

INDIVIDUALIZED EDUCATION PROGRAM

IEP Date: 12/12/12 Prior IEP Date: 12/14/11		
Eligibility Category: SLI (Primary and SLD/OT (related services))		
Student's Last Name: Smith	First Name: Harry	MI: M
Birth Date: 0/5/2005	Gender: M	Grade: 3 Student ID#: 123456
Home Address: 123 North Main Street		
City: Clark	State: AZ	ZIP: 85361
Primary Language of Student: English	English Language Learner <input type="checkbox"/> Yes <input type="checkbox"/> No	
Primary Language of Instruction: English		
School of Residence: Happy Elementary School		
School of Attendance: Happy Elementary School		
Parent/Guardian Last Name: Smith	First Name: James	
Address: 123 North Main Street		
City: Clark	State: AZ	ZIP: 85361
Home Phone: 623-555-1212	Work Phone: 623-555-1313	Primary Home Language:
English		
Parent/Guardian Last Name: Smith	First Name: Lily	
Address: 123 North Main Street		
City: Clark	State: AZ	ZIP: 85361
Home Phone: 623-555-1212	Work Phone: 623-555-1414	Primary Home Language: English

Documentation of Participation at IEP Meeting §300.321(a)(1-6)

Student:	Date:	Other:	Date:
Student:	Date:	Other:	Date:
General Education Teacher:	Date:	Other:	Date:
Special Education Teacher:	Date:	Other:	Date:
Public Education Agency Rep:	Date:	Other:	Date:
Interpreter of Evaluation Data:	Date:	Other:	Date:

Present Levels of Academic Achievement and Functional Performance (PLAAFP) §300.320(a)(1)

Clearly specify the student's current levels of performance in academic, nonacademic, social, and emotional areas. Include a description of how the student's disability affects his /her involvement and progress in the general curriculum.

The PLAAFP should include: x recent evaluation information x progress and performance in the classroom and general curriculum x performance on PEA-wide and statewide testing x significant nonacademic and functional attributes lii strengths and areas in need of improvement.

The PLAAFP should also include:

__For preschool children, how the disability affects the student's participation in age-appropriate activities

The PLAAFP could include:

__For transition-aged youth, a description of strengths, preferences, and interests based upon age-appropriate transition assessments related to training, education, employment, and when appropriate, independent living skills.

I. Cognitive/Processing

Harry Smith is a 7-year-old 3rd grader who demonstrates average intellectual abilities and expected achievement levels in the areas of memory, nonverbal reasoning, and visual spatial processing skills. He demonstrates a significant and unusual processing weakness in the area of crystallized intelligence including verbal comprehension, lexical knowledge, and language-based processing skills. According to standardized achievement testing, Harry is achieving below his same age peers, below grade level, and below his expected achievement range in the areas of reading, oral and written language. These delays are significantly impacting his ability to understand, comprehend, and use language in the academic setting manifesting itself as a Specific Learning Disability in the areas of reading, academic oral language, and written expression.

II. Educational Impact

a) DISABILITY IMPACT STATEMENT

The identified disability, Specific Learning Disability, impacts Harry's ability to participate meaningfully and demonstrate sufficient progress in the general education curriculum and activities for his current grade level. The impact of this disability is evident in the areas of reading and writing. Harry also requires related services in the area of speech/language in order to demonstrate academic and social progress, due to deficits in receptive/expressive language. Additionally, Harry receives services in the area of occupational therapy to improve fine motor control and handwriting legibility.

b) EDUCATIONAL NEEDS

Harry demonstrates the need for specialized instruction and accommodations in the areas of reading fluency, reading comprehension, and written expression. Related services in the area of receptive and expressive language and fine motor development are required to ensure progress in the general education curriculum. He requires reading materials that are at his instructional level (first grade), extra time for completion of tests, sentence frames for compositions, graphic organizers, and significant scaffolding.

c) ASSISTIVE TECHNOLOGY

Harry participates appropriately in the general education setting without assistive technology or services at this time. His educational needs can be met through special education and related services, and accommodations specified in the IEP. There is no evidence that assistive technology is required at this time in order for Harry to demonstrate progress toward grade level outcomes and mastery of appropriate IEP goals. Harry communicates effectively with peers and adults in academic and social settings.

d) LACK OF INSTRUCTION IN READING/MATH

Harry previously attended Grand Valley Elementary School, where he was provided with special education services. At Happy Valley Elementary School this year, Harry has been absent eight days.

IMPACT OF ELL

Harry is not an English language learner

(PLAAFP) cont.

STUDENT STRENGTHS (ALL ACADEMIC AREAS REGARDLESS OF DISABILITY CATEGORY)

MATH

Galileo Benchmark, 11/15/12. Harry scored in the "exceeds" range in the following areas: express whole numbers through six digits using and connecting multiple representations; compare and order whole numbers through six digits by applying the concept of place value; count and represent money using coins and bills to \$100.00; apply and interpret the concept of multiplication and division as inverse operations to solve problems; describe the effect of operations (multiplication and division) on the size of whole numbers; record equivalent forms of whole numbers to six digits by constructing models and using numbers; use a symbol to represent an unknown quantity in a given context; create and solve simple one-step equations that can be solved using addition and multiplication facts; identify and describe 3-dimensional figures including their relationship to real world objects; identify a translation, reflection, or rotation and model its effect on a 2-dimensional figure; determine elapsed time across months using a calendar and by hours and half hours using a clock; convert units of length, weight, and capacity; determine the area of a rectangular figure using an array model; and measure and calculate perimeter of 2-dimensional figures. General Educator's Observations and Input (in the area of Math), 11/13/12. Harry's classroom teacher reports that he knows and remembers basic addition and subtraction facts; uses strategies successfully to add and subtract single digit numbers; and adds and subtracts multi-digit numbers with and without regrouping.

READING

Galileo Pre-Test, 8/11/12. Harry met the standard in these areas: alphabetize a series of words to the third letter; and interpret information of functional documents (e.g., maps, schedules, pamphlets) for a specific purpose. Special Education Teacher's Input and Observations, 10/5/12. Harry demonstrates the ability to recognize high-frequency words; acquire new vocabulary daily; use pictures for understanding; identify the main idea after reading/listening to text; and identify characters, sequence of events, and setting. General Educator's Observations and Input (in the area of reading), 11/13/12.

Harry demonstrates relative strengths in reading, in the areas of acquiring new vocabulary and using pictures to support his understanding. Informal Reading Inventory with Special Educator, 10/5/12. Harry observed all punctuation marks while reading a first-grade level expository text. With prompts to pay close attention to inflectional endings and picture clues, Harry demonstrated progress in his accuracy during decoding. When asked questions about the text, Harry identified the table of contents, the title, front cover, back cover, and title page of the book correctly. He knew where to begin reading and directionality.

WRITING

Special Education Teacher's Input and Observations, 10/11/12. Harry generates ideas for writing after modeling and scaffolding are provided. He writes to inform, with a clear topic and support, when he uses a graphic organizer and sentence frames. With the help of a graphic organizer, he writes to persuade, using opinion. In a sentence-level Curriculum-Based Assessment administered individually, with models, on 10/6/12, Harry included beginning capitalization and ending punctuation on each of four complete sentences. His sentences all included a subject and a verb. All sentences were in the present tense and included subject-verb agreement.

(PLAAFP) cont.

b) STUDENT NEEDS (ALL ACADEMIC AREAS REGARDLESS OF DISABILITY CATEGORY)

MATH

Galileo Pre-Test, 8/8/12. Harry's developmental score was 572 (approaching benchmark goals). Galileo Benchmark, 10/3/12. Harry's developmental score was 650 (approaching benchmark goals). On this test, Harry scored in the "falls far below" range on questions measuring the following skills: sort whole numbers into sets and justify the sort; express benchmark fractions as fair sharing, parts of a whole, or parts of a set; compare and order benchmark fractions; add and subtract whole numbers to four digits; create and solve word problems based on addition, subtraction, multiplication, and division; demonstrate the concept of multiplication and division using multiple models; demonstrate fluency of multiplication and division facts through 10; apply commutative, identity, and zero properties to multiplication and apply the identity property to division; collect, record, organize, and display data using tables and graphs; formulate and answer questions by interpreting and analyzing displays of data; solve a variety of problems based on the multiplication principle of counting; investigate and solve problems using vertex-edge graphs; explain the rule for a given numerical sequence; recognize and describe a relationship between two quantities, given by a chart, table, or graph, in which the quantities change proportionally, using words, pictures, or expressions; translate between the different representations of whole number relationships; recognize similar figures; describe and compare attributes of two- and three-dimensional figures; analyze a problem situation to determine the question(s) to be answered; represent a problem situation; summarize mathematical information, explain reasoning, and draw conclusions; and analyze and evaluate whether a solution is reasonable.

General Educator's Observations and Input (in the area of Math), 11/13/12. Harry does not recall basic multiplication facts; has difficulty verbalizing in complete sentences using math vocabulary; requires prompting to explain his thinking; has difficulty solving story problems accurately; and confuses place values. The teacher estimates his current instructional level to be end of first to beginning of second grade.

READING

Galileo Pre-Test, 8/9/12. Harry's developmental score was 563 (falls far below benchmark goals).

Galileo Benchmark, 10/4/12. Harry's developmental score was 634 (approaching benchmark goals). On this test, Harry demonstrated skills that fall far below expectations in these areas: use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words; use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words; answer clarifying questions in order to comprehend text; extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text; connect information and events in text to related text and sources; describe characters (e.g., traits, roles, similarities) within a literary selection; sequence a series of events in a literary selection; identify the speaker or narrator in a literary selection; locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, italics, key words, glossary, indices) in expository text; use a variety of sources to answer specific questions and/or gather information; distinguish fact from opinion in persuasive text; and identify persuasive vocabulary.

(PLAAFP) cont.

He also scored far below in the area of applying knowledge of the following common spelling patterns to read words: that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use, using used, usable); with final consonants that need to be doubled when adding an ending (e.g., hop/hopping); that require changing the final y to i (e.g., baby/babies); that end in -tion, -sion, (e.g., election, vision); with complex word families (e.g., ight, -ought); and that include common prefixes, suffixes and root words.

Special Education Progress Report, 10/5/12. Early in the first quarter, Harry demonstrated proficiency with 18 of 28 recently introduced phonograms. In September, he identified 15 of 21 phonograms correctly during a written phonogram review (71%). His performance has improved dramatically, as he correctly sounded 50 of 70 phonograms during an oral phonogram review with the special education teacher on October 2; and 55 of 70 with the special educator the following day. This brings his overall proficiency to 79%.. On August 3, Harry read 79 of 100 Fry's words correctly, and also self-corrected eleven times. When presented with the second hundred Fry's Instant Words, Harry read 57 correctly, and self-corrected four of his errors. When given decoding assistance or text at first grade level or below, Harry demonstrates the ability to answer questions about the text. After reading "Go Away, Dog," with picture cues, on August 29, Harry answered three wh- questions accurately. He successfully answered five of five similar questions after listening to and discussing "Sylvester and the Magic Pebble" in the whole group setting on September 19. When given decoding assistance to read a story at the "My First Reading Level" on September 21, Harry again answered all five of five questions correctly, orally. After listening to Thumbelina on October 3, Harry was able to answer four of five questions accurately. Finally, on October 5, Harry read "What Will Little Bear Wear?" and then answered eight of ten questions correctly, orally, for an overall score of 80%.

General Educator's Observations and Input (in the area of reading), 11/13/12. Harry has difficulty decoding at the third grade level and does not actively seek assistance. He does not understand and follow written directions; he does not observe punctuation marks when reading grade level text; he has difficulty pronouncing grade-level math vocabulary and using it in the correct context. When reading story problems in math, Harry does not demonstrate understanding of the text, including main idea or question.

In an informal reading inventory on 10/5/12, Harry read a portion of a first grade level expository text with 83% accuracy. He observed punctuation marks. Informal Assessments with the Special Educator, 10/19/12. During small group written phonogram review, Harry wrote 12 of 19 phonograms correctly. When reading the first 100 Fry's Instant Words, individually, Harry demonstrated 85% proficiency. When reading a portion of an expository, first grade text, Harry demonstrated 76% accuracy overall; and self-corrected four times. He read words with the -s inflectional ending correctly on 17 of 21 occasions. When answering questions about the text, Harry was unable to identify a caption (when asked what it was); and he was unable to identify where a sentence ended. He was unable to identify the spine of the book.

Informal Assessments with the Special Educator, 10/22/12. Harry read a first grade level narrative passage with 87% accuracy (140/161 words decoded correctly), while observing punctuation marks appropriately. He decoded six of 13 words with inflectional -sand -es endings correctly. With decoding support, Harry answered four of five comprehension questions correctly, aloud, including multiple choice and short answer responses. Harry identified three important details from the text accurately.

(PLAAFP) cont.

After listening to a third grade narrative text, Harry demonstrated 78% accuracy when verbally answering questions about characters, setting, and events from the story, given repeated/rephrased questions and prompts to provide additional information.

WRITING

Special Education Progress Report, 10/5/12. Harry demonstrates the ability and willingness to use graphic organizers as directed, although he sometimes has difficulty transferring his ideas from the organizer into a paragraph effectively. On 9/21/12, given an organizer, explicit directions to use it, and a paragraph with sentence frames, Harry completed a paragraph with verbal reminders to use capital letters appropriately, use lower case letters whenever required, and use proper grammar. He used capital letters correctly in eight of 11 instances and employed correct verb tenses and sentence structure in three of five sentences.

On October 3, Harry used two graphic organizers that he had previously completed in class to compose a sentence about omnivores. He was provided a model and the organizers, which were completed in whole group lessons in the classroom, provided correct spelling of key vocabulary. Harry's composition consisted of four sentences, which presented true information and were written neatly and carefully. One of four sentences included correct grammar and sentence structure. Two of four sentences included capital letters at the beginnings and all four sentences were properly punctuated. Harry included one misplaced capital letter. Three of four verbs matched their subjects grammatically. Harry tends to omit "s" from the ends of plurals and verbs. His spelling was 100% correct and the sentences all related to the topic and title of the paragraph. On 10/4/12, Harry told a personal story aloud, with prompting and questioning. He was provided with a word bank of key words he had produced. He completed an organizer with pictures of events from the beginning, middle, and end of his story. Harry wrote a paragraph with three sentences. The paragraph followed a logical sequence with 75% accuracy. Of twenty words, 90% were spelled correctly.

Harry included capitals at the beginnings of two sentences and failed to capitalize a proper noun, although it was provided in the word bank correctly (50%). The paragraph included a topic sentence and related sentences.

SPEECH THERAPY

Harry has been seen for speech/language therapy services to address an overall improvement of his receptive/expressive language skills. Harry's prior IEP goals focused on correctly responding to 2-step directions containing sequential concepts with at least 80% accuracy and formulating grammatically correct sentences with at least 80% accuracy. Currently during speech therapy sessions, Harry is demonstrating that he is able to correctly respond to 2-step instructions with an average of 20% accuracy (progressing but goal not met) and is able to formulate his own grammatically correct sentences with an average of 25% accuracy (progressing but goal not met). Harry's prior IEP was written in March of 2012 so it is not expected that Harry would have met his annual goals by this time. Harry is capable of a higher level of accuracy but consistently makes errors by responding too quickly. Harry frequently forgets what has been said to him or responds to sequential directions out of order. Harry relies heavily on prompts/cues from the therapist in order to respond accurately. On his goal for improving his overall syntax skills, Harry demonstrates a higher level of accuracy when picture cues are used. Harry's correct responses have increased to an average of 60% accuracy.

(PLAAFP) cont.

Harry tries to do his best work on all language tasks presented to him but needs to take his time and improve on his ability to respond independently rather than being dependent on the therapist. Harry continues to demonstrate overall receptive and expressive language weaknesses. Harry's difficulty in the area of receptive/expressive language skills may impede his success in the general education setting in the areas of acquiring new information in the areas of reading, writing, spelling and math, appropriately conveying his thoughts and ideas to others, and creating lasting, positive friendships with peers. Harry would continue to benefit from speech therapy services to address an overall improvement of his receptive/expressive language skills. Harry will receive 120 minutes a month of direct speech/language therapy services to be provided in the special education setting.

OCCUPATIONAL THERAPY:

Fine Motor-

Harry has shown improvements with fine motor control and handwriting legibility. He is doing much better with line placement of his letters. He continues to have some difficulty with letter memory but he is able to easily fix these errors when they are pointed out to him. Harry has also been doing much better with spacing between words. He continues to have some difficulty with grammar, spelling, and sentence formation. Harry has not shown any signs of fatigue during upper extremity strengthening tasks.

Sensory-

Student has been participating in motor lab activities to help with his sensory seeking behaviors in the school setting. Student has been inconsistent with his response to the motor lab this year. Student continues to have a difficult time attending to task when others are present in the room. He does not like to use the "wobble cushion" in class. His teacher has been consulted and modifications to his classroom set up have been made to help eliminate distractions. His materials are kept in the back of the room where he will walk and get them when he needs this. This helps limit distractions and also gives him numerous breaks throughout the day. His seating was also arranged so he could be in the front of the class but away from other distracting students.

Student has recently shown a disinterest in coming to occupational therapy. ADLS (Assisted Daily Living Skills)-

Student does not require assistance with self-care skills in the school setting at this time.

c.) Social and Emotional Development

Special Education Teacher's Input and Observations, 10/11/12. Harry demonstrates a curious approach to his learning and he uses his background knowledge to aid comprehension, vocabulary acquisition, and performance in science and history. He is very interested in science and enjoys non-fiction books and folktales. Harry generally interacts appropriately with peers. He completes his homework 80% of the time, and always completes his class work. Harry often forgets to bring his homework back to school, and he has difficulty with organization of materials. Harry is easily frustrated and sometimes does not take responsibility for his own actions.

(PLAAFP) cont.

General Educator's Observations and Input (in the area of behavior), 10/14/12. Harry works well with others. He enjoys activities that involve movement and exhibits high energy levels and a positive outlook. Harry enjoys solving math problems independently and focuses on the task at hand. Harry enjoys narrative books with fantastic locations and plots, and many illustrations. He likes to answer straightforward questions, but prefers to let others answer more abstract questions. Harry has difficulty organizing materials and turning in assignments.

Informal Classroom Observation, 10/15/12. During a 20-minute observation in the classroom, Harry was observed to be on-task 20 minutes out of 20. He was never out of his seat when he should not have been, and he did not interrupt or talk out. He began tasks immediately, followed directions, and appeared to understand directions. He was often attentive to discussions and asked appropriate questions. Overall, Harry rarely speaks out of turn, is overly withdrawn, or demonstrates attention-seeking behaviors.

d.) Transition-Not applicable at this time.

e.) Physical Development-- Harry exhibits age-appropriate physical development and motor development. His vitality and physical skills are sufficient to access and progress in the general education curriculum and typical compared to same-age peers.

f.) Other Information

Harry requires text presented at his current instructional level, in order to demonstrate mastery in the areas of reading fluency and comprehension. He demonstrates progress toward reading grade-level text, with significant support and direct instruction. When Harry is accessing grade-level text in order to demonstrate comprehension or math reasoning skills, he requires a reader of select sections to compensate for deficits in the area of reading fluency. Direct and explicit instruction, frequent review, and modeling are necessary in order for Harry to understand and acquire grade-level content vocabulary across the curriculum (including in the areas of math, science, and social studies). Harry needs personalized word boxes, glossaries, or vocabulary books/lists in order to acquire and use grade-level vocabulary in his responses and compositions, and to support his efforts to spell correctly. Lists of subjects/verbs that illustrate agreement are necessary in order to scaffold this skill until the support can be faded to facilitate greater independence. He requires graphic organizers and rubrics/checklists/adult conferencing, or sentence frames in order to write narrative, informative, or persuasive paragraphs. Modeling is required when Harry produces written responses and compositions. Examples and modeling are warranted across the curriculum to compensate for a specific learning disability and deficits in receptive/expressive language. In math, manipulatives or pictures will allow Harry to understand and express concepts more effectively. Harry requires support in order to organize his materials and come to class prepared. The general education teacher and special educator will collaborate to ensure materials and supports are in place to allow Harry to demonstrate progress across the curriculum and school settings. Harry's parents indicate (10/23/12) that Harry completes his homework, although is sometimes hesitant. He is stubborn at times.

Harry enjoys science and related activities. Mr. and Mrs. Smith have had concerns in the area of reading, and see similar difficulties at home as those noted by Harry's teachers.

Consideration of Special Factors §300.324(a)(2)

<p>Assistive technology devices and services (high and/or low tech) If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.</p>	<p><input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed</p>
<p>Communication needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.</p>	<p><input checked="" type="checkbox"/> Needed <input type="checkbox"/> Not Needed</p>
<p>Behavior-strategies, including positive behavioral interventions and supports to address behavior If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.</p>	<p><input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed</p>
<p>English language learner—language needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications</p>	<p><input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input checked="" type="checkbox"/> Not ELL</p>
<p>Deaf/Hearing impaired—language and communication needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications</p>	<p><input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input checked="" type="checkbox"/> Not HI</p>
<p>Blind/Visually impaired—provision of Braille instruction If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.</p>	<p><input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input checked="" type="checkbox"/> Not VI</p>

Comments:

Measurable Annual Goals and Benchmarks or Short-Term Objectives §300.320(a)(2)

Measurable annual goals should ensure the student's access to the general curriculum.

Include annual goals that meet other educational needs and support the student ' s measurable postsecondary goals.

*Add benchmarks or short-term objectives for students who take alternate assessments.

Measurable Annual Goal

ESY needed for this goal? __Y xN

Speech Goal #1

By December 2013, Harry will correctly respond to stimulus questions using correct syntax in his responses (correct verb endings, correct personal pronouns, and correct plural markers)

Baseline: from current level of 2/10 correct attempts

How will progress toward meeting the annual goal be measured?

Measurement criteria: to at least 7/10 correct attempts for at least 3 consecutive therapy sessions.

Measurement tool: as judged by informal observation, therapy data and screening instrument

Measurable Annual Goal

ESY needed for this goal? __Y xN

Speech Goal #2

By December 2013, Harry will correctly respond to wh-questions involving problem solving scenarios, inferences, predictions, and reasoning skills

Baseline: from a level of 2/10 correct trials

How will progress toward meeting the annual goal be measured?

Measurement criteria: to at least 7/10 correct trials for at least 3 consecutive therapy sessions

Measurement tool: as judged by informal observation, therapy data and screening instrument

Measurable Annual Goal

ESY needed for this goal? __Y xN

Speech Goal #3

By December 2013, Harry will correctly respond to semantic relationship tasks involving analogies, antonyms/synonyms word, and/or multiple meaning words

Baseline: from current level of 3/10 correct attempts

How will progress toward meeting the annual goal be measured?

Measurement criteria: to at least 7/10 correct attempts for at least 3 consecutive therapy sessions

Measurement tool: as judged by informal observation, therapy data and screening instrument

Measurable Annual Goal

ESY needed for this goal? __Y xN

Student will continue to demonstrate improved fine motor control by writing a paragraph consisting of 4 or more sentences with zero complaints of hand fatigue and 1 or less error for handwriting legibility (line placement, letter memory, spacing, and size) at least 3 out of 4 opportunities.

How will progress toward meeting the annual goal be measured?

Weekly writing assessment given with teacher tracking.

Measurable Annual Goals and Benchmarks continued

Measurable Annual Goal

ESY needed for this goal? __Y xN

Reading Goal #1

Given a text or a portion of text at his current grade level, Harry will decode words with common inflectional endings (-s, -es, -ed, -ing) while reading aloud in the individual setting, with 90% accuracy as evidenced by informal reading inventories, on four consecutive trials. Baseline: 46% given first grade level text Measurement criteria: 90% on three trials

How will progress toward meeting the annual goal be measured?

Measurement tool: informal reading inventories

Measurable Annual Goal

ESY needed for this goal? __Y xN

Reading Goal #2

Given decoding assistance, or a reader of select sections, and text at the third grade level, Harry will verbally answer short answer questions with 80% accuracy independently (without prompts), on three consecutive trials. Data will be collected using informal reading assessments administered individually by the special education teacher. Baseline: 43% after listening to third grade text.

Measurement criteria: 80% on three trials.

How will progress toward meeting the annual goal be measured?

Measurement tool: informal reading assessments

Measurable Annual Goal

ESY needed for this goal? __Y xN

When participating in curriculum-based writing assessments, Harry will produce a mean of 25 correct word sequences during a three-minute writing sample, on three consecutive trials.

Baseline: five correct word sequences (15 total in three minutes) Measurement criteria: 25 CWS

How will progress toward meeting the annual goal be measured?

Measurement tool: Primary Level Curriculum-Based Assessments

Progress toward Annual Goals §300.320(a)(3)

When will periodic reports on the student's progress toward meeting annual goals be provided to parents?

Quarterly progress reports on all goals will be sent home with Harry's report cards.

Accommodations for Instruction and Assessment § §300.160(b), 300.320(a)(6)

Accommodation

Provide a reader of select sections of grade-level text, as requested by the student, when decoding and fluency are not being assessed, across curricular areas.

Use for Instruction

Use for Assessment

Accommodation

Review and model use of new content area vocabulary across subjects.

Use for Instruction

Use for Assessment

Accommodation

Provide fading support of individualized word boxes, glossaries, and/or vocabulary lists for vocabulary acquisition and spelling in responses and compositions across the curriculum.

Use for Instruction

Use for Assessment

Accommodation

Break instructions and new information into smaller pieces.

Use for Instruction

Use for Assessment

Participation in State and PEA-Wide Assessments § §300.160(c), 300.320(a)(6)

Check one for AIMS participation:

The student will participate in the AIMS with no accommodations or with standard accommodations.

The student will participate in the state assessment through an alternate assessment.

If the student participates in an alternate assessment, explain why the student cannot participate in the regular assessment.

Alternate Assessment Eligibility Determination form is attached to IEP.

Check one for PEA-wide assessment participation:

The student will participate in PEA-wide assessments with no accommodations or with standard accommodations.

The student will participate in an alternate PEA-wide assessment through

The PEA does not have a PEA-wide assessment.

Special Education Services §300.320(a)(4)(5)(7); AAC R7-2-401(F)(4)

Special Education Services	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)	Provider Position
Reading Decoding	12/13/2012	12/12/2013	30 min/week	Resource Room	Special Education Teacher
Reading Comprehension	12/13/2012	12/12/2013	30 min/week	Resource Room	Special Education Teacher
Written Expression	12/13/2012	12/12/2013	30 min/week	Resource Room	Special Education Teacher

Related Services	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)	Provider Position
Speech	12/13/2012	12/12/2013	120 min/month	Speech	SLP
Occupational Therapy	12/13/2012	12/12/2013	30 min/week	OT Room	OTR

Supplementary Aids and Services (Including Extracurricular and Nonacademic Activities)	Initiation Date	End Date	Frequency / Amount	Location (LRE Setting)
None				

Program Modifications or Supports for School Personnel	Initiation Date	End Date	Frequency /Amount	Location (LRE Setting)
Collaboration among the general education teacher, speech language therapist, occupational therapist and special educator will provide consistent implementation or supports and instruction across curricular areas and school settings.	12/13/2012	12/12/2013	30 min/month	School wide
Taking tests in quiet locations	12/13/2012	12/12/2013	As needed	School wide
Opportunity for clarification with the teacher	12/13/2012	12/12/2013	As needed	School wide

Participation in Regular Class, Extracurricular, and Nonacademic Activities §300.320(a)(5)

Provide an explanation of the extent, if any, to which the student will not participate with nondisabled children in regular class, extracurricular, and nonacademic activities.

Harry will not participate with nondisabled peers while receiving direct instruction for speech, OT, and academic support in the special education setting for 120 min. per week. He is included in the general education setting for the remainder of the day. The potential harmful effects of such placement are far outweighed by the benefits to Harry's academic language and motor development through specialized services. These services are best delivered in a separate location with fewer distractions and the opportunity for repeated, targeted practice of skills.

Least Restrictive Environment §300.IIS(b)(c)(d)

4. Is this placement as close as possible to the child's home school?
 Yes No
5. Does this IEP require that the student be placed in a school other than the one he or she would attend if nondisabled?
 Yes No
6. What are the potential harmful effects (drawbacks) of this placement on the child or on the quality of services that he or she requires?

Harry will not participate with non-disabled peers while receiving direct instruction for Occupational Therapy and Speech/Language in the special education setting 120 minutes per week Harry participates in the resource support daily in a resource environment. He is with non-disabled peers and is included in the general education homeroom setting for the remainder of the day. The potential harmful effects of such placement are far outweighed by the benefit to Harry's academic, language, and social development of speech/language services. Occupational therapy and speech/language services are best delivered in a separate location with fewer distractions and the opportunity for repeated, targeted practice of skills.

Extended School Year Services §300.106

Eligibility for ESY

Yes

No

To be determined by:

ESY services to be provided:

N/A
