

WHAT IS AN



PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Each IEP begins with a statement identifying the child's strengths, academic needs, developmental needs and functional needs. This section includes parent concerns for the child's education, as well as a description of how the disability affects age-appropriate activities.

CONSIDERATION OF SPECIAL FACTORS

This section takes into consideration whether the child has behaviors that impede their learning, whether they have limited English proficiency, whether they are visually impaired or deaf/hard of hearing, whether they require assistive technology, and whether they have medical, sensory or physical impairments.

MEASURABLE ANNUAL GOALS

Measurable annual goals are statements that outline what the child can be expected to accomplish over the course of the year, and they focus on the child's areas of need. There will be a statement outlining how their progress will be monitored and reported.

ACCOMMODATIONS & MODIFICATIONS

Accommodations are changes to how the child is taught, to aid in their success. This might include a variety of strategies or tools such as the use of visual supports, increased response time, adaptive materials, etc. Modifications are changes to what the child is taught and may include changes to the general curriculum.

IEP: INDIVIDUALIZED EDUCATIONAL PROGRAM

An IEP is a document created by a team to outline goals, services, accommodations and/or modifications to address the child's needs and allow them to make reasonably calculated progress.

This section of the IEP outlines the special education and related services that will be provided for the student, including the start/end date, the session frequency and location of services. These services are selected and designed to target the student's needs and advance them toward meeting their annual goals.

SERVICES

An explanation of why, if applicable, the student may be removed from the general classroom at any time, and whether they will participate with non-disabled peers.

JUSTIFICATION FOR NON-PARTICIPATION

This section outlines whether the student requires an extended school year or school day, and why. If the team decides that an extended school year is necessary, then the services and dates will appear in this section.

EXTENDED SCHOOL YEAR SERVICES

After the IEP is agreed upon, Placement is determined based on where the services in the IEP can best be met, in the least restrictive environment.

PLACEMENT

ABBREVIATIONS USED IN SPECIAL EDUCATION

- DD- Developmental Delay
- DCYF- Division of Children, Youth and Families
- EI- Early Intervention
- ELL- English Language Learner
- ESY- Extended School Year
- FAPE- Free and Appropriate Public Education
- FCESS- Family Centered Early Supports and Services
- IDEA- Individuals with Disabilities Education Act
- IEP- Individualized Education Plan
- IFSP- Individualized Family Support Plan
- LRE- Least Restrictive Environment
- OHI- Other Health Impairment
- O&M- Orientation and Mobility
- OT- Occupational Therapy
- PT- Physical Therapy
- SLP- Speech and Language Pathologist
- SLI- Speech and Language Impairment
- SS- Standard Score
- TVI- Teacher of the Visually Impaired
- WPN- Written Prior Notice