED] continues to participate in speech and language services both integrated into his language arts classes, and in pullout individual service. During integrated services [REDACTED] is encouraged to ask and answer "wh" questions pertaining to material presented in class. [REDACTED] sequences weekend activities without assistance and requires the occasional reminder to participate regularly. [REDACTED] participates verbally more in conversation when he is in a one on one situation with adults. In the classroom [REDACTED] appears to be "shy" and requires assistance to respond with proper syntax and semantics. In his individual session [REDACTED] respond readily to verbally presented material and his verbal utterances appear longer and more complex in the one on one situation. [REDACTED] experiences difficulty with abstract material presented with multiple layers of information. he requires simple one or two step verbal verbal directives that are routinized. Nick Trezza 12/16/2019

**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.

- At this time [REDACTED] requires a high level of support to complete his work and he requires behavioral support.

He also receives Speech & Language Therapy and Occupational Therapy.



**Special Considerations:** If in considering any of the special factors listed 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.

**Indicate if the student has any needs as a result of Limited English proficiency:**

- Considered but not applicable

**Indicate if the student has communication needs:**

- Communication Needs are included in the Academic, Developmental, Functional and Any Other Needs section

**Indicate if the student's behavior impedes his or her learning or that of others:**

- Not applicable

**Indicate if the student is in need of any assistive technology devices and services:**

- Assistive devices and services are included within the Modifications and Supplementary Aids and Services section

**Beginning with the IEP in place for the school when the student will turn age 14 or younger, if appropriate, indicate if there is a need for consultation from agencies that provide services for individuals with disabilities:**

- Considered but not applicable

**For a student who is deaf or hard of hearing, indicate the need for opportunities for direct communication with peers and professional personnel:**

- Not applicable

**For a student who is blind or visually impaired, the IEP shall provide for instruction in Braille and the use of Braille:**

- Considered but not applicable

**Needs - Academic, Developmental, Functional and any other Needs that result from the Student's Disability and Special Considerations:**

#### English Language Arts

- [REDACTED] requires the use of visual supports and teacher assistance to assist with writing a summary .
- -visual supports, clarifying directions, repeating directions back, para one to one assistance with written assignments
- comprehension
- writing a sentence that he formulates

#### Mathematics

- [REDACTED] requires the use of the calculator and reminders to stay on task .
- [REDACTED] requires additional notes and the use of a calculator for calculation activities .
- needs additional support after discussion of material to recognize key ideas
- needs redirection and refocus to complete assigned tasks

#### Eligibility Statement

- [REDACTED] is eligible for Special Education under the classification of Multiply Disabled due to the disabling conditions of communication impaired, autism, generalized anxiety disorder, and specific learning disability due to significant discrepancies between his verbal comprehension and his achievement in the areas of listening comprehension, basic reading, reading comprehension, and math problem solving.

#### Daily Living Skills

- Directions Clarified
- Redirected
- Info broken down into small segments

**Science**

- [REDACTED] requires additional notes.  
needs additional support after discussion of material to recognize key ideas  
needs redirection and refocus to complete assigned tasks.

**Social Studies**

- -visual supports  
clarification of directions and expectations  
tasks broken down,  
Preferential seating  
Extended time on assignments/tests  
Modified reading and writing activities  
Redirect as needed  
Positive reinforcement  
Proximal monitoring  
Limited "Hall breaks"  
Predefined Vocabulary  
Modified assessments

**Occupational Therapy**

- visual perceptual skills  
handwriting skills  
ADL tasks  
IADL / pre-vocational skills  
social skills  
Holly Najdzinowicz, OT 11/2019

**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 which includes a statement of the student's strengths, interests and preferences; a course of study; related strategies and/or activities; a description of the need for consultation from other agencies; and, as appropriate, identify interagency linkages and responsibilities

**Statement of the Student's Strengths, Interests and Preferences:**

-

He shared that he enjoys cooking, animals (especially horses), riding tractors, and being the barn manager at his family's farm . He also plays on the Lincroft Chargers football team . He said that he enjoys going to Texas Roadhouse and Livottis . He also likes to volunteer .

**Courses of Study:** Considering the student's strengths, interests, preferences, and desired postsecondary goals, 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:** Language Arts-self-contained, LLD  
Social Studies-POR  
Fundamentals of Science  
Math-self-contained, LLD  
Physical Education/Health  
Concert Choir  
Applied Art & Design I

Grade 10:  
 Grade 11:  
 Grade 12:

**Related Strategies and/or Activities:** In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.

- Mrs. Laughlin, the high school case manager, attended this IEP meeting to discuss opportunities available at the high school level .

Please note: [REDACTED] had his prevocational assessment completed in February of 2019. At this time, he has not been accepted into the program . The full pre-vocational report was mailed home to [REDACTED] parents and is included in his blue file.

**Statement of Consultation:** Indicate the need for consultation from other agencies that provide services for individuals with disabilities including, but not limited to, the Division of Vocational Rehabilitation Services in the Department of Labor.

**List the name of any agency from which consultation is needed:** Can be determined at HS level

**Name of school staff person who will be the liaison to postsecondary resources:** Case manager

**Statement of Needed Interagency Linkages and 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 agency.

- Considered but not applicable

**STATEMENT OF APPROPRIATE MEASURABLE POSTSECONDARY GOALS AND TRANSITION SERVICES**

Beginning with the IEP in place for the school year when the student will turn age 16, or younger if appropriate, indicate the student's desired postsecondary school goals and transition services.

**Measurable Postsecondary Goals:** Indicate the student's desired post-school goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living.

**Postsecondary Education** (Including, but not limited to, college, vocational training, and continuing and adult education)

- Different options were discussed. At this time it is unknown what path [REDACTED] will pursue .

**Employment/Career**

- [REDACTED] wants to work at Tractor Supply, Livotti's, or Staples. He also wants to be a chef.

**Independent Living Skills** (if appropriate)

- At this time it is unknown what kind of support [REDACTED] will need. ([REDACTED] was not present during this discussion.)

Note: At this meeting guardianship was discussed, and Mr. and Mrs. [REDACTED] were informed that age 18 [REDACTED] will have guardianship over himself unless the parents take legal steps to retain guardianship.

**Transition Services: Coordinated Activities/Strategies:** Indicate 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 must be considered, and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).

Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
<b>Instruction - Postsecondary Education/Training</b>		

<ul style="list-style-type: none"> <li>- Participate in independent living skills curriculum (Education/Training)</li> <li>- Participate in classes to learn work related skills (Employment/Career)</li> <li>- Participate in classes to learn skills needed to obtain and maintain employment (Employment/Career)</li> <li>- Participate in IEP meetings and articulate vocational and career goals (Employment/Career)</li> <li>- Learn self advocacy skills necessary to be successful at work (Employment/Career)</li> </ul>	11/26/2019	LEA Student Parent
<p><b><u>Related Services</u></b></p> <ul style="list-style-type: none"> <li>- e.g. Speech/Language services to improve communication skills (Education/Training, Employment/Career)</li> <li>- e.g. Occupational Therapy to improve fine motor skills (Education/Training, Employment/Career)</li> </ul>	11/26/2019	LEA Student Parent
<p><b><u>Community Experiences</u></b></p> <ul style="list-style-type: none"> <li>- Meet with DVRS Counselor to review post secondary education plans as they relate to a career during junior or senior year(Education/Training)</li> <li>- Encourage community participation</li> </ul>	11/26/2019	LEA Student Parent
<p><b><u>Employment and Other Post-School Adult Living Objectives</u></b></p> <ul style="list-style-type: none"> <li>- Consider possible participation in SLE</li> </ul>	11/26/2019	LEA Student Parent
<p><b><u>Daily Living Skills (if appropriate)</u></b></p> <ul style="list-style-type: none"> <li>- Learn to care for personal needs (Independent Living)</li> <li>- Learn how to buy and prepare food (Independent Living)</li> <li>- Learn how to buy and care for clothing (Independent Living)</li> <li>- Learn about and plan for leisure activities including scheduling and financial needs (Independent Living)</li> </ul>	11/26/2019	LEA Student Parent
<p><b><u>Functional Vocational Evaluation (if appropriate)</u></b></p> <ul style="list-style-type: none"> <li>- A transition assessment may be completed during the high school years.</li> <li>- A Vocational Assessment may be completed during the high school years.</li> </ul>	11/26/2019	LEA Student Parent

### BEHAVIORAL INTERVENTIONS

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.

**Are Behavioral Interventions Appropriate at This Time?** No

### PROGRESS REPORTING

State how the parents will be regularly informed of their student's progress toward the annual goals.

Written reports will be provided quarterly.

Parents will be provided progress reports at the same time as report cards. Progress report will also be provided for ESY.

## ANNUAL MEASURABLE ACADEMIC AND/OR FUNCTIONAL GOALS

## Area: READING

**Goal: 1.** After listening to narrative and/or informational text read aloud, [REDACTED] will answer 2 questions about key details in the text with 75% success

## Benchmarks or Short Term Objectives

1.1 After listening to appropriate text, [REDACTED] will identify the character, setting, major event or essential information from the text when presented with 3 choices.

## Criteria

75% success

## Evaluation Procedure

Teacher devised tests or worksheets

## Area: WRITING

**Goal: 2.** [REDACTED] will write an informational/explanatory text naming the topic and supplying 1 pieces of information about the topic, including a closing statement with 80% success

## Benchmarks or Short Term Objectives

2.1 [REDACTED] will write 1 details about a selected informational/explanatory topic and write closure to the text.

## Criteria

80% success

## Evaluation Procedure

Teacher devised tests or worksheets

## Area: WRITING Social Studies

**Goal: 3.** [REDACTED] will write a narrative, which includes a closing statement, using 2 details to describe an event with 80% success

## Benchmarks or Short Term Objectives

3.1 [REDACTED] will identify closing statements within 3 text examples.

3.2 [REDACTED] will write about events in sequential order and include 2 details (e.g., I went to school today. After school, I went to the store with my mom to buy sneakers.).

## Criteria

80% success

80% success

## Evaluation Procedure

Writing samples

Teacher devised tests or worksheets

## Area: MATHEMATICS

**Goal: 4.** [REDACTED] will demonstrate understanding of Math concepts with 80% success

## Benchmarks or Short Term Objectives

4.1 [REDACTED] will complete addition and subtraction word problems with extra information.

4.2 [REDACTED] will complete multiplication and division problems with the use of a calculator.

4.3 [REDACTED] will complete functional math workbook (Menu Math).

## Criteria

80% success

80% success

80% success

## Evaluation Procedure

Teacher devised tests or worksheets

Teacher devised tests or worksheets

Portfolio materials

**Goal: 5.** [REDACTED] will use the four operations with whole numbers to solve problems with 80% success

## Benchmarks or Short Term Objectives

5.1 [REDACTED] will solve problems using the correct operations (addition, subtraction, multiplication and division).

## Criteria

80% success

## Evaluation Procedure

Teacher devised tests or worksheets

**Goal: 6.** [REDACTED] will write and interpret numerical expressions that record calculations with numbers with 80% success

## Benchmarks or Short Term Objectives

6.1 [REDACTED] will correctly translate simple verbal expressions into written expressions.

## Criteria

80% success

## Evaluation Procedure

Teacher devised tests or worksheets

**Area: SPEECH / LANGUAGE****Goal: 7.** [REDACTED] will draw 3 conclusions and identify 1 main ideas following a short story in a therapy session with 80% success**Benchmarks or Short Term Objectives**

7.1 [REDACTED] will convey extended explanations and provide 5 detailed descriptions when answering questions about a story or event.

**Criteria**

80% success

**Evaluation Procedure**

Observation checklists

**Goal: 8.** [REDACTED] will recall and comprehend a sequence of 3 of events from a story presented in class with 80% success**Benchmarks or Short Term Objectives**

8.1 [REDACTED] will recall and comprehend a sequence of 5 events presented orally from a story.

**Criteria**

80% success

**Evaluation Procedure**

Observation checklists

**Goal: 9.** [REDACTED] will adhere to 5 conversational rules (e.g. initiate conversation, request/respond to clarification, allow and maintain pause) during the therapy session with 80% success**Benchmarks or Short Term Objectives**

9.1 [REDACTED] will introduce relevant topics and ask 3 questions that are relevant to the topic.

**Criteria**

80% success

**Evaluation Procedure**

Observation checklists

**Goal: 10.** [REDACTED] will identify 4 types of figurative language with 80% success**Benchmarks or Short Term Objectives**

10.1 [REDACTED] will identify and interpret the meanings of idioms, metaphors, similes, or proverbs.

**Criteria**

80% success

**Evaluation Procedure**

Observation checklists

**Area: MOTOR SKILLS****Goal: 11.** Occupational Therapy: [REDACTED] will use near point copying skills to transcribe letters, words, sentences or drawings from one source to another piece of paper for 10 minutes in a variety of academic settings with 90% success**Benchmarks or Short Term Objectives**

11.1 Occupational Therapy: [REDACTED] will produce a legible cursive signature with a visual model.

11.2 Occupational Therapy: [REDACTED] will copy 2 paragraphs from one page to another with good legibility and organization of page.

**Criteria**

90% success

90% success

**Evaluation Procedure**

Recorded observations

Recorded observations

**Goal: 12.** Occupational Therapy: [REDACTED] will independently perform common functions within a word processing program in order to complete classroom assignments or activities across academic settings with 90% success**Benchmarks or Short Term Objectives**

12.1 Occupational Therapy: [REDACTED] will use the word processing program and the keyboard to type sentences/paragraphs for 10 minutes with good quality and completion.

**Criteria**

90% success

**Evaluation Procedure**

Recorded observations

**Area: DAILY LIVING SKILLS****Goal: 13.** Occupational Therapy: [REDACTED] will perform fine fasteners related to dressing tasks with 90% success**Benchmarks or Short Term Objectives**

13.1 Occupational Therapy: [REDACTED] will tie and untie his shoelaces with minimal cues.

**Criteria**

90% success

**Evaluation Procedure**

Recorded observations

**Area: SOCIAL STUDIES****Goal: 14.** Student will be able to comprehend and apply "Map Keys" to effectively ID prominent map features with 75% success**Benchmarks or Short Term Objectives**

14.1 Student will demonstrate effective map skills in a variety of ways. ID of US States, ID of prominent geographical features, major bodies of water.

**Criteria**

75% success

**Evaluation Procedure**

Teacher devised tests or worksheets; Class participation

**Goal: 15.** [REDACTED] will demonstrate understanding of map skills with 80% success**Benchmarks or Short Term Objectives**

15.1 [REDACTED] will be able to use a map key to answer questions.

15.2 [REDACTED] will be able to read a schedule to answer questions.

**Criteria**

80% success

80% success

**Evaluation Procedure**

Teacher devised tests or worksheets

Teacher devised tests or worksheets

**Area: OTHER Occupational Therapy****Goal: 16.** [REDACTED] will demonstrate improved visual motor and motor planning skills to increase independence within school environment with 90% success**Benchmarks or Short Term Objectives**

16.1 [REDACTED] will complete shoe tying task on shoe with no more than one verbal or gestural prompt.

16.2 [REDACTED] will type one age appropriate paragraph within allotted time frame using two hands on keyboard independently.

**Criteria**

4 out of 5 trials

4 out of 5 trials

**Evaluation Procedure**

Structured observations of targeted behavior

Structured observations of targeted behavior

**Goal: 17.** [REDACTED] will demonstrate improved pre-vocational skills to increase independence within school environment with 90% success**Benchmarks or Short Term Objectives**

17.1 [REDACTED] will complete a 4-step vocational task (e.g. sort, stack, staple, file) after given verbal directions independently.

17.2 [REDACTED] will sign check forms with legible cursive signature within allotted space with a visual model.

**Criteria**

4 out of 5 trials

4 out of 5 trials

**Evaluation Procedure**

Structured observations of targeted behavior

Writing samples

**MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE GENERAL EDUCATION CLASSROOM AND/OR SPECIAL EDUCATION CLASSROOM**

State the modifications for the student to be involved and progress in the general education curriculum and be educated with nondisabled students. If the student will not be participating in the general education classroom, state the modifications and supplementary aids and services to enable the student to be involved and progress in the general education curriculum in the special education classroom. State the supplementary aids and services that will be provided to the student or on behalf of the student. Identify any assistive technology devices and services to be provided. 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. Each modification, supplementary aid or service, and assistive technology device should be entered separately.

**Modifications:****Classroom**

General Education

**Modifications**

- P/F for Chorus

Computer access for written assignments

Study Guides

Homework Assignment Pads

Administer tests orally

Allow to answer verbally as appropriate

Allow additional time for test completion.

Limit the length of tests.

Review material for classroom tests to teach test-taking skills.

Clearly define limits and expectations.

Provide success-oriented experiences.

Provide positive reinforcement.

Allow student to work at own pace and avoid time pressure situations .

Praise attempts at independence.

Require appropriate independence.

Provide responsibilities within the classroom.

Break down tasks into manageable tasks.

Redirect attention.

Rephrase, repeat directions.

Use visual clues.

In order to promote motivation: (for classroom paraprofessional also):

- work problems should be few in number
- work should be understandable
- expectations for work and behavior should be stated positively
- work should be doable
- work should be manageable
- assignments should be posted in easy view
- Teach, review, and reinforce



Provide computerized review of classwork (Quizlet)

Provide Copy class notes

Modify lengthy written work/assignments/essays

Scheduling Consideration:

Provide student with a copy of daily schedule •

Begin class with something motivating •

Schedule several short activities instead of one long one •

Vary types of activities and length

Break DT tasks into manageable 'chunks':

DT may refuse/escape activities that he finds find too hard or tedious.

Consider breaking a larger task into smaller or easier 'chunks' that DT will more willingly undertake .

If he must complete a large number of subtasks, include an occasional 'fun break'

Offer choices when needed if unmotivated

Establish class times for built-in breaks to help avoid escape behaviors

Use praise to help increase the re-occurrence of appropriate behavior.

ALL STAFF NEED TO BE ON THE SAME PAGE regarding reinforcement of positive, appropriate behaviors .

Special Education

- Computer access for written assignments

Study Guides

Homework Assignment Pads

Administer tests orally

Allow to answer verbally as appropriate

Allow additional time for test completion.

Limit the length of tests.

Review material for classroom tests to teach test-taking skills.

Clearly define limits and expectations. Provide success-oriented experiences.

Provide positive reinforcement.

Allow student to work at own pace and avoid time pressure situations .

Praise attempts at independence.

Require appropriate independence.

Provide responsibilities within the classroom.

Break down tasks into manageable tasks.

Redirect attention. Rephrase, repeat directions. Use visual clues.

In order to promote motivation: (for classroom paraprofessional also):

- work problems should be few in number

- work should be understandable

- expectations for work and behavior should be stated positively

- work should be doable

- work should be manageable

- assignments should be posted in easy view

- Teach, review, and reinforce

Provide computerized review of classwork (Quizlet)

Provide Copy class notes

Modify lengthy written work/assignments/essays

Scheduling Consideration: Provide student with a copy of daily schedule

- Begin class with something motivating

- Schedule several short activities instead of one long one

- Vary types of activities and length

Break DT tasks into manageable 'chunks': DT may refuse/escape activities that he finds find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that DT will more willingly undertake. If he must complete a large number of subtasks, include an occasional 'fun break'

Offer choices when needed if unmotivated

Establish class times for built-in breaks to help avoid escape behaviors

Use praise to help increase the re-occurrence of appropriate behavior.

ALL STAFF NEED TO BE ON THE SAME PAGE regarding reinforcement of positive, appropriate behaviors.

**Supplementary Aids and Services:****Classroom**

General and Special Education

**Supplementary Aids and Services**

- Math Manipulatives Calculator for math problems

Copy of class schedule

Classroom paraprofessional in all academic subjects and in electives

**Assistive Technology Devices and Services:****Classroom**

Special Education

**Assistive Technology Devices and Services**

- [REDACTED] may utilize speech to text for writing.

**SUPPORTS FOR SCHOOL PERSONNEL**

State the supports for school personnel that will be provided for the student. Supports may include, but is not limited to, training for school personnel, consultation, and access to research-based materials and resources.

- Teacher/Parent Conferences
- Child Study Training
- Case Manager will monitor progress and communicate with parents
- Teacher and student consultation as needed
- Faculty Inservices/Workshops

**STATEMENT OF SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

Special Education Programs	Location	Subject	Start and End Dates	Frequency	Period	Duration
Special Class Mild/Moderate Learning or Language Disabilities	Special Education Classroom	Language Arts	11/26/2019 - 06/18/2020	1	Alternate Days	80 min.
Special Class Mild/Moderate Learning or Language Disabilities	Special Education Classroom	Math	11/26/2019 - 06/18/2020	1	Alternate Days	80 min.
Pull-out Resource Replacement	Pull-Out of Classroom	Social Studies	11/26/2019 - 06/18/2020	1	Alternate Days	80 min.
Special Class Mild/Moderate Learning or Language Disabilities	Special Education Classroom	Life Skills	11/26/2019 - 06/18/2020	1	Alternate Days	80 min.

Related Services or Speech Language Services for Students Eligible for Speech/Language Services	Location	Ratio	Start and End Dates	Frequency	Period	Duration
Occupational Therapy	Service Provider Location	Group	11/26/2019 - 06/18/2020	1	Weekly	30 min.
Occupational Therapy	Push-in/Pull-out	Individual	11/26/2019 - 06/18/2020	1	Weekly	30 min.
Speech-Language Therapy	Service Provider Location	Group (not to exceed 5)	11/26/2019 - 06/18/2020	1	Weekly	30 min.
Speech-Language Therapy	Service Provider Location	Individual	11/26/2019 - 06/18/2020	1	Weekly	30 min.
Occupational Therapy	Service Provider Location	Group	09/01/2020 - 11/25/2020	1	Weekly	30 min.
Occupational Therapy	Push-in/Pull-out	Individual	09/01/2020 - 11/25/2020	1	Weekly	30 min.
Speech-Language Therapy	Service Provider Location	Group (not to exceed 5)	09/01/2020 - 11/25/2020	1	Weekly	30 min.
Speech-Language Therapy	Service Provider Location	Individual	09/01/2020 - 11/25/2020	1	Weekly	30 min.

Classes and related services are to be provided according to the school calendar and may be impacted by field trips, assemblies and other unique activities relevant to the regular school program .

Special Transportation Related Services	Comments	Start and End Dates	Frequency	Period
Curb to Curb Transportation	To and From School	11/26/2019 - 06/18/2020	2	5 day cycle
Curb to Curb Transportation	To and from school	09/01/2020 - 11/25/2020	2	5 day cycle

#### STATEMENT OF EXTENDED SCHOOL YEAR SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES

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 the 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.

**Does the student need an extended school year program?** Yes

**Extended School Placement Location:** Thorne Middle

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

- The degree of regression [REDACTED] would experience as a result of interruption in educational services and the amount of time required to regain his prior skill level .

Special Education Programs	Location	Subject	Start and End Dates	Frequency	Period	Duration
Special Class Mild/Moderate Learning or Language Disabilities	Special Education Classroom	All Subjects	07/22/2020 - 08/20/2020	1	4 day cycle	240 min.

Extended Related Services or Speech Language Services for Students Eligible for Speech/Language Services	Location	Ratio	Start and End Dates	Frequency	Period	Duration
Occupational Therapy	Push-in/Pull-out	Group	07/22/2020 - 08/20/2020	1	Weekly	30 min.
Speech-Language Therapy	Push-in/Pull-out	Group (not to exceed 4)	07/22/2020 - 08/20/2020	1	Weekly	30 min.

**PLACEMENT DECISION**

\* **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.

**Placement decision category for students with disabilities ages 6-21:** In the presence of general education students between 40% and 79% of the school day

**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.

\* **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.

**If a student will not be included in the general education setting for 80% or more 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. Explain why they are not appropriate to meet the student's needs in the general education class:**

- An In-Class Support teacher, a pull out replacement class, a modified curriculum, additional processing time, Curricular or instructional modification were considered; they were rejected because: class size is too large to accommodate individual needs, lack of individual instruction due to time constraints, Lack of structure in classroom, pace of curriculum is too fast .

**2. Document the comparison of the benefits provided in the general education class and the benefits provided in the special education class:**

- The benefit of a regular education classroom would be increased exposure to the general education curriculum, peers, and skill models . A special education classroom provides [REDACTED] with a smaller class environment, modified curriculum, small group instruction, multi-sensory approach, and multiple exposures to the lesson .

**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:**

- The harmful effects from participation in a regular education program are: minimal educational benefit due to lack of structure or individualized instruction, the distribution of education to the other students in the class would be significant; the class size to too large and is distracting, the implementation of the IEP would be seriously affected . The harmful effects of the special education placement are: reduced self-esteem on the part of the student with the disability; lack of continuity of instruction; difficulty with the transition from the general education setting to the special education setting and back; possible modeling of inappropriate language or behavior of other students with disabilities in the class

**TRANSITION PLANNING ACTIVITIES 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.

- Not Applicable

**MODIFICATIONS IN EXTRACURRICULAR AND NONACADEMIC ACTIVITIES**

State the modifications that will be provided to enable the student to participate in extracurricular and nonacademic activities. Explain the extent, if any, to which the student will not participate with nondisabled peers in extracurricular activities and nonacademic activities. 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.

- [REDACTED] will be able to participate fully in extra-curricular and non-academic activities with supervision

**LENGTH OF SCHOOL DAY**

Document the length of the school day, if different from the length of the school day for nondisabled peers.

- Regular school day warranted

**STATEMENT OF THE STUDENT’S TRANSITION FROM ELEMENTARY TO SECONDARY PROGRAM**

- Not applicable

**PARTICIPATION IN DISTRICTWIDE AND STATEWIDE ASSESSMENT PROGRAM**

Indicate any individual modifications in the administration of Statewide or districtwide assessments of student achievement needed for the student to participate. If it is determined that the student shall not participate in a particular Statewide or districtwide assessment of student achievement (or part of such an assessment), indicate why that assessment is not appropriate for the student and indicate how the student shall be assessed.

**Student will Participate in the Following Assessments:**

- Grade 09: NJSLA Assessment for ELA/Literacy
- Algebra I: NJSLA Assessment for Mathematics

**Testing Modifications/Accommodations Needed for Districtwide, Statewide and Classroom Assessments:**

- Considered but not applicable

**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 is 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.

State the Graduation Requirement	Exemption	If the student is exempt from the meeting the graduation requirement, provide a rationale for the exemption .
Attendance:	No	
Credit Hours:	No	
Statewide Assessment:	No	
Other (Local Graduation Requirements):	Yes	[REDACTED] will fulfill graduation requirements as specified within his IEP.

- [REDACTED] will fulfill graduation requirements as specified within his IEP.

Alternate Requirement - Provide a description of any alternate proficiencies to be achieved by the student to qualify for a State endorsed diploma :

- [REDACTED] will fulfill graduation requirements as specified within his IEP.

**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 and explain why the district has taken such action:**

- The district is proposing to amend the IEP without an IEP Team meeting as follows: IEP Amendment to add ESY due to regression from virtual instruction.
- After careful consideration and review of all evaluative materials and school reports, the IEP Team is proposing that [REDACTED] IEP be amended.

**Describe any options considered and the reasons those options were rejected:**

- There were no other options considered at this time.

**Describe the procedures, tests, records or reports and factors used in determining the proposed action:**

- A review of previous evaluations, current progress reports and student records.

**If applicable, describe any other factors that are relevant to the proposed action:**

- There were no other factors relevant at this time.

**TRANSFER OF RIGHTS AT AGE OF MAJORITY**

On 9/10/2022, [REDACTED] [REDACTED] will turn age 18 and become an adult student. The following rights will transfer to [REDACTED] [REDACTED]

- The school district must receive written permission from [REDACTED] [REDACTED] 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 [REDACTED] [REDACTED] whenever it wishes to change or refuses to change the evaluation, eligibility, individualized education program (IEP), placement, or the provision of a free, appropriate public education (FAPE).
- You, the parent(s), may not have access to [REDACTED] [REDACTED] educational records without his consent, unless he continues to be financially dependent on you .
- The district will continue to provide you, the parent(s), with notice of meetings and of any proposed changes to your adult child's program, unless you or the student notify the district, in writing, that the student is financially independent.
- Any time [REDACTED] [REDACTED] 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 [REDACTED] [REDACTED] wishes, he may write a letter to the school giving you, the parent(s), the right to continue to act on his behalf in these matters .

**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, 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 complaint investigation is requested. In addition, a copy will be provided to you at your request.

**To obtain a copy of PRISE, please contact:**

Dr. Michele Tiedemann, District Director of Special Education 732-671-3850 ext. 1038

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

Dr. Michele Tiedemann, District Director of Special Education 732-671-3850 ext. 1038  
Statewide Parent Advocacy Network (SPAN) at (800) 654-7726  
Protection and Advocacy, Inc., at (800) 922-7233  
NJDOE- Monmouth County, Colleen Dalrymple 732-431-7810