

IEP DATES

IEP Team Meeting	Initial IEP	Annual/Review IEP	Reevaluation IEP
6/1/2016	Offer of a FAPE: 6/1/2016 Implementation: 6/7/2016	Offer of a FAPE: 5/31/2017 Implementation:	Offer of a FAPE: Implementation:

Individualized Education Program (IEP)**Section 1
Demographic Information**

Student	Last: Smith First: Tony M:	Birth Date: 2/29/08	Gender: M	Grade: 2 nd	UIC: N/A
Address: 1234 West St		City: Stoneybrook		State: MI	Zip: 40000
Phone: 555-7721 (maternal grandmother)					
Resident District: Stoneybrook Elementary			Operating District: N/A		
County: Stoneybrook			Attending Building: N/A		
Parent	Last: Jones First: Kim M:	Relationship to Student: Mother			
Native Language or Other Communication Mode: English					
Address (if different):		City:		State:	Zip:
Home Phone:		Work Phone:		Pager/Cell:	
Email:					
Parent	Last: Smith First: Todd M:	Relationship to Student: Father			
Native Language or Other Communication Mode:					
Address (if different): 1234 Madeup Lane		City: Stoneybrook		State: MI	Zip: 40000
Home Phone:		Work Phone:		Pager/Cell:	
Email:					

PURPOSE OF MEETING

Check one of the following: <input checked="" type="checkbox"/> Initial IEP <input type="checkbox"/> Annual/Review IEP <input type="checkbox"/> Reevaluation IEP	Check all others that apply: <input type="checkbox"/> Change of Placement <input type="checkbox"/> Suspension/Expulsion <input type="checkbox"/> Graduation <input type="checkbox"/> Other: <input type="checkbox"/> Secondary Transition <input type="checkbox"/> Change of Eligibility <input type="checkbox"/> Other:
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OFFICE USE**PARENT CONTACT**

The parent/adult student was contacted to explain the purpose of the meeting and the roles and responsibilities of each participant via (check all that apply):			
<input checked="" type="checkbox"/> IEP Invitation	<input type="checkbox"/> Letter	<input checked="" type="checkbox"/> Phone	<input checked="" type="checkbox"/> Other: email
Results:			

PARENTAL RIGHTS AND AGE OF MAJORITY

Check all that apply:

- The student will be age 17** during this IEP and the student was informed of parental rights that he or she will receive at age 18.
- The student has turned age 18** and the student and parent were informed of parental rights that were transferred to the student at age 18, including the right to invite a support person such as a parent, advocate, or friend.
- The student has turned age 18** and there is a guardian established by court order. The guardian is: _____.
- The student has turned age 18** and a legally designated representative has been appointed. The representative is: _____ as _____ (e.g., power of attorney, trustee).

IEP MEETING PARTICIPANTS IN ATTENDANCECheck the box indicating the IEP participant(s) who can explain the instructional implications of evaluation results.

Student (must invite at age 16 and older)

Kim Jones

Parent

Todd Smith

Parent

 Agency Providing Secondary Transition Services
(consent on file)

Jane Doe - Psychologist

 Other District Representative/Designee

Cindy Hirsch

 General Education Teacher Special Education Teacher

Mr. Catrell

 Other

Emma Turner – Social Worker

 Other**Parent and District Agreement on Attendance Not Necessary**

These members are absent; their curricular area/related services are not being modified or discussed in the meeting:

Parent and District Agreement on Excusal Prior to Meeting

These members are absent and have submitted written input to the IEP team, including the parent, prior to the meeting:

Section 2. ELIGIBILITY FOR SPECIAL EDUCATION (Part 1) Eligible Ineligible

Area of disability (eligibility category): LD

If the student is determined ineligible as a student with a specific learning disability (SLD), provide a statement of the basis for the determination of ineligibility:

If the student is determined eligible as a student with an SLD, check all that apply:

- Oral expression Listening comprehension Written expression Basic reading skill
- Reading fluency skills Reading comprehension Mathematics calculation Mathematics problem solving

Determination of eligibility was made in accordance with IDEA regulations at § 300.306(c)(1).

Section 2

Present Level of Academic Achievement and Functional Performance (PLAAFP)

FACTORS TO CONSIDER (Section 2. Part 1)

General

The IEP team must consider each of the following:

The strengths of the student: Tony enjoys drawing and coloring and often engages in imaginative play with Matchbox cars. He is an active young man that particularly enjoys the structure of kickball and can participate appropriately with his peers during a game at recess. Academically, Tony prefers hands on activities such as science, for which he received above satisfactory marks this year. Tony is cited to behave more appropriately when he works alone or with a single peer than with a group. While Tony does not like reading, he does comprehend at higher level than his reading indicates.

The concerns of the parent for enhancing the education of the student: Mom voices her frustration with ongoing non-compliance. Mom states concerns about his relationship with both siblings and need for constant attention. She indicates that the family tries to help with homework, mainly reading assignments, but Tony refuses to complete the work and it ends with him crying.

The results of the most recent evaluation(s) of the student (Narrative): Both mom and general education teacher (Mrs. Hirsch) completed a Behavior Disorders Identification Scale (BDIS). The assessment scores indicates that they both agree that Tony struggles with interpersonal relations and inappropriate behaviors, but at varying degrees. Mom's opinion is that Tony struggles more with interpersonal/social, as given in her BCIS inventory. Whereas Mrs. Hirsch's inventory states that she observes more regular occurrences of inappropriate behavior. Both state that he gets angry when told he is wrong and becomes easily frustrated. He displays behaviors such as running, yelling, refusing to eat at mealtime, inappropriate touching, not sharing possessions, and forcibly taking things from others.

Math

According to teacher observation and assessment data, Tony is below grade level in math achievement. Tony's IQ falls within average range, yet his math achievement is 18 points below his ability score. This means that Tony's math abilities are on the low-average end. Per the CTBS, Tony performs one-digit addition and can recognize currency to \$1 at instructional level (50%-89%). Concepts such as subtraction (one, two- and three-digit numbers), time-telling, multiplication, division, and recognition of fractions, are performed by Tony at the frustration level (0% - 49%). Tony has received marks of unsatisfactory or needing improvement in mathematics since kindergarten. In keeping with previous data, when given the Diagnostic Achievement Battery 3 (DAB-3) at the end of his 2nd grade year, Tony's grade level equivalency in mathematics reasoning and mathematics calculation were 1.8 and 1.7, respectively. On the STAR, he also had a 1.7 grade level equivalency in math. Tony's deficits in mathematics incite frustration and therefore classroom disruptions.

Reading and writing

According to teacher observation and assessment data, Tony struggles the most with reading achievement. The WISC-II places Tony almost two standard deviations below his ability score, which means he is significantly below where he needs to be. According to the teacher interview, Tony is not a strong reader and dislikes reading aloud because he often stumbles with words or does not know them. Tony has received marks of unsatisfactory or needing improvement in reading and writing since kindergarten. His pragmatic language, per the TOPL, is a 7.1 age equivalency, which is relatively close to his current age. On the STAR, Tony scored higher in reading comprehension (1.4) than reading (1.2) and has a grade-level equivalency of 1.1 in writing. According to data from the DAB-3, Tony's grade level equivalency in reading and writing skills are below grade level, lowest being word recognition (1.0), spelling (1.0) and writing: contextual language (1.0). As in the STAR, Tony's grade-level equivalency in reading comprehension is slightly higher (1.3). This year, Tony qualified for Tier 2 RTI services for reading. At the end of 14 weeks, Tony showed no response to the interventions. In consultation with the mom, Tony was given another round of Tier 2 intervention, including small group instruction. At the end of the second round of Tier 2 instruction, Tony was still not responding to interventions. Tony's dislike of reading and writing has led to disruptive behavior.

Social/Emotional

According to teacher observations, incident reports and interviews, Tony displays frequent negative behavior. It was recommended that Tony start Developmental Kindergarten due to his trouble relating to students and fostering peer relationships. Again, in first grade, retention was recommended for not only academic purposes but also Tony's many immature social behaviors, such as crying and fighting. From March to May of this school year, there were 6 different behavioral incidents on the bus that were serious enough to inform the parents. All instances involve Tony displaying a lack of self-control, such as staying in his seat or keeping his hands to himself. In the classroom, there have also been numerous incidences of defiance and a lack of self-control. Tony's teacher reports that he, when not given attention, will throw tantrums or destroy property. Tony can be observed crying or getting frustrated when it is perceived that his peers are making fun of him. However, Tony enjoys science and often displays positive behavior during this period. He has been observed assisting the cleanup of lab supplies with two other students and responded positively to a high school student assisting for the day.

Special Factors (Section 2. Part 2)

The IEP team must consider the following for the student (check boxes to indicate consideration):

- The communication needs of the student.
- The need for assistive technology devices and services for the student.

The IEP team must consider the following for the student, as appropriate (check all that apply):

- The use of positive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.
- The language needs of the student because the student has limited English proficiency.
- Braille instruction because the student is blind or visually impaired.
- The mode of language and communication because the student is deaf or hard of hearing.

Section 2-B: Option I**Present Level of Academic Achievement and Functional Performance (PLAAFP)**

After reviewing the student's progress in the general education curriculum and any prior special education goals and objectives, describe how the student accesses or makes progress in the general education curriculum based on grade level content standards for the grade in which the student is enrolled or would be enrolled based on age.

	<p align="center"><u>Baseline Data</u></p> <p>Report and describe baseline data such as curriculum-based assessments, student work, teacher observations, parent input, and other relevant data for each area of need.</p>	<p align="center"><u>Impact and Resulting Needs</u></p> <p>Describe how the student's academic, developmental, and functional needs affect involvement and progress in the general education curriculum or participation in appropriate activities for preschool students.</p>
<p>ACADEMIC/PRE-ACADEMIC ACHIEVEMENT <i>Individual and/or district-wide assessments.</i></p> <p><input type="checkbox"/> <i>Considered, Not Applicable</i></p>		
<p>GENERAL EDUCATION CURRICULUM</p> <ul style="list-style-type: none"> • A. Reading <i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i> <p><input type="checkbox"/> <i>Considered, Not Applicable</i></p>	<p>Tony has been reported to have been performing below his peers, especially in reading. Tony does not like to read aloud because of his difficulty recognizing certain words. Tony spent 14 weeks in Tier 2 of RTI, which means he was given additional intensive supports outside of classroom instruction. After reevaluation, Tony was offered another 14 weeks of Tier 2 support, but not improvements were documented.</p> <p>Tony's test scores and observations indicate that he is performing below grade level. On the WISC – III. Tony scored a 76 on Reading achievement. Ms. Doe noted that Tony's reading comprehension was higher than his reading ability. On the STAR and DAB-3 tests, Tony's reading ability (comprehension and word recognition) was on a first-grade level for both assessments.</p> <p>Tony's report card for reading was listed as unsatisfactory.</p>	<p>Impact: Tony's difficulty with word recognition has impacted his ability to read fluently and thus understand the material read. This frustration leads to inappropriate classroom behavior and reading avoidance.</p> <p>Needs: Tony would benefit from more individualized instruction through special education support, particularly to help him make gains in his reading abilities.</p>
<p>Narrative/Summary/Examiner Report: Tony is significantly below grade level in his reading abilities. He is not able to progress with his peers, which makes it difficult for him to maintain focus in a general education classroom. This frustration leads to negative behavioral responses.</p>		
<ul style="list-style-type: none"> • B. Math <i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i> <p><input type="checkbox"/> <i>Considered, Not Applicable</i></p>	<p>Mrs. Hirsh indicates that Tony is performing below his peers in mathematics. When tasked with something he does not want to do, Tony displays behaviors such as refusing to work or distracting those around him.</p> <p>Tony's IQ falls within average range, yet his math achievement is 18 points below his ability score. This means that Tony's math abilities are on the low-average end. Per the CTBS, Tony performs one-digit addition and can recognize currency to \$1 at instructional level (50%-89%). Concepts such as subtraction (one, two- and three-digit numbers), time-telling, multiplication, division, and recognition of fractions, are performed by Tony at the frustration level (0% - 49%). Tony has received marks of unsatisfactory or needing improvement in mathematics since kindergarten.</p>	<p>Impact: Tony's math scores are not significantly below his learning ability. Tony's largest hurdles in math come from his behavior.</p> <p>Resulting Needs: Tony would benefit from more individualized instruction through special education support. However, the focus should be more addressing his negative and distracting behaviors.</p>

	<p>In keeping with previous data, when given the Diagnostic Achievement Battery 3 (DAB-3) at the end of his 2nd grade year, Tony's grade level equivalency in mathematics reasoning and mathematics calculation were 1.8 and 1.7, respectively. On the STAR, he also had a 1.7 grade level equivalency in math.</p> <p>Tony's report card for math was listed as unsatisfactory.</p>	
<p>Narrative/Summary/Examiner Report: Tony is not significantly behind for math, so much of the focus will lie in curbing the negative classroom behaviors and avoidance tactics.</p>		
<p>• C. Written Expression <i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i></p> <p><input type="checkbox"/> <i>Considered, Not Applicable</i></p>	<p>Tony has been reported to have been performing below his peers in writing. Just as in writing and math, if a topic is too difficult for Tony, he displays inappropriate behaviors. Because writing appears to be particularly difficult, Tony will often refuse to complete work and will display challenging behavior.</p> <p>Tony's test scores and observations indicate that he is performing significantly below grade level. On the WISC - III. On the STAR and DAB-3 tests, Tony's writing ability (capitalization, punctuation, spelling, and general writing) was on a first-grade level for both assessments.</p> <p>Tony's report card for reading was listed as unsatisfactory.</p>	<p>Impact: Struggling with capitalization punctuation and spelling has greatly impacted Tony's ability to progress in class. Coupled with reading difficulties, had led to increasing frustration. This frustration leads to inappropriate classroom behavior and avoidance.</p> <p>Needs: Tony would benefit from more individualized instruction through special education support, particularly to help him make gains in writing.</p>
<p>Narrative/Summary/Examiner Report: Tony is significantly below grade level in his writing abilities. He is not able to progress with his peers, which makes it difficult for him to maintain focus in a general education classroom. This frustration leads to negative behavioral responses.</p>		

<p>SECONDARY TRANSITION ASSESSMENTS Age-appropriate assessment related to training, education, employment, and independent living skills. (16 years)</p> <p><input checked="" type="checkbox"/> Considered, Not Applicable</p>		
<p>COMMUNICATION/ SPEECH & LANGUAGE</p> <p><input checked="" type="checkbox"/> Considered, Not Applicable</p>		<p>Impact:</p>
<p>SOCIO-EMOTIONAL/ BEHAVIORAL</p> <p><input type="checkbox"/> Considered, Not Applicable</p>	<p>According to teacher observations, incident reports and interviews, Tony displays frequent negative behavior. It was recommended that Tony start Developmental Kindergarten due to his trouble relating to students and fostering peer relationships. Again, in first grade, retention was recommended for not only academic purposes but also Tony's many immature social behaviors, such as crying and fighting. From March to May of this school year, there were 6 different behavioral incidents on the bus that were serious enough to inform the parents. All instances involve Tony displaying a lack of self-control, such as staying in his seat or keeping his hands to himself. In the classroom, there have also been numerous incidences of defiance and a lack of self-control. Tony's teacher reports that he, when not given attention, will throw tantrums or destroy property. Tony can be observed crying or getting frustrated when it is perceived that his peers are making fun of him. However, Tony enjoys science and often displays positive behavior during this period. He has been observed assisting the cleanup of lab supplies with two other students and responded positively to a high school student assisting for the day.</p>	<p>Impact: Tony displays many negative and inappropriate behaviors that are not only impacting his ability to learn but it is creating difficulties with peer relationships. Both teacher and mother have indicated strains in their relationships with Tony.</p> <p>Resulting Needs: Tony would benefit from increased individualized attention, frequent breaks and regular positive reinforcement.</p>
<p>PERCEPTION/MOTOR/ MOBILITY Gross and fine motor coordination, balance, and limb/body mobility.</p> <p><input checked="" type="checkbox"/> Considered, Not Applicable</p>		<p>Impact:</p> <p>Needs:</p>
<p>INDEPENDENT LIVING SKILLS Skills for academic success and independent living.</p> <p><input checked="" type="checkbox"/> Considered, Not Applicable</p>		<p>Impact:</p> <p>Resulting Needs:</p>
<p>MEDICAL Health, vision, hearing, or other physical/medical</p>		<p>Impact:</p>

<i>issues.</i> <input checked="" type="checkbox"/> <i>Considered, Not Applicable</i>		Resulting Needs:
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Include relevant graphs of individual student and peer group performance over time.

Section 3 Secondary Transition Considerations

Secondary transition services are required to be in effect when the student turns 16. IEP teams are recommended to consider secondary transition services at a younger age if appropriate. Secondary transition considerations must be updated annually thereafter.

DATA		
Data Source(s) Used	Date Conducted	Name
<input type="checkbox"/> Educational Development Plan (EDP)		
<input type="checkbox"/> Transition Assessment(s) (specify):		
<input type="checkbox"/> Student Interview (indicate the type of interview): <input type="checkbox"/> Written <input type="checkbox"/> Verbal		
<input type="checkbox"/> Other (specify):		

STUDENT'S PREFERENCE AND INTEREST
If the student did not attend the IEP team meeting, describe steps taken to ensure consideration of the student's preferences/interest:
Adult Living —As an adult, where do you want to live?
Career/Employment —As an adult, what kind of work do you want to do?
Community Participation —As an adult, what hobbies and activities do you want to do (e.g., arts, recreational activities, shopping, eating out, etc.)?
Postsecondary Education/Training —After high school, what additional education and training do you want?

APPROPRIATE MEASUREABLE POSTSECONDARY GOALS
Training:
Education:
Employment:
Independent Living (if appropriate):

PLANNING/COMMUNITY SECONDARY TRANSITION SERVICES	
Needed Service Related to the Student's Strengths, Postsecondary Goals, and Present Level	
Identify the service needed in at least one of the six areas below. Include the coordinated activity/activities for the service. Identify the responsible agency/other for each activity for the needed service.	
IEP Team Must Consider	Instruction Expected completion date:
	Service:
	Activity: Responsible agency/other:
	Activity: Responsible agency/other:
	Activity: Responsible agency/other:
	<input type="checkbox"/> Considered, not needed (explain):
IEP Team Must Consider	Community Experiences Expected completion date:
	Service:
	Activity: Responsible agency/other:

IEP Team Must Consider	Activity:	Responsible agency/other:
	Activity:	Responsible agency/other:
	<input type="checkbox"/> Considered, not needed (explain):	
	Development of Employment	Expected completion date:
Service:		
Activity:	Responsible agency/other:	
Activity:	Responsible agency/other:	
Activity:	Responsible agency/other:	
<input type="checkbox"/> Considered, not needed (explain):		
Other Post-School Adult Living Objectives	Expected completion date:	
Service:		
Activity:	Responsible agency/other:	
Activity:	Responsible agency/other:	
Activity:	Responsible agency/other:	
<input type="checkbox"/> Considered, not needed (explain):		
Consider When Appropriate	Acquisition of Daily Living Skills	Expected completion date:
	Service:	
	Activity:	Responsible agency/other:
	Activity:	Responsible agency/other:
Activity:	Responsible agency/other:	
<input type="checkbox"/> Considered, not needed (explain):		
Functional Vocational Evaluation	Expected completion date:	
Service:		
Activity:	Responsible agency/other:	
Activity:	Responsible agency/other:	
Activity:	Responsible agency/other:	
<input type="checkbox"/> Considered, not needed (explain):		

THE COURSE OF STUDY TRANSITION SERVICE	
Indicate how the student's course of study aligns with the postsecondary goals (check one):	
<input type="checkbox"/> Michigan Merit Curriculum (MMC) leading to a high school diploma.	
MMC modification using Personal Curriculum on file: <input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Course of study leading to:	
Anticipated graduation or completion date:	

Section 4: Goal 1 Goals and Objectives/Benchmarks

Instructional Area of Need (from PLAAFP) —List the appropriate content area (e.g., strand/domain): Reading
Michigan Content Expectations Upon Which Goal Will Be Based —List the appropriate GLCE, EGLCE, HSCE, EHSCE, or Early Childhood Standards of Quality for Pre-kindergarten or K-12: RF.2.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.
Baseline Data The student is currently 1.2 grade level equivalent on the STAR .
Annual Goal 1 (from PLAAFP) By 5/31/2017 , the student will independently read one book a week when given no audio support for three consecutive weeks .

Short Term Objectives (At least two per goal)	¹ Evaluation	² Criteria	³ Schedule for Evaluation
1. By the second week of school, the students will complete a reading interest inventory and visit the library.	D	100 % accuracy	O, end of two weeks
2. By the end of the first grading period, the student will read a level appropriate text with the use audio support	D	50% accuracy	W
3. By the end of the second grading period, the student will read a level appropriate text with the use audio support	D	60% accuracy	W
4. By the end of the third grading period, the student will read a level appropriate text with the use audio support	D	70% accuracy	W
5. By the end of the last grading period, the student will read a level appropriate text with no audio support	D	80% accuracy	W
¹ Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test (specify) O Other (specify above)	² Criterion _____% Accuracy _____ of _____ Rate (cpm) _____ Achievement Level Other (specify above)	³ Schedule for Evaluation: W – Weekly; D – Daily; M- Monthly; Q – Quarterly grading O – Other (specify)	

Status of Objectives (update on progress at designated times)

Date	⁴ Status Obj.1	Status Obj. 2	Status Obj. 3	Comments
¹ Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test (specify)	² Criterion _____% Accuracy _____ of _____ Rate (cpm) _____ Achievement Level	³ Schedule for Evaluation: W – Weekly; D – Daily; M- Monthly;	⁴ Status of Progress on Objectives 1 Achieved/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the	

<input type="radio"/> Other (specify above)	Other (specify above)	Q – Quarterly grading O – Other (specify)	annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)
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Position(s) responsible for implementing goal activities (check all that apply):

Special Education Teacher
 Teacher Consultant
 Speech and Language Provider
 School Social Worker
 Occupational Therapist
 Physical Therapist
 Other: **Classroom Teacher**

Position(s) responsible for reporting progress on goal: **Special Education Teacher**

Section 4: Goal 2 Goals and Objectives/Benchmarks

Instructional Area of Need (from PLAAFP) —List the appropriate content area (e.g., strand/domain): Social-Emotional/Behavioral
Michigan Content Expectations Upon Which Goal Will Be Based —List the appropriate GLCE, EGLCE, HSCE, EHSCE, or Early Childhood Standards of Quality for Pre-kindergarten or K-12:
Baseline Data The student is currently 114 raw score on the BDIS – School version .
Annual Goal 2 (from PLAAFP) By 5/31/2017 , the student will respond to redirection when demonstrating inappropriate behavior on the first request within 30 seconds at a rate of 75% accuracy .

Short Term Objectives (At least two per goal)	Evaluation	Criteria	Schedule for Evaluation
1. By the end of the first grading period, the student will respond to redirection when demonstrating inappropriate behavior by the third request within 30 seconds.	D	50% accuracy	D
2. By the end of the second grading period, the student will respond to redirection when demonstrating inappropriate behavior by the second request within 30 seconds.	D	50% accuracy	D
3. By the end of the first grading period, the student will respond to redirection when demonstrating inappropriate behavior by the first request within 30 seconds.	D	50% accuracy	D
4. By the end of the first grading period, the student will respond to redirection when demonstrating inappropriate behavior by the first request within 30 seconds.	D	75% accuracy	D
¹ Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test (specify) O Other (specify above)	² Criterion _____% Accuracy _____ of _____ Rate (cpm) _____ Achievement Level Other (specify above)	³ Schedule for Evaluation: W – Weekly; D – Daily; M- Monthly; Q – Quarterly grading O – Other (specify)	

Status of Objectives (update on progress monitoring at designated times)

Date	⁴ Status Obj.1	Status Obj. 2	Status Obj. 3	Comments
¹ Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test (specify) O Other (specify above)	² Criterion _____% Accuracy _____ of _____ Rate (cpm) _____ Achievement Level Other (specify above)	³ Schedule for Evaluation: W – Weekly; D – Daily; M- Monthly; Q – Quarterly grading O – Other (specify)	⁴ Status of Progress on Objectives 1 Achieved/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)	

Position(s) responsible for implementing goal activities (check all that apply):

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Special Education Teacher | <input type="checkbox"/> Teacher Consultant | <input type="checkbox"/> Speech and Language Provider |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Occupational Therapist | <input type="checkbox"/> Physical Therapist |
| <input checked="" type="checkbox"/> Other: General Education Teacher | | |

Position(s) responsible for reporting progress on goal: **Special Education Teacher**

Section 5: Supplementary Aids and Services

<i>Supplementary aids and services are needed at this time.</i>		
Ongoing Instruction and Assessment	Time/Frequency/Condition	Location
Use of audio support	When reading independently	Classroom and library
Break instructions and new information into smaller pieces	For use in reading and writing	Classroom
Provide student with a copy of teacher's notes	As determined by the teacher	Classroom
Provide student with a distraction free area to complete assessments while having them read aloud.	For use on any graded assignment or assessment	Content Mastery Lab
Allow for extended time on assessment	To be used in reading, writing and math	Content Mastery Lab
Curriculum Supports and Adjustments	Time/Frequency/Condition	Location
Provide fading support of individualized word boxes, glossaries and/or vocabulary lists with user friendly definitions	To be used in reading, writing and math	Classroom
Grade student on completed work	To be used in reading, writing and math	Classroom
Give student adequate warning before asking to read aloud	For use in classroom reading	Classroom
Supports and Modifications to the Environment	Time/Frequency/Condition	Location
Preferential seating near the teacher to ensure on-task behavior	During direct instruction and small group work.	Classroom
Allow student opportunities to burn off excess energy through frequent breaks during classroom instruction and by participating in recess and PE	Preemptively allow for breaks to occur after small sections of work are completed. Gym and PE should not be used as consequences.	Classroom, gym, and playground
Allow student opportunities to perform small jobs and/or responsibilities around the classroom.	Jobs cannot be taken away as punishment and should be partnered with immediate positive feedback	Classroom
Teacher and student will create a collaborative behavior contract to minimize classroom disruptions and assist Tony in verbalizing his emotions. Allow Tony to create the rewards as he enjoys art and playing with his Matchbox cars.	Feedback and rewards should be positive and immediate	In all areas
Other Supports, Accommodations, and Modifications	Time/Frequency/Condition	Location
Peer Tutor/PALS	Tony could partner with a local high schooler or 5 th grader within the school. Pal should specifically trained and employ positive language	School
<i>All aids and services identified will begin on the implementation date of the IEP and continue for the duration of the IEP.</i>		

Supplementary aids and services are not needed at this time.

Least Restrictive Environment

To the maximum extent appropriate, the student will be educated with students who are nondisabled; and special classes, separate schools, or other removal of the student from the general education environment occurs only when the student's needs cannot be met satisfactorily in general education with supplemental aids and services. Exception:

Explain the extent, if any, to which the student will not participate with nondisabled students: .

Sections 6- 7 (continued, next page)

Section 6: Assessment—Participation and Provisions

GENERAL EDUCATION ASSESSMENTS	
Content Areas	Accommodations
List the content area(s) in which the student will be administered the general education assessment.	List the appropriate accommodation(s).
M-STEP ELA	One-on-one administration Extended time Read questions and content to student Records orally to a scribe Frequent breaks with positive reinforcement
M-STEP Math	One-on-one administration Extended time Read questions and content to student Records orally to a scribe Frequent breaks with positive reinforcement

ALTERNATE ASSESSMENTS		
Content Area List the content area in which the student will be administered an alternate assessment.		
Need for Alternate Assessment State why the student cannot participate in the general education assessment.	Assessment State the alternate assessment that will be used and explain why it is appropriate.	Accommodations List the appropriate accommodation(s).
Content Area List the content area in which the student will be administered an alternate assessment.		
Need for Alternate Assessment State why the student cannot participate in the general education assessment.	Assessment State the alternate assessment that will be used and explain why it is appropriate.	Accommodations List the appropriate accommodation(s).
Content Area List the content area in which the student will be administered an alternate assessment.		
Need for Alternate Assessment State why the student cannot participate in the general education assessment.	Assessment State the alternate assessment that will be used and explain why it is appropriate.	Accommodations List the appropriate accommodation(s).
Content Area List the content area in which the student will be administered an alternate assessment.		
Need for Alternate Assessment State why the student cannot participate in the general education assessment.	Assessment State the alternate assessment that will be used and explain why it is appropriate.	Accommodations List the appropriate accommodation(s).

Section 7 Special Education Services and Programs

Related Service	Rule Number	Specific Amount of Time and Frequency	Location	Duration*

Does the student have needs that require placement with a teacher with a particular endorsement? Yes No

Program	Rule Number	Departmentalized	Specific Amount of Time and Frequency	Location	Duration*
		<input type="checkbox"/> Yes <input type="checkbox"/> No			
		<input type="checkbox"/> Yes <input type="checkbox"/> No			
		<input type="checkbox"/> Yes <input type="checkbox"/> No			

* All programs and services listed above will begin on the implementation date of the IEP and continue for the duration of the IEP, unless otherwise indicated above in the column "Duration."

EXTENDED SCHOOL YEAR (ESY) SERVICES

Extended School Year (ESY) services were considered.

- It was determined that no ESY services are needed.
 Current annual goals address one or more skills that require ESY services.

Service	Specific Amount of Time and Frequency	Location	Duration

INSTRUCTIONAL TIME

General Education Instruction (minutes/hours per week)	(+) Special Education Instruction (minutes/hours per week)	(=) Total (minutes/hours per week)
	+	=

EDUCATIONAL ENVIRONMENT

The district ensures that, to the maximum extent appropriate, the student will be educated with students who are nondisabled; and special classes, separate schools, or other removal of the student from the general education environment occurs only when the student's needs cannot be met satisfactorily in the general education setting with supplemental aids and services.

Participation in a Regular Early Childhood Program (students age 3-5)

- At least 10 hours per week and:
 receives the majority of special education and related services IN a regular early childhood program.
 receives the majority of special education and related services OUTSIDE of a regular early childhood program.
- Less than 10 hours per week and:
 receives the majority of special education and related services IN a regular early childhood program.
 receives the majority of special education and related services OUTSIDE of a regular early childhood program.

Participation in General Education (students age 6-26)

- 80% of the day or more 79% to 40% of the day less than 40% of the day separate facility

SPECIAL TRANSPORTATION

- Yes (specify):
 No