

Appendix C: Harrison's IEP

Individualized Education Program (IEP)

State of North America
Awesome School District
(555)-555-5555

Student Name: <u>Harrison Reed</u>	Date of Birth: <u>8/10/XX</u>
Student ID#: <u>24601</u>	Current Grade: <u>Middle School</u>
Address: <u>742 Evergreen Terr.</u>	
District of Residence: <u>Albuquerque</u>	Attending Building: <u>Wadsen Middle School</u>
	Disability Classification: <u>Specific Learning Disability</u>

Parent 1: <u>Mr. Bennett Reed</u>	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Surrogate	<input type="checkbox"/> Guardian
Address (if different): _____	E-mail: <u>BReed@fakemail.com</u>		
Telephone (Home): <u>555-555-5556</u>	(Work) _____	(Cell) <u>555-555-5558</u>	

Parent 2:	<input type="checkbox"/> Parent	<input type="checkbox"/> Surrogate	<input type="checkbox"/> Guardian
Address (if different): _____	E-mail: _____		
Telephone (Home): _____	(Work) _____	(Cell) _____	

IEP Status:

Meeting Date	<u>9/22/XX</u>	Most Recent Evaluation Summary Report Date	<u>3/4/19</u>
IEP Initiation Date	<u>9/22/17</u>	IEP Revision Date	<u>9/21/xx</u>
IEP End date	<u>9/21/21</u>	IEP Revision Date	_____

Unless revised, the IEP is in effect for the school year including those students eligible for longer school years because of disability classification

Temporary Placement

Agency Representative:	
Parent:	
Date:	

Within 60 days, an IEP meeting must be held

Meeting Participants:

Role	Name	Signature
Parent 1	<u>Bennett Reed</u>	
Parent 2		
Student	<u>Harrison Reed</u>	
General Ed. Teacher	<u>Marie Schrader</u>	
Special Ed. Teacher	<u>Skylar White</u>	
Administrator / Designee	<u>Jesse Pinkman</u>	
School Psychologist	<u>Saul Goodman</u>	

Name: Harrison Reed

Date 09/22/XX

Data Considerations

1.	<p>What are the student's strengths?</p> <p>Harrison is a friendly and social student and appreciates individualized attention and patience. His hobbies include video games, drawing, and sports. Harrison does not exhibit behaviors that interfere with his progress, however, doesn't like when his challenges are a focal point. He gets along well with his peers and his teachers. Harrison does well in math but struggles in reading. Harrison receives specialized reading instruction which focuses on complex language and multiple step directions in the resource room for 40 minutes each day.</p>																																	
2.	<p>What are the educational concerns of the parent (or student, if appropriate)?</p> <p>Reading progress</p>																																	
3.	<p>What multiple data sources (including district or statewide assessments) are being used to create the IEP?</p> <p><u>Curriculum and Learning Environment:</u></p> <ul style="list-style-type: none"> • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency assessment indicates that Harrison has met standards through third grade for reading fluency and comprehension. Harrison read a fifth grade-level passage at 42 words per minute with 50% accuracy. When tested on other grade level passages, his reading matched the oral reading fluency benchmarks for words correct per minute and accuracy at the beginning third-grade level. • Lexile Level = (3rd grade) 600L • WJ-IV Test of Achievement= The WJ-IV is an individually administered, broad-based, nationally normed achievement test. It provides information about reading, math, and written language. <table style="width: 100%; margin-top: 20px;"> <tr> <td style="width: 60%;">Reading</td> <td style="width: 20%; text-align: right;">73</td> <td style="width: 20%;">Low</td> </tr> <tr> <td>Broad Reading</td> <td style="text-align: right;">72</td> <td>Low</td> </tr> <tr> <td>Basic Reading Skills</td> <td style="text-align: right;">72</td> <td>Low</td> </tr> <tr> <td>Reading Comprehension</td> <td style="text-align: right;">70</td> <td>Low</td> </tr> <tr> <td>Reading Fluency</td> <td style="text-align: right;">74</td> <td>Low</td> </tr> <tr> <td>Mathematics</td> <td style="text-align: right;">128</td> <td>Above Average</td> </tr> <tr> <td>Broad Mathematics</td> <td style="text-align: right;">127</td> <td>Above Average</td> </tr> <tr> <td>Math Problem Solving</td> <td style="text-align: right;">120</td> <td>Above Average</td> </tr> <tr> <td>Math Calculation Skills</td> <td style="text-align: right;">125</td> <td>Above Average</td> </tr> <tr> <td>Written Language</td> <td style="text-align: right;">86</td> <td>Average</td> </tr> <tr> <td>Broad Written Language</td> <td style="text-align: right;">90</td> <td>Average</td> </tr> </table>	Reading	73	Low	Broad Reading	72	Low	Basic Reading Skills	72	Low	Reading Comprehension	70	Low	Reading Fluency	74	Low	Mathematics	128	Above Average	Broad Mathematics	127	Above Average	Math Problem Solving	120	Above Average	Math Calculation Skills	125	Above Average	Written Language	86	Average	Broad Written Language	90	Average
Reading	73	Low																																
Broad Reading	72	Low																																
Basic Reading Skills	72	Low																																
Reading Comprehension	70	Low																																
Reading Fluency	74	Low																																
Mathematics	128	Above Average																																
Broad Mathematics	127	Above Average																																
Math Problem Solving	120	Above Average																																
Math Calculation Skills	125	Above Average																																
Written Language	86	Average																																
Broad Written Language	90	Average																																

Written Expression 89 Average

***Scores are reported as standard scores with a mean of 100 and standard deviation of 15. Scores between 85 and 115 are considered average.*

Social or Emotional Behavior:

- Harrison is friendly and social as long as he feels his challenges aren't a focal point and appreciates individualized attention and patience.

How are extracurricular and non-academic areas affected by the student's disability?

- N/A

Other Factors to Consider:
 IEP team must consider each of the factors.
 If there is a need identified, check "yes" and address in the IEP.

Yes	No	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communication needs of the student
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Braille instruction for students who are blind or visually impaired
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communication and language needs for students who are deaf/hard of hearing
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Language needs for students with limited English proficiency
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Positive behavior interventions, supports, and strategies for students whose behavior impedes learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Need for assistive technology devices or services

Name: Harrison Reed

Date: 09/22/XX

Needs and Services

<p>IEP team must consider each of the following when determining the needs to be addressed within the IEP:</p> <ul style="list-style-type: none"> ▪ How is the student progressing in the general education curriculum (on grade-level)? ▪ How does the child's disability affect progress in the general education curriculum? ▪ What are the child's other educational needs that result from the child's disability (e.g., organizational skills, self-care, fine/gross motor)? 	
Unique Educational Needs and Characteristics	<p>A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel.</p>
<p>Harrison is below grade level (5th grade level) in processing complex language and multiple step directions.</p>	<p>Harrison requires small group instruction in reading in order to make gains in the general education classroom. Harrison benefits from repetitive practice daily to retain skills. Harrison will receive 40 minutes of daily special education support to address his deficits in reading.</p>

Specially Designed Instruction	Initiation	Frequency	Duration	Location
Small Group Reading Instruction	September	Daily	40 minutes	General Education Classroom
Supplementary Aids and Services	Initiation	Frequency	Duration	Location
NA				

Accommodations and Modifications	Start Date	Frequency	Location
Use an alarm to help with time management	September	Daily	General Education Classroom
See an outline of a lesson	September	Daily	General Education Classroom
Use visual presentations of verbal material, such as word webs	September	Daily	General Education Classroom

Mark texts with a highlighter	September	Daily	General Education Classroom
Give responses in a form (spoken or written) that's easier for them	September	Daily	General Education Classroom
Take more time to complete a project	September	Daily	General Education Classroom
Listen to audio recordings instead of reading text	September	Daily	General Education Classroom
Have a "designated reader"—someone who reads test questions aloud to students	September	During Assessments	General Education Classroom
Take a test in a small group setting	September	During Assessments	General Education Classroom
Take more time to complete a task or a test	September	During Assessments	General Education Classroom

Name: Harrison Reed

Date: 09/22/XX

Additional Considerations

Transportation

Special transportation needs? If yes, specify: _____	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Is it necessary to place this student, who is transported from the school by bus into the charge of a parent or other authorized responsible person? If yes, Transportation Department will be notified by: _____	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

Participation in Statewide Assessment

<input type="checkbox"/>	Student will participate in regular testing conditions without accommodations unless one of the below is checked.
<input checked="" type="checkbox"/>	Student participates with accommodations as described in the Accommodations Section.
<input type="checkbox"/>	Student is included in Alternate Assessment.

Discipline

The student will adhere to School Code of Conduct. (Check below if any of the following are needed):	
<input type="checkbox"/>	Interventions and supports are described under services/supports and/or in goals.
<input type="checkbox"/>	Behavior intervention and support plan (see attached).
<input type="checkbox"/>	Other: _____

Consideration of Eligibility for Extended School Year Services (ESY)

IEP team must consider each of the following factors:		
• Regression / Recoupment	• Vocational Skills	• Degree of Impairment
• Breakthrough Skills	• Extenuating Circumstances	
Is ESY needed?		
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> To Be Determined
<input type="checkbox"/> ESY offered, but declined by parent		
Rationale for decision:		
Specify goals and services:		
<input type="checkbox"/> See attached page (if needed)		

Name: Harrison Reed

Date: 09/22/XX

Annual Goals

M= Mastered annual goal	S= Sufficient progress to meet annual goal	N= Not sufficient progress to meet annual goal
----------------------------	---	---

Short Term Objectives or Benchmarks	Progress Date:
<ol style="list-style-type: none"> 1. While reading a passage, Harrison will use decoding and word recognition skills with 80% accuracy four of five trials. 2. After reading a short passage, Harrison will use text information and prior knowledge to make predictions, 4/5 times with 80% accuracy. 3. After reading a short passage, Harrison will predict outcomes, 4/5 times with 90% accuracy. 4. After silently reading a passage, Harrison will determine cause and effect using the information derived from the test, 4/5 times with 80% accuracy. 5. After silently reading a passage, Harrison will use context and semantic clues to answer comprehension questions, 4/5 times with 80% accuracy. 6. After reading a short passage, Harrison will use implied meaning to answer comprehension questions, 4/5 times with 80% accuracy. 7. After reading various imaginative forms of literature, Harrison will be able to identify and describe the structural differences of written forms, 4/5 times with 80% accuracy. 8. After reading a short passage and answering comprehension questions, Harrison will locate, in text, information to support answers, 4/5 times with 90% accuracy. 	<p><i>Progress reports will be provided- 9 weeks</i></p> <p><input type="checkbox"/> M <input type="checkbox"/> S <input type="checkbox"/> N</p> <p>Optional Narrative: _____</p>

Name Harrison Reed

Date: 09/22/xx

Least Restrictive Environment/Placement

Use the option below to determine the appropriate setting.		
<input checked="" type="checkbox"/>	A.	Regular Setting Includes pull-out related services and team classrooms. Student served inside the regular classroom greater than or equal to 80% of the day.
<input type="checkbox"/>	B.	Services Provided Both in Separate Special Education Classes and Regular Setting Student served inside the regular classroom greater than or equal to 40% of the day and no more than 79% of the day.
<input type="checkbox"/>	C.	Separate Special Education in an Integrated Setting Student served inside the regular classroom less than 40% of the day.
<input type="checkbox"/>	D.	Separate School Student served in public or private separate day school facility for greater than 50% of the school day or a residential facility if student does not live at the facility.
<input type="checkbox"/>	E.	Residential Facility where student resides during the school week.
<input type="checkbox"/>	F.	Homebound or Hospital
<input type="checkbox"/>	G.	Correctional Facilities (only used by DSCYF and Prison Education) Students placed in short-term detention or correctional facilities.
<p>Explain why the option selected is the most appropriate as the least restrictive environment. If a setting other than A is chosen, describe the other options considered and provide reasons these options were not selected.</p> <p>Harrison participates in the general education curriculum inside a general education classroom with special education support. A special education teacher team teaches with a general education teacher in Harrison's English Language Arts, Reading, and Mathematics courses. A special education teacher consults with the Science, Social studies and Elective course teachers.</p>		

Student Parent Signatures

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	I acknowledge that I have received a copy of the Procedural Safeguards. My due process rights under those Procedural Safeguards have been explained to me.
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	I agree with the program described in this document.
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	I agree with the placement decision as noted above and discussed at this meeting.

Parent/Guardian/Surrogate/Student Signature
Date

Parent/Guardian/Surrogate/Student Signature
Date

If Parent Does Not Attend

Staff member below is responsible for forwarding a copy of the IEP and Procedural Safeguards and explaining content, if necessary, to the Parent.

Name _____ Position _____ Method of Contact _____