

What happens at an Individualized Education Program (IEP) Meeting?

The purpose of an IEP meeting is to develop the individualized education plan for a student who has a disability. If your child has been found eligible for special education and related services, you, the teachers and the case manager will all work together to write the IEP. Because it is several pages long, the case manager will have put in all the information that has been gathered so far for your consideration. Your role as a parent is to review this information for appropriateness and help decide what program and services your child needs and where they should be provided. It is expected that they will be provided in the least restrictive environment (LRE) possible.

At the end of the meeting you will be given two choices: You may agree to have the services begin right away or you may take the IEP home and think about it for up to 15 days. During those 15 days if you think of things you would like changed, write them in a letter to your case manager and they will be considered. The Parental Rights in Special Education (PRISE) describes this process in more detail.

The first IEP cannot be implemented without your consent. Subsequent IEPs may be implemented after a 15-day notice without your agreement unless you file for mediation or a due process hearing. We prefer to discuss any issues and find common ground in developing IEPs.

Here are some of the special education programs from which you can choose for your child:

Supplementary Aids and Services: Supplementary aids and services include modifications to the general education curriculum and use of various instructional strategies. Sometimes a classroom aide is provided to assist students in staying on task and implementing those modifications.

Adaptive Physical Education: This service provides modifications or changes within the physical education program to meet the unique needs of students with disabilities.

Resource Programs: There are two kinds of resource programs, In-class and Pull-out, both taught by certified teachers of the disabled. In-class resource programs may be provided from one period to all day. Students may go to pull-out resource programs from one to four periods (elementary school) for one to six periods (middle and high school) each day. The number of subjects for which the student needs help determines the number of periods of resource needed. In elementary school, typically 1-2 periods of language arts and math are provided through a resource teacher.

Special Education Classes: Teachers of the disabled teach special classes, usually with an instructional aide depending on the class size and students' needs. Students may attend special classes up to the whole

school day or for as many periods as they need. In-district classes include preschool and multiple disabilities in Faber School and behavioral disabilities in the High School. Mainstreaming in general education classes is available in addition to the special education class. Out-of-district classes for other learning difficulties may be found in other public schools or private schools for the disabled.

Speech and Language Services: Speech and language services are provided to students in need of assistance with articulation and/or language development skills. These services are provided individually or in small groups of up to five students. Students receive speech-language instruction from one to several sessions per week.

Counseling: Counseling is provided either by a school psychologist, school social worker or social work intern. The purpose of counseling is to develop social skills and insight regarding emotional well-being in school settings. Another goal is to help students understand the impact on their behavior of their emotions and motivations. School Guidance Counselors may also provide these services in addition to helping students with their post-secondary educational plans and future career choices. Private counseling provided by the parent is recommended for serious emotional or family issues.

Occupational Therapy: Occupational Therapy (OT) services are provided to students in need of assistance with sensory integration including touch, balance, visual, and auditory coordination. Students are seen individually or in small groups for OT.

Physical Therapy: Physical Therapy (PT) is provided individually to students in need of assistance with large muscle motor activities for improved mobility and function as well as prevention and correction of conditions that interfere with that development.

Extended School Year (ESY): Some students with disabilities receive an extended school year program if they show evidence of regression (forgetting skills or knowledge) over vacations and slow recoupment (getting back up to speed) when coming back to school. Other individual conditions may be taken into account as well. The preschool and elementary special classes at Faber regularly run for six weeks during the summer. Out-of-district students usually continue at their schools during the summer as well.

Assistive Technology: Computer software, recorded books and other devices may be needed to make education more accessible for students with disabilities.

If you have any questions about these services, please call your case manager or the Director of Special Services for more information at (732) 968-0885 x 16.