

# Individualized Education Program

Phone:   
Fax:

Student Name:   
Date Of Birth:   
Student No.:   
State Student ID:   
Home Phone:   
Home Address:   
Date:

Age	Gender	Grade	Home School	Attending School
		05		
Ethnicity		Phone		Phone
Primary Language - Date Determined		Address		Address
Home Language - Date Determined				
English				

## Parent/Guardian

Name	Home Phone	Name	Home Phone
Address	Work Phone	Address	Work Phone
	Emergency Phone		Emergency Phone

IEP Review Due Date :   
Re-evaluation Due Date:

Eligibility(ies): 90 - Specific Learning Disability

Interpreter Needed: ☐ Yes ☒ No

## B. IEP Team Members

Names	Position	Present/Absent	Signature	Date
	Father	Present		
	Mother	Present		
	Case Manager	Present		
	District Representative	Present		
	General Ed Teacher	Present		
	Individual Interpreting Instructional Implications of Evaluations	Present		
	Occupational Therapist	Present		
	Principal	Present		
		Present		
	Speech/Language Pathologist	Present		

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\* If required team member is excused, attach signed written agreement between parent and district before proceeding.

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### C. SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

#### Strengths of Student (Academic, Functional, Behavior, Learning characteristics, etc.)

works hard and has strong academic abilities. He has a good memory and high comprehension skills. He is a kind and compassionate student toward his peers. He enjoys science topics such as animals and astronomy.

#### Concerns of the parent(s) for enhancing the education of the student

s parents provided a written response to concerns of the parent section and asked that it be included as written: Writing is a component as central to the learning process as reading. It is a fundamental academic skill. s deficits in his academic writing and written language skills therefore makes all other aspects of the learning process more difficult for him. He is unable to keep notes, convey thoughts and make meaning through writing, effectively revise work he had previously written, and use writing generally as a learning tool in the same manner as his peers. Compounding his deficits in the areas of writing related to processing, s dysgraphia causes his handwriting to be inconsistent, with roughly 1 out of every 5 words illegible. He also continues to demonstrate significant difficulty with spelling. The illegibility of his writing and his spelling difficulties exacerbate the difficulty he has revising written work. Assistive technology can help with the writing process in increasing instances, but will never be a complete substitute for his ability to write by hand. Though speech to text improves his writing, other AT (i.e., word prediction) had proven less successful due to his spelling challenges. As a result of these deficits, s needs goals related to written language, the writing process, mechanics of writing, and using assistive technology effectively.

ASHA recognizes five domains of language, all of which have implications related to writing, as follows:

Phonology - accurate spelling of words while writing  
Morphology - appropriate use of grammar when writing  
Syntax - using correct sentence structure when writing  
Semantics - writing vocabulary  
Pragmatics - conveying point-of-view, intended message, etc.

Per these descriptions, s struggles with phonology, morphology, semantics, and pragmatics as these domains relate to writing. It is likely, though I do not know it for fact, that he also struggles with syntax related writing skills. These deficits do not appear in his verbal language skills, and never have. However, that does not relieve the IEP team of the obligation to address them as the very real written language concerns they are. Goals and specially designed instruction in these areas are critical to remediating his deficits and providing him the skills he needs to access the general curriculum and, therefore, provide FAPE.

#### Present level of academic performance, including the student's most recent performance on state or district-wide assessments

#### The present level of academic performance, including the student's most recent performance on Statewide/districtwide assessments.

EasyCBM Assessments Fall 2018

Grade 5 Fall Passage Reading Fluency: 146 Words per Minute at 89% accuracy.

Grade 5 Passage Reading Fluency Progress Monitoring 5\_2: 164 Words per Minute at 100% accuracy.

Grade 5 Winter Passage Reading Fluency: 162 Words per Minute at 99% accuracy. A rate of 151 Words per Minute would be at the 51th percentile for 5th grade students.

Grade 5 Fall Vocabulary: 85% accuracy

Grade 5 Vocabulary Progress Monitoring 5\_2: 100% accuracy

Grade 5 Vocabulary Progress Monitoring 5\_3: 95% accuracy

Grade 5 Winter Vocabulary: 90% accuracy

Grade 5 Fall Multiple Choice Reading Comprehension (MCRC): 95% accuracy

Grade 5 Multiple Choice Reading Comprehension (MCRC) 5\_3: The Disappearing Licorice: 80% accuracy

Grade 5 Multiple Choice Reading Comprehension (MCRC) 5\_4: The Grand Experiment: 80% accuracy

Grade 5 Winter Multiple Choice Reading Comprehension (MCRC): 85% accuracy

Grade 5 Fall Common Core State Standards (CCSS) Math Benchmark: 48% accuracy

Grade 5 Fall Common Core State Standards (CCSS) Math Progress Monitoring: 70% accuracy

9/20/2018: iReady Initial testing: 461, 4th grade level in all areas.

Grade 5 Fall Progress Report Card - Score range 1-4 with a score of 3 being grade level proficient.

Reading: Score of 2 for Comprehension, 3 for Phonics and Word Recognition, and 2 for Fluency.

Writing: Score of 2 for Focus, Organization, Elaboration of Evidence, and Language/Vocabulary with a score of 1 for Conventions

Mathematics: Score of 2 for Numbers and Operations - Base Ten for both understands place value to thousandths and performs operations with multi-digit whole numbers to decimals in the hundredths.

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5th grade level writing expectations: By fifth-grade students are familiar with the basic framework of how to write a multiple paragraph essay. With informative and opinion pieces, they are required to write a clear topic sentence and create an organizational structure which ideas are logically organized. Paragraphs contain facts, definitions, concrete details, and quotations from sources to support main ideas/opinions. Linking words, phrases, and/or clauses are used throughout. Precise language is present. With narratives, students provide even more description, including providing character responses to situations. Concrete words and sensory details are used to convey experiences and events.

Although's core language scores place him in average to above average range struggles with written expression. Parents and teachers report this difficulty is isolated to his writing skills and does not/has not impacted his ability to read and decode familiar and unfamiliar words and texts.

An informal analysis of's writing skills was conducted by collecting various writing samples from his grade level class, the and the speech room. Observations of's functional skills as they relate to language are as follows:

#### Conventions

Punctuation: has been working on identifying when to use a period or comma with staff in the Given that adult support is beginning to identify places where a comma or period is needed, when reading his own writing out loud.

Other punctuation observations include the use of apostrophes and question marks. was noted to inconsistently use an apostrophe for singular possessive nouns in his writing, but rarely used an apostrophe to create contractions and preferred to write out both words.'s writing included inconsistent appropriate use of questions marks.

Spelling: When asked to write a short paragraph was able to utilize a word prediction list to choose the correct word he wanted to use and then correctly copy the word ("Mischief") onto paper at the top of the page. However, while writing did not reference the word at the top of the page and subsequently mis-spelled "mischief" each time he included the word in his composition.

When was not actively writing he was able to identify words he spelled incorrectly but was not able to correct these errors independently. When asked to reread his writing immediately after completing an assignment was able to articulate that some of the words were not what he intended to say and was able to correct errors given adult support and the use of spell check or word prediction software.

was unable to express what he intended to write given a delay between when he turned in a classroom writing assignment and when asked to read it out loud (time laps was 3 days). stated, "I have no idea what this says".

's writing, without the use of spell check, word prediction software or speech to text, is often difficult to decipher. presents with moderate difficulties with encoding independently. For example, a percentage of words understood in a hand-written sample was taken. This percentage was calculated by counting the number of words understood and dividing by the total number of words.'s summary contained 78.95% of words understood and 21.05% of words were indecipherable. In contrast, a narrative writing sample taken from class using a word processor contained 98.55% of words understood and 1.45% of words were not understood. The accuracy of's spelling was noted to improve, even further, when given a direct visual model of two simple sentences he was asked to combine to form one compound sentences using coordinating conjunctions.

Capitalization: Observations of's writing indicated he struggles with independently using capital letters appropriately and consistently. was not observed to use capital letters when referencing book titles or proper nouns. occasionally used capitalization of the first word at the beginning of sentences when he remembered to separate complete sentences by a period. used capitalization for the singular pronoun "I" in his writing when assisted by a word processor or speech to text. He demonstrated inconsistent use if capitalization for "I" in hand written samples.

#### Syntax:

Grammatical Morphemes: used past tense ed in his writing when appropriate most of the time, but occasionally omitted -ed endings. consistently used plural and possessive s but did not consistently use a 3rd person regular s. writing included the use of some derivational morphemes most notable ly on the ends of words like "quickly" and "sadly" when appropriate and demonstrated consistent use of verb+ing endings.

's writing also contained the correct use of the following syntactic markers: auxiliary verbs, prepositions, pronouns

writing contained the following syntactic error patterns: maintaining consistent verb tense, personal pronoun confusion (subjective vs. Objective), Subject Verb Agreement

#### Lexical/Semantics:

demonstrated knowledge of grade level vocabulary and was able to choose appropriate words to convey his thoughts and ideas.

#### Text Structure:

Organization/Cohesion: 's writing samples indicated that he was able to use short broad sentences to introduce and conclude his writing.

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These sentences often appeared clipped and abrupt and he appeared to struggle with transitioning smoothly from one thought to the next. Flow: \_\_\_\_\_s tendency to switch between past and present tense, and his tendency to produce abrupt transitions affected the flow of his writing. narrative was interesting because \_\_\_\_\_switched  
Linking words: \_\_\_\_\_used words that illustrated causal relationships between thoughts and ideas.

Pragmatics:

Audience/Presupposition: \_\_\_\_\_often demonstrated a lack of awareness about the background knowledge, experience, or interest of his readers.

#### Present level of developmental and functional performance (including results of initial or most recent evaluations)

Speech/Language Information:

\_\_\_\_\_currently substitutes a /d/ for his voiced /th/ sound in words and conversation. This articulation error does not impede his ability to be understood at this time and \_\_\_\_\_was judged as 100% intelligible to familiar and unfamiliar listeners. \_\_\_\_\_s classroom teacher reported this error does not impede his access to classroom curriculum.

\_\_\_\_\_s classroom teacher was asked to fill out an "Educational Impact Checklist" related to Speech and language. This list helps identify areas where the student struggles and provides information about functional performance and skills within a classroom setting. \_\_\_\_\_s teacher identified the following items, as they relate to \_\_\_\_\_s expressive and conversational language skills: the student uses many nonspecific words, the student exhibits disorganized thoughts in speech or writing, the student demonstrates word-finding difficulties, the student has difficulty expressing ideas verbally, and the student is unable to ask questions to clarify a message or obtain information. \_\_\_\_\_also reported that it takes \_\_\_\_\_much more time to complete writing assignments than other students, and that \_\_\_\_\_will change the subject or appear to be distracted when working on writing assignments.

The CELF-5 was administered to obtain scores in relation to \_\_\_\_\_s verbal language skills.

CELF-5 scores are as follows:

Core Language: 105

Receptive Language Index: 107

Expressive Language Index: 104

Language Content Index: 104

Language Memory Index: 116

(Scores reported have a mean of 100 and SD of 15)

\_\_\_\_\_s standardized assessment scores in conjunction with functional and observational data suggest that \_\_\_\_\_demonstrates age and grade appropriate oral language skills in the areas of morphology, phonology, syntax, semantics and pragmatics.

#### Describe how student's disability affects involvement and progress in the general education curriculum

\_\_\_\_\_has deficits noted above with his writing skills that will need to be addressed through direct instruction and through accommodations and/or modifications in the general classroom to respond to instruction or assessments.

\_\_\_\_\_s difficulties with writing may affect his ability to effectively complete class room assignments, note taking and homework. These difficulties will also impact his ability to convey his thoughts through written words.

#### E. TRANSFER OF RIGHTS

Will the student be age of majority, married, or legally emancipated while the current IEP is in effect?

☐ Yes ☒ No

The student and parent have been informed of rights under Part B of IDEA that will transfer to the student at the age of majority?

☐ Yes  
☒ Not-applicable

Date informed:

The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.

Date anticipated: \_\_\_\_\_

The district has provided written notice of the transfer of rights to the student and the parent?

☐ Yes  
☐ Student has not reached age of majority

Date provided:

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### H. SPECIAL FACTORS FOR IEP DEVELOPMENT

Check all factors that apply	Explanation
<p>Does the student exhibit behavior that impedes his/her learning or the learning of others?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, the IEP team must consider the use of strategies, positive behavioral interventions and supports to address the behavior(s)</p>	
<p>Does the student have limited English proficiency?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>Is the student visually impaired (including blindness)?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, Braille needs must be addressed in the IEP, or evaluation of reading/writing needs has been completed and determined that Braille is not appropriate</p>	
<p>Does the student have communication needs?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, needs must be addressed in the IEP</p>	The student has difficulty with written communication. Writing goals have been included in the IEP.
<p>Is the student deaf or hard of hearing?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.</p>	
<p>Does the student need assistive technology devices or services?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, services or devices must be addressed in the IEP</p>	Team is pursuing an assistive technology referral.

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I. REQUIRED TESTING AND ASSESSMENTS

Statewide Assessments

Will the student participate in any Statewide Assessment?

☒ Yes – assessment will be conducted while the current IEP is in effect.

☐ No – at the time of testing, assessment is not conducted at the student's grade level.

Assessment Participation				
Testing Grade	Assessment Area	Administration Method	Explanation* <i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Accommodation
05	SB English Language Arts	Standard with Accessibility Supports		access to speech to text, break sessions into smaller time periods, test with a smaller group.
05	SB Mathematics	Standard with Accessibility Supports		break sessions into smaller time periods, test with a smaller group.
05	OAKS Science	Standard with Accessibility Supports		break sessions into smaller time periods, test with a smaller group.

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**Districtwide Assessments**

Will the student participate in any Districtwide Assessment?

- ☒ Yes – assessment will be conducted while the current IEP is in effect.  
☐ No – at the time of testing, assessment is not conducted at the student's grade level.

Assessment Participation				
Testing Grade	Assessment Area	Administration Method	Explanation* <i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Accommodation
05	Reading Benchmark Screener	Standard without Accessibility Supports		Will take standard administration
05	Math Benchmark Screener	Standard without Accessibility Supports		Will take standard administration
05	Grade 3-5 Music Test	Standard without Accessibility Supports		Will take standard administration
05	Grade 5 Fitnessgram	Standard without Accessibility Supports		Will take standard administration
06	Reading Benchmark Screener	Standard without Accessibility Supports		Will take standard administration
06	Math Benchmark Screener	Standard without Accessibility Supports		Will take standard administration



Name [REDACTED]	Date of Birth [REDACTED]	Student Number [REDACTED]	Document Date [REDACTED]
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**J. MEASURABLE ANNUAL GOALS**

When will progress be reported to the parent?

Three times per year

How will progress be reported?

Included with report cards mailed home

**Anticipated Dates**

Progress Period 1	[REDACTED]
Progress Period 2	[REDACTED]
Progress Period 3	[REDACTED]

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**Category: Written Language**

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (if yes, short-term objectives are required) ☒ No

Goal:

Given instruction, opportunities, and supports such as graphic organizers [REDACTED] will use 3 different prewriting strategies to organize and develop the focus of his essay to work towards grade level standards receive scores of 3 in the areas of Focus and Organization on the writing scoring rubric on 3 out of 5 writing samples.

Present Level:

Currently, [REDACTED] is at a level 2, developing, in the trait areas of Focus and Organization. Scores of 3 are proficient at grade level.

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (if yes, short-term objectives are required) ☒ No

Goal:

Given instruction, opportunities for practice with revising [REDACTED] will revise writing for correct syntax demonstrated by use of correct subject/verb agreement, correct and consistent verb tense, and use of at least 1 compound/complex sentence in each paragraph to work toward grade level standards receive score of 3 in the area of Language/Vocabulary on the writing scoring guide rubric on 3 out of 5 writing samples.

Present Level:

Currently, [REDACTED] is at a level 2, developing, in the trait area of Language/Vocabulary. Scores of 3 are proficient at grade level.

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (if yes, short-term objectives are required) ☒ No

Goal:

Given instruction, supports, and opportunities for editing practice [REDACTED] will correctly edit writing for grade level proficient capitalization, punctuation, and spelling to work toward grade level standards receive scores of 3 in the area of Conventions on the writing scoring guide rubric on 3 out of 5 writing samples.

Present Level:

Currently, [REDACTED] is at a level 2, developing, in the trait areas of Conventions. Scores of 3 are proficient at grade level.

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (if yes, short-term objectives are required) ☒ No

Goal:

Given instruction, supports, and opportunities for practice [REDACTED] will elaborate the content of written essay by correctly quoting or paraphrasing source to work toward grade level standards receive score of 3 in the area of Elaboration of Evidence on the writing scoring guide rubric on 3 out of 5 writing samples.

Present Level:

Currently, [REDACTED] is at a level 2, developing, in the trait areas of Elaboration of Evidence. Scores of 3 are proficient at grade level.

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (if yes, short-term objectives are required) ☒ No

Goal:

Given access to assistive technology and instruction and supports for use [REDACTED] will use assistive technology to correct conventions errors on a paragraph. to work toward state standards 80% accuracy on conventions.

Present Level:

[REDACTED] is beginning to learn how to use technology to improve and enhance his writing.

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## K. SERVICE SUMMARY

### Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Written Language	LEA	Special Education Teacher	Gen Ed Classroom	30 Min	per week		
Written Language	LEA	Special Education Teacher	SPED Classroom	90 Min	per week		

The team considered the need for related services and determined that the student is in need of related services.

☐ Yes ☒ No The team has determined the student requires Special Education transportation due to the disability and access to the program site.

### Related Services

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Occupational Therapy	LEA	Occupational Therapist	Provider's Space	120 Min	per year		
Communication	LEA	Speech/Language Pathologist	SPED Classroom	60 Min	per month		

### Extended School Year Services (ESY)

☒ Current data shows NO regression and/or recoupment of skills.

☐ Current data shows regression and/or recoupment of skills.

☐ Will be determined by April 15th.

### Supplementary Aids/Services; Modifications; Accommodations

The team considered the need for supplemental aids, services, accommodations or modifications and determined that they are needed.

Description	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Checklists for components of academic tasks	LEA	General Ed Teacher	General Education Settings	300 Min	throughout the day		
Access to graphic organizers for writing	LEA	General Ed Teacher	General Education Settings	300 Min	throughout the day		
Check for understanding for writing instruction/tasks	LEA	General Ed Teacher	General Education Settings	300 Min	throughout the day		
Access to keyboarding and speech to text on all regular writing assignments and tasks	LEA	General Ed Teacher	General Education Settings	300 Min	throughout the day		
Access to fidgets for attention to task	LEA	General Ed Teacher	General Education Settings	300 Min	throughout the day		
Hard copy or pictures of notes	LEA	General Ed Teacher	General Education Settings	300 Min	throughout the day		

### Supports for School Personnel

The following staff supports are required for the child to advance appropriately toward attaining annual goals.

Description of Supports	Provider	Role	Time	Frequency	Start Date	End Date
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Name		Date of Birth		Student Number		Document Date	
Special education teacher consult with general education teacher	LEA	Special Education Teacher	30 Min	per month			

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L. STATEMENT OF NONPARTICIPATION JUSTIFICATION

☒ The team has determined the student will need to be removed from participating with nondisabled students in order to receive specially designed instruction, related services, or supplementary aids or services.

Removal Area	Extent of Removal	Explanation and Justification
<input checked="" type="checkbox"/> From the regular classroom	90 minutes per week	for specially designed instruction in written language.
<input type="checkbox"/> During extracurricular activities		
<input type="checkbox"/> During nonacademic activities		

Name [REDACTED]	Date of Birth [REDACTED]	Student Number [REDACTED]	Document Date [REDACTED]
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**M. PARENT STATEMENTS**

Parents Rights

I have had the opportunity to participate in the development of this Individualized Education Program (IEP). I have received a copy of "Parent Rights for Special Education (K-21)".

\_\_\_\_\_(parent initials)