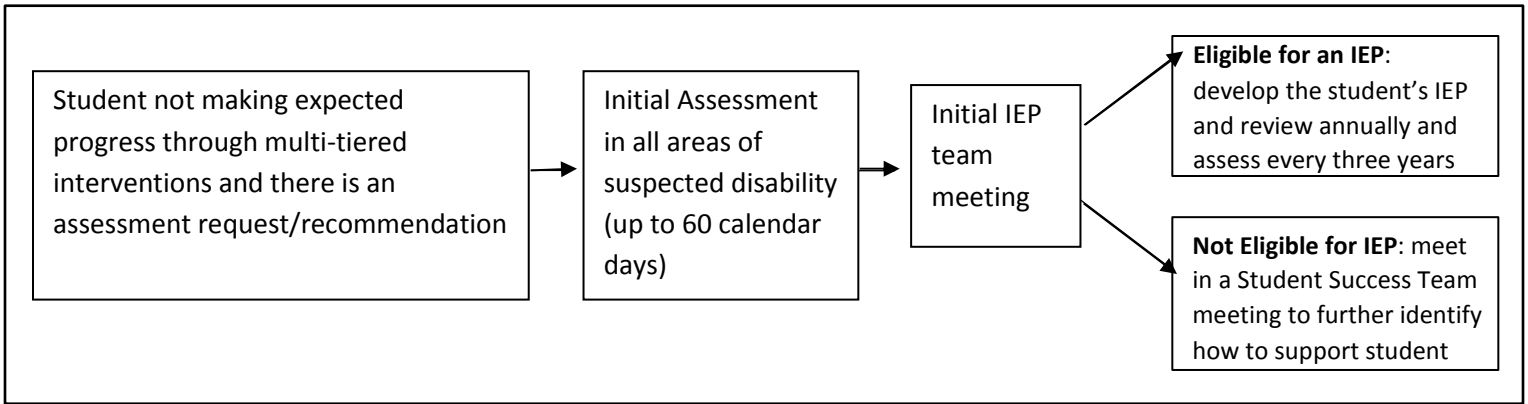
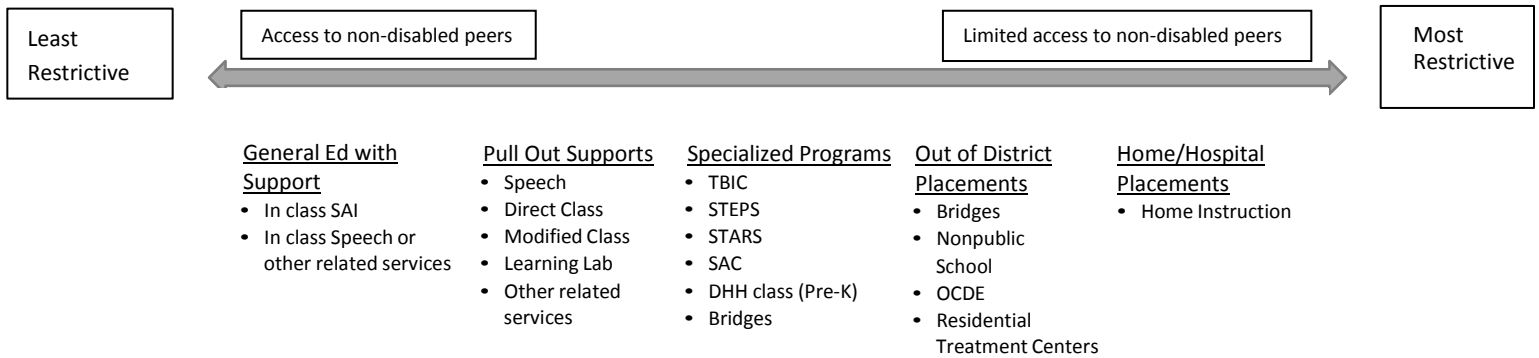


Special Education: Individualized Education Program (IEP) Development



Continuum of Service and Placement Options

34 C.F.R. § 300.114: A student is to be educated, to the maximum extent appropriate, with children who are non-disabled



Key Components of an IEP

- Present levels of performance in areas of need:
 - How is student currently performing in all areas of need (including strengths and weaknesses)?
- Measurable baselines and annual goals:
 - How will staff and parents know if student is making progress in the curriculum?
- Adaptations (accommodations /modifications in the classroom and for testing):
 - What supports need to be in place to provide the student access to general education curriculum?
- Services and supports to make progress toward goals:
 - What special education services and supports does student need to gain appropriate educational benefit?

Glossary of Terms

SAI: specialized academic instruction

APS: additional program support

DHH: deaf/hard of hearing

SAC: structured autism classroom

RTC : Residential Treatment Center

IEP Team: general education and special education teachers, administrator, related service providers, and parents.

TBIC: therapeutic behavior intervention classroom

STEPS: structured teaching educating prepared students

STARS: support through academic readiness and social skills

SEALS: supporting early academic and language skills (pre-K)

Bridges: Community Day School supporting students with emotional and behavioral health needs